



SEA-Teacher Students' Perspective: Challenges Teaching English Overseas in the Philippines

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Abstract


This qualitative research helps explore and understand the meaning of human action by describing the essential characteristics of a social or human experience (Astalin, 2013). This research aims to investigate SEA-Teacher students' challenges in teaching English overseas in the Philippines in terms of difficulties, motivations, and knowledge during and after teaching English overseas.

A semi-structured in-depth interview was conducted and applied to those four SEA-Teacher students to find out the challenges in teaching English overseas according to 7th batch of SEA-Teacher students in the Philippines. Those students had experienced teaching English subjects in other countries in the Philippines by joining the SEA-Teacher program, one of the Southeast Asian Ministers of Education (SEAMEO) programs and located in Bangkok, Thailand. Flow Qualitative Analysis by Miles, Huberman, & Saldana (2014) analyzes the data.

The interview result showed that teaching process and teaching preparation were the most challenging in teaching English in other countries. Teaching preparation was challenging to work on the Philippines' lesson plan because of curriculum differences. They also found that they were challenging in their teaching process where they were hard to manage the classroom during their teaching class because of the students' attitude when they were not listening to the teacher's instruction.

Their difficulties in teaching preparation and Process came from themselves where they did not have the confidence and knowledge to adapt to other countries full of different cultures.

Keywords: Challenges Teaching English; SEA-Teacher Students Perspective; SEA-Teacher Program

DOI	:	https://doi.org/10.24903/bej.v2i1.622
Received	:	January 2020
Accepted	:	January 2020
Published	:	February 2020
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1. INTRODUCTION

The researcher found a problem of the study on the challenges in teaching English overseas in the Philippines. Based on the problem, the researcher will find out the challenges in teaching English in other countries, especially in the Philippines, according to SEA-Teacher students. This research is expected to give motivation to another English teacher in teaching English widely in the future. Teaching English can give new references and strategies to other teachers to improve their teaching skills. They will make acquaintance with the environment, learn more about life, and gain new instruction by teaching in other countries.

2. METHODOLOGY

In this research, a case study was used as the research design because it is about teaching English, and overseas teaching activity or program, and involved several students who joined the overseas program [1]. There are four SEA-Teacher 7th batch students from English Education at Widya Gama Mahakam Samarinda University who have joined the same program in the Philippines in 2019 program. To collect the data, the researcher selected and recruited the respondent to make sure their background and experiences correspond with the research. Then, drafting the interview guidelines before going to the interview session. The researcher will be the research instrument to use the semi-structured in-depth interview to collect all the data needed. In analyzing the data, the Flow Qualitative Analysis by Miles, Huberman, & Saldana (2014) was used, consisting of three activities: data condensation, data display, and conclusion drawing or verification.

3. FINDINGS

The researcher has finished the interview session, and it can be seen from the interview result. The answer from the interview will lead to a response to the research question. It is divided into two categories: teaching preparation and teaching process, where the research of [2] also explains content analysis on how to categorize findings into some categories. First of all, all SEA-Teacher students have fully understood and acknowledged the SEA-Teacher program and what motivations they got before and during joining the program.

3.1 Teaching Preparation

Teaching preparation is one of the challenges that the SEA-Teacher students faced while teaching English in the Philippines, especially in making the lesson plan.

3.1.1 Drafting and Making Lesson Plan

The researcher has observed the lesson plan stated by all SEA-Teacher students about the difficulty in preparing the lesson plan. The researcher found that there is a difference in making the lesson plan in the Philippines and Indonesia, where it is more detail in designing the situation in the lesson plan. They have to first imagine what will happen in the class later, and they have to put all of the conversations in the lesson plan. It may be in the teacher's questions and the students' answers that have to be set in designing the lesson before teaching in the classroom.

3.2 Teaching Process

Another challenge in teaching English in Philippines is the teaching process in classroom and it consisted of two terms which are the classroom management and students' attitude. When researcher asked about their difficulties during their teaching process in classroom, almost all of them answer the same thing about classroom management

3.2.1 Classroom Management

It consisted in some terms which are lacking of knowledge and confidence, and culture differences. The students' teacher difficult to explain something deeply to the students where she needs to spend more time on developing a sense of understanding and less time on direct instruction using full English language. This situation happened when not all of the students were good in listening and very slow in catching the lesson. Rather than that, they also stated culture differences in speaking and learning English as a foreign language also caused the teacher difficult to deliver the lesson and the students also hard to understand their teacher's explanation. Lacking of confidence to teach the students there because some of the students were so smart in English subject also become one of the reason they were difficult to manage the students in classroom.

3.2.2 Students Attitude

Based on the answers from all of the SEA-Teacher students, students who did not pay attention in the classroom is also become a challenge for them to teach English in Philippines. There will be always be those students who seem more challenging to connect with and those who do not seem to listen to the teacher's instruction. As they said in the interview, the class was very noisy and they did not listen to the teachers' instruction. They also has the same answer with them and said this situation was caused by the students who were very active in asking and answering questions in the classroom. This kind of situation lastly made the teacher hard to handle the class.

4. DISCUSSION

This research was confirmed by the research of [3] which explained that teaching English overseas has the challenge in making teaching preparation whether it is on finding their materials and making their lesson plan before teaching in the classroom. They have to spend much effort on making the lesson plan where they have to ask helps from their buddies and have a discussion or sharing time to develop their knowledge about the curriculum in the country they taught. This is to help them to be more familiar with the procedures of designing or crafting the lesson plan which is usually harder than lesson plan that they had used in their own country.

In this research, since all of the SEA-Teacher students mentioned that they faced difficulty when the lesson plan in Philippines was quite harder than the lesson plan they learned in campus in Indonesia. This challenge had been proved by the research of [4] which explained about the challenge in following the new curriculum and automatically will lead to difficulty in making the lesson plan. R1 had observed the lesson plan and make differences between the lesson plan that they use in Philippines and Indonesia. However, lesson plan in Philippines and Indonesia still has some similarities where it still has to set the learning outcomes and the subject matter.

Normally, as before teacher taught about the new lesson, they will make some reviews about their previous lesson first. Then, in the end of the lesson the students will be given some assignments to test their understanding about the new lesson. Lesson plan in Philippines also still consist the procedures that have to be known by the teacher before the class started, but there are some differences in making the procedures where it has to be more detail. The teacher has to know and set detail about the teacher's and students' activities in the class. The teacher also has to imagine on how the class will be done, how the teacher will explain and ask the students about the lesson, and also how the students will answer their questions. All of those questions and answers will be written in the lesson plan specifically.

This research is also proved by the research of [5] where it stated that the challenges in teaching English overseas are classroom management and students' attitude towards the teacher in the classroom. The students did not pay attention to the teacher explanation in front of the class because they work to multi-task while in class and some of them have learned and understood the lesson before the class started. This kind of situation caused the teacher difficult to manage the classroom very well and cannot transfer all their knowledge on the lesson to the student using a good way. Actually, the teachers also were lacking of knowledge in English

language skills. Having a wide knowledge realized them that it is essential for a person called teacher to have a good teaching skill and making them easier to deliver lesson to the students better. They did not have the confidence to teach English subject to the students who were very smart in English.

Besides, culture differences also bring challenge to the teacher in teaching English in other countries and this statement was proved by the research of [6]. Misunderstanding may arise because same words or expressions may not mean the same meaning to different people [7]. Different habits in learning and speaking English make them difficult to make explanation by using full English language in the classroom. In fact, situation like this is fairly common when teacher and students have different languages and cultures communicate because cultures differ from one another and definitely each culture is unique [7]. [8] also stated that students also hard to catch the lesson up because of differences opinion and accent in speaking English language. In this situation, the teacher has to spend more time on developing a sense of understanding in students, thus less time on direct instruction or explanation.

Above all, future involvement proposed in this research is focused not only SEA-Teacher students' challenges in teaching English overseas, but their motivations and experiences on studying more things no matter what program they joined that will achieve a clearer goals in reaching their target of future carriers [9]. Therefore, SEA-Teacher students should realize and think that although teaching English overseas gave many challenges, but it is important thing in encouraging a successful life. It is by making a connection between their motivations, experiences, and knowledge that they gained during the program to reach their target of future carriers.

5. CONCLUSION

SEA-Teacher students' challenges in teaching English overseas were come from themselves who are lacking of knowledge in English language skills. The students in Philippines were very smart in English language especially in speaking and this kind of situation caused the SEA-Teacher students felt insecure and lacked of confidence to teach English subject to the students there. They were also difficult to manage the classroom because the students were very noisy and sometimes, they did not pay attention to their teacher in front of the class. In one class also consisted a large number of students and it caused them have to speak loudly and clearly. In this situation, they have to improve their knowledge and skills in managing the classroom especially in the classroom which consisted many students. They also difficult in making the lesson plan because of curriculum differences and they have to ask help

from other pre-service teacher to get familiar with the lesson plan there. From the difficulty in making the lesson plan, they also have to get more training on how to draft and design a good lesson plan.

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