

ABSTRACT

Renny Widia Astuti, Shaping Teacher Identity through International Teaching Experiences in Thai Classrooms: A Narrative Inquiry of Indonesian Early Career English Teachers.

International teaching provides teachers with opportunities to encounter unfamiliar classroom contexts, students, and teaching practices. For early-career English teachers, such experiences may become part of their continuing process of professional learning and teacher identity development. This study explores how Indonesian early-career English teachers develop their teacher identity through international teaching experiences in Thai classrooms and how they negotiate and reconstruct their professional identities across Thai and Indonesian teaching contexts. A qualitative approach with a Narrative Inquiry design was adopted. Two Indonesian early-career English teachers who had participated in an international teaching program in Thailand were purposively selected. Data were collected through in-depth semi-structured interviews with each participant and supported by lesson plans and teaching photographs. The data were analyzed thematically and interpreted through the participants' narratives across contexts. The findings show that teacher identity developed through classroom participation, encounters with unfamiliar teaching realities, reflection, pedagogical adaptation, and professional meaning-making. Although the participants followed different pathways, both developed more reflective, adaptive, and learner-responsive orientations. The experience also continued to influence their professional identities after returning to Indonesia. Rather than directly transferring teaching practices encountered in Thailand, the participants selected, interpreted, and adapted them according to their students and local classroom conditions. This recontextualization contributed to the reconstruction of their teacher identities while maintaining continuity with their previous professional experiences. The study concludes that international teaching can support teacher identity development when teachers actively reflect on, interpret, and adapt their experiences across educational contexts.

Keywords: Teacher identity, International teaching, Early-career English teachers, Narrative Inquiry, Recontextualization