

## Filipino Students' Perceptions on Indonesian Non-Native English-Speaking Teachers through the SEA Teacher Project

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### Abstrak

Praktikum mengajar wajib dilakukan bagi seluruh mahasiswa dari jurusan Pendidikan untuk mengasah kemampuan mengajarnya menjadi pendidik di masa depan. Proyek *SEA Teacher* merupakan salah satu praktikum pengajaran internasional yang dapat diikuti oleh mahasiswa untuk dapat menjadi pendidik masa depan yang mengglobal. Penelitian ini bertujuan untuk mengetahui persepsi murid Filipina terhadap NNEST Indonesia dari Universitas Negeri Surabaya dan manfaat proyek *SEA Teacher*. Analisis metode campuran dengan desain penelitian *explanatory sequential* digunakan untuk mendeskripsikan pengalaman siswa dengan kehadiran NNEST Indonesia di sekolahnya. Hasil penelitian menunjukkan bahwa murid mempunyai persepsi yang baik terhadap NNESTs Indonesia dan proyek *SEA Teacher* dari empat aspek yaitu sikap, proses pembelajaran, kemampuan linguistik yang dirasakan, dan proyek *SEA Teacher*. Dengan dilakukannya penelitian ini, dapat diketahui bahwa NNEST Indonesia dari Universitas Negeri Surabaya mendapat paparan yang besar dari komunitas tuan rumah melalui proyek *SEA Teacher*.

**Kata Kunci:** Filipina, NNEST, Persepsi, *SEA Teacher*

### Abstract

A teaching practicum is required for all pre-service student teachers from the Education majors to hone their teaching skills to be future educators. SEA Teacher Project is one of the international teaching practicums that can be participated by the students to be globalized future educators. This study aims to find out the perceptions of Filipino students toward the Indonesian NNESTs from Universitas Negeri Surabaya and the benefits of the SEA Teacher Project. A mixed-method analysis with an explanatory sequential research design was used to describe the experience of the students in the presence of Indonesian NNESTs at their school. The result revealed that the students had good perceptions toward the Indonesian NNESTs and SEA Teacher Project from the four aspects including the attitude, the learning process, the perceived linguistic abilities, and the SEA Teacher Project. By conducting this research, it can be acknowledged that the Indonesian NNESTs from Universitas Negeri Surabaya received great exposure from the host community through the SEA Teacher Project.

**Keywords:** NNEST, Perceptions, Philippines, SEA Teacher

### INTRODUCTION

Universitas Negeri Surabaya required all students from education majors to participate in a teaching practicum in their fourth year of study. The teaching practicum is a period where the students can implement their knowledge related to teaching and learning activities which will prepare them to be future educators. The teaching practicum at Universitas Negeri Surabaya has two schemes that take place at national or international schools. For the international school scheme, Universitas Negeri Surabaya cooperated with the SEAMEO Secretariat which initiated the SEA Teacher Project. As one of the fourth year students majoring in English Language Education, the researcher got an opportunity to be one of the pre-service teachers of the SEA Teacher Project in BISCAS Laboratory High School,

Philippines. Participating in the SEA Teacher Project can prepare students to be globalized teachers because they teach students from different cultures (Hendra et al., 2019). By joining the SEA Teacher Project, the pre-service teachers could exhibit their intercultural awareness because they learned to understand, accept, and distinguish between their own cultures and the cultures of others (Nazhafah & Muslim, 2021). The pre-service teachers could also improve their teaching and pedagogical skills, as well as their personal and professional development (Mardhiyyah, 2019).

During the SEA Teacher Project, the Indonesian pre-service teachers conveyed the learning material in English, which is the official language of the Philippines alongside Tagalog. The Philippines is known globally as one of the many English-speaking countries where the majority of the people are fluent in the language. In the

education field, English is widely taught and is integrated from primary to tertiary levels (Cabigon, 2015 in Turmudi & Hajan, 2020). The Philippine government also adopted policies to ensure that Filipino students develop adequate English proficiency: it was the 1987 Bilingual Education Policy (BEP) in which English is the medium of instruction in schools and universities, but later it developed into Mother Tongue-Based Multilingual Education (MTB-MLE) policy in 2012 by the Department of Education (Barrot, 2018). The MTB-MLE policy is included in one of the salient features of the K to 12 Curriculum which is called 'Building Proficiency through Language'. Even though the policy is one of the salient features of the curriculum, it tends to have an emphasis on accuracy and proper grammar in what is considered to be 'standard' English that is still prevalent in the curriculum, and it promotes the monolingual bias and privileges native speaker norms (Espino et al., 2021).

The K to 12 Curriculum visualizes graduates equipped with the necessary competencies and skills to survive in the international scope. For students to comprehend that English is the most widely used language for communication, it also attempts to assist them in developing highly developed literacy skills. It also helps students acquire the kind of critical thinking and effective communication skills they will need in the 21st century in the classroom (Domogen, 2021; Rahmawati et al., 2021). But, on the other side, the student's understanding of concepts and discussion is hard to come by when the language that is supposed to serve as a vehicle of learning becomes a barrier (Jhingran, 2005 in Ricohermoso et al., 2019). The junior high school students are considered young learners and it is important to use their first language in teaching and learning activities, which is Tagalog. The students are considered able to succeed in using the second language if they can enhance or attain proficiency in their first language which leads to academic success and cognitive development (Ricohermoso et al., 2019). On the other hand, the K to 12 Curriculum emphasizes using English from the primary level as the medium of instruction for the students. The teachers are known to use only English during the teaching and learning activities. The native language of the Philippines, which is Tagalog, is only used during the Filipino language class.

As the first pre-service teachers in BISCASST Laboratory High School, the Indonesian Non-Native English-Speaking Teachers (NNESTs) used English as the medium of instruction in the teaching and learning activities without using any words in Tagalog, or Bikol which is the local language in the City of Naga where BISCASST Laboratory High School is located. English is

a prominent requirement for the pre-service student teachers who participate in the SEA Teacher Project (Widyastuti & Kumyai, 2019). Therefore, this study explored if the students had some difficulties understanding the materials taught by the Indonesian NNESTs with different English accents, and having interactions with them by finding out:

- 1) The students' perceptions toward the Indonesian Non-Native English-Speaking Teachers (NNESTs).
- 2) The students' perceptions toward the benefits of the SEA Teacher Project.

In keeping with both of the research questions, this study utilized the theoretical framework developed by Kabilan (2013) who established a framework regarding the professional and personal development of pre-service teachers during international teaching practicum.

**Figure 1**

*Framework of International Teaching Practicum*



The five components of the professional and personal development of pre-service teachers during international teaching practicum are emerging with the following details:

- 1) The pre-service teachers will have their confidence in speaking and communication increased through the demonstration of their use of English language in daily conversation with the host community.
- 2) The pre-service teachers will have their interpersonal skills increased, given the opportunity to practice and improve the mentioned skills through the international teaching practicum, including the interaction and communication with the host community within the cooperating universities and/or schools.
- 3) The pre-service teachers will receive a new perspective on global education and culture, where their experiences in international teaching

practicum will broaden their perspectives on academic matters and issues on a global scale.

- 4) The pre-service teachers will have their teaching confidence and skills increased, which they will receive from the teaching and learning activities during the international teaching practicum.
- 5) The pre-service teachers can hone their adaptation skills to the new working cultures in the host countries, particularly at the cooperating universities and/or schools with their provided mentors and cooperating teachers.

### Sea Teacher Project

In October 2014, the Southeast Asian Ministers of Education through the SEAMEO Council adopted the SEAMEO Education Agenda or the seven priority areas for SEAMEO to work together to improve quality education in Southeast Asia. 'Revitalizing Teacher Education' is one of the priority areas in building, achieving, and strengthening the capacity of teachers in the region. In order to fulfill the mandate, the SEAMEO Secretariat initiated a program entitled SEA Teacher Project. The SEA Teacher Project or the "Pre-Service Student Teacher Exchange in Southeast Asia", as stated on the SEAMEO Secretariat website, is a project that aims to provide an opportunity for pre-service student teachers from universities in Southeast Asia to have teaching experiences or practicum in schools in other countries in Southeast Asia. SEA Teacher Project is an international teaching practicum exchange program that is preferably intended for the fourth year students whose majors are in Mathematics, Science, English, Pre-school, Economic Education, Physical Education, Elementary/Primary, and Social Science.

The advantages that the pre-service teachers can receive from the SEA Teacher Project include: (1) the development of their teaching skills and pedagogy; (2) the development of their English skills; (3) the exposure to a broader regional and world view; and (4) the exposure to diverse teaching and learning situations and opportunities also the value of flexibility. Students' roles and responsibilities are assigned weekly for one month. The pre-service student teachers have to follow four stages during the SEA Teacher Project. To complete these four stages within the four weeks of the program, the host universities are allowed to set up a schedule that suits their needs. The host universities that will accommodate the pre-service student teachers will provide mentors to supervise and monitor them throughout the following practicum period:

- 1) First week which includes school orientation and class observation. On this week, the pre-

service teachers will be introduced to the host community which is the cooperating school, and the teachers as well as the students.

- 2) Second week which includes being a teaching assistant by working with the cooperating teachers and developing lesson implementation plans to be conducted next week.
- 3) Third week which includes teaching in the assigned classrooms. The pre-service teachers will execute their developed lesson implementation plans within this week to fulfill the 20 teaching hours proposed by the SEA Teacher Project. The teaching and learning activities were monitored and evaluated by both mentor and cooperating teacher after it ended.
- 4) Fourth week which includes reflection and lessons learned. The pre-service teachers will have a session to talk about their teaching performances with both mentor and cooperating teachers, this includes constructive feedback on what they need to improve and/or maintain. They will also work on the blog which is the assignment from the SEA Teacher Project, as well as the final report—if it is required by the home university.

### Non-Native English-Speaking Teachers (NNESTs)

The Indonesian pre-service student teachers from the SEA Teacher Project were identified as Non-Native English-Speaking Teachers (NNESTs). They were identified as one because they are teachers who have learned English as a foreign language in a formal classroom. The term Non-Native English-Speaking Teachers (NNESTs) are teachers who speak world English that located in the Outer and/or Expanding Circle and come from a variety of countries (Kachru, 1990 in Kim Chi & Van Loi, 2020). The term 'Outer Circle' refers to the regions of Asia and Africa where English is used as a helpful lingua franca by different linguistic and ethnic groups who may speak it for practical reasons. On the other hand, with regard to the rest of the world's population, the term 'Expanding Circle' represents those who primarily use English as a medium of international communication.

Non-Native English-Speaking Teachers (NNESTs) are divided into two types: the foreign teachers (FNNESTs) and the local teachers (LNNESTs). LNNESTs refer to non-native teachers who are native to the country, meanwhile, FNNESTs refer to non-native teachers who are from abroad. The Indonesian pre-service student teachers were considered Foreign Non-Native English-Speaking Teachers (FNNESTs) during

their teaching practicum in the Philippines. The Foreign Non-Native English-Speaking Teachers (FNNESTs) have the concept of ‘foreign’ added to the term of Non-Native English-Speaking Teachers (NNESTs). It gives the impression that the teachers are unable to communicate effectively in the national language or demonstrate genuine English proficiency. There is a possibility that Foreign Non-Native English-Speaking Teachers (FNNESTs) will be rejected in the host community due to the previously mentioned matters (Lee, 2022).

The Non-Native English-Speaking Teachers (NNESTs) share similar linguistic, cultural, and geographical backgrounds with the learners, and the fact that they were once English as a Foreign Language (EFL) learners themselves was perceived as the greatest strength of Non-Native English-Speaking Teachers (NNESTs) (Nampandung et al., 2021). They agreed that Non-Native English-Speaking Teachers (NNESTs) can teach English better and help them understand English better—to overcome their difficulties in learning the subject. The students who were taught by Non-Native English-Speaking Teachers (NNESTs) gained more confidence, interest, and extrinsic motivation due to their sharing the same cultural background and linguistic understanding of their native language; the students also showed a lower level of anxiety which made them feel more comfortable participating in the teaching and learning activities (Jang & Wood, 2019). Other strengths of Non-Native English-Speaking Teachers (NNESTs) are they are experts in learning ESL and/or EFL since they master both theory and practice. Non-Native English-Speaking Teachers (NNESTs) are also able to understand problems in language acquisition that the students go through, making them able to empathize with the students (Badrian, 2019).

## METHODS

A mixed-method analysis with the explanatory sequential research design was utilized in this study. According to Creswell (2012), an explanatory sequential research design is the collection and analysis of the quantitative data before it is followed up with the collection and analysis of the qualitative data to help explain or elaborate on the quantitative data. The objectives of this research were to find out the perceptions of Filipino students on the Indonesian Non-Native English-Speaking Teachers (NNESTs) in BISCASST Laboratory High School and the benefits of the SEA Teacher Project.

The research participants of this study were Filipino students in BISCASST Laboratory High School in the City of Naga, Philippines. A questionnaire and a semi-structured interview were used in this study. The questionnaire was distributed to 34 students from grades

7 and 8, and the semi-structured interview was conducted with 4 students.

The questionnaire was entitled ‘The Students’ Perceptions towards Non-Native English-Speaking Teachers (NNESTs) through the SEA Teacher Project’, and it was adapted and modified from an existing questionnaire produced by Colmenero & Lasagabaster (2020) by omitting and adding a new part and some statements. The questionnaire had 4 parts with a total of 34 questions in the form of a 5-point Likert scale and open-ended questions. The 5-point Likert scale is described with: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neither Agree nor Disagree (N), 4 = Agree (A), 5 = Strongly Agree (SA). The analysis of the questionnaire data utilized the following table labeled as Descriptive Equivalent adopted from Arquillano (2022).

**Table 1**  
*Interval Score with Descriptive Equivalent*

Interval	Category
1 – 1.8	Very slightly agree (VSA)
1.81 – 2.6	Slightly agree (SA)
2.61 – 3.4	Moderately Agree (MA)
3.41 – 4.2	Strongly agree (SA)
4.21 – 5	Very strongly agree (VSA)

The semi-structured interview was conducted in a 1-on-1 interview using Zoom Meeting software. Each participant is scheduled by the researcher on weekdays after school hours end. The questions were adapted from Ozaki (2021) with the details in the following table. Then, the analysis of the interview data utilized the stages adopted from Ary et al. (2010), which include: (1) familiarizing and organizing the data; (2) reducing the data; and (3) interpreting and representing the data.

**Table 2**  
*Details of Adapted Interview Questions*

No.	Questions
1	Do you think non-native Indonesian teachers have differences in language skills, such as their reading, writing, listening, or speaking skills?
2	Could you understand the materials taught by the non-native Indonesian teachers? Did you have any difficulties in participating in the teaching and learning activities?
3	Do you think non-native Indonesian teachers have good and bad points during their teaching practicum in BISCASST Laboratory High School?
4	If you get an opportunity to participate in the SEA Teacher Project when you are a college student, will you take it? Why?

## RESULTS AND DISCUSSION

The students from BISCASST Laboratory High School were categorized by their grades and their English proficiency which can be seen in Table 3 below. There were two grades of students which are 7<sup>th</sup> and 8<sup>th</sup> grade, and four levels of English proficiency starting from novice to highly proficient.

**Table 3**  
*The Category of the Students*

Grades	English Proficiency
7 <sup>th</sup> grade : 18 students	Novice : 3 students
8 <sup>th</sup> grade : 16 students	Intermediate : 20 students
	Advanced : 10 students
	Highly Proficient : 1 student

Then, the students from BISCASST Laboratory High School were asked to fill in the questionnaire related to the Indonesian NNESTs. Table 4 below showed the mean and descriptive equivalent of each question, as well as the average mean from each aspect. There were four aspects in the questionnaire: (1) the attitude; (2) the learning process; (3) the perceived linguistic abilities; and (4) the SEA Teacher project.

**Table 4**  
*The Aspects of Indonesian NNESTs*

	The Attitude	M	DE
1.	I felt less motivated to learn the subjects if I were taught by non-native Indonesian teachers.	2.06	SA
2.	I had a less positive attitude towards learning the subjects with the non-native Indonesian teachers because we came from different countries, cultures, and languages.	1.88	SA
3.	I think non-native Indonesian teachers are good examples of how to learn the subjects.	4.5	VSA
4.	In general, I think I would prefer to be taught by non-native Filipino teachers than the non-native Indonesian teachers.	2.47	SA
<b>AM</b>		2.72	MA
The Learning Process			
6.	I could easily catch the words from the non-native Indonesian teachers during the lesson.	3.71	SA
7.	I think non-native Indonesian teachers must learn some words in Tagalog or Bikol to give some examples to be understood during the class.	3.24	MA
8.	I think my problems in learning the subjects could not be solved by the	1.88	SA

non-native Indonesian teachers.			
9.	I got additional notes and learning materials for learning the subjects from non-native Indonesian teachers.	4.00	SA
10.	In general, non-native Indonesian teachers would give me more strategies/ideas to learn the subjects better.	3.65	SA
<b>AM</b>		3.29	MA
The Perceived Linguistic Abilities			
12.	I had more language difficulties with non-native Indonesian teachers inside the classroom.	2.26	SA
13.	I had more language difficulties with non-native Indonesian teachers outside the classroom.	2.24	SA
14.	I think both non-native Filipino and Indonesian teachers should have a native accent (British or American) in speaking English.	2.12	SA
15.	I think both non-native Filipino and Indonesian teachers can improve my English skills regardless of their English skills.	4.53	VSA
16.	In general, I would learn more vocabulary with non-native Indonesian teachers.	3.35	MA
17.	I think my listening skills would be better with non-native Indonesian teachers.	3.29	MA
18.	I think my reading skills would be better with non-native Indonesian teachers.	3.35	MA
19.	I think my writing skills would be better with non-native Indonesian teachers.	3.41	SA
20.	I think my pronunciation skills would be better with non-native Indonesian teachers.	3.47	SA
21.	I think I would speak English more fluently with non-native Indonesian teachers.	3.53	SA
<b>AM</b>		3.15	MA
The SEA Teacher Project			
23.	I could understand what the non-native Indonesian teachers conveyed during the teaching and learning activities.	4.56	VSA
24.	I think the non-native Indonesian teachers used their good command of English inside the classroom.	4.53	VSA
25.	I think the non-native Indonesian teachers used their good command of English outside the classroom.	4.32	VSA
26.	I felt that the non-native Indonesian teachers could embrace every	4.56	VSA

student in the class.		
27. I felt that the non-native Indonesian teachers executed their teaching and learning activities with confidence.	4.79	VSA
28. I felt that the non-native Indonesian teachers exhibited their open-minded and positive attitude well during the program.	4.59	VSA
29. I felt the need to adapt to the non-native Indonesian teachers' ways of teaching because it was different from the non-native Filipino teachers.	3.65	SA
30. I think it is important to have a teaching practicum abroad to gain global education cultures and issues.	4.56	VSA
31. I enjoyed the stay of the non-native Indonesian teachers at BISCASST Laboratory High School.	4.91	VSA
32. I felt interested in learning about Indonesia's culture from the non-native Indonesian teachers.	4.68	VSA
33. I am looking forward to having more non-native Indonesian teachers at BISCASST Laboratory High School again in the future from the SEA Teacher Project.	4.82	VSA
<b>AM</b>	<b>4.54</b>	<b>VSA</b>

### The Attitude

The average score of the first aspect (AM=2.72) was obtained, which was categorized as moderately agree which showed moderate agreement with the students' negative attitude towards Indonesian NNESTs, as supported by the result of the open-ended question and interview:

*"I thought that they were role models who taught us with compassion. The way they taught us about their assigned subjects was personally great. They helped us understand a lot of things in our subjects. The way they pronounce the given subjects gives it a unique feeling throughout the classroom. They did their best and that makes me motivated."* (Participant 5, 13, 17)

The first aspect explained the attitude towards Indonesian NNESTs. The Filipino students believed that they had a positive attitude towards them. They did not find any language difficulties and/or decreased motivation during the teaching and learning activities with the Indonesian NNESTs because they shared similar linguistic backgrounds with them. This is given the fact that the Indonesian NNESTs were once EFL language

learners themselves, as stated by Nampondung et al. (2021). These results are also consistent with the previous study conducted by Jang & Wood (2019), in which the students who were taught by NNESTs gained more confidence and extrinsic motivation due to them sharing the same cultural background resulting in a lower level of anxiety which made them feel more comfortable participating in the teaching and learning activities.

However, these results are inconsistent with the previous study conducted by Lee (2022) in which there is a possibility that foreign teachers like Indonesian NNESTs will be rejected in the host community due to their inability to communicate or demonstrate genuine English proficiency. The Indonesian NNESTs in this study were welcomed warmly by the Filipino students. They also have the ability to communicate or demonstrate their English proficiency, resulting in the understanding of the host community towards what Indonesian NNESTs conveyed.

### The Learning Process

The average score of the second aspect (AM=3.29) was obtained, which was categorized as moderately agree which showed the students' moderate agreement in their ability to follow along with the learning process executed by Indonesian NNESTs, as supported by the result of the open-ended question and interview:

*"I think about the assessments given to me by the Indonesian teachers and it helps me in developing my critical thinking and analysis skills. They also do not really need to learn Filipino and Bikol language to be used in the class because I have not found any difficulties understanding the way they speak, their accent is very well understandable. Their strategies also made us to be more active in class because it is not something that we always encounter with our Filipino teachers."* (Participant 2, 10, 26)

The second aspect explained the perceptions towards the learning process executed by Indonesian NNESTs. The result of the study revealed that Filipino students had positive perceptions towards it. They expressed that Indonesian NNESTs were good examples of learning the subject. Equally important to the previous statement, they also expressed that Indonesian NNESTs could solve the students' learning problems. Moreover, the Indonesian NNESTs were also believed to provide additional learning materials and more strategies and/or ideas for the students' further understanding of the subjects. The results prove what Fuangkarn & Rimkeeratikul (2020) stated: it might not always be true to assume that native speakers are the best people to teach languages. The non-

native speakers, in this case, the Indonesian NNESTs, could also teach languages, and the Filipino students could understand what they conveyed during the teaching and learning activities.

On the other hand, in regards to learning Tagalog or Bikol to enhance the Indonesian NNESTs' teaching performances, the Filipino students expressed their neutrality towards it. The reason is that they could understand the words coming from Indonesian NNESTs, regardless of their accents and/or differences in their other linguistic abilities. These are in line with what Domogen (2021) stated: the K to 12 Curriculum in the Philippines visualizes graduates who are equipped with the competencies and skills to survive in the international scope. With the presence of the Indonesian NNESTs in their school, the students were able to utilize the competencies and skills they have learned through the implementation of the K to 12 Curriculum, especially language.

### The Perceived Linguistic Abilities

The average score of the third aspect (AM=3.15) was obtained, which was categorized as moderately agree which showed the students' positive perceptions towards the linguistic abilities shown by Indonesian NNESTs. It is supported by the result of the open-ended question and interview:

*"Language did not become a barrier for the Indonesian teachers and the Filipino students because we were able to communicate well through the use of the English language. Their ability was really surprising because they managed to speak English fluently even though they are Indonesian."* (Participant 29, 33)

The third aspect explained the linguistic abilities of Indonesian NNESTs that were perceived. The result of the study revealed that Filipino students showed that they had positive perceptions towards the mentioned matters. They believed that their English skills were improved after being taught by Indonesian NNESTs. In regards to the speaking accent, the Filipino students did not have a drawback towards the Indonesian accent coming from Indonesian NNESTs as long as they taught the subjects well. These results align with the previous study conducted by Nampondung et al. (2021), in which they believed that NNESTs could teach English better and help them understand English better because they were able to resolve their difficulties in learning the subjects.

The results are also consistent with the previous study conducted by Badrian (2019), in which NNESTs are experts in learning ESL and/or EFL since they master both theory and practice, which are executed by Indonesian NNESTs during the teaching and learning

activities. Not only mastering both theory and practice, but NNESTs were also believed to be able to understand problems in language acquisition that the students go through, making them able to empathize with the students.

### The SEA Teacher Project

The average score of the fourth aspect (AM=4.54) was obtained, which was categorized as very strongly agree which showed the Filipino students' positive perceptions of the performances of Indonesian NNESTs and the SEA Teacher Project itself. It is supported by the result of the open-ended question and interview:

*"I firmly believe that the SEA Teacher Project is a valuable initiative that should be continued to foster cross-cultural understanding and develop educational development in Southeast Asia. The Indonesian teachers who participated in the SEA Teacher Project have very effective communication skills because even if they are teaching other native people, they can still deliver their teachings properly, they truly made themselves as well-respectable teachers."* (Participant 6, 28, 29, 32)

The fourth aspect explained the perceptions towards the SEA Teacher Project as a whole program that the Indonesian NNESTs participated in. The result of the study revealed that Filipino students had positive perceptions towards the SEA Teacher Project that was initiated by the SEAMEO Secretariat. The Indonesian NNESTs, as the pre-service student teachers, exhibited their open-minded and positive attitude as explained in the SEAMEO web page. Even though the ways of teaching between Indonesian and Filipino NNESTs were a bit different in some ways, Filipino students felt enjoyment in the presence of the Indonesian NNESTs in BISCASST Laboratory High School through the SEA Teacher Project. Moreover, due to the culture of Indonesia that was brought by the Indonesian NNESTs, the Filipino students and teachers were interested in learning about it. Without a doubt, they are looking forward to having more Indonesian NNESTs at BISCASST Laboratory High School in the future through the SEA Teacher Project. It can be concluded that the Indonesian NNESTs had their cultures well-presented by themselves during the program in order to receive good impressions from the host community. These results were consistent with the previous study conducted by Nazhafah & Muslim (2021), who stated that the pre-service teachers could exhibit their intercultural awareness because they learned to

understand, accept, and distinguish between their own cultures and the cultures of others by joining the SEA Teacher Project.

In regards to the scheme about the benefits of international teaching practice from Kabilan (2013), the Indonesian NNESTs performed it well and it was well-perceived by the Filipino students. They expressed that the Indonesian NNESTs can enhance their confidence in speaking and communication, the same also goes for their teaching confidence and skills. The Filipino students expressed that the SEA Teacher Project has a benefit towards enhancing the speaking and communication confidence, also the teaching confidence and skills of the pre-service student teachers. The Indonesian NNESTs performed their good command of English inside and outside the classroom, either to communicate with students or teachers. The pre-service student teachers also performed the teaching skills that they had learned in their years of study with confidence in front of the class. They also had their learning stages from pre- to post-teaching well-executed.

The pre-service teachers can also enhance their interpersonal skills. The Filipino students expressed that the SEA Teacher Project has a benefit in enhancing the interpersonal skills of the Indonesian NNESTs. Not only did they interact with the students, but they also interacted with the teachers at the school. In regards to the interaction with the students, aside from doing it inside the class during the teaching and learning activities, the Indonesian NNESTs also had interactions with the students outside the class during recess and break time. In regards to the interaction with the teachers, the Indonesian NNESTs interacted with their cooperating teachers most of the time to have discussions related to their lesson implementation plans and/or teaching performances. Aside from the cooperating teachers, the pre-service teachers also had interactions with other teachers even though it was not as often as with the cooperating teachers.

The pre-service teachers can gain new world views of education and culture, and also adapt to the new working cultures. The Filipino students expressed that the SEA Teacher Project provides exposure to its participants to gain the previously mentioned benefits. The background for the previous statement was based on what the Indonesian NNESTs experienced in the Philippines. They must learn about the K to 12 Curriculum and its competencies in the Philippines in order to develop lesson implementation plans. They needed to adapt to the curriculum in the Philippines since it was

different from the curriculum in Indonesia that they had learned during their years of study. Besides the new world views of education, the Indonesian NNESTs also learned about the cultures of the Philippines, specifically the local language and the traditions at the school.

## CONCLUSION

The Indonesian Non-Native English-Speaking Teachers (NNESTs) who were brought by the SEA Teacher Project Batch 9 to the Philippines last year received good impressions from the host community, in this study, from the Filipino students and teachers. Whether it is the English teacher the Science teacher or the Mathematics teacher, the three of them received good impressions from the host community. The four aspects related to the Indonesian Non-Native English-Speaking Teachers (NNESTs) starting from the attitude to the SEA Teacher Project itself, also earned good perceptions from the host community. In regards to the benefits of the international teaching practicum, the results of the study revealed that the SEA Teacher Project, as one of the many international teaching practicum programs, has indeed received good impressions from the host community. The five benefits mentioned in this study were well-acquired and well-executed by the Indonesian Non-Native English-Speaking Teachers (NNESTs), proving that they obtained exposure through the SEA Teacher Project. The advantages that the SEA Teacher Project provided for its participants were also well-acquired by the Indonesian Non-Native English-Speaking Teachers (NNESTs). Aside from the Indonesian Non-Native English-Speaking Teachers (NNESTs), the Filipino students and teachers as the host community also acquired the benefits of the SEA Teacher Project as it promotes intercultural exchanges with both of them and the Indonesian Non-Native English-Speaking Teachers (NNESTs).

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