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EXPLORING THE EXODUS: A PHENOMENOLOGY ON THE PEDAGOGICAL APPROACHES OF ENGLISH TEACHERS FROM THE PHILIPPINES TO INTERNATIONAL CLASSROOMS

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ABSTRACT

The purpose of this phenomenological study was to explore the lived experiences of Filipino English teachers who transitioned from teaching in the Philippines to international classrooms. Using a qualitative research design, this study examined their pedagogical adaptations, challenges, coping strategies, and insights as they navigated diverse educational environments. Fourteen Filipino English teachers participated, with seven engaged in in-depth interviews (IDI) and seven in focus group discussions (FGD). Purposive sampling was used to select participants, and thematic analysis was employed to interpret the data. The findings revealed key challenges, including adjusting to new educational systems, managing cultural and linguistic differences, addressing varying student expectations, and overcoming instructional constraints in foreign classrooms. To cope with these challenges, teachers employed interactive teaching approaches, adapted their methods based on student feedback, and embodied cultural sensitivity. Their coping strategies also involved fostering patience, engaging in professional development opportunities, and relying on peer collaboration. Insights emphasized the importance of cultivating a growth mindset, the necessity of ongoing learning, and the significance of resilience and adaptability in thriving in international educational settings.

KEYWORDS: *Filipino English teachers, teaching strategies, international teaching experiences, cultural adaptation, language pedagogy, qualitative-phenomenological study, Philippines.*

INTRODUCTION

Teachers have a critical role as knowledge architects in the complicated network of education, molding their pupils' intellectual landscapes. A serious concern in the Philippines, however, is the large number of Filipino English teachers who choose to work overseas, resulting in a dynamic blending of cultures and teaching approaches in international classrooms. This phenomenon presents both obstacles and opportunities for teaching pedagogy, especially when it comes to adjusting to new surroundings and various educational landscapes. The migration of Filipino English teachers poses significant issues of adaptation to different teaching pedagogies in other countries.

In Thailand, a significant difficulty occurs as 60% of Filipino teachers are unaware of professional growth possibilities to improve their competence to teach English as a foreign language (Ulla, 2021). In Singapore, the primary challenge faced by Filipino early childhood education teachers, as highlighted by Alicamen and Becamon (2022), is adapting to a new culture, fostering receptivity, and developing analytical thinking about educational processes. This poses an overarching problem due to the complexities and adjustments required in navigating a foreign educational landscape. Additionally, the study by Garcia and Soremi (2019) in China revealed a significant professional challenge for foreign teachers, emphasizing the need for adaptation to intricate classroom dynamics, including cultural nuances, classroom management intricacies, and variations in student learning styles.

A study done in the Philippines by Cahilog et al. (2023) found that a large number of participants, 30 in all, had substantial challenges as Filipino Teachers formerly linked with the Department of Education (DepEd) in a foreign educational system. Adapting to new pedagogical approaches is difficult because each country has its own set of teaching methodologies, strategies, and educational philosophies. Furthermore, cultural variations in the classroom provide difficulties, forcing teachers to traverse diverse student expectations, communication styles, and learning preferences.

Purpose of the Study

The purpose of this phenomenological study was to investigate the language teaching pedagogical approaches of Filipino English teachers from different localities in the Philippines as they transitioned to international classrooms abroad.

Research Questions

1. What are the experiences of English teachers from the Philippines on pedagogical approaches in teaching in international classrooms?
2. How do English teachers from the Philippines cope with the challenges they encounter in pedagogical approaches to teaching in international classrooms?

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3. What are the insights of English teachers from the Philippines on pedagogical approaches to teaching in international classrooms that can be shared with others?

Theoretical Lens

This study was grounded in the Constructivism Learning Theory by Lev Vygotsky. In the Constructivism Theory, knowledge was viewed as an interpretation that emerged through shared understanding (Brau, 2020). Hence, learners were required to assess the information presented and, drawing from past experiences, individual perspectives, and cultural context, construct their own interpretation. Efgivia et al. (2021) stated that, from a constructivist perspective, "knowledge is created, not simply transmitted." This meant that knowledge was formed through learners' experiences and existing knowledge, rather than solely being conveyed or transferred by teachers.

Moreover, this study aligned with the Comprehensible Input Hypothesis proposed by Stephen Krashen. According to Krashen (1989), as cited in Alahmadi (2019), language learning did not occur through repetitive practices but resulted from internal processes. Krashen suggested that the mental processing of linguistic features, driven by the input learners received, was crucial for language acquisition. Advocating for comprehensive input, he introduced the input hypothesis, asserting that effective language learning occurred when learners were exposed to rich linguistic content.

Ultimately, this study was grounded in the Communicative Language Teaching (CLT) Approach. The primary objective of CLT was to prioritize communicative competence as the focal point of language instruction. It involved creating methods for instructing the four language skills: listening, reading, writing, and speaking (Mirzayev & Oripova, 2022). Additionally, CLT incorporated key ideas that placed communication at the center of teaching and learning. It related communicative competence development to providing students with opportunities to practice communicating using classroom materials. In essence, the teaching process centered on the communicative approach, highlighting the significance of communication (Krashen, 1982, as cited in Dos Santos, 2020).

METHODOLOGY

This study used a qualitative research methodology with a phenomenological approach to analyze the lived experiences and pedagogical practices of Filipino English teachers in foreign classrooms. As reported by Tenny (2022), qualitative research entailed a more in-depth investigation of real-world issues, with an emphasis on insights rather than numerical data collection. Rather than simply counting occurrences, it focused on gathering individuals' experiences, perceptions, and behaviors to address concerns about the underlying processes and causes.

Research Participants

The research participants in this study were fourteen (14) Filipino English teachers from the Philippines who made the significant decision to leave the country in pursuit of rewarding teaching opportunities and unique cultural experiences in international classrooms. Specifically, seven (7) participants engaged in a virtual in-depth interview (IDI), and an additional seven (7) took part in a focus group discussion (FGD) to ensure data saturation.

Participants were selected based on the following inclusion criteria: (a) must be licensed Filipino English teachers; (b) must have teaching experience in the Philippines, whether in basic education or higher education institutions, before going abroad; and (c) must be from the Philippines who were employed for at least two (2) years overseas as teachers in public or private schools.

Data Analysis

In analyzing the data for qualitative research, researchers must adeptly engage in inductive data analysis, coding, sorting, and extracting themes and relationships from transcribed information (Tomaszewski et al., 2020). Thus, in the context of my study, coding and thematic analysis were employed in navigating the complexities of data analysis.

RESULTS

Table 1
Major Themes and Core Ideas on the Experiences of English Teachers from the Philippines on Pedagogical Approaches in Teaching in International Classrooms

Major Themes	Core Ideas
Using an Interactive Approach to Learning	• interactive games enhance expression • culturally aligned activities boost engagement • fun learning sustains interest • interactive methods tackle language challenges • dynamic teaching keeps students engaged • movement-based storytelling builds skills • playful learning maintains attention
Adjusting Teaching Methods Based on Student Feedback	• low participation signals the need for adjustments • feedback informs structured participation methods • modifying instruction based on needs and feedback • active engagement reveals student interests • assessing understanding through participation and response • adapting strategies to boost participation

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Enduring Language Barriers	• communication challenges with non-English speakers • challenges in implementing instruction • modifying methods for non-native speakers • addressing language barriers through student context • using visuals and simple instructions
Embodying Cultural Sensitivity	• balancing cultural norms with core teaching values • aligning teaching style with cultural identity • embracing cultural sensitivity for effective teaching • adapting communication to local expectations • integrating personal style with local culture
Dealing with Cultural Differences	• adjusting activities for diverse communication styles • tailoring tasks to participation preferences • navigating differences in student-teacher interactions • adapting teaching to comprehension levels

Table 2
Major Themes and Core Ideas on the Coping Mechanisms of Filipino English Teachers for the Pedagogical Challenges Encountered in Teaching in International Classrooms

Major Themes	Core Ideas
Engaging in Professional Development Opportunities	• engaging in professional development workshops • attending training for new teaching strategies • participating in school-provided training • focusing on international education and cultural responsiveness • upskilling through regular training sessions
Having Peer Collaboration and Support from Colleagues	• building networks for advice and solutions • sharing resources within a teacher community • connecting with expatriate and local teachers • growing through support and shared strategies
Utilizing Readily Available Educational Materials	• access to tangible teaching resources • providing students with free educational resources • access to classroom resources and materials • receiving resources for instructional needs
Enhancing Communication Skills	• maximizing communication advantage • enhancing engagement through communication • building rapport through cultural awareness
Fostering Patience in Teaching	• enduring classroom challenges with patience • allowing students time to adapt and progress • managing language barriers with persistence

Table 3
Major Themes and Core Ideas on the Insights of English Teachers from the Philippines on Pedagogical Approaches to Teaching in International Classrooms that can be Shared with Others

Major Themes	Core Ideas
Confronting Misconceptions	• addressing perceptions of Filipino teacher excellence • highlighting assumptions of teaching superiority • clarifying misconceptions about high salaries abroad • debunking the myth of high savings • correcting assumptions about uniform student proficiency • challenging one-size-fits-all teaching strategies • questioning the transferability of home-country methods • debunking idea that all local teaching methods work
Adapting to Teaching Demand	• flexibility and adaptability in teaching approaches • choosing teaching approaches based on student level • adapting teaching approaches • aligning methods with cultural context • flexibility to diverse learning styles

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Demonstrating Resilience	• building emotional strength in foreign classrooms • navigating uncertainty and risks abroad • managing pressure and job security challenges • embracing emotional struggles
Cultivating a Growth Mindset	• embracing continuous learning • learning from successes and challenges • growing professionally and staying proactive

DISCUSSIONS

Experiences of English Teachers from the Philippines on Pedagogical Approaches in Teaching in International Classrooms

Using an Interactive Approach to Learning

Bilyk and Bardadym (2023) assert that interactive teaching approaches position students at the heart of the educational process, motivating them to engage actively in collaborative settings and draw upon their personal experiences. Furthermore, these methods create a space where cooperation, mutual respect, and effective communication are prioritized, significantly enhancing classroom dynamics. Such an approach is especially beneficial in diverse educational contexts, as it fosters a sense of belonging and inclusivity among students from various cultural and linguistic backgrounds. This notion resonates with the findings of the current study, where Filipino English teachers employed interactive teaching methods to bridge cultural and linguistic gaps in their classrooms. By involving students in group activities and discussions, these teachers promoted collaborative learning and built a sense of community, which is essential for effective teaching in international and multilingual settings.

Adjusting Teaching Methods Based on Student Feedback

Williams (2024) investigates the difficulties teachers encounter while providing useful student feedback, emphasizing issues like time restraints, maintaining clarity, and customizing input to meet the needs of each individual student. The study emphasizes the significance of giving students feedback that is immediate, precise, and actionable. This highlights even more how crucial good feedback techniques are to developing a flexible and stimulating learning environment. This is consistent with the current study's findings, which highlighted the importance of providing Filipino teachers with concise, useful feedback in their classes. According to the study's participants, giving their students constructive criticism was crucial to fostering a deeper comprehension of the material, which in turn improved student engagement and academic performance.

Enduring Language Barrier

Enduring language barriers is a significant obstacle in international classrooms, especially in language teaching. According to Sumalinog (2022), overcoming these barriers requires teachers to adapt their communication strategies to effectively address students' varying levels of proficiency. Teachers need to employ various strategies such as simplifying language, using body language, and incorporating visual aids or multimedia tools to facilitate understanding. These approaches ensure that language differences do not hinder the teaching and learning process, enabling both educators and students to communicate effectively in a multilingual environment. In connection to the study, participants reported that the language proficiency gap posed substantial challenges in engaging students, especially in diverse classrooms. Many Filipino teachers expressed the difficulty of conveying lessons clearly, a challenge exacerbated by the diverse linguistic backgrounds of their students. These experiences of teachers emphasize that overcoming language barriers not only requires linguistic adjustments as essential for fostering effective communication and learning.

Embodying Cultural Sensitivity

Berlian and Huda (2022) highlight the importance of Culturally Responsive and Communicative Teaching (CRCT) principles, which stress the value of promoting cultural awareness in international classrooms. Their study advocates for inclusive teaching methods that are aligned with the diverse cultural backgrounds of students, emphasizing the importance of building partnerships to bridge cultural divides. Filipino teachers abroad echoed this idea, noting that by incorporating cultural sensitivity into their teaching practices, they were able to foster a supportive and engaging learning environment. This approach helped them establish stronger relationships with students, overcome cultural barriers, and create a more inclusive classroom atmosphere, which significantly contributed to the success of their teaching methods in diverse educational settings.

Dealing with Cultural Differences

King, Dixon, González-Carriedo, and Dixon (2022) explored the transformative experiences and cross-cultural adaptation processes of teacher candidates participating in an international teaching program. According to the study, teachers needed to become more self-aware and adaptable in their teaching methods in order to successfully navigate cultural differences. The results highlight how immersion in a foreign teaching environment forces teachers to reconsider their presumptions about instruction and learning, leading to both professional and personal development. This is in line with the experiences that the participants in the current study expressed, which emphasized how important it is to comprehend cultural norms and modify one's methods to meet the various demands of foreign classrooms. Filipino educators demonstrated the vital importance of cultural adaptation in international teaching contexts by embracing flexibility and openness to create more inclusive and productive learning environments.

Coping Mechanisms of Filipino English Teachers for the Pedagogical Challenges Encountered in Teaching inInternational Classrooms

Engaging in Professional Development Opportunities

Ambon et al. (2024) argue that professional development opportunities such as training and seminars are critical for

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enhancing the quality of teaching. These programs provide teachers with the latest strategies, methodologies, and insights, equipping them with the tools needed to address the dynamic needs of their classrooms. Furthermore, continuous professional development is seen to foster teacher growth by keeping them abreast of new pedagogical trends and educational research. In the context of this study, Filipino English teachers emphasized that attending workshops and training sessions allowed them to adapt their teaching techniques to meet the unique demands of international classrooms. Teachers reported that these opportunities helped them stay current with best practices, improving their ability to foster student participation, manage classroom dynamics, and navigate cultural nuances effectively.

Having Peer Collaboration and Support from Colleagues

The effects of teacher cooperation in professional learning communities (PLCs) and how it affects collaborative teaching practices are examined by Khasawneh et al. (2023). According to the study, teachers who actively collaborate not only advance their professional growth but also have a favorable impact on classroom procedures, which improves student outcomes. The researchers stress that teachers create a sense of purpose and efficacy as a group through the sharing of creative ideas, mutual support, and shared responsibility. This is in line with the study's conclusions, which showed that peer support and teamwork were crucial coping strategies for Filipino English teachers. To overcome the difficulties of teaching in foreign settings, such as navigating pedagogical complexity and cultural quirks, these educators looked to their peers for support.

Utilizing Readily Available Educational Materials

The article "The Impact of Resources on Teacher Effectiveness" (Moore, 2024) examines the direct relationship between teachers' capacity to provide effective education and the quantity and caliber of their teaching resources. Moore contends that instructors may establish more dynamic and interesting learning environments if they have access to enough resources, such as technology and classroom equipment. This is consistent with the findings in this subject, wherein Filipino English teachers emphasized how important resource accessibility is to overcome obstacles when teaching overseas. These teachers demonstrated the value of resources in attaining instructional success by using a variety of tools to fulfill student needs, adjust to different educational environments, and improve their teaching methods.

Enhancing Communication Skills

Jung & Choe (2024) discuss how Filipino English teachers perceive their professional identity in international teaching settings, focusing on their communication skills as a critical asset. The study emphasizes that Filipino teachers, while not native speakers, are valued for their ability to clearly convey concepts and effectively bridge the communication gap between students with varying English proficiency levels. This concept aligns with the experiences shared by Filipino teachers abroad in the current study, where teachers pointed out that while their English may not be native-like, their communication skills were easily understood by students, especially in countries like Vietnam and Thailand. This ability to simplify lessons and engage students plays a significant role in fostering learning environments where students can actively participate and grasp the content, thus enhancing the teachers' effectiveness in international classrooms.

Fostering Patience in Teaching

Patience is often regarded as an essential trait for educators, particularly for Filipino teachers working in international classrooms. According to Sumalinog (2022), patience becomes a vital coping strategy as Filipino teachers deal with various challenges, including adjusting to cultural and linguistic differences. The study emphasizes that teaching abroad requires resilience, and Filipino educators exhibit a high level of emotional endurance to meet the demands of international classrooms. Patience, in this context, is seen as both a professional skill and a coping mechanism that enables teachers to maintain a positive learning environment despite obstacles. Filipino educators, often faced with students who are slower to grasp the content, view patience as an essential approach to navigating the intricacies of international teaching.

Insights of English Teachers from the Philippines on Pedagogical Approaches to Teaching in International Classrooms

Confronting Misconceptions

Cahilog, Sarong, and Arcilla Jr. (2023) provide a more nuanced understanding of the financial motivations behind Filipino teachers' decisions to work abroad, challenging the simplistic notion that higher wages are the primary driving factor. Their study reveals that Filipino teachers are not merely seeking to earn more money but are instead pursuing financial stability, a sustainable livelihood, and freedom from the persistent cycle of debt that many Filipino educators face. This deeper pursuit of economic security aligns with the insights shared by Filipino teachers in the current study, who emphasized the gap between the idealized image of high salaries abroad and the reality of managing the cost of living in foreign countries. Despite the perception that working abroad offers substantial financial rewards, many teachers highlighted the struggles they face in navigating the high expenses associated with living overseas.

Adapting to Teaching Demand

Akbarovna (2024) emphasizes the critical importance of teachers' ability to adjust to evolving circumstances, including curriculum changes, advancements in technology, and the diverse needs of students. This further explains that being adaptable involves not only adjusting teaching strategies but also remaining responsive to the unique challenges posed by different cultural and linguistic backgrounds. This insight aligns with the experiences shared by the Filipino English teachers in this study, who emphasized the necessity of adapting their teaching methods to meet the specific challenges of their international classrooms. These teachers demonstrated adaptability by employing innovative teaching techniques, tailoring lessons to accommodate various learning styles, and utilizing accessible technologies to enhance student engagement. Their willingness to embrace adaptability allowed them not only to overcome significant challenges but also to foster inclusive and responsive learning environments.

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Demonstrating Resilience

The study conducted by Arcillo (2023) delves into the experiences of Filipino teachers in the Virgin Islands, focusing on the emotional and professional resilience they exhibit in their teaching roles. The research highlights how teachers, despite facing challenges such as cultural adjustment and emotional stress, continue to persevere. This aligns with the experiences of Filipino teachers in other international settings, who shared similar challenges of adjusting to diverse cultural contexts and managing classroom dynamics. Filipino teachers' resilience enabled them to adjust teaching methods, foster positive student relationships, and remain committed to their professional growth in foreign educational environments.

Cultivating a Growth Mindset

Ancho and Arrieta (2021) argue that lifelong learning is a fundamental trait of educators, with an emphasis on continuous growth and development. This growth mindset, they contend, is critical for adapting to the changing demands of the classroom and the varied contexts in which educators work. Teachers who cultivate such a mindset are positioned to thrive in dynamic educational environments. This concept is reflected in the responses of Filipino teachers working abroad. Participants repeatedly emphasized the necessity of openness to new learning opportunities as they navigated the challenges of teaching in multicultural settings. They recognized that success in international classrooms requires more than just technical skills—it involves being receptive to different teaching philosophies, adjusting to cultural diversities, and addressing students' varied needs. This mindset allowed them to adapt their teaching strategies and enhance their effectiveness in foreign classrooms.

Implications for Teaching Practice

The findings of this study have important implications for Filipino English teachers employed overseas in their teaching practices. The understanding of the dynamic and intricate nature of teaching in foreign classrooms is among the study's most significant findings. The results show that Filipino instructors successfully negotiate the difficulties presented by linguistic hurdles, cultural variations, and a range of student requirements because of their adaptability, resilience, and dedication to lifelong learning. This emphasizes how important it is for educators to keep improving their pedagogical knowledge and modify their teaching strategies to meet the changing needs of international learning settings. Filipino teachers can better handle the challenges of teaching in multicultural classrooms and improve their students' learning experiences by encouraging a growth mentality.

Additionally, the study highlights the significance of cultural sensitivity and adaptation, two qualities that are essential to successful teaching in global contexts. Teachers are more equipped to establish inclusive, stimulating, and effective learning environments when they can modify their communication methods, instructional strategies, and classroom management tactics to suit the linguistic and cultural diversity of their pupils. This emphasizes how important it is for teacher preparation programs to make cultural competency a top priority to give teachers the tools they need to handle the difficulties of teaching overseas. According to the findings, cultivating cultural awareness and giving educators the means to comprehend and value students' cultural origins can greatly strengthen bonds between students and instructors, encourage active engagement, and improve the classroom environment.

Furthermore, the study emphasizes how important patience is to the educational process. Managing student conduct, acclimating to new educational systems, and overcoming language problems are just a few of the emotional and professional difficulties faced by Filipino teachers employed overseas. Despite these difficulties, teachers are able to preserve a constructive and encouraging learning atmosphere since patience is a crucial coping strategy. This suggests that the development of emotional resilience and patience should be emphasized in teacher preparation programs as critical competencies for educators, especially those operating in global settings. Teachers' general wellbeing and efficacy as educators can be enhanced by giving them techniques for coping with stress, resolving annoyance, and keeping their cool.

Lastly, the study shows that professional development opportunities are highly valued by Filipino teachers working overseas. Teachers are better able to improve their teaching strategies, keep up with the latest developments in education, and successfully meet the needs of their students when they participate in ongoing learning through seminars, workshops, and peer cooperation. This research emphasizes how crucial it is to have a culture of professional development in schools where educators are supported and given chances to further their careers. Providing tools for continuing education and motivating educators to participate in reflective activities that promote lifelong learning should be top priorities for schools. By doing this, schools can make sure that educators are ready to handle the changing needs of global classrooms, which will eventually boost student performance and teacher satisfaction.

Overall, the study's findings indicate that Filipino teachers need to cultivate a variety of skills, such as flexibility, cultural awareness, patience, and a dedication to ongoing professional development, to thrive in foreign teaching settings. The research's conclusions offer educators, legislators, and educational institutions important direction for enhancing instructional strategies and guaranteeing that Filipino instructors can succeed in a variety of demanding educational environments. The recommendations derived from these findings are intended to improve the overall efficacy of Filipino teachers employed overseas, foster a more inclusive and stimulating educational environment, and fortify the teaching and learning process.

Recommendations for Further Research

Future researchers are urged to carry out longitudinal studies that examine the long-term effects of the identified pedagogical approaches on teacher development and student learning outcomes in multinational classrooms in order to expand on the findings of this study. Such research would offer more profound understandings of the long-term viability and efficacy of these tactics. Furthermore, investigating the ways in which these activities affect students' cultural competency and adaptation in

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various contexts may yield important information to improve culturally responsive instruction.

In order to supplement the information obtained from teachers, future researchers should also look at the viewpoints of students in multinational classes. Researchers can present a more comprehensive picture of how instructional approaches are perceived and their overall efficacy by taking into account student experiences and comments. Additionally, contrasting the methods of instruction used by Filipino educators with those of educators from other nations may reveal effective practices that are generally applicable across cultural boundaries.

Technology integration in breaking down barriers to communication and promoting ongoing professional development is another subject worth investigating. It would be important and pertinent to look into how digital technologies might help teachers become more adaptable and culturally sensitive as they become more and more integrated into the classroom. The effect of institutional support—like training courses and access to instructional materials—on Filipino teachers' performance abroad can also be examined. These extra levels of examination will provide us with a deeper comprehension of how instructional strategies might change to satisfy the requirements of global education.

Concluding Remarks

Starting this research path has been a very life-changing experience for me as a teacher, researcher, and lifelong learner. Since my participants were spread out around the globe, one of the most difficult things I had to do was not only manage the data but also schedule my time to coincide with theirs. It took perseverance, flexibility, and meticulous preparation to arrange interviews across several time zones and guarantee that every participant's voice was fairly represented. Notwithstanding these practical difficulties, the experience strengthened my admiration for the commitment and tenacity of Filipino English teachers employed overseas.

The chance to investigate the actual experiences of Filipino educators who have made significant sacrifices to pursue their careers abroad was one of the study's most impressive features. I became more confident in the tenacity and dedication of educators after hearing their tales of tenacity, adaptability, and passion. In spite of obstacles, their capacity to negotiate cultural differences, modify their teaching strategies for varied classrooms, and pursue professional development was incredibly motivating. These encounters reaffirmed my motivations for becoming a teacher, which were to inspire, effect change, and continue to study throughout my life.

This study offers more comprehensive insights into the experiences of Filipino English teachers overseas than just my own personal reflection. It emphasizes how crucial self-reflection, peer cooperation, and cultural flexibility are to good teaching. The results show how, in spite of being in foreign educational systems, these teachers use creative approaches to get beyond language obstacles, modify their teaching practices to fit the needs of their students, and create engaging learning environments. These revelations advance our knowledge of the advantages and disadvantages faced by Filipino educators as well as the ways in which they are constantly improving their teaching strategies.

Additionally, this study confirms that education is a dynamic sector that necessitates teachers to adapt to change, learn new techniques, and keep an open mind to creative teaching methods. The results of the study will direct how I promote diversity, flexibility, and ongoing education in my own classroom. I want to give my students the tools they need to prosper in a world that is becoming more interconnected by including these principles.

Most significantly, my study has reaffirmed that research is about meaningfully connecting theory and practice in addition to adding to academic knowledge. This study highlights the importance of empathy and understanding in education by illuminating the experiences, challenges, and triumphs of Filipino educators working overseas. My goal is for this study to encourage others to investigate related subjects and support the continuous enhancement of teaching and learning methodologies.

As I conclude this study, I carry with me a renewed sense of purpose and a deeper appreciation for the teaching profession. I am grateful for the opportunity to grow through this research and look forward to sharing these insights with my colleagues and students. This experience has reaffirmed my belief that education is not just a profession—it is a calling, a lifelong journey of learning, and a commitment to making a difference in the lives of others inside or outside your country.

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