

Teachers in the Educational Overseas: Stress, Burnout, and Resilience During and After COVID-19

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ABSTRACT

As expected, teaching abroad is a life changing experience for teachers (Cross and Dunn, 2016; Celik, 2017). There is no doubt that it will be a new experience and an eye-opening moment for them which can shape their future lives too. However, it can also be a challenge for them as they are in a place where the culture is totally different from their home countries. It got even worse when the Covid-19 pandemic occurred and affected many aspects. In this study, there were 8 teachers in educational overseas contexts who have been awarded Fulbright scholarships and taught in their host countries (both from US to other countries and from other countries to the US). By using semi-constructed interviews, they have shared their bittersweet experiences, from adaptation to stress, and burnout to resilience during and after COVID-19 or “the new normal”. However, this unique condition did not reduce the fundamental values of the exchange program itself which is still noteworthy for deepening mutual understanding between their homes and host countries.

Keywords: Teachers, Overseas, Abroad, Uncertainty, COVID-19, Teaching, Learning

1. Introduction

As expected, teaching abroad is a life changing experience for teachers (Cross & Dunn, 2016; Celik, 2017). There is no doubt that it will be a new experience and an eye-opening moment for them which can shape their future lives too. By teaching and learning overseas by teachers, teachers, and student teachers, it also prepares them to teach worldly (Germain, 1998; Clement & Outlaw, 2012) where they can gain international knowledge, skills, and experiences differently from the place they are resident on. It also develops the global learning and development, intercultural competence, intercultural maturity, and intercultural sensitivity for the teachers (Braskamp, Braskamp, & Merrill, 2009). Simply put, teaching and learning overseas impact the teachers personally as an individual and professionally as teachers in the educational field.

In the normal situation, teaching and learning overseas are considered as fruitful experiences, although it also comes with challenges. The term “culture shock” was first used to characterize human emotions when behavior that we view as normal is not seen as proper in the new culture (Lysgaard, 1955; Oberg, 1960). This term often refers to a wide variety of feelings that include being confused when

adjusting to a new culture or a foreign nation. Ward et al (2001) also stated that even the competent adults in their home countries can feel like a little child and helpless while they are in the other countries. Culture shock is common and affects people differently and at different times when they adjust to visiting or residing in a different culture.

On the other hand, these teachers are not only facing the challenges when they are in the host countries. They also often need to handle the issues once they have done their programs and come back to their home country which is called “the reverse-culture shock” (Gaw, 2000) where the teachers readjusting, acculturating, and reassimilation into one's own home culture after spending a significant amount of time in a different society. Both culture shock and the reverse culture shock might occur right away, a few weeks later, months afterwards, or even with uncertain times. While culture shock is frequently linked to negative emotions like fear, melancholy, or irritation, it can also be linked to positive emotions like exhilaration.

Unexpectedly, in the first quarter of 2020, there was a global pandemic, the novel coronavirus disease 2019 (COVID-19) undoubtedly has become a phenomenal problem throughout the world in many aspects of lives, such as in economy, society, culture, politics, security, and including the field of education too. School closure and the

shift from face to face teaching and learning into online classrooms could not be denied to happen. It is also clearly affecting the teaching and learning overseas too. For the teachers who were already in the host countries and in the middle to the end of their programs, this tragedy was hard to believe and even worsened their situations.

1.1 Problem Statement

In the exchange programs, such as the teachers who teach and learn overseas, some challenges which are related to personal and professional lives are affected too as mentioned previously. At the same time, these teachers need to prepare themselves for the diverse and different cultural backgrounds and the global competencies (Phillion et al, 2009) as they are in totally new different places or countries. It got even worse when the Covid-19 pandemic occurred with the uncertainty conditions. They were in the middle of their programs - or almost the end - in their host countries, and other issues undeniably added to their concerns. At this writing time, these teachers have already been predicted back to their home countries and institutions, or they are continuing their programs where the situations and conditions might be considered better. However, in many countries around the world, they are still combating this pandemic and the number of COVID-19 might increase and fluctuate, and the teachers who are teaching and learning overseas are potentially facing the similar and different challenges regarding educational abroad during and after the COVID-19, with “the new normal” or preparing the other expect the unexpected experiences.

1.2 Purpose of the Study

The findings in this study are significant for future exchanges of teachers or teachers through the Fulbright program, teaching and learning overseas contexts, and exchange programs. The information generated through this study may be used to prepare scholars for international programs, not only related to the different cultures and global competencies, but also for facing the ‘expect the unexpected’ moments. In addition, it is hoped to get some lights for others too to start their international exchange programs from these participants’ experiences. For the policy makers, such as from the host government, it is recommended to make policies and rules which are beneficial and made both for its citizens and the exchange students. Meanwhile for the home government, making sure their citizens abroad are safe and sound during the uncertain times will be the priorities.

1.3 Research Questions

The following research questions were developed to explore to examine the overseas teachers’ perspectives in teaching and learning during and after the COVID-19 pandemic:

1. What challenges did the teachers in teaching and learning overseas face while teaching abroad during and after the Covid-19 global pandemic?
2. What strategies did they use to overcome these challenges?
3. What are the takeaways from this exchange program during and after the covid-19 experiences?

2. Theoretical Framework

2.1 Teaching and Learning Overseas

Teaching and learning by teachers - experienced teachers, novice teachers, in-service teachers, pre-service teachers, student teachers, etc - are more meaningful when it is connected to the learning environment, based on personal experiences, involving direct engagement with the social context, including opportunities for reflection. Dewey (1897) has pointed out this idea where an individual has an inescapable connection between educational institutions and society or community, including the teachers. Learning about various cultures, developing teachers’ own teaching methods, and creating a global network of colleagues who can assist teachers are all made possible by teaching and learning abroad.

There are multiple reasons which are usually considered by teachers to take the opportunities to teach and learn overseas, especially regarding the teachers’ qualifications. Casale-Giannola (2000) expresses that the teachers’ experience at the end of the exchange program will increase. Meanwhile Janusch (2007) in her dissertation, indicates that having the experience teaching and learning in abroad context and situation make the teachers more active and engage with the new environment. These two findings mentioned above show that being overseas as a teacher who is teaching and learning at the same time, makes the teacher have a strong personal confidence since he or she is qualified in his or her educational field and being able to adapt and adjust to the new environment quickly.

In addition, choosing to be in the new countries, new schools and educational institutions or universities, with the cultural differences, also indicates that the teachers like challenges and do not really like to be in the comfort zone which also leads to teachers’ full potential and peak performances too (Leberman & Martin, 2002). In their article, Lieberman and Martin (2002) also mentioned that an individual’s peak performance is not necessarily being gained just because he or she is out of their comfort zone. With all the excitement and joy in the new settings and the fruitful outcomes which teachers can get after their exchange program in teaching and learning overseas, there are challenges, burnout, culture shock, and reverse-culture shock which will be discussed in the next section.

2.2 Challenges and (Reverse) Culture Shock

Both teachers who experience teaching and learning overseas might face challenges in their exchange program similarly and differently. There are some major challenges for teachers in western countries and universities such as language, academic and professional work, sociocultural, discrimination, and practical or lifestyle acculturative stressors (Smith & Khawaja, 2011; Yu and Zhang, 2016). On the other hand, teachers in western countries and universities such as the United States to other countries in Asia as an example might have faced similar and different challenges too. Hashim and Yang(2003) found that academic and interpersonal sources of stress were the most common and intrapersonal and environmental sources of stress were the least frequently reported by African and Western students in Chinese universities. Similarly, Akhtar et al. (2015) reported that African students in Chinese universities often encountered issues pertaining to environmental, sociocultural, psychological, and academic adaptation. From these studies, it is clear that challenges that teachers have faced in the new environment vary depending on their home and host countries too.

At the same time, teachers who move to a new nation or experience a new culture or environment may feel puzzled, perplexed, or anxious. This is known as culture shock. Being in a strange new environment is the cause of this typical cultural adjustment. The anthropologist Kalervo Oberg (1960) is credited with coining the word "culture shock," to describe how people respond to unexpected or foreign environments. Culture shock is categorized into four stages as explained below, according to Pederson (1994).

The Honeymoon Stage. The honeymoon phase is a typical name for the first stage. People are ecstatic to be in their new surroundings, which explains why. Frequently, they view it as an adventure. This initial thrill can serve to sum up the entire experience for someone visiting for a brief while. Even though people anticipate it to persist, the honeymoon period ends for individuals making a longer-term shift.

The Frustration Stage (Crisis). As the novelty of being in a new setting wears off, people may become more irritable and confused. As a result of misinterpreting the behaviors, talks, and methods of others, fatigue may gradually set in. As a result, especially if there is a language barrier, individuals may feel overpowered by a new society at this point. Local customs can also become more difficult, and formerly simple tasks can take longer to do, which can be exhausting. The main source of dissatisfaction is typically one's failure to effectively communicate—to understand what others are saying and to make oneself understood. Due to the urge to withdraw, some people may find this stage of cultural adjustment to be the most challenging. For instance, overseas students participating in study abroad programs who are adjusting to American culture may experience anger and anxiety, which might cause them to distance themselves from new friends. During this phase, some people develop eating and sleeping difficulties and may think about leaving

early. Research also mentioned that in this crisis stage, it is also called the "Burnout Moment".

The Adaptation Stage (Resolution). It is frequently slow as people get used to their new circumstances. People start to feel less frustrated as they become used to their new surroundings. People will become more accustomed, at least to the point where understanding some cultural cues becomes much easier, even though they could still not fully grasp them. The term 'Resilience' is commonly used in this stage, where people or teachers in this teaching and learning overseas try to be resilient and try their best to cope up with the crisis and the burnout moment.

The Acceptance Stage (Stabilization). People can more fully appreciate and enjoy their new house when they are in the acceptance or recovery stage. Most of the time, as beliefs and attitudes about their new environment change, self-confidence rises and their sense of humor returns. People can generally relax and feel happier after clearing up the problems and misconceptions from the frustrated period. At this point, the majority of people mature, modify their old habits, and perhaps even pick up some manners from the new society. The new culture, values, and attitudes might not be fully comprehended at this point. Even yet, the awareness could dawn on you that you don't need to fully comprehend everything to get along and succeed in your new environment.

Oftentimes, the challenges that people in exchange programs, including teachers, face are not only when they are in the host institution, but also in their home country and institution after they finish their program and go back to their nations. This reverse culture shock might have the same stages as stated before with different periods of time for teachers to be at their own pace and in the acceptance stage.

3. Methods

3.1 Research Design

This study was designed as a qualitative case study design to collect data in teaching and learning overseas for the teachers during and after the COVID-19 pandemic. A qualitative case study is mainly selected as it provides the best procedures for describing, and interpreting a culture-sharing group, and shared patterns of behavior, beliefs, and values (Creswell, 2014). Using this research design allows the researcher to gain a thorough understanding of the participants' perspectives by talking with them and listening to their conversations. The interview will be virtual / online, not face to face directly. According to Mason (2002), one of the principal features of a qualitative interview is the interactional exchange of dialogue which involves one to one interaction in a direct meeting or over the telephone or the internet.

3.2 Participants of the Study and Research Setting

In this research, a purposeful sampling strategy will be used for the participants who have experienced teaching and learning overseas during and after COVID-19. There will be eight participants in this study who are eight teachers (teacher and student teacher), four male and four female, from two different Fulbright programs. The two programs are Fulbright Language Teaching Assistant (FLTA) where Fulbright scholars who are English teachers go to the USA, and Fulbright scholars to other countries under the USA Fulbright Visiting Program who are student teachers. These eight participants are already in their own home countries and institutions. For four USA Fulbright scholars, they are now in Illinois, California, Colorado, and Florida and their host countries during their programs are in Indonesia. Meanwhile two FLTA scholars are from Indonesia, and they have had their FLTA programs in Illinois, California, Ohio and Florida. The demographic of participants is presented in Table 1.

Table 1 Participants' Demographics

Participant	Gender	Exchange Program	State / Province Home Country	State / Province Host Country
1	Female	USA Fulbright Visiting Program	California, USA	West Java, Indonesia
2	Female	USA Fulbright Visiting Program	California, USA	West Sumatra, Indonesia
3	Male	USA Fulbright Visiting Program	Florida, USA	East Java, Indonesia
4	Male	USA Fulbright Visiting Program	Illinois, USA	North Sumatra, Indonesia
5	Female	FLTA	West Java, Indonesia	Florida, USA
6	Female	FLTA	Jakarta, Indonesia	Illinois, USA
7	Male	FLTA	Riau, Indonesia	Ohio, USA
8	Male	FLTA	West Sumatra, Indonesia	California, USA

3.3 Ethical issues

I acknowledge the access to the participants in this study as a fellow Fulbrighter as me, but in the different programs, my program was a Fulbright master's degree program, meanwhile the eight participants were in the FLTA and USA Fulbright Visiting Program which might poses an ethical issue for the protection of information shared as well as their anonymity. To maintain privacy and keep all participants' identities unknown, and in this study are coded

using Participants 1 to participants 8. All participants were also assured that the data collected from them would not be shared with other participants and their participation in the study was not shared with anyone.

3.4 Data Collection Techniques

I collected information from participants via a questionnaire emailed to Fulbright prior to the interview process and an online interview. The purpose of the questionnaire was to collect basic background information from each participant (Appendix A) to include in the participant description. I then conducted one-on-one interviews using a qualitative phenomenological design to collect co-teachers' narrative of their experiences. There are eleven questions for the semi-structured interviews with the purpose to answer the research questions(Appendix B).

The interview questions selected were developed based on my experience as an international student, Fulbrighter and a teacher in teaching and learning overseas contexts, themes consistent across the teaching and learning overseas related to teachers' experiences in teaching and learning overseas during and after / post COVID-19. The procedure for the semi-structured interviews began when participants were emailed about this study with the consent form attached in the email. Then, participants' consent forms are returned and collected. The consent form must be signed by each participant. The date and time of the interview for each participant will be scheduled. Each participant will be interviewed individually for about 15 - 30 minutes. The interviews will be conducted and recorded by Zoom. The interview will be audiotaped and transcribed. All interviews were audio recorded to allow the author to focus on participants' responses and participants were given the option of not being audio recorded too.

3.5 Ensuring Reliability and Validity

This study will also involve human subjects so one of the ethical considerations will be about the informed consent and participants' confidentiality. The data from participants also need to be checked (member-checking) with participants for ensuring the correct interpretation and validity. Since I am also an international student in abroad settings, my subjectivity and reflexivity might also affect the data analysis. For the interview questions, all participants were asked the same set of questions which had been reviewed by a professor in my qualitative research class in my doctoral program for social validity and presence of bias. Upon completion of the interviews, all teachers received a transcript of their interviews and confirmed the information shared was accurately recorded.

3.6 Data Analysis Procedures

Thematic analysis is used to analyze the data. Thematic analysis is a method for identifying, analyzing, and reporting patterns or themes within data. It minimally organizes and

describes the data set in rich details (Braun and Clarke, 2006). This method is vital in this study to classify similar concepts and themes from the different participants. Participants of the study are also able to read the transcripts and the qualitative report for fact-checking. Readers of the report can be assured of the credibility of the study.

4. Results

The results of this study are divided into three themes. Firstly, it is about challenges faced by teachers in teaching and learning overseas during and after the COVID-19. Secondly, the strategies are presented in the findings as the ways for teachers related to their challenges. Last, it is about their takeaways as a personal and professional teacher who had experienced their exchange program during and after the COVID-19 or in the uncertain time.

4.1 The challenges

There are seven challenges which were mentioned by the eight participants as teachers in teaching and learning overseas. The themes are financial issues, insecurity, fear, homesickness, new rules and regulation, time management and health. The codes for each theme are presented in table 2.

Table 2 Teachers’ challenges in teaching and learning overseas during and after COVID-19

Codes	Themes
Stipend Monthly income Bank account Cheaper products Raising prices Ticket flight	Financial issues
Reading news Social media Unknown decision Unknown information	Insecurity
Racism Unsafe environment Limited access Limited daily stocks	Fear
Missing family Missing friends Lonely quarantine Lockdown	Homesickness
News Updates Teaching and learning policies COVID-19 regulation Immigration	New rules and regulations
Sleeping hours Teaching workload Learning new things Adaptation	Time management
Mental Health Sleeping hours	Health

Nutritions
Medical treatment
Vaccination

From the results presented in the results, it can be seen that financial issues, insecurity, fear, homesickness, new rules and regulation, time management and health. These themes are connected one and another, for example one participant mentioned how the challenge in financial problems lead him to his insecurity and feeling scared during his exchange program abroad.

’I feel insecure because the Covid-19 happened in my exchange program. Will I be back? Will it be over? I feel uncertain too about my funding during the program. How if I got COVID-19 here while I was far away from home.’ (Participant 6)

’In this foreign country, I feel alone and isolated, not only because of the lockdown which made me stay at home, but also because I am not really part of this environment, where the rules are different for me.’ (Participant 2)

The international teachers in the United States all mentioned about the racism which they have experienced during and after the COVID-19. Some of them experienced it verbally and others in behavioral actions.

’I am a Chinese Indonesian, so that my skin, my eyes, and my physical appearance look like someone who is Chinese. I could not control the ‘Asian Hate’ on me because people here thought that I am a chinese guy, meanwhile I am an Indonesian, and they shouted at me to go back to my country.’ (Participant 8)

Participant 5 also added about this racism toward him by saying:

’... I did not experience verbal racism toward me. But the way to look at me, make some space when I was in the groceries store so that they were not close to me; even it was already about 5 feet away and they moved to different section even when I was still at the end of the end of cereal section and they were in the other end.’ (Participant 5)

It was quite different from U.S. student teachers’ experience when they were in the host institution.

’I did not have any racism when I was in my host institution and country here in Indonesia. They were super nice to me. But I had difficulty getting access to my health. For instance, it took some time for me to get the vaccination since I am not Indonesian and there were some regulations about this too. I need to wait for my embassy so I can get my COVID-19 vaccination.’ (Participant 3)

Regarding their professional teaching and learning in the host institution, they all agreed and mentioned that they needed to adapt the new teaching and learning process for

their classroom. They faced problems using the new COVID-19 guidelines in the schools and it was always changing. At the same time, they also needed to be familiar and fast-learning the shifting from in-classroom teaching and learning to online or virtual classrooms.

“Sometimes I felt overwhelmed at that time. I have prepared myself to make a lesson plan, materials, and worksheets to be shared throughout the ‘pick-up’ box. But suddenly, the school was closed again because of the rising numbers of COVID-19 cases. My plan did not work out. I agree that at that time, health is the most important one and I totally get it if my objectives could not be achieved or my chapters in my Science lesson could not finish too.” (Participant 2)

4.2 The strategies

For the strategies which the eight participants have done during and after the COVID-19 in their teaching and learning overseas are presented in table 3. It can be seen that the strategies include making connections, preparation, finding the resources, doing hobbies and interests, doing reflection, and feeling grateful. The codes for each theme are also mentioned in table 3.

Table 3. Teachers’ strategies in teaching and learning overseas during and after COVID-19

Codes	Themes
Phone or video call Email Group chat Telling the story	Connection
An anticipated plan Groceries Enough Multiple lesson plan Teaching with no plan	Preparation
Teachers’ supports Professors Mentors / Advisors Principals Official government website School website School group chat	Finding resources
Cooking Watching Sleeping Gardening Indoor sport Reading Playing games	Doing hobbies and interest
Grateful Pray Consultation	Reflection

When most teachers in this study mentioned new regulations and new rules as their challenges, even they have prepared for the best that they could do in their teaching and learning abroad in their classrooms. One has said that when

one plan does not work out, it means that another plan should be planned as their strategies to handle the challenges in teaching and learning during and after the COVID-19 time.

“I realized that when one of my classes was not successful by sending the scan of students’ work in the google form, I made another option as a portfolio as my assessment in my classroom where it could be submitted collectively after some units have been completed.” (Participant 1)

It is actually contrasting with the other teacher’s response where no plan was not bad at all.

“You know, at that time, I couldn’t do much. So I just waited for the clear instructions from my principals in my host institution. I did not check carefully who was absent in my online learning class, who was not turning on the camera, and some who joined and out or pretended to have a bad internet connection. But I feel my principal, my workmates, and other staffs were so supportive and helpful” (Participant 3)

Other than the professional strategies, they have also shared their personal ways during this uncertain pandemic time. These include keeping in touch with family and friends by phoning and video conferencing routinely. The rest chose to do their hobbies and interests, starting from gardening, watching television, reading books, keeping exercise even in the lockdown, and simply having enough time to sleep.

“I always called my mom, that could be more than 2 times in a day. It helped me to cure my homesickness and made sure that they were healthy too.” (Participant 7)

4.3 The takeaways

During and after the COVID-19 pandemic, participants in this study have also shared their takeaways and suggestions related to an exchange program or teaching and learning specifically in an overseas context where things are unclear, unexpected, and uncertain. The codes and themes are illustrated in table 4.

Table 4 Teachers’ takeaways in teaching and learning overseas during and after COVID-19

Codes	Themes
No fixed rules Changing regulation Out of control Sudden news / updates	‘Expect the unexpected’
Plan B Another plan Preparation Budget Timeline	Planning

Self-love Mental health Enough Sleep Workout / Exercise	Being healthy
Fulbrighters Community Workmates Global citizens	‘You are not alone’
Fulbrighters Community Workmates Global citizens	Rules and regulation

For the takeaways, teachers in teaching and learning overseas suggested valuable inputs in terms of rules and regulations, the importance of being healthy mentally and physically, and better preparation in the ‘expect unexpected’ time. Some of them even realized that during the COVID-19 pandemic, it was their best time to break for a while, do some reflections by doing yoga, meditation, come for consultation even if it was virtual, and be aware of their own self-love about themselves. Some of the teachers in this study also pointed out about mental health issues, not only about themselves, but also their students, parents, school components where score did not matter, but the health is.

“You are not alone,” “...We are all in this together” (Participant 5)

Those might be some magical sentences to boost their confidence for facing the challenges during that uncertain time. For the rules and regulations, all participants in this study have the same strong opinions about this.

5. Discussion and Conclusions

By formulating three research questions in this study and about 15 semi-structured interview questions, the themes and codes which are in line with the research questions. They have been presented for the challenges, the strategies and the takeaways from teachers in teaching and learning overseas, especially during and after the COVID-19 . For the challenges, the themes such as financial issues, insecurity, fear, homesickness, new rules and regulation, time management and health. One problem might be connected to other challenges too.

To solve the issues, teachers found their own strategies during and after COVID-19 time from their challenges. For instance, the challenges which they could get was feeling homesickness and they could find the solution for this by keeping phoning, texting, and video conferencing with family and friends so that they did not feel alone. Besides that, doing hobbies and interests are also a noticeable way to get rid of the emotional feeling by focusing the plants in the little tidy pot. Starting from facing the challenges and doing

the strategies for teachers in teaching and learning overseas, it can be seen that teachers are in stage two of the culture shock as mentioned in the theoretical framework. It is the crisis or frustration stage, where what to expect does not come as it is expected. When teachers in education overseas could manage the challenges well and implement the strategies which work well for themselves, the frustration stage has been passed and they are in the adaptation stage which can lead to the final stage which is the acceptance stage. However, if teachers in education abroad could not do that much for solving their main challenges, they are still in the crisis or critical stage. If this continues, teachers in teaching and learning overseas will stay stressed and feel burnout too.

5.1 Implications of Findings

Consistent with the research literature, information from this study supports the notion of teachers in teaching and learning overseas who experience the exchange program positively and negatively. The theory mentioned about the advantages and challenges in teaching exchange programs in teaching and learning overseas which also can be found in the findings in this study. The advantages which teachers could get is in the first stage as ‘The Honeymoon’ of teaching and learning overseas programs. In addition, ‘The Crisis’ stage is similar to the challenges in this study with possible move to the next stage which resolution, or leads to frustration and burnout. The takeaways also can be a good way for self-reflection where teachers in this study mentioned try to reflect and accept the culture shock in uncertain times such as COVID-19 pandemic just like in the stage 4 of culture shock which is The Acceptance.

5.2 Limitations of the Study

The first obvious limitation of the study is about the demographic of participants which are from the United States and Indonesia only. With the diverse homes and host countries and institutions would provide more insight in this study. Besides, I also realized that the participants’ cultural backgrounds and identities, such as ages, educational backgrounds, genders, social class, ethnicities, races, etc, might have influenced the results in this study too. Due to different time zones and places between me and the participants, this study conducted the interview by online / virtual interview which may also become the limitation in this study as well.

5.3 Recommendations for Future Research

The findings in this study are significant for future exchanges of teachers through the Fulbright program. The information generated through this study could be used to prepare scholars for international programs, not only related to the different cultures and global competencies, but also for facing the ‘expect the unexpected’ moments. In addition, it is hoped to get some lights for others too to

start their international exchange programs from these participants' experiences. For the policy makers, such as from the host government, it is recommended to make policies and rules which are beneficial and made both for its citizens and the exchange students. Meanwhile for the home government, making sure their citizens abroad are safe and sound during the uncertain times will be the priorities.

For future research, it will be great if there is future research which also discusses the relationship between nationality, races and ethnicities for teachers in teaching and learning overseas, so that it will give more insights how the cultural backgrounds might also influence teachers' experiences abroad. In addition, focusing on the age group or teacher's category will be beneficial too, since in this study the participants are from student teachers and teachers.

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