

A NARRATIVE STUDY OF INDONESIAN PRE-SERVICE TEACHERS' EXPERIENCES IN TEACHING INTERNSHIP IN THAILAND

Amanda Shofia¹, Fitri Budi Suryani², Rismiyanto³

¹⁻³ Department of English Education, Faculty of Teacher Training and Education, Universitas Muria Kudus, Gondangmanis, Bae, Kudus, 59327

^aE-mail: 202232078@std.umk.ac.id

^bE-mail: fitri.budi@umk.ac.id

^cE-mail: rismiyanto@umk.ac.id

(*) Corresponding Author:

202232078@std.umk.ac.id

ARTICLE HISTORY

Received : 10-05-2026

Revised : 20-05-2026

Accepted : 30-06-2026

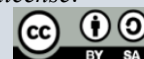
KEYWORDS

*Narrative study;
Pre-service
Teachers; Teaching
Internship;*

ABSTRACT

Cross-cultural teaching practices represent an important yet little-explored field in the training of pre-service teachers, particularly in the Indonesian context. This study investigates how two Indonesian pre-service English teachers navigated cross-cultural classroom challenges through adaptive teaching strategies and professional identity development during a one-month teaching internship in Thailand. Employing a narrative inquiry design, data were collected through in-depth semi-structured interviews and reflective journals, and then analyzed thematically. Three interconnected themes emerged: (1) teaching strategy challenges, characterized by language barriers that prompted adaptive code-switching and self-developed instructional materials; (2) professional identity development, evidenced by growth in self-preparation, emotional regulation, and teaching self-efficacy; and (3) cross-cultural teaching experience, marked by the application of culturally responsive strategies to address diverse classroom dynamics. Crucially, these three dimensions were not individual but mutually reinforcing: cross-cultural encounters facilitated identity shifts, which in turn facilitated strategic pedagogical adaptation. These findings contribute empirical evidence to the literature on international practicum programs and culturally responsive pedagogy, underscoring that cross-cultural readiness must be systematically included, not assumed, in pre-service teacher education curricula.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Teaching practicum is widely recognized as a pivotal component of pre-service teacher education, providing the critical bridge between theoretical preparation and authentic classroom practice (Haris et al., 2023). When practicum experiences occur in international or cross-cultural settings, teachers must at the same time manage unfamiliar linguistic, cultural, and institutional environments while maintaining effective instructional practice (Soffianningrum & Yetti, 2022). Understanding teaching experiences requires focusing on how individuals interpret their personal experiences, particularly through the stories they tell about their professional experiences (Creswell, 2014). Narrative inquiry offers a particularly apt lens for examining such experiences, as it highlights how individuals construct meaning through the stories they tell about their professional journeys (Daud, 2021). In this way, pre-service teachers who participate in international programs not only accumulate field experience but also engage in an impactful process of professional becoming. Cross-cultural practicum environments present different

challenges, such as language barriers, unfamiliar pedagogy, and diverse student needs, that provide particularly powerful conditions for professional identity formation (Abdullah & Basthomi, 2020).

International teaching practicum programs specifically expose pre-service teachers to cross-cultural classroom dynamics that, in the context, rarely happen. These environments require navigating language barriers, differing pedagogical norms, and diverse student learning together concurrently (Shaukat & Chowdhury, 2021). Engaging with such cross-cultural diversity has been shown to challenge and influence teachers' early professional beliefs, enhancing more flexible, culturally responsive pedagogical dispositions (Sahiruddin, Arifani, Anyanwu, & Suryanto, 2024). Pre-service teachers exposed to diverse international environments demonstrate stronger adaptability, deeper reflective capacity, and more advanced professional competence than those who only engage in internal practicum contexts. Such experiences also enhance intercultural communicative competence and cultivate adaptive instructional strategies suited to diverse learner profiles (Ulfa, Rony, & Suroso, 2022).

Thailand has emerged as a significant destination for Indonesian pre-service teachers conducting international practicums due to its geographic proximity and cultural connection with Indonesia. Despite these contextual similarities, cross-cultural teaching in Thailand poses distinct challenges, including language barriers, diverse student proficiency levels, and institutional differences that create rich, if demanding, learning environments for teacher development (Fitriyah et al. 2024). Within these cross-cultural contexts, pre-service teachers encounter the complex interaction between teaching strategy adaptation, professional identity negotiation, and culturally responsive instruction dynamics that are increasingly central to the scholarship on international teacher education. Despite the growing body of research on teaching practicums, however, narrative accounts of how Indonesian pre-service teachers specifically navigate cross-cultural teaching in Thailand remain scarce (Firdausyiah et al., 2024). Despite this growing interest, narrative accounts of how Indonesian pre-service teachers negotiate cross-cultural classroom challenges in Thailand remain underexplored in the literature.

Prior research has begun to document pre-service teachers' experiences in international practicum settings. Based on Ardiyansah (2021) found that Indonesian pre-service teachers perceived themselves as prepared for international teaching largely due to direct classroom experience and time management development. Similarly, Abdullah and Basthomi (2020) this study documented challenges related to teaching methodology, classroom management, and learning strategy adaptation, highlighting continuous gaps between pre-service preparation and field realities.

Furthermore, A broader body of literature confirms that teaching internships serve as formative sites for professional identity development, cognitive engagement, and pedagogical growth, even as pre-service teachers frequently face challenges such as limited institutional support and unfamiliar school contexts. (Mubarakah, 2022; Adebola, 2022; Nue & Manara, 2022). (Saputro, Sakhiyya, & Mujiyanto, 2023) examined professional competence development in contextually constrained settings. While these studies collectively establish the importance of international practicum for teacher development, they do not sufficiently address the specific mechanisms through which cross-cultural teaching catalyzes identity formation and pedagogical adaptation among Indonesian pre-service teachers in Thailand, the gap this study addresses.

This study therefore aims to examine how Indonesian pre-service English teachers navigate cross-cultural classroom challenges through the concurrent development of adaptive teaching strategies and professional identity during a one-month international teaching internship in Thailand. This study is guided by the following research question: How do Indonesian pre-service English teachers develop adaptive teaching strategies and professional identity in response to cross-cultural classroom challenges during their teaching practicum in Thailand?

METHOD

Participants

The participants in this study consisted of two pre-service English teachers from the English Education study program at Muria Kudus University, who had taught in Thailand for one month. The participants came from different schools, namely the Institute of Al-Abdia and Santi Witya Serong, Thailand. Participants were chosen using purposive sampling based on their direct, in-depth experience with the teaching strategy challenges and professional identity negotiation that constitute the focus of this inquiry.

In narrative inquiry, the depth and richness of individual experience hold analytical primacy over sample size; two participants are therefore consistent with established methodological. This makes it possible to analyze personal stories in depth over a long period of time, something that is typically not feasible in studies of larger

populations. All participants voluntarily agreed to participate and provided written informed consent before data collection. Their identities have been anonymized, and all data stored securely, in accordance with the ethical guidelines of the affiliated institution.

Instruments

This study used two instruments: in-depth interviews and a reflective journal from the school field introduction program. This study employs a narrative approach, with in-depth interviews as the main instrument. This method allows participants to narrate their experience in detail about their teaching experience in Thailand. To support and verify the interview data, participants' reflective journals were also collected. These journals documented each teaching session, including classroom findings, challenges encountered, and strategies employed to overcome these challenges.

They provided additional insight into how participants evaluated their teaching practice and responded to classroom difficulties. Before conducting the interviews, participants were informed about the purpose of the study and provided their consent. All interviews were audio-recorded with participants' permission to ensure data accuracy. The reflective journals from the teaching internship program were also used as supporting data. These journals include their written reflections on their classroom teaching experiences, which reinforce the validity and reliability of the study.

Data Analysis

The data in this study were analyzed using thematic analysis. After the interview process was completed, the researcher transcribed all interview results. Next, the researcher read them repeatedly to understand the content of the participants' experiences thoroughly. Next, the researchers coded important statements by grouping them into several themes and analyzing patterns to answer the research questions. The codes were then grouped into several themes based on patterns that appeared in the data. Three main themes emerged from the process: Teaching strategy challenges, professional identity, and cross-cultural teaching experiences.

Trustworthiness

To ensure the validity and reliability of the research findings, this study applied the credibility criterion proposed by Lincoln and Guba (1985). Credibility was established through two strategies: source triangulation and member checking. Source triangulation was conducted by cross-referencing interview findings with reflective journals from the teaching internship program. Member checking was carried out by verifying the interpretations and narrative outcomes with the participants to ensure that the stories shared were consistent with their actual experiences.

RESULT AND DISCUSSION

Analysis of in-depth interview transcripts and reflective journal entries produced three interconnected themes: Teaching Strategy Challenges, Professional Identity Development, and Cross-cultural Teaching Experience. These themes are not distinct but mutually essential cross-cultural encounters contributed to strategy adaptation, which in turn facilitated identity formation. The following sections present findings and discussion for each theme, with direct comparison to prior empirical literature.

Teaching Strategy Challenges

The first theme captures the instructional challenges pre-service teachers face in cross-cultural settings and, critically, how they responded to those challenges through adaptive strategy development. Two sub-themes emerged: language barriers and communication difficulties, and limited facilities and learning resources.

Language Barriers and Communication Difficulties

One of the most often encountered challenges is the language barrier. Participants faced various difficulties when communicating with students due to language differences. In certain situations, participants switched from Indonesian to English, then to Thai, or used a mix of languages to ensure that the students could understand the material being presented. P1 stated:

"Because the language spoken there is Thai. Well, sometimes there are only a few people who speak Malay. So it has to be translated first—sometimes from Indonesian to English, from English to Thai, or a mix."

In response to this situation, participants utilized their proficiency in Malay and English when communicating and collaborating with the teaching staff there. P2 stated:

"When I encounter language barriers, I collaborate with staff to convey information in Thai."

These findings highlight a critical dynamic: language barriers in cross-cultural classrooms are not simply logistical obstacles but pedagogical contexts that encourage pre-service teachers to expand their instructional range beyond formal training. The immediate development of code-switching strategies moving effectively between Indonesian, English, and Thai represents a form of translanguaging pedagogy. Consistent with (Ali, Prasatyo, & Dharmawan, 2025) who document how language barriers prompt resilient communicative adaptation, this study finds that code-switching in pedagogical contexts functions not only as a communicative survival strategy but as a purposeful instructional tool that aids comprehension and models linguistic flexibility for learners.

Limited Facilities and Learning Resources

Another challenge came from the limited availability of facilities and learning resources. Both participants noted that poor classroom conditions and the lack of lesson plans provided by the school made it difficult for them to deliver the lesson material. This forced them to work harder when they began teaching. P1 stated:

"When I was teaching in Thailand, the environment wasn't very conducive because the facilities were still lacking".

In line with this, other participants also found that the lack of a guidebook or lesson plan added to the challenges of lesson preparation. P2 stated:

"The challenge I faced at that time was the lack of a guidebook for teaching."

Some students had difficulty understanding the material delivered by the participants. The main factor causing this was the language barrier: P2 stated:

"The limited English proficiency of some students meant that communication did not always go well."

The absence of structured lesson plans placed an extraordinary burden on participants, who were encouraged to independently design learning materials from starting a new. This finding extends Abdullah and Basthomi's (2020) documentation of resource challenges by showing that material lack, when combined with language barriers, creates an increasing effect on instructional effectiveness: low English proficiency among students reduces participation, which in turn limits the feedback loops that novice teachers rely on to adjust their instruction. Consistent with (Sudiran, Taufiq, & Adi, 2025) this study shows that resource scarcity increases with language barriers to produce a dual limitation on instructional effectiveness, an insight with direct implications for institutional preparation of teachers for international practicums.

Professional Identity

The second theme highlights how professional identity, understood as the evolving sense of self as a teacher, was actively constructed through the specific challenges of cross-cultural practice. Four connected sub-themes emerged: adaptation and teaching readiness, self-preparation, increased self-confidence, and emotional regulation. Together, these sub-themes reveal that professional identity formation in this international context was not linear but iterative, with each challenge overcome reinforcing the participants' sense of themselves as capable, adaptive educators.

Adaptation and Teaching Readiness

First, the participants show their ability to adapt to various learning challenges. Upon arriving in a new school environment with a different culture, both were advised to actively prepare themselves before beginning to teach. P1 stated:

"The first thing I do is definitely prepare myself mentally, such as asking the class teacher about their teaching methods, any teaching modules they use, and which parts of the curriculum they typically teach in each class."

The adaptability shown by the participants indicates that their experiences in facing challenges in the classroom played an active role in shaping their professional identity as future teachers. P2 states:

"Those challenges scared me at first, but as time went on, I was able to adapt to it all."

This finding is theoretically significant: The participants saw these challenges as important stages in their professional development, rather than feeling overwhelmed by the uncertainty in the classroom. This continuous relationship between challenge and identity development is consistent with Nue and Manara's (2022) argument that identity investment in language education contexts facilitates professional resilience. The present study extends this to the cross-cultural practicum setting, demonstrating that adaptation is not only a behavioral response but an identity-constituting act. P1 stated:

"This experience has been very valuable and will serve as a good foundation for me if I work as a teacher in the future, both in Indonesia and abroad."

Thus, the international practicum serves as a transformative developmental foundation, alongside building teaching readiness and consolidating professional identity in ways that domestic practicum settings are unlikely to replicate with equal intensity.

Self-preparation

Self-preparation is an active process conducted by pre-service teachers before they enter the classroom, which includes preparing teaching materials, developing skills, and ensuring mental readiness. In a cross-cultural context, self-preparation becomes a particularly complex issue, as they teach under various constraints. P1 states: *"The first thing I did was prepare for myself and ask the head teacher how to teach."*

The challenges of self-preparation became increasingly obvious when participants were faced with various situations. As pre-service teachers, when faced with limited lesson plans, they independently looked for information on commonly used teaching methods. By discussing with the classroom teacher or teaching assistant, they also understood the flow of the material to be taught. This demonstrates initiative and responsibility as future teachers. They try to implement various learning strategies despite the limited conditions at their assigned schools. Thorough preparation is necessary to build self-confidence when faced with real-life situations at school. When students ask various questions, they often feel confused due to a lack of preparation. Thus, self-preparation can help them overcome this problem.

According to (Koşar, 2021), who found that direct field experience is the main factor of pre-service language teachers' pedagogical readiness, this study demonstrates that in cross-cultural settings, self-preparation takes on an added dimension it requires not only content and material preparation but also cultural initial exploration, actively inquiring about students' backgrounds, classroom norms, and institutional expectations. This strategic cultural learning constitutes a form of pre-emptive identity work, enabling participants to enter cross-cultural classrooms with provisional frameworks for navigating difference, rather than encountering it entirely without resources.

Increased Self-Confidence

Increased confidence in teaching is also a crucial aspect of the teaching-learning process. Although there are still some limitations in learning resources, especially in terms of language. P1 stated:

"I feel confident interacting with students, even though I have language limitations."

This finding is significant; confidence grew not despite language limitations, but alongside them, suggesting that continuing through communicative difficulty itself becomes a source of self-efficacy. This finding aligns with (Ilyin, Ismiatun, & Widowati, 2025), who find that adaptive competence and self-confidence are mutually reinforcing in cross-cultural Indonesian pre-service teaching contexts. The present study adds specificity: this dynamic is accessible even to pre-service teachers with no prior international experience, provided they receive authentic cross-cultural teaching exposure.

Building confidence in pre-service teachers creates positive learning environments (Ribeirinha & Correia, 2025). Taken together, these findings suggest that self-preparation in international practicum contexts must be understood holistically, as it includes not only pedagogical readiness but psychological, cultural, and relational dimensions that conventional practicum training rarely addresses systematically.

Emotional Regulation

Furthermore, participants also showed progress in emotional regulation; in the classroom, they were better prepared to handle situations that did not go as planned. P1 stated that:

"This experience influenced my teaching practice at the time, especially in terms of emotional regulation and the realization that not all learning processes go according to plan."

This skill can help them when faced with unplanned classroom situations. In teaching practice, this aspect helps create a positive learning environment and encourages effective interaction between pre-service teachers and students (Ouchen, Tifroute, & El Hariri, 2023). This process shows that teaching not only improves pedagogical skills but also strengthens psychological factors such as emotional regulation (Zhang, Hightower, & Shi, 2021).

This finding adds an important nuance to existing research on emotional regulation in teaching contexts. Zhang et al. (2021) and Ouchen et al. (2023) document the general role of emotional regulation in pedagogical effectiveness. The present study demonstrates that cross-cultural conditions specifically accelerate this emotional learning. Because every lesson brought unpredictable challenges, participants were continuously compelled to practice in-the-moment emotional regulation in ways that routine domestic practicums rarely demand. The result

is not only greater emotional stability but a qualitatively more adaptive form of teacher presence with direct implications for culturally responsive pedagogy.

Cross-cultural Teaching Experience

The third theme examines how cross-cultural classroom dynamics shaped, and were shaped by, the adaptive strategies and identity development documented above. Two sub-themes emerged: classroom interaction and dynamics, and student characteristics and diversity. Together, these highlight how the specific sociocultural context of Thai Islamic boarding school settings created pedagogical conditions that demanded responsive, flexible instruction

Classroom Interaction and Dynamics

This study shows that both participants have teaching experience in different cross-cultural contexts. These conditions required the participants to adapt to new classroom situations. This experience consisted of classroom interactions as well as the characteristics of the students in the classroom. Based on the data obtained, classroom interactions were influenced by various cultural factors evident in how they communicated and performed. One participant stated that students generally behaved respectfully, yet they were less active in participating during the learning process. This was related to language limitations that became obstacles in expressing opinions or responding to questions.

These observations carry significant theoretical weight. Student hesitation in cross-cultural classrooms is frequently interpreted as low motivation or disengagement, but participants' narrative accounts reveal a more complex picture: student silence was a culturally situated response to the shame of making errors before peers, compounded by limited L2 resources. Recognizing this distinction has direct pedagogical implications it calls for classroom environments that lower the affective filter through low-stakes participation structures. Student behavior is also influenced by the environment of the institution where the exchange takes place. P2 describes the daily schedule of students at the Islamic boarding school as follows:

"Every day they wake up at 4 a.m. After that, they carry out activities based on the schedule provided by their teachers. Then, in the afternoon, they are given lunch and take a nap for about an hour. After that, they go about their own activities."

The highly structured daily routine of the Islamic boarding school context is pedagogically significant for two reasons. First, it produces students with high behavioral discipline but potentially limited creativity, a combination that challenges conventional communicative language teaching approaches, which assume taking risks and engaging in open-ended interaction. Second, for the pre-service teachers themselves, the structured institutional environment provided an unexpectedly supportive scaffold for classroom management, compensating partially for their relative inexperience. This finding suggests that institutional context is an often-overlooked variable in cross-cultural practicum research and should be examined more explicitly in future studies.

Student Characteristics and Variety

In addition to the dynamics of classroom interaction, participants also face significant diversity in student characteristics. This diversity is evident not only in terms of language but also in academic ability and learning styles, which shape how students respond to the learning process. These differences require participants to adapt their teaching methods accordingly. When teaching English, pre-service teachers must adjust the level of linguistic difficulty, vocabulary selection, and the speed at which they read the material. In addition to linguistic aspects, differences in student characteristics are also evident in their learning styles. Participants stated that some students are slow writers and require more time to understand the instructions given.

This situation becomes apparent when students are given assignments by the teacher. Because they have a limited vocabulary, their learning pace is somewhat inhibited. P2 stated that:

"A limited vocabulary in an international learning environment means students need time to adapt to teaching methods and student characteristics that differ from what I'm used to seeing in Indonesia."

This observation points to a fundamental insight: student diversity in cross-cultural classrooms operates at multiple levels at once, linguistic, cognitive, and dispositional, demanding a correspondingly varied pedagogical response. This finding extends Firdausyiah et al.'s (2024) work on cross-cultural teaching challenges in Thailand by situating these challenges within the specific institutional context of Islamic boarding schools, where diversity is further shaped by structured religious and communal routines. The implication for teacher education is clear: preparing pre-service teachers for international practicums requires explicit instruction in diverse instruction and learner profiling, not only cultural awareness training.

CONCLUSION

This study examined how two Indonesian pre-service English teachers developed adaptive teaching strategies and professional identities in response to cross-cultural classroom challenges during a one-month international practicum in Thailand. Three thematically interconnected findings emerged. First, language barriers and resource lack gave rise to adaptive instructional strategies, most notably code-switching and self-developed materials that extended well beyond participants' prior pedagogical training. Second, professional identity was actively constructed through the practicum experience itself: self-preparation, emotional regulation, and the gradual development of teaching self-efficacy were not essential conditions but outcomes of sustained cross-cultural engagement. Third, cross-cultural classroom dynamics marked by student silence caused by a lack of confidence and institutional routines unfamiliar to Indonesian contexts demanded culturally responsive, differentiated pedagogical responses that further accelerated participants' professional development.

Theoretically, this study contributes to the literature on international practicum programs by showing that teaching strategy adaptation and professional identity development are not parallel but continuing processes: each cross-cultural challenge resolved reinforced the participants' sense of themselves as capable educators, which in turn increased their willingness to attempt more complicated instructional adaptations. These findings emphasize a clear pedagogical imperative: cross-cultural readiness must be methodically embedded in pre-service teacher education curriculum through structured pre-departure cultural preparation, in-country mentoring, and post-practicum reflective debriefing, not treated as incidental to the practicum experience. Future research should involve larger, more diverse participant groups across multiple destination countries, extend observation periods to capture long-term identity development, and examine institutional variables, particularly the role of host school type as a moderating factor in cross-cultural practicum outcomes.

ACKNOWLEDGMENT

The authors would like to express their sincerest thanks to the participants of this study for their readiness to share their experiences and insights during the data collection process. The authors also extend their appreciation to the Institute of Al-Abdia and Santi Witya Serong in Thailand for their support throughout the study, as well as to Muria Kudus University for the institutional support provided throughout the conduct of this research.

REFERENCES

- Abdullah, D. Y., & Basthomi, Y. (2020). Hear our voices : Pre-service English teachers' challenges. *Jurnal Pendidikan Humaniora*, 8(1), 19–27.
- Adebola, O. O. (2022). Pre-service teachers' experiences during teaching practice in South Africa: Challenges and solutions. *Journal of Education, Teaching, and Learning*, 7(1), 66–72. <https://doi.org/10.26737/jetl.v7i1.3146>
- Ali, H. V., Prasatyo, B. A., & Dharmawan, Y. Y. (2025). Navigating language barriers: Translingual discrimination and resilience among Indonesian migrant workers in Kuwait. *Indonesian Journal of Applied Linguistics*, 14(3), 496–511. <https://doi.org/10.17509/Ijal.V14i3.73641>
- Ardiyansah, T. Y. (2021). Pre-service teachers' perceived readiness in teaching online in international. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(1), 90–102. <https://doi.org/10.22219/Celtic.V8i1.16456>
- Arslan, A. (2020). A systematic review on flipped learning in teaching English as a foreign or second language. *Journal of Language and Linguistic Studies*, 16(2), 775–797. <https://doi.org/10.17263/jlls.759300>
- Daud, A. (2021). Becoming an English teacher: An autobiographical narrative inquiry. *Al-Ishlah: Jurnal Pendidikan*, 13(1). <https://doi.org/10.35445/alishlah.v13i1.405>
- Firdausyiah, A., & Islam, S. (2024). A narrative inquiry into teaching experiences : Teaching strategy challenges in Narathiwat. *Premise: Journal of English Education and Applied Linguistics*, 13(2), 687–705. <https://doi.org/10.24127/pj.v13i2.9908>
- Fitri, S., & Daulay, S. H. (2024). Pre-service teachers' perception on the prospective in teaching English at high school: Phenomena and challenges. *English Franca: Academic Journal of English Language and Education*, 8(1), 53–64. <https://doi.org/10.29240/ef.v8i1>
- Fitriyah, U., Widiati, U., Basthomi, Y., & Nunuk, A. (2024). From international experience to intercultural

- competence: Indonesian EFL teachers' reflection. *JEELS (Journal of English Education and Linguistics Studies)*, 11(1), 377–403. <https://doi.org/10.30762/jeels.v11i1.2679>
- Haris, I., Nawai, F. A., Ardiani, N. L., Eti, W., Tuasikal, J. M. S., & Wiyono, B. B. (2023). Nurturing pre-service and in-service education as the pathway to fostering the teacher leadership skills. *Jurnal Penelitian dan Pengembangan Pendidikan*, 7(2), 294–305. <https://doi.org/10.23887/jppp.v7i2.62156>
- Ilyin, M., Ismiatun, F., & Widowati, D. R. (2025). Adaptation and instructional strategies of Indonesian pre-service teachers teaching non-English subjects in Thai classrooms. *Journal of English Language Teaching and Learning (JETLE)*, 6(2), 113–124. <https://doi.org/10.18860/jetle.v6i2.31649>
- Koşar, G. (2021). Distance teaching practicum: Its impact on pre-service EFL teachers' preparedness for teaching. *IAFOR Journal of Education*, 9(2), 111–126. <https://doi.org/10.22492/ije.9.2.07>
- Mubarakah, L. Al. (2022). The experience of learning engagement by successful pre-service teacher during teaching internship program. *Journal of English and Education*, 8(5), 47–57. <https://doi.org/10.20885/jee.vol8.iss1.art5>
- Nue, M. P., & Manara, C. (2022). Pre-service teachers' investments in English and construction of professional identity in the Indonesian context. *Studies in English Language and Education*, 9(2), 462–482. <https://doi.org/10.24815/siele.v9i2.22557>
- Ouchen, L., Tifroute, L., & El Hariri, K. (2023). Emotional competency in teaching: A qualitative study of practices among preschool and elementary school teachers. *International Journal of Learning, Teaching and Educational Research*, 22(6), 459–474. <https://doi.org/10.26803/ijlter.22.6.24>
- Ribeirinha, T., & Correia, M. (2025). Enhancing pre-service teachers' science teaching efficacy beliefs and attitudes toward science using the flipped classroom model. *Frontiers in Education*, 10(4), 1–15. <https://doi.org/10.3389/feduc.2025.1512320>
- Sahiruddin, S., Arifani, Y., Anyanwu, C. C., & Suryanto, J. (2024). A sociocultural analysis of teachers' belief changes: A case of two teach-abroad EFL teachers. *JEES (Journal of English Educators Society)*, 9(1), 70–79. <https://doi.org/10.21070/jees.v9i1.1810>
- Saputro, A. B., Sakhiyya, Z., & Mujiyanto, J. (2023). The development of pre-service teachers' professional competence in teaching English at Kendari, Southeast Sulawesi. *English Education Journal*, 13(3), 456–464. <https://doi.org/10.15294/eej.v13i3.78155>
- Shaukat, S., & Chowdhury, R. (2021). Pre-service teachers' perceptions of professional standards and their integration into pre-service training: A comparative study of Australia and Pakistan. *Australian Journal of Teacher Education*, 46(11), 54–68. <https://doi.org/10.14221/ajte.2021v46n11.4>
- Soffianningrum, I., & Yetti, E. (2022). ECE educator performance : Teaching experience and peer teaching ability through basic tiered training. *Jurnal Pendidikan Usia Dini*, 16(1). <https://doi.org/10.21009/jpud.161.04>
- Sudiran, S., Taufiq, W., & Adi, A. B. P. K. (2025). Enhancing EFL students' reading comprehension through Instagram: A quasi-experimental study. *JEES (Journal of English Educators Society)*, 10(2), 177–185. <https://doi.org/10.21070/jees.v10i2.1957>
- Ulfa, F., Rony, Z. T., & Suroso, S. (2022). The influence of teaching experience, school culture and motivation on teacher performance. *International Journal of Environment, Sustainability, and Social Sciences*, 3(2), 359–367. <https://doi.org/10.38142/ijesss.v3i2.222>
- Zhang, S., Hightower, A., & Shi, Q. (2021). Teacher preparation, motivation, and self-efficacy: A comparative study of new teachers in Japan and the United States. *Indonesian Journal of Educational Research and Review*, 4(3), 368–375. <https://doi.org/10.23887/ijerr.v4i3.39010>