

**EXPLORING A PRE-SERVICE EMOTIONAL GEOGRAPHY IN
EMERGING PROFESSIONAL IDENTITY DURING INTERNATIONAL
TEACHING PRACTICE: A NARRATIVE STUDY**

An Undergraduate Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of the
Requirements to Obtain the Sarjana Pendidikan Degree**



By

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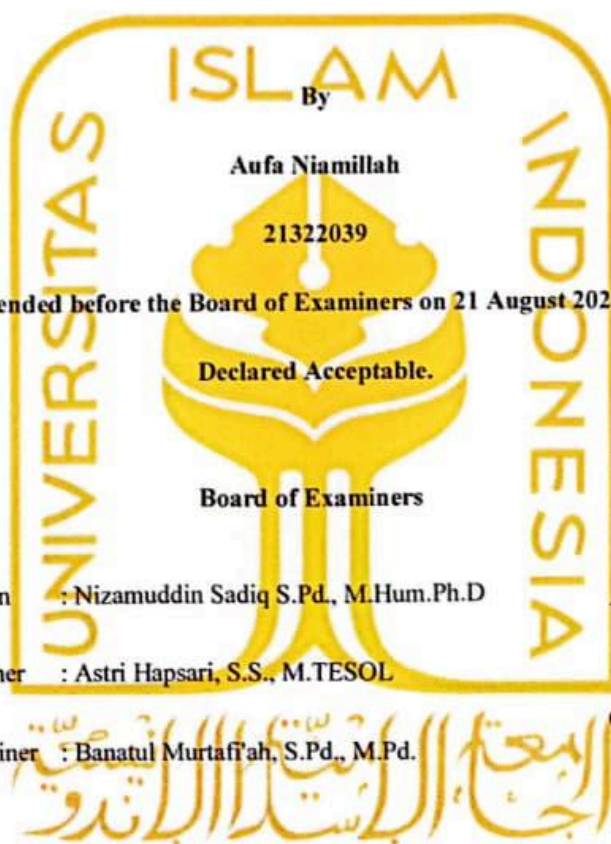
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STATEMENT OF WORK ORIGINALLY

I honestly confirm that this thesis was originally written by me.
This thesis does not contain any work from others except those
cited in quotation and references, as a scientific paper should.

Yogyakarta, date

The Writer,



Aufa Niamillah

MOTTO

Don't just fly, go soar, and always trust.

وَتَوَكَّلْ عَلَى اللَّهِ ۚ وَكَفَىٰ بِاللَّهِ وَكِيلًا

DEDICATION

To *every soul in Indonesia* who believes that change begins in the classroom, and that knowledge belongs to everyone, not just the privileged few.

To the *unheard*, and the *unseen* in our education system, for the wisdom that has never been written in any textbook.

To the *learners* whose potential is buried under rigid systems, outdated hierarchies, and economic inequality.

“No pedagogy which is truly liberating can remain distant from the oppressed by treating them as unfortunates and by presenting for their emulation models from among the oppressors. The oppressed must be their own example in the struggle for their redemption.”

– Paulo Freire.

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Yogyakarta, 4 August 2025

Aufa Niamillah

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ABSTRACT

This study explores the emotional geography of an Indonesian pre-service EFL teacher during his international teaching practice in Thailand and Vietnam, focusing on how his emotional experiences shaped the emergence of his professional identity. While previous research has examined emotional aspects of teaching practices, most are situated within Indonesian contexts or overlook the impact of cross-cultural experiences. Drawing on Hargreaves' (2001a) and Liu's (2016) frameworks of emotional geography—sociocultural, moral, professional, political, and physical—this narrative study investigates the complex emotional landscape encountered by a pre-service teacher abroad. The participant's experiences were gathered through in-depth interviews and reflective narratives, offering rich insights into the emotional challenges and growth occurring in international classroom settings. Key findings reveal that cultural differences, classroom dynamics, and professional expectations contributed to his emotions, which in turn affected his confidence, relational closeness, teaching practices, and evolving sense of teacher identity. The study highlights the importance of understanding emotional experiences in shaping professional identity, particularly in international and multicultural teaching environments, and offers implications for preparing future teachers for global teaching opportunities.

Keywords: emotional geography, international teaching practicum, pre-service teacher professional identity, teacher professional identity.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Teaching is inherently emotional. It involves constant interaction with students, colleagues, and institutions, which can affect how teachers feel and think about their work. For pre-service teachers, these emotional experiences are important because they happen during a time when they are still developing their professional identity. During the last five years, investigations toward the emotional geography of pre-service teachers (PSTs), both in international sphere and local academic journals, indicate a growing intensity. In international scholarly publication, Finlayson et al. (2021) focuses their research on undergraduate teacher candidates exploring the identity and emotional work involved in learning decisions through her teacher preparation program. Sulistiyo et al. (2023) investigate an EFL pre-service teacher during international teaching practice in an Indonesian primary school. Meanwhile, Fauziah et al. (2025) explore student teachers' professional identity construction during teaching practicum.

From the local accredited publication, Riski and Sakhiyya (2025) employ qualitative research to explore EFL pre-service teachers' emotional geography during teaching practicum. Ulya and Srisudarso (2023) discover female EFL pre-service teacher's emotional geography in limited face-to-face learning contexts. Sunardi et al. (2025) employ the emotional geography framework to identify the sources of their positive and negative emotions, as well as to examine how these emotional experiences influenced their beliefs, teaching approaches, and educational paradigms. Mujab et al. (2023) explores the emotional experiences of students as narrated during their microteaching practice. Imamyartha et al. (2023) investigates the emotional trajectories of English pre-service teachers throughout their teaching practicum in Indonesian educational contexts.

The empirical studies above highlight their research from diverse viewpoints. Those published in international journals have largely concentrated their research on exploring identity, emotional work and teacher preparation programs (Finlayson, et al., 2021), investigating international teaching practice in Indonesia (Sulistiyo, et al., 2023), and studying professional identity construction during teaching practicum in Indonesia (Fauziah, et al, 2025). The empirical studies published in domestic journals remain contextually rooted in Indonesia. The investigation seems to pursue an alternative line of inquiry, which include emotional geography during teaching practicum (Riski & Sakhiyya, 2025), emotional geography in limited face-to-face learning contexts (Ulya & Srisudarso, 2023), the use of emotional geography as a framework (Sunardi, et al., 2025), emotional experiences in microteaching practice (Mujab, et al., 2023), and emotional trajectories in teaching practicum (Imamyartha, et al., 2023).

It is evident, then, that while more and more research has examined pre-service teachers' emotions from different angles—i.e., identity construction, emotional labor, and teacher preparation courses—these studies are largely situated in the Indonesian context. Nevertheless, literature on the emotional geography of Indonesian pre-service teachers who participate in

international teaching practicum remains seriously lacking. To the best of found knowledge, no research has yet explored the ways in which cross-cultural international teaching practice in Southeast Asian settings like Thailand and Vietnam influence the emotional geographies of Indonesian PSTs. This research thus fills this void by examining the emotional geography of one Indonesian pre-service teacher during his international practicum, gaining insights into how transnational teaching experiences contribute to emotional and professional growth.

1.2 Identification of Problems

Observing international academic journeys from many sources, some problems regarding international teaching practices, especially for PSTs could be identified. These problems include: 1) Financial burden; 2) Administrative and logistical issues; 3) Academic and pedagogical adjustment; 4) Language barriers; and 5) Emotional struggles. The first challenge is financial burden. Pre-service teachers often encounter unexpected expenses while teaching abroad. Differences in currency exchange rates and the higher cost of living in some host countries can lead to financial stress. Moreover, costs related to visa applications, international flights, accommodation, transportation, daily meals, and teaching materials are not always fully funded by the sending institution, which may force students to rely on personal finances.

The second issue involves administrative and logistical difficulties. These may include unclear placement information, visa delays, limited access to teaching resources, or miscommunication between the home university and the host school. Such issues can disrupt the preparation process and potentially hinder the overall effectiveness of the practicum experience.

Third, in terms of academic and pedagogical challenges, pre-service teachers are often expected to adjust to educational systems, curricula, and teaching methods that may differ significantly from those in their home country. Classroom management practices, student engagement, and discipline strategies vary across cultures, requiring pre-service teachers to adapt their approaches accordingly. Teaching methods that work effectively in Indonesian classrooms may not be suitable or well-received in different sociocultural contexts.

Language barriers also pose a significant challenge. In countries where English is not the main language, pre-service teachers may struggle with everyday communication, especially outside academic environments. Even within schools, local accents, colloquial expressions, and varying levels of English proficiency among students and teachers can lead to misunderstandings and limit the effectiveness of instruction and classroom interaction.

Lastly, emotional struggles are a common experience. Living and teaching in a foreign country often brings feelings of anxiety, isolation, and self-doubt. Culture shock, homesickness, and the pressure to represent one's home institution well can impact emotional well-being. These emotional challenges may influence confidence levels and, in turn, affect teaching performance.

1.3 Limitation of the Problems

From the identification of problems in the previous section, the problem in this study is limited to emotional struggles experienced by pre-service teachers during international teaching practice. Emotional experiences are the author's major concern in this study because they

significantly influence how pre-service teachers navigate, adapt, and develop their professional identity in a cross-cultural teaching environment. Positive emotional experiences, such as feeling accepted, confident, or connected with students and the school community, can enhance teaching performance, encourage cultural openness, and strengthen teacher identity. On the other hand, negative emotions, such as feeling anxious or unsure, can lead to self-doubt and disengagement. Therefore, understanding emotional experiences through the lens of emotional geography is critical to exploring how relationships, environments, and values shape the way pre-service teachers make sense of their role and identity during international teaching placements.

1.4 Objectives of the Study

This study aims to explore how a pre-service teacher's emotional experiences contribute to the development of professional identity during his international teaching practice.

1.5 Formulation of the Problems

This study seeks to answer the following research question: How do emotional experiences contribute to the development of professional identity of a pre-service EFL teacher during the international teaching practicum?

1.6 Significance of the Study

This study could provide insights into the emotional challenges experienced by a pre-service EFL teacher during an international teaching practicum. The findings may help future pre-service teachers become more emotionally prepared when facing new cultural and professional environments. This research can also support teacher mentors and practicum supervisors in understanding the emotional aspects that influence pre-service teachers' behavior, confidence, and professional growth. In addition, teacher education programs may use the insights from this study to design better emotional support strategies during international teaching experiences, ensuring that pre-service teachers feel more supported and able to reflect meaningfully on their roles as future educators.

CHAPTER II

CONCEPTUAL FRAMEWORK

2.1 The Development of Emotional Geography Framework

Emotionality in research on teaching, as outlined by Hargreaves (2000, 2001a, 2001b), has its roots in Waller (1932), who more than ninety years ago researched teacher–student relationships. The emotional dimension of teaching pervades all, particularly when teachers reflect on their own profession, their students, and on how they judge themselves (Salzberger-Wittenberg, Henry, & Osborne, 1983). Denzin (1984) came up with the concept of emotional practices by pointing out that foreign language teaching and learning are founded on emotions as there is an interaction of people involved in teaching and learning. Various authors have contributed to building knowledge on emotional aspects in education through the study of concepts like caring (Noddings, 1992; Acker, 1992; Elbaz, 1992), passion (Fried, 1995), thoughtfulness (Clark, 1995), tact (van Manen, 1995), and hope (Fullan, 1995). Nias' (1996) seminal work has become widely known as instrumental to continue research interest in the role of emotions in shaping teachers' professional lives. Following this body of research, the research interest has further extended to investigate emotional themes like hope (Fullan, 1997), and the wide-ranging role of emotion in teacher motivation and identity (Goleman, 1998; Fullan, 1997; Day, 1998). Hargreaves (1998) points out that teaching is a fundamentally emotional activity that not just affects teachers' own emotions and behavior but also the people around them.

Researchers have also noted several unsettling dimensions of teachers' emotional involvement with students, including perfectionism (Hargreaves, 1994), possessiveness (Golby, 1996), anger in the classroom (Nias, 1989), and a propensity for many secondary school teachers to view students' emotions as unwelcome intrusions that get in the way of teaching momentum (Hargreaves, 1999). Besides these, negative emotions such as dissatisfaction, frustration, jealousy, anger, and fear frequently emerge during teachers' professional relationships—particularly during periods of intensive school-wide or systemic change. Examples of such emotional pressures include the stressful effect of high-stakes assessment and accountability policies (Jeffrey & Woods, 1996), reform efforts that exacerbate pressure (Troman & Woods, 2000), the sense of exposure in peer observation and collaborative research settings (Kelchtermans, 1996), the devastating impact of authoritarian leadership (Beatty, 2001), and teachers' emotional exposure in the face of increased parental scrutiny and criticism (Lasky, 2000).

In other areas of education, research on teachers' emotions has typically focused on specific subjects such as science (Zembylas, 2002), mathematics (Hodgen & Askew, 2011), and physical education (Dowling, 2008). At the time, research on language teachers' emotions exists but tends to be uneven, with anxiety being a dominant focus, while other dimensions of teacher emotion remain underexplored. The one exception to this is Cowie's (2011) research on experienced EFL expatriate teachers' emotions in Japan, which in particular uses the phrase teacher emotion. His findings are consonant with broader research that recognizes the central role of emotion in teaching. Nevertheless, Cowie identifies that for language teachers based

abroad, emotional experiences may even be more central due to the unique challenges of dealing with novel work and cultural environments.

Even though teacher emotions research encompasses a wide range of areas, it still remains to be adequately theorized in terms of addressing the problem. Teachers may experience a wide array of emotional reactions—varying from good, bad, as well as mixed feelings (Bullough Jr., 2011)—all being subject to social, cultural, as well as political influences (Turner et al., 2011). Such emotions exert a deep impact on teacher wellness and vulnerability (Day & Gu, 2011). Despite this subtlety, teacher emotion has traditionally been theorized psychologically. Almost in the last two decades or so, however, an increasing number of researchers have approached teacher emotion as a social construct, investigating its interrelation with identity (van Veen & Lasky, 2005), knowledge (Zembylas, 2007), age (Hargreaves, 2005), race (Winograd, 2011), and gender (Decuir-Gunby, Long-Mitchell, & Grant, 2011). This theoretical shift works to deepen our knowledge of the complicated nature of teacher emotions, particularly in professional development.

In creating a clear position of researcher in the respect of emotional geography, Zembylas (2007), outlines three dominant epistemological positions: the first is the psychological perspective, in terms of defining feelings as internal traits or cognitive attributions to outside situations (Chang & Davis, 2011); the second is the sociocultural perspective, in terms of comprehending emotions as socially constructed through interaction with others (Hargreaves, 2000, 2001a, 2001b, 2005; Zembylas, 2002, 2004); the third is the critical/poststructuralist approach, in which emotions as understood by Zembylas (2003) as to be embodied, enacted, and performed (Zembylas, 2005).

2.2 The Concept of Emotional Geography

According to Hargreaves (2001a), emotional geography is an emotional understanding or misunderstanding that happens in the teaching and learning process. It helps to explain how emotional closeness or distance is formed between teachers and other stakeholders, such as students, colleagues, or even parents. Emotional understanding is not only a personal matter but also shaped by institutional and social contexts. Hargreaves looked deeper into what influences teacher collaboration, including the school culture. He noticed that at that time, there had been no clear or systematic explanation of how relationships between teachers create either positive or negative emotions. He argued more that successful teaching depends not only on relationships with students, but also on strong, supportive relationships with colleagues and the overall working environment. Emotional geography offers a useful lens to identify both the supports and barriers that shape emotional dynamics in education, particularly in understanding how emotions impact teachers' identity, motivation, and professional growth.

2.3 The Emotional Geography Framework

Hargreaves (2001a) introduced five aspects of emotional geography. First, sociocultural geography is shaped by factors such as race, culture, gender, language, and disability. Second, moral geography relates to whether teachers and others share the same values and goals. Third,

professional geography deals with how people understand and carry out professional roles, which can affect emotional connection. Fourth, political geography refers to how power and status differences influence emotional interactions. Finally, physical geography is related to time and space, such as classroom layout or working hours, that can support or limit emotional closeness.

Whereas Hargreaves developed this framework in a general educational context, Liu (2016), in her study on emotional geography in language teaching, provides a more specific interpretation that is useful for understanding emotional experiences in EFL classrooms. Liu focuses on the same five dimensions as described: 1) sociocultural geography related to closeness or distance caused by differences in background, such as gender, race, ethnicity, language, and culture, 2) moral geography based on whether teachers share the same goals and values in their professional work, 3) professional geography linked to how teachers understand and follow professional norms and practices, 4) political geography shaped by differences in the way power is understood and used, and 5) physical geography that related to time and space that can either support or limit emotional closeness.

This study uses both Hargreaves' and Liu's emotional geography concepts. Hargreaves' framework is used to define and explain the five emotional geography dimensions; sociocultural, moral, physical, professional, and political. Meanwhile, Liu's interpretation is used to analyze emotional experiences more specifically in the context of English language teaching, especially in international practicum settings. Liu's breakdown is useful for understanding how each emotional dimension applies to pre-service EFL teachers facing new cultural, linguistic, and institutional environments.

2.4 The Emotional Geography Framework and Professional Identity Emergence

Since the introduction of emotional geography by Hargreaves (2001), a growing number of studies have investigated teachers' emotional experiences across various educational settings. Several previous studies have explored how emotional geography plays a role in shaping the experiences and professional identity of pre-service English as a Foreign Language (EFL) teachers. These studies come from different contexts and highlight how emotions are not just internal feelings but are influenced by social, cultural, and institutional environments. Misdi et al. (2020) conducted a narrative inquiry study to explore the emotional geography of a female pre-service teacher during her practicum. The study aimed to understand how emotions were experienced and navigated in the school setting. It was found that her emotional connections with the people in school helped her feel more comfortable and supported her professional growth. The participant also learned from her mistakes and reflected on how taking responsibility, such as apologizing and making corrections, contributed to her development as a teacher.

A study by Imamyartha et al. (2023) examined how ten EFL pre-service teachers managed their emotions during teaching practice. The purpose of the study was to explore their emotional regulation strategies and how these strategies influenced their beliefs and professional identity. The results revealed three main themes: feelings of disconnection or confusion, the

importance of personal support and social acceptance, and the value of cooperation. The study concluded that emotional connection with students does not happen instantly, but it is built gradually through empathy and effort. Meanwhile, in a different context, Sulistyono et al. (2023) focused on an international teaching practice involving a Thai pre-service teacher placed in an Indonesian primary school. The purpose of the study was to examine how emotional interactions with students, colleagues, and the school's structure shaped the teacher's professional identity. The findings revealed three types of emotional geography: moral, sociocultural, and political. The teacher experienced emotional distance while trying to express his teaching ideas, struggled with cultural and linguistic barriers, and faced unequal power relations within the school environment. Despite these challenges, he was able to build strong emotional bonds with his students, which became a valuable source of emotional support. These studies show that emotional geography is a key factor in shaping how pre-service teachers see themselves and act within the classroom. Whether through international practice, online learning, or adjusting to new cultures and teaching expectations, the emotional experiences of pre-service teachers are deeply tied to their professional growth and identity development.

Furthermore, the researcher adapted the conceptual framework of emotional geography on teacher-parent interaction proposed by Chen and Wang (2011). The researcher shared a similar view with Chen and Wang (2011) model of five dimensions of emotional geographies on teacher-parent interactions and believed that their model can also be used to explain emotional geography of the PST teacher in relation to his interaction to the stakeholders of international teaching internship programs. Therefore, to explain the connection between emotional geography and the development of professional identity, the researcher conceptualizes the framework as follows:

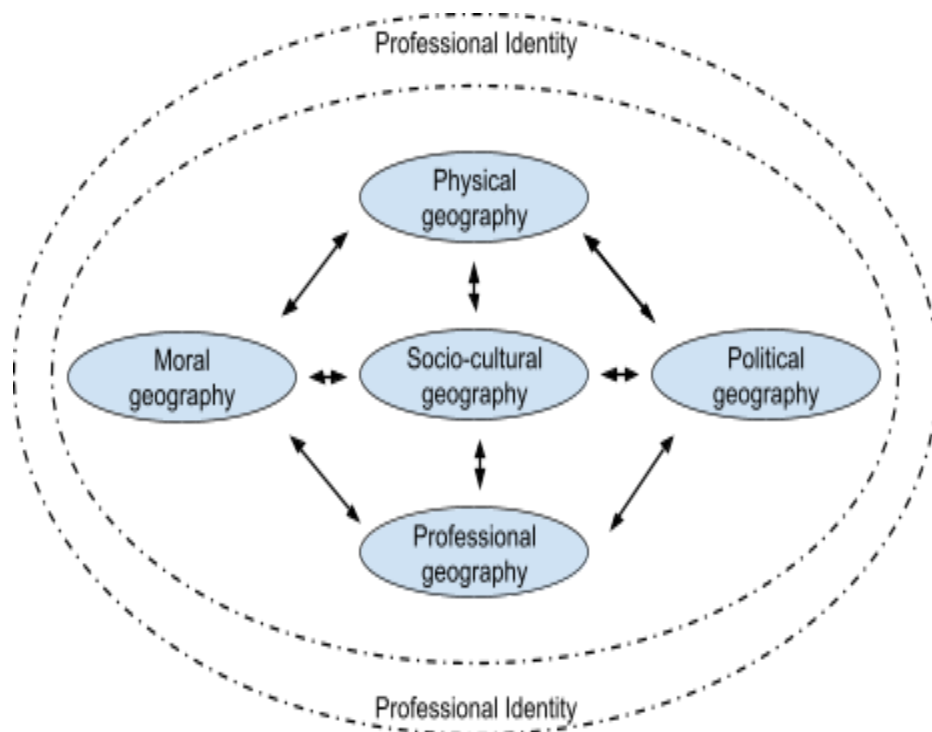


Figure 2.4 *Emotional Geography in connection with Professional Identity*

The figure 2.4 above illustrates the interconnection between emotional geographies and the formation of teachers' professional identity. Drawing from Hargreaves' (2001a) framework,

the model presents five dimensions of emotional geography: physical, moral, sociocultural, political, and professional. These dimensions represent the emotional closeness or distance teachers may experience in their relationships, shaped by various contextual factors such as space, values, culture, power, and professional expectations. At the center of the figure is sociocultural geography, highlighting its pivotal role in influencing and being influenced by all other dimensions. This central positioning reflects the idea that cultural norms, language, religious beliefs, and social backgrounds significantly shape emotional interactions in teaching contexts.

The other four geographies—physical, moral, political, and professional—are placed around the central sociocultural geography, each connected by two-way arrows. These arrows indicate the reciprocal nature of their influence. For instance, moral geography, which concerns personal and professional values, may intersect with political geography, where emotional tensions can emerge due to power imbalances or institutional authority. Similarly, physical geography involves the emotional consequences of physical proximity or distance, while professional geography focuses on role expectations and standards within the profession. All five dimensions interact dynamically, affecting how teachers interpret emotional experiences in educational settings.

Encircling these geographies is a dashed boundary labeled professional identity, signifying that emotional geographies are not isolated, but are embedded within and contribute to the development of a teacher's professional self. This model emphasizes that professional identity is not static; rather, it evolves through teachers' emotional responses and reflective processes shaped by their interactions within social, cultural, and institutional contexts. As teachers engage with emotional tensions and navigate various distances, they gradually reconstruct their beliefs, teaching practices, and sense of identity. Therefore, this figure serves as a conceptual tool to understand how emotional experiences are integral to the ongoing construction of professional identity in educational contexts.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a detailed explanation of the methodology used in this study. It begins by outlining the research design, followed by a description of the research setting and the participants involved. The chapter then discusses the procedures for data collection and the methods of data analysis. Lastly, it addresses the strategies used to ensure the trustworthiness of the study.

3.1 Research Design

This study employs a narrative inquiry approach to explore how the dimensions of emotional geography shape the professional identity of a pre-service teacher. Narrative inquiry, as defined by Clandinin and Connelly (2000), is both a method and a way of understanding experience—one that views human lives as stories and seeks meaning through the telling, retelling, and reliving of those stories. Rooted in Dewey's (1938) pragmatic philosophy of experience, this approach emphasizes the relational, temporal, and situational aspects of lived experience. The researcher enters the three-dimensional narrative inquiry space, there are personal and social (interaction), past, present, and future (continuity), and place (situation). These are in order to engage with the participant's storied life through the interviews. By attending to the emotional experiences of the pre-service teacher within the context of his practicum, this study seeks to understand how his "stories to live by" are shaped by and shape the emotional geographies of his teaching landscape. Narrative inquiry allows for a nuanced exploration of how personal feelings, social interactions, and institutional narratives intertwine to influence the participant's sense of self and professional becoming.

3.2 Research Participant

The participant for this study was recruited based on the following criteria: (1) an English Education pre-service teacher who had undertaken a teaching practicum, (2) had completed a teaching practicum abroad, and (3) possessed proficiency in at least two foreign languages. After identifying all students who had participated in the international teaching practice, only one student met the criteria. The author then asked for his permission to take part in the study. The author then explained the purpose of the study, the interview process, and what participation would involve. After further discussion and agreement, the participant confirmed his willingness to be interviewed. If the participant agreed to participate, he was asked to sign an informed consent form. The participant had also been informed that he had the right to withdraw from the study at any time.

The participant selected have already completed two separate international teaching experiences. His exposure to multicultural classrooms was notably rich. He graduated from an Islamic senior high school (MAN) with a religious studies track that required students to live in a boarding school and use either Arabic or English in daily communication. As a result, he developed proficiency in at least two foreign languages: English and Arabic. Although he did not

consider his Arabic as fluent as his English, he was able to communicate at a basic level. The participant undertook teaching practice through the SEA Teacher program at a private school in Vietnam during the fourth semester of his undergraduate studies. Later, in his sixth semester, he joined a community service program organized by his home department, which involved teaching at a partner school in Thailand. Both teaching practices in Vietnam and Thailand lasted for one month.

In Vietnam, the participant taught at a private junior high school, while in Thailand, the placement was at a private secondary school that included both junior and senior high school levels. Although both schools were private institutions, they differed in their cultural and social contexts, which also influenced the characteristics and academic abilities of the students. The atmosphere of school in Thailand was quite similar to the participant's experience, where a private Islamic school with a dormitory program that offered a range of classes, including regular and international tracks, and implemented gender-segregated classrooms in accordance with Islamic guidelines.

3.3 Data Collection Techniques

To obtain meaningful and in-depth data, this study employed interviews as the primary method of data collection, allowing the participant to provide rich verbal responses (Pole & Morrison, 2003). Semi-structured and open-ended interviews were used, as they are well-suited for qualitative research and support its core aim of exploring educational experiences from the participants' perspectives (Pole & Morrison, 2003). An interview protocol was developed to guide the process, focusing on the emotional experiences of a pre-service teacher during an international teaching practicum. The questions were designed to explore the participant's emotional responses to cultural differences and professional interactions, as well as how these experiences contributed to the development of their professional identity as a future teacher.

The complete interview protocol is presented in Table 3.3 and Appendix 2. The interviews were conducted over two days, with each session lasting between 40 to 60 minutes. During the interviews, the author used an audio recorder and took field notes. The interviews were conducted in Bahasa Indonesia to ensure the participant could express his thoughts and experiences more comfortably and freely. The interview questions were designed based on Hargreaves (2001a) framework, as it provided a foundation that could be further expanded upon in relation to emotional and professional experiences. The questions served as a guide but remained open to development throughout the sessions, depending on the participant's responses. The interview questions are presented in Table 3.3.

Table 3.3 *Interview Questions*

Construct	Concept	Parameter	Keyword	Questions
Emotional Geography by Andy Hargreaves (2001a)	“the spatial and experiential patterns of closeness and/or distance in human interactions and relationships that help create, configure and color the feelings and emotions we experience about ourselves, our world and each other.”	Sociocultural Geography	Differences cultural, social, economic, race, culture, gender.	<ol style="list-style-type: none"> 1. How does culture play a role in shaping teacher-student relationships? 2. How do cultural and racial similarities or differences between you and your students influence classroom dynamics? 3. In your experience, how have relationships with students helped bridge cultural gaps between you and them? 4. Were there any specific moments when interactions with students helped you better understand their identities or needs? If so, please elaborate. 5. How does gender influence your interactions with students during teaching practice? 6. In your experience, have there been differences in how male and female students respond to learning? If so, what might have caused these differences? 7. How has the language difference between you and your students influenced their emotions in building a relationship with you? 8. Have you ever experienced a moment when interaction with students either strengthened the emotional bond or, on the contrary, created distance? Please share the experience. 9. Have you ever encountered a situation where students’ emotional expressions were stronger in one language than another? How did you respond to that situation?
		Moral Geography	Differing beliefs, purpose, concerned with either pursuing common goals or to become defensive about their own goals.	<ol style="list-style-type: none"> 1. What values do you hold when building relationships with students? Why are these values important in the learning process? 2. How do your personal values shape the way you teach in the classroom? 3. In your experience, have you ever faced a moral dilemma during teaching practice? If so, how did you handle it? 4. How can your teaching contribute to creating a more inclusive and equitable learning environment?
		Physical Geography	Time and space, intensity in interaction concerned with time and space.	<ol style="list-style-type: none"> 1. How do school social spaces (such as outside the classroom, in the canteen, or during extracurricular activities) influence your relationship with students? 2. How does the physical space of the classroom or the school environment support or limit your teaching and interaction with students? 3. Were there moments or situations where understanding the students’ language became more effective in teaching practice? If so, what were those moments and why were they effective? 4. How did your relationship with students

		change over time, from the beginning to the end of your teaching experience? In your opinion, what factors helped strengthen or hinder those relationships?
Professional Geography	Different norm of professional practice	<ol style="list-style-type: none"> 1. Did you receive any support or training before being deployed for the teaching practicum? If yes, how did it impact your teaching practice? 2. Based on your experience, to what extent is building good relationships with students seen as part of professional practice in the teaching environment? Why do you think so? 3. How did your professional relationship with the mentor teacher and fellow teachers influence your teaching? Were there any similarities or differences in approaches that you noticed? 4. How do you perceive the importance of building strong relationships with students as part of your professional identity?
Political Geography	Different power dynamic; power and status.	<ol style="list-style-type: none"> 1. Have you ever faced administrative or regulatory challenges during your teaching practice? If so, how did you deal with them? 2. How did the existing school policies or education system influence the way you conducted learning in the classroom? 3. How did power dynamics between you, the mentor teacher, and school administrators influence your emotional experience as a pre-service teacher?

3.4 Data Analysis

The data in this study were analyzed using thematic analysis (Braun & Clarke, 2006), which is well-suited for exploring lived experiences in qualitative research. The process began with open coding, where meaningful segments from the interview transcript were identified and labeled using short descriptive phrases that captured the participant's ideas. These initial codes were then revisited and organized according to the five dimensions of emotional geography (sociocultural, moral, physical, professional, and political) through framework coding. After that, the codes were refined and reworded into more concise expressions to represent the key meanings more clearly (axial coding). These refined codes were then developed into sub-themes based on recurring patterns within each emotional dimension. Sub-themes that were not strongly supported by the data were excluded, while the remaining ones were grouped into broader themes. In the final stage, all themes were synthesized into one overarching theme that represented the deeper emotional and professional significance of the participant's international teaching experience. This step-by-step process helped ensure that the analysis remained systematic and consistent with the emotional geography framework guiding this study. The coding process sample is presented in the table below.

Table 3.4 *Coding and Sub-themes sample*

Parameter	Code	Sub-theme	Sub-code
Sociocultural geography	SC	Amazing with Vietnamese students' discipline, punctuality habits, and its implication to classroom learning	SC-AV
		Acknowledging characteristic of Thai and Vietnamese Student	SC-AC
		Sharing the same background with Thai students	SC-SB
		Recognizing socio-economic status of Vietnamese students	SC-RS
		Comforting teaching and interacting in male classroom	SC-CT
		Feeling awkward teaching and interacting in female classroom	SC-FA
		Highlighting Thai and Vietnamese students' use of language in the case of interaction	SC-HL
Exchanging language learning with Thai students	SC-EL		
Moral geography	M	Implementing teaching values in the classroom	M-IV
		Presenting and practicing teaching values in the classroom	M-PV
		Ethical challenges in ensuring fair treatment across student living backgrounds	M-EC
Professional geography	P	Reflecting on the supervisor evaluation in teaching practice	P-RS
		Building a sense of professional identity through experience and exposure-based teaching and learning	P-BP
		Reflecting on language training before departure	P-RL
		Fulfilling professional duties in the classroom	P-FP
		Welcoming peer and mentor evaluation and discussion for teaching betterment	P-WE
		Accommodating to language learning expectations	P-AL

Delegating students for mediation and language use in multilingual classroom	P-DS
Encouraging students to practice English during the lesson	P-ES
Applying teaching method and strategies to enhance quality of teaching and learning	P-AM
Applying classroom management in the teaching session	P-AC

3.5 Trustworthiness

Citing Lincoln and Guba (1985), Stahl and King (2020) assert four general criteria to trustworthiness—credibility, transferability, dependability, and confirmability. Credibility in this study was established through member checking. The participant was asked to review, correct, and give feedback on the initial findings to ensure that the interpretation reflected their experience accurately. Transferability was supported by providing a detailed description of the research context, including the activities explored, the country where the teaching practicum took place, and the participant’s characteristics. Dependability was addressed through peer review, where the data collection and analysis were discussed with the research supervisor to ensure that the process was consistent and appropriately carried out. Lastly, confirmability was ensured by making sure that the findings were based entirely on participants’ data. All research procedures followed qualitative research principles and were explained in detail in this chapter to allow others to examine their suitability. These steps were taken to maintain the quality and integrity of the research. In addition, as part of maintaining research integrity, a personal integrity statement was provided to declare the ethical use of Artificial Intelligence (AI) tools during the writing process. This statement ensures transparency in the use of AI and confirms that all analysis and interpretations remain the responsibility of the researcher.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. It specifically addresses the results from the data analysis, which outline various representations, before concluding with the discussion.

4.1 FINDINGS

After analyzing the data, several insights emerged regarding the participant’s emotional experiences in terms of emotional geographies and how these shaped his professional identity during international teaching practice. The findings of this research are organized into an overarching theme, five themes, and sub-themes. These sub-themes and themes highlight the multifaceted nature of his identity formation, revealing how his emotional responses to classroom dynamics, language barriers, cultural differences, and instructional challenges contributed to the development of his teaching competence. The sub-themes, themes, and an overarching theme are summarized in the Figure 4.1 below.

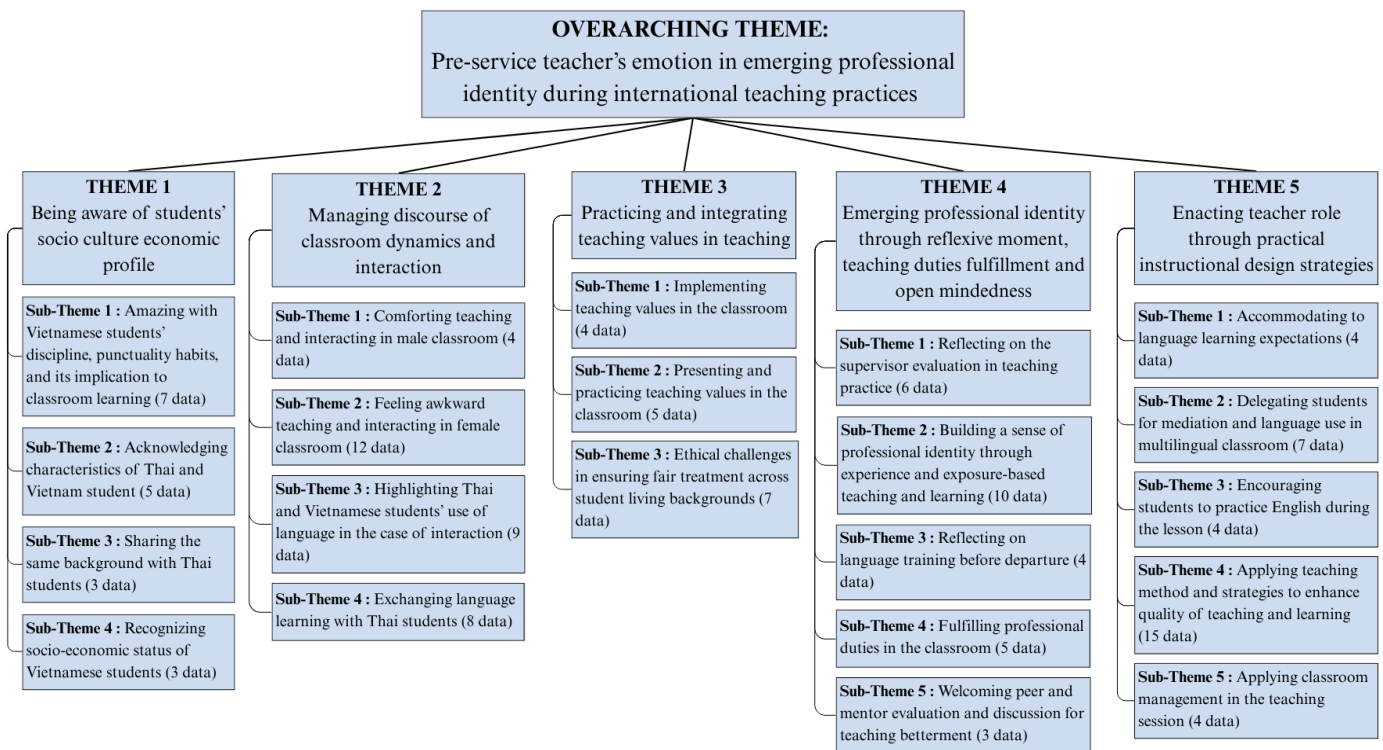


Figure 4.1 Findings of study

The findings above are elaborated thoroughly in the following subsections. The elaborations are presented through theme-based, which report findings in sub-themes.

4.1.1 Being Aware of Students’ Socio-cultural-economic Profile

Awareness of students’ socio-cultural and economic backgrounds emerged as an important theme that shaped the participant’s emotional and professional responses during his teaching practice in Vietnam and Thailand. This aspect of social geography influenced not only

how he interacted with students, but also how he viewed the learning environment in the host countries. Within this theme, several sub-themes were identified: being impressed by Vietnamese students' discipline and punctuality and its impact on classroom learning; recognizing the characteristics of Thai and Vietnamese students; sharing a similar background with Thai students; and understanding the socio-economic status of Vietnamese students. Each sub-theme is presented in detail below.

4.1.1.1 Amazing with Vietnamese Students' Discipline, Punctuality Habits, and its Implication to Classroom Learning

One aspect that strongly stood out to the participant during his experience in Vietnam was the high level of student discipline, especially in terms of punctuality. This was something he felt and noticed through daily interactions in the classroom. Punctuality appeared not just as a school requirement, but as a routine shaped by cultural norms. Students consistently arrived early and were well-prepared before class began. This consistent behavior left a strong impression on the participant and influenced how he viewed classroom dynamics and student engagement. The significance of this theme is reflected in the following data.

Data 1

For example, starting at 7 o'clock really means everyone enters at 7, and then in the classroom, the students really listen to what the teacher says. So they are already trained to listen and be disciplined, so when someone is speaking in front, they listen first. (SC-AV3)

In the above data, the participant expressed how punctual behavior had a direct impact on the learning process. The classes were able to run smoothly because students were mentally and physically ready to start on time. Not only students come before 7 AM, but the culture of discipline was also reflected in how students behaved during lessons. They listened attentively when the teacher spoke and followed instructions without being reminded. This classroom atmosphere was calm and respectful, which made teaching more efficient and allowed for better focus on content delivery.

In addition, the participant views that the smooth learning process was due to the punctuality culture being deeply ingrained in the students. He explained this in the following data.

Data 2

And that really, how to say it, made me a bit amazed by them because that kind of culture really has an impact on classroom learning. So they have already been taught discipline, taught how to queue, taught to be on time, and that really affects what happens in the class. (SC-AV4)

Data 2 above shows how the participant felt amazed when he realized that this culture of punctuality was deeply rooted in Vietnamese students. This culture was not just a personal habit but also the result of an education system that consistently teaches values such as queuing, arriving on time, and following rules from an early age. These habits created a more conducive classroom atmosphere for learning, where all students were mentally and physically ready before the lesson started.

Over the course of the program, he adapted to the host culture by arriving early and preparing more thoroughly for class. This helped him become more disciplined and more aware of how cultural expectations can influence professional behavior. This is as expressed by the participant in the excerpt below.

Data 3

From that, we finally understood that Vietnam is not like Indonesia, where even if we are a few minutes late, there is still some tolerance. In Vietnam, if it is seven o'clock, then at seven it must really start the lesson. It does not mean arriving at class at seven—no, it doesn't. (SC-AV5)

Data 4

So as much as possible, not just on time but before time in Vietnam. We were really trained for that "before time" during the one-month period. (SC-AV7)

Data 3 shows that the clear difference compared to the Indonesian context became one of the reflections the participant had during his teaching practice in Vietnam. He realized that, in this context, time is considered an absolute commitment. Learning starts exactly at the scheduled time. If the schedule says 7:00 AM, both teacher and students must be ready before 7:00 so the lesson can begin on time. This experience created a new awareness of the importance of punctuality as a highly valued principle in Vietnam's education system.

This cultural awareness led to the participant's self-adjustment, as explained in Data 4. The participant was trained to apply the principle of "before time" during his teaching practice there. He emphasized that punctuality is not just an individual student habit, but part of a system that is consistently shaped. This discipline is not only personal but also becomes a collective standard that shapes the rhythm of classroom learning.

Data 5

Therefore, discipline and punctuality cultures like that are really embedded in the students, and that really helps the learning process in the classroom. (SC-AV2)

The data 5 above show that the participant realized that the discipline and punctuality culture embedded in Vietnamese students directly supported the smooth learning process in the classroom. This order created a structured learning environment and allowed the teacher to carry out teaching efficiently and according to schedule. This finding confirms that cultural values such as discipline and punctuality are not only behavioral aspects but also key factors in shaping the quality of classroom learning. This realization was both a personal and professional learning moment during his teaching placement.

4.1.1.2 Acknowledging characteristic of Thai and Vietnamese Student

During the teaching abroad program, the participant reflected on the different characteristics between Thai and Vietnamese students, particularly in their classroom behavior and attitudes toward learning. These contrasts provided insight into how cultural backgrounds influence students' ways of engaging with the learning process. While teaching in Vietnam, the participant was impressed by the students' openness and active involvement in learning, as described in the following data.

Data 6

For example, another culture is that they are brave to ask if they don't know, and that really happens almost all the time during the learning process. So when I was teaching and then I explained, for example, there was a worksheet they had to do, then I explained the rules of the worksheet, then I gave it to them. If there was something they still didn't know or didn't understand about the worksheet, they didn't hesitate to ask. (SC-AC1)

It is clearly shown in data 6 that students in Vietnam were not hesitant to ask questions when they were confused, even about small things. This attitude shows a learning culture that values clarity and encourages students to interact directly in order to understand the material. The courage to ask questions seems to be cultural, as not all students are confident to do so. In certain cultures, asking a teacher more than once may be seen as shameful. However, the participant experienced a different situation, in which students repeatedly asked him questions they needed answered.

In contrast, he experienced how Thai students appeared more passive and less responsive during classroom activities. He felt that their curiosity toward learning and using a foreign language was described as average, and they often avoided speaking. This is as explained by the participant below.

Data 7

In Thailand, it's the same as most students in Indonesia. Their curiosity about foreign languages is just average, not always high. And they tend to avoid using the language. (SC-AC3)

Data 7 shows that the teaching experience in Thailand felt different for the participant. He noted a similarity in student character to that of most students in Indonesia. Interest in foreign languages was seen as quite low, and students tended to be passive in using the language being studied. This indicates that students' intrinsic motivation for language learning was not yet strong, and that teaching approaches may need to be more varied to match their motivational needs.

Later he described the learning atmosphere as “*just as it is*”, a term which suggests minimal effort or participation from students. This passive attitude created a sense of distance between the teacher and the students and seemed to reduce the participant's level of engagement in the classroom as described below.

Data 8

But still, their natural attitude is that they don't really want to respond, don't really want to pay attention, don't really want to interact with the teacher—just like in Indonesia. So it's like, just as it is, no more than that. (SC-AC4)

The phrase “*just as it is*” reflects a perceived lack of enthusiasm or initiative, which may influence how motivated the pre-service teacher felt when delivering lessons. Students were not very interested in active interaction, giving full attention, or responding as students. With limited interest or interaction from the students, it became more challenging to build active classroom dynamics or maintain energy during teaching. Thai students, in this case, seemed to require the teacher to develop more explorative strategies that encourage engagement. However, this awareness of differences is important for cross-cultural teachers in adjusting their pedagogical approach to suit the students' social and psychological context.

4.1.1.3 Sharing the same background with Thai Students

The participant reflected on his shared educational background with Thai students, specifically their experience in Islamic boarding schools. As it has been mentioned, he pursued his education in a dormitory high school for three years back then. In Thailand, the students he taught came from different programs. Some live in dormitories, some do not. This commonality fostered a deeper sense of understanding and connection between the teacher and students, reducing cultural and pedagogical distance during the teaching process, as the participant presented below.

Data 9

In Thailand, we were both from a boarding school background. I also have a background in Islamic boarding school. So I already understood the culture; like, oh, there's a language day, oh, there's language learning (as an additional activity in the dorm). (SC-SB1)

In Data 9, the participant stated that because he also came from a pesantren (Islamic boarding school) background during high school in Indonesia, he was able to understand the practices carried out in the Thai students' dormitory. These included activities such as Quran recitation, the obligation of praying in congregation, language day where students had to speak English or Arabic, and language learning activities as additional programs in the dormitory. This experience made the adaptation process easier because the students' values and daily routines were not new to the participant.

This shared background gave a strategic advantage in choosing the right teaching approach. That is what the participant felt, as he expressed in the following data.

Data 10

So we had a better idea of what kind of approach would work for the students in Thailand. Because we were both from the boarding system, like, oh maybe they prefer it this way, oh maybe it's more effective to teach like this. (SC-SB3)

From Data 10, the participant showed confidence because of the shared background. He felt that by understanding the students' boarding system and routines, he could more easily guess their learning preferences and adjust his teaching methods to their daily context. This shared experience gave him practical understanding, such as recognizing effective study times, understanding informal communication styles in the dormitory, and possibly using more relational rather than formal teaching approaches. This finding shows that a shared background between teacher and students can serve as social capital that strengthens closeness and effectiveness in learning interactions.

4.1.1.4 Recognizing Socio-economic Status of Vietnamese Students

While teaching in Vietnam, the participant noticed indicators of students' higher socio-economic status, which appeared to influence both their academic abilities and classroom behavior. This observation provided his broader understanding of how socio-economic background can shape students' access to learning resources and their engagement in the classroom. First, the participant observed the socio-economic status of students in Vietnam

through their daily routines, such as being dropped off and picked up by car at school. This was described by the participant in the following data.

Data 11

And most of them, when we observed, came to school by car, almost all of them used cars. So we thought, okay, these are high-class kids, children who are already good academically and cognitively as well. (SC-RS2)

From data 11 above, it is obvious that most students came to school by car. From this observation, the participant concluded that these students belonged to a high socio-economic group, as he referred to them as “*high-class kids*.” He connected this status not only to material wealth but also to strong academic and cognitive performance.

Further, the participant found that the students he taught in Vietnam also attended private English courses and studied outside of school. He described this in the following data.

Data 12

In Vietnam, we taught at a fairly prestigious private school. And the students were already smart. Maybe besides studying at school, their parents also sent them to English courses, so when they were at school, they were already good at it. (SC-RS1)

Data 12 shows the participant’s impression of the students’ academic ability. He noticed that the students had already reached a good level of English proficiency, possibly because of additional support such as private English lessons outside school. He believed this extra support was related to their family’s financial ability. This shows that the first support system for children comes from their family. When families can afford extra education outside of formal schooling, children often develop better skills than what is taught in school. This includes the strong English proficiency of the Vietnamese students taught by the participant.

Furthermore, the participant only fully recognized the high English proficiency of Vietnamese students after teaching Thai students of the same age. He noted that this level of proficiency was closely related to the students’ backgrounds. This is further explained in the following data.

Data 13

The proficiency level between Thailand and Vietnam is also very different. Very far apart, because of the schools too. It’s also a school factor; in private schools, their proficiency is already quite good. So in class, the interaction happens in English. When I write in English, if they don’t understand, they also ask questions in English. (SC-RS3)

According to data 13, students in Vietnam, given their previously mentioned backgrounds and strong English proficiency, made the teaching process smooth. They were able to communicate in English without difficulty. Through this experience, the participant came to recognize the link between students’ socio-economic background and their readiness to engage in English-medium learning. In line with the concept of sociocultural geography, this illustrates how economic privilege affords students greater access to language learning support and fosters confidence in academic settings.

4.1.2 Managing discourse of classroom dynamics and interaction

This theme explores how the participant, as a pre-service teacher, navigated classroom interactions and discourse shaped by gender, language, and cultural norms. Within the sociocultural geography dimension, he reflected on how the gender composition of students and the shared or differing linguistic repertoires influenced his comfort in teaching, as well as the flow of communication in the classroom. The presence of gender-based behavior patterns and language attitudes contributed significantly to how classroom dynamics occurred, highlighting the social and cultural layers embedded in daily teaching interactions. All of these aspects will be explained in detail in the sub-themes below: comforting teaching and interacting in male classroom; feeling awkward teaching and interacting in the female classroom; highlighting Thai and Vietnamese students' use of language in the case of interaction; and exchanging language learning with Thai students.

4.1.2.1 Comforting Teaching and Interacting in Male Classroom

The participant described his experience teaching in an all-male classroom in Thailand as smooth and unproblematic. He attributed this to shared gender identity and frequent informal interactions with the students outside the classroom setting. Meeting the students regularly in communal spaces such as the mosque and dormitory helped establish familiarity and trust, which carried over into classroom dynamics. This is as expressed by the participant below.

Data 14

For example, in the boys' class, in the boys' class in Thailand, it felt normal for me. Because we were all male, and we also often interacted outside of school, at the mosque, in the dormitory. (SC-CT1)

Data 14 shows that the sense of familiarity seemed to arise not only from the shared gender, but also from more frequent opportunities to interact outside the classroom. As mentioned, examples include time spent at the mosque and in the dormitory. He realized that these consistent interactions inside and outside the classroom contributed to a more relaxed classroom environment, where communication was not only smoother but also more reciprocal. He was able to make the classroom an extension of the social relationship that had already formed naturally. When communicating, the participant received equal and smooth responses, which made him feel comfortable teaching in the male class.

Furthermore, the participant also felt that male students responded more openly and positively during lessons, particularly when he used some Thai words in teaching activity. Language familiarity seemed to prompt immediate attention and compliance, improving the overall interaction. This is as conveyed by the participant below.

Data 15

But maybe the students' response is different. Like, when I speak Thai, they tend to suddenly be open, immediately obedient, immediately positive. (SC-CT3)

Data 15 above indicates how understanding students' language improves their attention to the learning activity. The students were open and willing to collaborate in learning English during class. This shows that the use of local language functions not only as a communication

tool but also as a way to build emotional and psychological closeness, especially in a gender-homogeneous classroom environment.

4.1.2.2 Feeling awkward teaching and interacting in female classroom

The participant experienced a wider range of emotions when teaching an all-female class. The classroom dynamics were also more complex, as he had to try several strategies to gain the students' attention. He described his feelings while teaching in a female classroom as awkward, with a sense of limitation or distance, as reflected in the data below.

Data 16

But in the female class, the female class in Thailand, because I was teaching alone, completely alone, it felt a bit awkward. There was a slight feeling, like a boundary. Like there was a boundary between me and the female students. (SC-FA06)

Data 17

Because I'm also a foreigner. A foreign man teaching in an all-female class. (SC-FA08)

Data 16 shows how, when teaching in a female class, the participant felt a social and emotional distance that hindered the creation of close interaction. The feeling reflected in this data is a psychological barrier that was not yet successfully bridged, either through teaching methods or the relational dynamics formed in the classroom.

In addition, data 17 reveals that the participant's identity as a foreign male further intensified this sense of awkwardness. He realized that his position as a "foreign man" was one of the factors that made the interaction feel restricted and uncomfortable. It felt like there was a boundary he could not overcome to deal with the situation.

Another factor that contributed to this awkwardness was his limited experience teaching in all-female classrooms, as described in the following data.

Data 18

So yeah, because I also rarely teach in an all-female class, I was still trying to figure out how to teach in that kind of class. So maybe the method I used didn't get much response from the female students, and in the end, the learning just went on like that—just teaching, with no exchange or deeper interaction happening. (SC-FA10)

In the above data, the participant admitted that he did not have much previous experience teaching in all-female classes, which affected his readiness to develop the right approach strategy. This strategy was not only about teaching methods, but also possibly about managing classrooms with a different gender dynamic. The participant felt he could not get the response he expected from the female students. He described the learning activity as "*just teaching, with no exchange or deeper interaction happening.*" This indicates that while the learning took place technically, it lacked interaction. There was no emotional engagement or active participation from the female students.

Furthermore, the combination of awkwardness and ineffective methods resulted in weak classroom dynamics. He described this issue further in the following data.

Data 19

... with the male students, everything went smoothly. But with the female students, it was more difficult. They would say, "Sir, what if we go in threes? What if we go in fours?" But I wanted them to be in pairs. So they negotiated more, gave more reasons, maybe because they were afraid to come to the front, something like that. (SC-FA03)

This data shows that when giving instructions, especially during learning activities, the female students tended to negotiate. Despite the awkwardness he felt, the female students were actively engaging in negotiation during classroom tasks. In this context, when the participant asked them to practice conversations in pairs, they would try to negotiate doing it in groups of three or four instead, which did not follow the instruction. This shows that there was possibly still effort to learn from the female students, although they felt uncomfortable and tended to avoid. The obstacles in the female classroom were not only related to the participant's limited teaching experience, but also psychological factors and gender differences that hindered interaction between a male teacher and female students. Overall, teaching in an all-female classroom presented challenges for the participant due to gender dynamics, cultural context, and limited experience. Awkwardness and low interaction affected the learning process, highlighting the need for cultural awareness and adaptable teaching methods.

4.1.2.3 Highlighting Thai and Vietnamese students' use of language in the case of interaction

The language used during classroom interactions played a significant role in shaping the dynamics between teachers and students. The participant highlighted a marked difference in how Thai and Vietnamese students used language during classroom communication. In Vietnam, where English was the primary medium of instruction, students tended to maintain a formal relationship with the teacher. Their interactions were functional and restrained, reflecting the expectations of using English consistently during class. This is as expressed by the participant below.

Data 20

In Vietnam, I rarely heard students make side comments in Vietnamese, it was rare in my class. They were like, they interacted in English... their English was already working, even though they weren't really good at it. But at least for basic interactions like asking questions, saying they don't understand, basic student-teacher communication. They were already quite okay, even though their English still wasn't very strong. (SC-HL6)

From the data above, it can be seen that students in Vietnam were used to using English even though their skills were not yet perfect. They were brave to try and quite active in basic communication such as asking questions, expressing confusion, or responding to the teacher. These students showed that even though their skills were still developing, they had a high willingness to communicate and did not hesitate to use the target language as a tool for interaction. The participant very rarely found them speaking in their native language, Vietnamese, when learning English in the classroom. They really got used to using English during the given opportunities.

This situation differed from what happened in Thailand. The interaction in Thai classrooms was perceived as more relaxed and spontaneous, especially in the language use

dynamics. The participant occasionally used Thai and sometimes Malay when teaching. This is reflected in the following data.

Data 21

What we say gets through to the students because the practice uses the language that the students also understand. So I use Thai language, I use a Thai language approach, and I also use a Malay language approach if there are students who understand Malay.. (SC-HL8)

This data shows that student interaction was more supported when the teacher also used their native language, such as Thai or Malay. Considering the diverse regional backgrounds of the students, Malay was also sometimes used in class. The participant mentioned that the effectiveness of teaching increased because the language approach matched the language students understood. This created a multilingual interaction. The use of local languages was seen as an important communication bridge, because students' English skills were not yet sufficient to serve as the main medium for daily classroom interaction.

Even though this bilingual flexibility in Thai classrooms enabled better classroom management and understanding, the participant still expressed a desire for students to use English. This was conveyed in the following data.

Data 22

Whether it's with male or female students, I want them, at least when I'm around, to try to speak in English. So if they don't understand something, like the question, the material, or the instruction, I want them to try to say it, but in English. (SC-HL9)

In data 20, it is obvious that regardless of gender, he wanted to actively use English in class, especially in their interactions with him as the teacher. Rather than expecting perfect understanding or fluency, he prioritized creating a learning environment where students feel safe to express confusion or ask for help, but still make the effort to do so in English. This approach reflects how he tried to focus on using the target language (English) in authentic situations, even to express difficulty. The participant's experience revealed not only the differences in classroom language practices but also his personal hope to foster more consistent use of English. While he adapted to students' linguistic needs by using Thai and Malay when necessary, his reflections showed a quiet determination to create space for English as a tool for connection and learning.

4.1.2.4 Exchanging language learning with Thai students

During his teaching experience in Thailand, the participant noticed that his interactions with students were often reciprocal. He emphasized that the relationship between him and the students was not only as teacher and learner in the conventional sense, but as learning partners who exchanged language skills. He was acquiring Thai, taught by the students, while he taught them English. He shared this experience in the following excerpt.

Data 23

Yes, from my own experience in Thailand, especially in Thailand, it was very ... the social conditions really affected the interaction in the classroom. Because we were actually learning together, between teacher and students we were learning each other's language,

exchanging languages. I learned Thai from my students, and my students learned English from me. (SC-EL4)

The data above elaborates about his experience of learning each other's language with the students. He built a relationship that was more than just regular teaching—he exchanged culture and language with them. In daily classroom interaction, the participant learned Thai from the students, while the students learned English from him. This created a learning situation where the teacher and students felt equal. Learning became enjoyable and focused on collaboration.

In addition to that, this mutual linguistic interaction developed further when he also introduced his native language, Indonesian, which surprisingly attracted more interest from some students than English did. He explained this in the following data.

Data 24

So yeah, we always taught them English, and we also taught them Indonesian. And those who were not interested in English were more interested in Indonesian. So when we taught them Indonesian, they were divided into two groups. Some were interested in Indonesian and got excited when we taught it, and some were excited about English when we taught English.. (SC-EL5)

From data 24, it can be seen that not all students showed the same interest in English. Some were more interested in learning the teacher's native culture, which came from Indonesia. During the teaching, the students were divided into two groups: those who were enthusiastic about the target language, English, and those who were more interested in Indonesian. This shows that students' learning motivation is different, and the multilingual approach used by the teacher helped accommodate those preferences. This language exchange not only expanded the scope of teaching but also strengthened the relationship between teacher and students. Because both sides were learning from each other, the classroom atmosphere became more inclusive and interactive. The interaction highlighted the value of equality in the learning process and raised the position of students as contributors to the learning experience.

4.1.3 Practicing and Integrating Teaching Values in Teaching

This theme discusses how the participant demonstrated teaching values during his teaching practice and how he applied those values in classroom situations. These values include respect, care, fairness, and responsibility. The way he applied these values reflects the concept of moral geography, which relates to how place, context, and social conditions influence moral decisions and actions in teaching. The participant not only taught academic content but also showed how to treat students with fairness and respect. This section includes three sub-themes: implementing teaching values in the classroom, presenting teaching values through teacher behavior and interaction, and ethical challenges in ensuring fair treatment across students with different living conditions.

4.1.3.1 Implementing Teaching Values in the Classroom

As a prospective educator, the participant had reflected on and internalized core teaching values during his teaching practicum. Some of these values, which he shared, focused strongly on human-centered principles. Two key values he upheld were openness and mutual respect.

This was evident when he was asked about the teaching morals he followed throughout his teaching experience. He explained the details in the data below.

Data 25

So the core of my teaching is openness and mutual respect. I want the students to be open with each other about the problems they face, because if there is no communication, misunderstandings will happen, and that will create discomfort in the classroom. (M-IV3)

From data 25, the participant referred to the openness of students in expressing problems as something very important to prevent misunderstandings that could cause discomfort in the classroom. He wanted the learning process not only to focus on knowledge transfer but also on building a socially and emotionally healthy environment. He saw this as a form of open communication that could help prevent misunderstandings. He believed that when students and teachers respect each other, classroom interactions become healthier and more supportive of learning, fostering a sense of safety and mutual trust.

He also applied the principle of inclusivity, ensuring that all students had equal opportunities to participate, either both to ask or answer questions. This is reflected in the following data

Data 26

Usually, when I teach, of course I apply inclusive and fair learning. I give equal opportunities for all students to ask and be asked questions. I always respect students' opinions regardless of their background. (M-IV2)

Data 26 shows the participant's commitment to valuing student voices. He demonstrated sensitivity and care toward diversity throughout the learning process. It reinforces the idea that his approach to teaching was not limited to knowledge transfer but also aimed at building character and empathy. This was shown through his commitment to give equal opportunities for all students to participate, both in asking and answering questions. He would show appreciation by respecting every student's opinion regardless of their background. This approach reflects democratic values in the learning process, where student voices are considered valid and worth listening to.

In addition, he recognized the diverse interests of students in learning foreign languages, particularly English. His experience teaching in male, female, and mixed classrooms led him to understand that student interest cannot be forced. He explained this in the following data.

Data 27

In my opinion, (interest and closeness) have an effect because people's abilities are different, and so are their interests. We actually can't force someone's interest—if they really don't want English, then that's just how they are. (M-IV4)

As an English teacher, the participant realized the limits of his role when facing students' lack of interest in learning English. He understood that he could not impose his expectations on students and accepted this as part of his responsibility as a teacher. Ultimately, the participant's reflections reveal a thoughtful and empathetic approach to teaching. He valued open communication, mutual respect, and inclusivity as the foundation of his classroom practices. At the same time, he acknowledged the individual differences in student interest and recognized his role not as someone who imposes, but as someone who facilitates learning with understanding

and care. These insights highlight his growing awareness of the ethical and human dimensions of being an educator.

4.1.3.2 Presenting and Practicing Teaching Values in The Classroom

The participant shared his experience in applying the values he believed should be present in the classroom, particularly openness and mutual respect. Below is an example he gave of how he tried to implement the value of mutual respect during his teaching.

Data 28

An example of applying those values in teaching is giving equal opportunities to all students, such as the chance to ask questions, not judging when something is not understood, and encouraging them to express their lack of understanding. (M-PV1)

In class, he ensured that all students were given equal and fair opportunities. This principle guided the way the participant built the classroom atmosphere. This was evident in how he gave space for students to ask questions and avoided being judgmental when they needed further clarification. He encouraged them to express confusion or uncertainty about the material, assuring them that he was happy to explain again. The teaching values he applied reflected a democratic classroom spirit, where every student had the same right to speak and be heard without fear of being judged. This approach aligns with progressive educational principles where education is oriented toward the full development and needs of students and respects the diversity of their abilities. In this context, the teacher is no longer the only source of knowledge but a facilitator who provides a safe space for students to learn through the process, including through their own lack of understanding.

The participant also recognized that promoting openness, one of the values he upheld, required intentional effort. On several occasions, he took the time to talk with students outside of class, which he found helpful in building stronger connections. He shared this experience in the following data.

Data 29

In Thailand, I talked a lot with the students outside the classroom. That helped me to get closer to the students. The more often the interaction happened, the better I understood the problems they faced, and the closer the distance between us became. (M-PV3)

Data 29 highlights how the participant's values were applied not only in formal classroom interactions but also through social engagement outside class. The participant actively built closeness through conversations with students outside of class. These interactions became an important way to understand student conditions and also to strengthen mutual trust. He understood that the more he interacted with students, the more he could understand their challenges, which enabled him to better support them. These interactions also helped reduce the emotional distance between teacher and students.

These all showed the participant's efforts to apply the values of openness and mutual respect were reflected both inside and outside the classroom. By creating equal opportunities, avoiding judgment, and building personal connections through informal interactions, he demonstrated a sincere commitment to understanding and supporting his students. These

practices not only aligned with his beliefs as a future educator but also contributed to a more inclusive, empathetic, and responsive learning environment.

4.1.3.3 Ethical Challenges in Ensuring Fair Treatment Across Student Living Backgrounds

In the context of classroom learning in Thailand, the participant noticed differences in how close his interactions were with different groups of students. This became clear in how he responded when students fell asleep in class. He treated students who lived in the dormitory differently from those who did not or attended a full-day school. He shared this experience in the following transcript.

Data 30

To be honest, I was a bit biased in how I treated them. This happened because of the lack of openness between me and the students. If the student who fell asleep lived in the dormitory, I would wake them up and give a warning. Later, in the dormitory, I would ask what happened and why they fell asleep in class. (M-EC2)

The data above shows how the participant felt a moral dilemma about treating students differently. He faced an ethical challenge in treating students fairly, especially when the students' background of residence influenced the quality of interaction and closeness between teacher and students. The participant admitted that he once acted with bias in treating students, and this was against his belief about being open with students. For students who lived in the dormitory, if they fell asleep, the participant tended to wake them up and follow up with a conversation outside class, because there was additional space for interaction in the dormitory.

This was different from how he treated students who did not live in the dormitory and were not as close to him, as explained in the data below.

Data 31

For students who go home every day and don't stay in the dormitory, I don't meet them outside class. So maybe their interaction and focus on me is not as strong. (M-EC5)

Data 32

It's different with students from outside the dormitory. I don't know what happens to them outside school—maybe they're tired from working or something else. But because of the lack of openness and limited interaction, when I try waking them up many times and they don't respond, I just let them sleep. (M-EC6).

From data 31, the participant did not have the chance to meet the students outside class hours. He felt that this interpersonal relationship became much more limited. The participant realized that students from this group had a lower level of closeness with him, and this indirectly affected their attention and focus in learning. The absence of informal interaction outside class made him, as the teacher, less able to understand the background or personal condition of the students, including the reason they seemed less focused or even fell asleep.

As a result, in data 32, it is clear why he chose to treat students who did not stay in the dormitory in that way. When students from this group fell asleep in class, he did try to wake them up, the same as what he did with the dormitory students. However, he chose not to follow up if the students did not respond or slept again. He considered that he did not have the chance to ask about the condition that caused them to sleep. This statement reflects an ethical dilemma in

treating students with different living backgrounds in an equal way, especially when the teacher's access to students' life outside class is not the same.

Even so, the participant also saw another positive side of being close to dormitory students. He felt that those students could support classroom interaction. One example was how close students could act as a bridge to connect him with other students he did not know well.

Data 33

It was really effective in class. Some students who often interacted with me became more excited in class. They acted like a bridge to help influence the other students—those who didn't live in the dormitory—to also get more engaged (M-EC4)

This data shows that close relationships between the teacher and students can actually help the learning process. The participant felt that students who were close to him had a higher learning spirit and socially acted as a bridge to influence other students. This shows that social closeness outside class had a big impact on classroom dynamics. Students who were close to the teacher could motivate other students to also be enthusiastic in learning, inviting those who were not close to the teacher to participate. These connections not only supported classroom management but also helped build a more engaged and responsive learning environment.

4.1.4 Emerging Professional Identity through Reflective Moment, Teaching Duties Fulfillment, and Open Mindedness

This theme explores how the participant developed their professional identity through various teaching experiences, especially during his international teaching practice in Vietnam and Thailand. These cross-cultural teaching environments provided unique situations that challenged and shaped how he saw himself as future teachers. The development of his professional identity is closely related to the idea of professional geography, which refers to how different teaching locations and contexts influence teachers' roles, values, and sense of professionalism. The participant reflected on evaluations from supervisors, training before departure, and their own teaching duties in the classroom. He also engaged in peer and mentor feedback to improve their teaching. These experiences helped the participant grow not only in teaching skills but also in understanding their responsibilities and position as educators in a global context. In this theme, there will be divided into five sub-themes: reflecting on the supervisor evaluation in teaching practice, building a sense of professional identity through experience and exposure-based teaching and learning, reflecting on language training before departure, fulfilling professional duties in the classroom, and welcoming peer and mentor evaluation and discussion for teaching betterment.

4.1.4.1 Reflecting on The Supervisor Evaluation in Teaching Practice

This sub-theme reflects how the evaluation process by mentor teachers or supervisors during teaching practice plays an important role in shaping the participant's professional identity as a future teacher. The evaluations helped him learn more about his weaknesses. These evaluations had both emotional and pedagogical impact. In one of his stories, the participant shared his first experience of being evaluated when he began teaching in Vietnam.

Data 34

We are supposed to be role models, so we should be on time or even early. But instead, we were late, and the students saw us—it felt very uncomfortable. Also, the supervisor saw it and gave feedback. We felt double the guilt. Even though only one of us caused it, we all felt responsible (P-RS1).

This data shows the participant's awareness of his role as a role model for students. However, one member of the group caused them to be late to class. This made the participant feel guilty, not only because the students saw them arrive late, but also because they received feedback from the supervisor. It shows how an evaluation of one person can lead to shared feelings of guilt. In teaching practice, responsibility is often felt as a shared experience, and this helps build solidarity among peers. Evaluation, in this sense, is not only about correcting individuals but also about growing group awareness of professional ethics. Moreover, this experience also strengthened the understanding that teaching practice is not only an individual responsibility, but also a collective work that is attached to the professional identity as an educator community. Basically, the participant, his peers, and the supervisor are on the same side that students view as the agency of "teacher." Therefore, all parts of this "teacher" also share the consequences or social sanctions if a mistake is made, even if it is done by only one individual. For that reason, solidarity among educators becomes very important.

Later, after the participant taught in class, he received specific feedback about his teaching method. The mentor teacher commented on his use of gamification and giving rewards, as explained in the following data.

Data 35

For example, I used gamification in class and gave rewards. My mentor said that I gave rewards too often, and this made students focus more on the prizes than on the lesson. So, I started to reduce the rewards. (P-RS3)

The data above shows the participant's effort to apply a gamification approach in teaching English, which involved giving rewards to students who answered his questions quickly and correctly. This approach was initially intended to increase students' motivation and engagement in learning. However, after being observed by a supervisor, the participant received feedback that giving rewards too frequently actually had a negative impact. This indicates that rewards do not always produce positive effects if not managed proportionally. The feedback highlighted the importance of distinguishing between giving rewards as external motivation and students' focus on the essence of learning. When rewards become the main goal for students, their focus shifts from the learning process to competition for prizes. This shows that gamification strategies require pedagogical sensitivity in deciding when and how often rewards should be given so they do not blur the main goal of education.

As a response to this evaluation, the participant began to reflect on the impact of his practice and made adjustments by reducing the frequency of giving rewards. For the participant, the evaluation process was not just about being corrected. He saw it as a form of support and guidance. He explained this clearly in the following data

Data 36

I had a mentor who gave me evaluations every time I finished teaching. From those evaluations, I learned how to improve and improvise. I could fix my weaknesses and become a better, more professional teacher. (P-RS5)

According to this data, the participant received evaluations after every teaching session in Vietnam. He believed that these evaluations helped him improve and learn how to adapt in the classroom. He saw the feedback not only as criticism, but also as a chance to grow and become a better teacher in the future. This sub-theme shows that evaluations from mentor teachers played an important role in shaping the participant's professional identity. The evaluations influenced not only his teaching methods but also helped him develop a stronger sense of reflection and awareness about his teaching practice.

4.1.4.2 Building a Sense of Professional Identity through Experience and Exposure-Based Teaching and Learning

This sub-theme reflects what the participant felt while building his professional identity as a teacher, both through his past learning experiences and his direct involvement in teaching practice. When asked about the educational values he held during his teaching, he often referred to his experiences as a student and the teachers he once had. One of these experiences is shown in the following transcript.

Data 37

These values were inspired by my experiences as a student in school. Some teachers focused more on students' needs and abilities, and that made students feel more cared for by the teacher. (P-BP01)

Data 37 above showed that the teaching value is related to openness and mutual respect, which were explained in the previous sub-theme. The participant remembered having teachers who paid attention to students' needs and helped build emotional connections. As a result, students felt appreciated and supported. From these experiences, he formed personal values about the teacher-student relationship, which he holds today and are rooted in his own experiences as a student. These positive experiences became the initial inspiration in shaping his own teaching values. This shows how important it is to have good teaching values in education, because one day, students may take these values and continue them.

Besides learning the value of openness, he also reflected on his experiences with some of the negative experiences in the past. He described this issue in the following data.

Data 38

If our interaction with students is poor or maybe we just come in to deliver the material, that's all, then the students will treat us the same way. When we come into the class, the students are just like, whatever. Or maybe they even tend to pay less attention to the teacher if the teacher only delivers the material. (P-BP05)

Data 39

This also comes from my experience with teachers who were mostly textbook-based and teacher-centered. That created no connection with students and made them less likely to respect the teacher. (P-BP06)

Data 38 is a reflection about poor interaction between teachers and students, or about a teaching approach that only focuses on books and teacher-centered methods, which blocks the creation of mutual respect. Through this reflection, the participant began to develop an

awareness that being a professional teacher is not just about delivering material, but also about building a meaningful relationship with students. If teachers treat students not just as a place to deposit or deliver material, students will not ignore the teacher's presence in the classroom.

Meanwhile, data 39 shows that reflection came from his own experience. In the past, he personally experienced how textbook-based teachers made students respect the teacher less in class. Later, his teaching practice experience strengthened his awareness of the importance of building good interaction. In this way, the teaching and learning process is not only seen as a technical duty but as a space for forming identity and understanding the role of being an educator.

Based on these reflections, he decided to move from a teacher-centered to a student-centered approach as a reaction to his past experiences. This is explained in the following data.

Data 40

So, I think building interaction is quite important in developing relationships with students, and it also slowly shapes me to become a more professional teacher—one who doesn't just come to class, give the material, leave an explanation, only give a short explanation to the students, and then go home. Not just like that. (P-BP08)

Data 41

Interaction with students is indeed necessary to create a classroom atmosphere that can become more conducive. (P-BP04)

Data 40 shows that the participant had a strong awareness of the importance of building good interaction between teacher and students. He believed that the relationship should not be transactional or limited to just transferring knowledge. For him, meaningful interaction helps shape his identity as a more professional teacher. He did not want to repeat his past experiences, where teachers simply came to class, delivered the lesson, and left. He did not want to be that kind of teacher because he wanted to be more than that.

Furthermore, data 41 reveals that he realized the important thing that is interaction with students must build a conducive classroom atmosphere. Conducive here means dynamic interaction, two-way communication, where the teacher becomes a guide who, when entering the classroom, has the goal of making it a safe learning space. A place where the teacher respects the students, and the students also respect the teacher as an adult who can help them learn.

However, in practice, he faced limitations in classroom resources. In one of the regular classes he taught in Thailand, the only available tools were a whiteboard and markers—there were no audiovisual aids. He realized that real teaching challenges helped him become more aware of the limitations in teaching materials and strategies. He explained this in the following data.

Data 42

I only used the textbook because that was the only material available in the regular class. Maybe the media I used was not interesting, and my strategy was not strong enough. As a result, the students lost focus easily. (P-BP10)

The data above shows that even though the participant wanted to avoid being a textbook-focused teacher, in this situation he had no choice. He used only the English textbook

as a learning tool. He realized the media was not engaging, and because of his limited experience, his teaching strategy was not well-developed. He recognized that these challenges made it harder for students to stay focused. His professional identity was shaped even more sharply through this experience, where he was required to think about how to develop an approach and strategy that fit the class resources and student needs. This must continue to be learned by him in the future as he faces teaching challenges that will surely keep changing with time. His professional identity was not only built on ideal concepts but also formed as a real response to the challenges and experiences he faced during the teaching and learning process.

4.1.4.3 Reflecting on Language Training Before Departure

Before going to Thailand for teaching practice, there was a training held by the faculty at the participant's university. The training included language and cultural introduction. The participant had his own opinion about this training. He felt that the training was not enough. He also felt that the training was only a formality to prepare for departure. He mentioned this in the following data.

Data 43

... (the training was) not in-depth and in my opinion it was just a formality. (P-RL2)

In Data 43, the participant explicitly expressed how he felt that the training he received before departure was merely a formality. He perceived the training as superficial and lacking depth in materials that were relevant to real teaching contexts. This indicates a gap between the training design and the actual needs of the participant who would be teaching in cross-cultural learning environments.

Furthermore, he explained that the language skills he truly needed were the ones used in classroom tasks and daily interactions. This is shown in the data below.

Data 44

So what I got still felt lacking, what I wanted was still not there. It should have been more practical, what was taught before departure. But I didn't get that. I actually got the practical language, the language for classroom tasks, the language for daily use, only after I arrived in Thailand. (P-RL3)

The data 44 then shows that the participant did not feel he received what he should have. He wanted the training to be more practical. The training, which was supposed to be the main preparation, did not meet his practical needs, especially for communication and building closer interaction with his students during teaching practice. This includes everyday language and classroom instruction phrases. He then confirmed this by giving examples like "read!" and "write!". The lack of practical content made him rely on learning directly in the field. His experience shows the importance of preparing future teachers with practical language and teaching skills that match the real needs they will face during teaching practice abroad.

4.1.4.4 Fulfilling Professional Duties in the Classroom

The participant understood professional responsibility in the classroom as not only delivering material but also actively building responsive and empathetic relationships with students. At first, he described himself as an introverted person who is not very talkative or

communicative in general. However, he showed a desire to be someone who is present and listens to students. This is shown in the following data:

Data 45

I am not a talkative person and do not interact much with others, but in the classroom, I can be someone who listens to the students' concerns. (P-FP1)

In the data above, the participant acknowledged his personality as someone who is not very talkative or easy to interact with. However, he was able to position himself differently in the classroom. He became someone who listened attentively to students' complaints, opinions, and needs. This shows his reflective ability and commitment to being fully present in his role as an educator.

His presence was not limited to that alone; there was also an active effort to understand students' learning conditions through open dialogue, as he explained in the following data.

Data 46

For example, during observation time, I often ask students about the problems they face—anything from teaching methods, the material, to classroom interaction. This way, I can adjust myself to their needs. (P-FP2)

Data 46 shows that the participant explained that to fulfill his role as a teacher who is present for the students, he used moments in class to observe and talk with them. He would actively ask about the learning challenges students face, including teaching methods, material content, or other class dynamics. He saw this interaction as a chance not only to adjust to the students but also to change his teaching style to better match their needs. This reflects an important principle in professional teaching, where the teacher not only delivers lessons but also adjusts their approach based on the real responses and needs of the students.

Furthermore, the participant also believed that informal interaction outside the classroom helped him fulfill his role as a teacher. These interactions usually happened with students who lived in the dormitory because they had more time to meet. He mentioned these meetings often during the interview, including in the following data.

Data 47

So the small talks during dinner, (interactions) in the dormitory, or at the mosque, those helped me building like, slowly change my teaching method to match what they wanted, like "oh, they prefer this" or "they like that" (P-FP4)

This data shows that dialogue also happens outside the classroom. The participant slowly built relationships to understand his students through informal interactions during dinner, at the dormitory, or at the mosque. From these interactions, he gathered information about the students so he could understand their preferences. He could adjust his teaching based on what they wanted. This strategy shows that informal space can also support a teacher's professional responsibility in class. These informal spaces go beyond the classroom. They can happen in places where teachers and students meet outside learning hours, such as the cafeteria, the mosque, or even the dormitory. This shows that having a good relationship with students is the foundation of effective teaching practice, and as long as it can be built in other places outside the classroom, the teacher can make an effort to do so.

When facing students who showed uncooperative behavior, the participant did not immediately judge them. Instead, he chose to open space for dialogue, as he explained in the data below.

Data 48

A professional teacher must be able to help students understand each other, respect each other, and be open about what they feel in class. If a student misbehaves in class or does not want to learn, try to open a dialogue to find out why that is happening. If there is something they don't feel comfortable with, whether it's the teaching method or the material, maybe it can be discussed to find a better way. Of course, this takes time. If we have limited time, then we use the resources we have. (F-FP5)

The participant believed that a professional teacher should help students understand one another, respect each other, and be open about their classroom experiences. By encouraging openness in the classroom, the teacher creates a space where students not only feel heard by the teacher, but also begin to recognize and appreciate the diverse challenges, perspectives, and learning styles of their peers. This relational dynamic is essential in building a classroom environment grounded in mutual respect and collaboration. To support this role, for example, he described a situation where a student did not want to learn. He would try to have a dialogue to find out why and look for a good way to solve the problem, whether it was the teaching method, the material, or something else. He did this to create a comfortable learning space for himself and for the students. So, the teacher's job is not only to teach the material but also to create a safe space where students can express their discomfort and find solutions together. A teacher's professional responsibility includes both emotional and rational aspects. He also understood that this needed time, so during his limited time in Thailand, he tried to use the resources he had.

4.1.4.5 Welcoming Peer and Mentor Evaluation and Discussion for Teaching Betterment

This sub-theme discusses how the participant showed an open attitude toward evaluation, discussion, and constructive interaction with mentors and peers as an important part of improving teaching quality. A learning experience that made a strong impression on the participant came from his teaching in Vietnam, where he directly felt the importance of guidance from a supervisor, as he said in the data below.

Data 49

I personally learned from my mentor teacher, especially when I was in Vietnam, because in Vietnam, when I did my teaching practice, it was really a trial and error process. There was a regular evaluation from my mentor teacher. (P-WE1)

In the data above, the participant described his teaching practicum experience as a process of trial and error that was continuously evaluated by his supervisor. He was regularly evaluated after every teaching session. These regular evaluations were not seen just as correction but as an important part of professional learning. He did not feel judged, instead, he saw the evaluations as learning opportunities. The participant showed a willingness to learn from mistakes, adjust his approach, and gradually develop a more effective teaching style.

Besides the supervisor, the participant also gained insight from his fellow teachers. He admitted that he was open to dialogue with them, as he said in the following data.

Data 50

As I said earlier, I'm not a talkative person, not someone who likes small talk or talking a lot. But I am open if there are students or fellow teachers who want to have a dialogue, who want to discuss the problems they face, what makes them feel comfortable in class, what makes them active, what they need from the lesson, whether about the material, the method, and so on (P-WE3)

In the data above, he repeated that he is not someone who talks a lot or enjoys small talk. However, in his role as a teacher, he realized the need to be open with fellow teachers. He realized from those conversations with fellow teachers, he could discuss teaching problems, what makes the class comfortable, how to make students active, and share needs about teaching and methods. This attitude shows professional openness, a professional awareness of the importance of open communication to build the quality of teaching, that is not only passive to evaluation but also active in supporting conversations to improve himself.

This sub-theme shows that the participant developed his professional practice through openness to evaluation, discussion, and collaboration. His willingness to learn from the mentor teacher, receive feedback regularly, and build reflective communication with peers and students became an important foundation to improve teaching effectiveness continuously.

4.1.5 Enacting Teacher Role through Practical Instructional Design Strategies

The last theme highlights the participant's enactment of the teacher role through practical instructional design strategies. This theme is closely related to the concept of professional geography, referring to the ways in which a teacher navigates and adapts to the professional space within the classroom. It shows how the participant positioned himself in response to classroom realities, language expectations, and student diversity. The strategies he employed demonstrate how teaching is not only shaped by planning and materials but also by real-time decisions that respond to the cultural, linguistic, and behavioral dynamics of the classroom. The following sub-themes illustrate how the participant designed and adjusted instructional practices to fulfill his professional role effectively. There are ways for accommodating language learning expectations, delegating students for mediation and language use in multilingual classroom, encouraging students to practice English during the lesson, applying teaching methods and strategies to enhance quality of teaching and learning, and applying classroom management in the teaching session.

4.1.5.1 Accommodating to Language Learning Expectations

In this sub-theme, the participant showed a high awareness in accommodating students' expectations and needs in learning English, especially in the context of English teaching in Thailand. Considering that students in Thailand had different levels of proficiency, various approaches were needed for teaching. Although his formal role was as an English teacher, the participant realized that students' motivation and readiness for learning the language were not always ideal. This is shown in the following data.

Data 51

As much as possible, I want to reduce the use of Thai in class, like I speak fully in English or ask students to practice conversations they have made. It cannot always be forced, so just let it flow but still be guided. (P-AL2)

This data shows the participant's effort as a teacher to keep encouraging the use of English and reduce the use of students' native language, Thai, in the classroom. He realized his expectation as a teacher who wanted his students to speak full English. On the other hand, he found that in reality, he could not force students to speak full English. He understood that it was not easy because students had different language abilities. Sometimes, he had to remind students to speak fully in English. He accommodated this by using conversation practice so students could get used to speaking English. He also realized that this could not be forced, so he let the class flow with the language dynamics while still giving direction.

One of the interesting strategies used by the participant was using an alternative language to support language learning. That is, using another language that students liked, such as Arabic. He explained this in the following data.

Data 52

For example, when there is a student who is better in Arabic, then we talk using Arabic, and he becomes very happy. It is possible that through Arabic, we can guide him to like or learn English. (P-AL4)

Data 52 reveals that the participant once met a student who was more fluent in Arabic than English. Since he could also speak Arabic, this unexpected language became a bridge for their communication. The participant used this opportunity to try guiding the student's language interest toward classroom learning. This shows how the participant used multilingualism as a communication bridge. The ability to use more than one language can be a very effective tool in multicultural and multilingual classrooms to build relationships and learning motivation. For the students, the comfort of speaking in a language they already know can be the starting point to grow their interest in other foreign languages, including English. In this case, multilingualism is not only a communication tool, but also a pedagogical strategy to create deeper engagement.

Even so, the participant identified some factors that made the English learning process in Thailand less effective. He mentioned the following.

Data 53

The factors that made learning in Thailand less proper were: first, students themselves who lacked interest in English; second, our limited time; and third, the material that had already been taught to them (P-AL3)

When explaining this data above, the participant sounded disappointed. Several factors that made the learning process in Thailand feel less proper for his expectations included students' lack of interest in English, short preparation time for teaching, and the fact that the materials prepared were already taught by the previous teacher. The first factor, low student interest in English, is a phenomenon not only found in Thailand. He mentioned earlier that he also experienced this in Indonesia. This challenge is a reminder that student learning motivation cannot be assumed but must be developed through relevant and contextual approaches.

In addition, he mentioned the second and third factors, limited time and pre-taught curriculum, as additional obstacles for him to adjust his teaching methods. These two factors

show structural limitations often faced by pre-service teachers in designing learning that should be responsive to student needs.

Overall, these findings indicate that the participant tried to adjust his teaching strategies based on the real expectations and conditions of the students in the field. While still maintaining the target of English learning, he allowed flexibility through relevant communicative and cultural approaches. In doing so, the participant acted as an adaptive and reflective teacher toward the linguistic needs of his students.

4.1.5.2 Delegating Students for Mediation and Language Use in Multilingual Classroom

In the context of multilingual classroom learning in Thailand, the participant shared his experience of adapting to teaching by assigning certain students as language mediators. This helped him teach more easily. The selected student acted as a communication bridge between the teacher and other students. This strategy appeared as the participant's response to facing a language barrier. He mentioned this decision several times when asked about interactions that helped bridge the gap with students.

Data 54

For example, they didn't know what the material was about, didn't know how to do the task, and they talked in Thai, used Thai. They complained in Thai. Because I didn't understand, I asked one student who could speak Malay and English to help his friends with the task. (P-DS2)

This data illustrates a practical challenge commonly encountered in multilingual classrooms: language barriers that hinder instructional clarity and student engagement. When students encountered difficulties in understanding the material or instructions, they naturally resorted to using their most comfortable language (Thai) to express confusion or to complain. For the teacher who lacked proficiency in Thai, this became a critical moment of disconnection, where miscommunication threatened the learning flow.

Rather than allowing the misunderstanding to persist or attempting to control the situation through repetition or frustration, the participant made a pedagogically strategic decision. He delegated communicative responsibility to a student who was proficient in both English and Malay. This bilingual student became an informal interpreter, helping peers understand task instructions and clarifying the teacher's expectations. This decision reflects the teacher's adaptability in multilingual contexts, as well as his awareness that peer mediation can be a powerful tool to maintain classroom cohesion and clarity. More importantly, the moment highlights how student agency and multilingual competence can be leveraged to enhance two-way communication. This strategy created a more inclusive classroom environment where the teacher's linguistic limitations did not become a barrier to learning. Instead, language diversity became a shared resource.

On the other hand, the participant also used his close relationships with certain students who often interacted with him. While teaching there, he built closer relationships with some students more than others and these students usually have a better proficiency in English and are active in the class. This is as explained in the data below.

Data 55

So even though this student was close to me, he sat in the front row and often talked to me in class. But when I wanted to explain something or when I wanted to tell the other students, I asked him: “Please help explain this to your friends”, or “Please ask your friends if they don’t understand.”. (P-DS6)

This data shows that the student who was close to the participant would sit in the front and initiate casual conversations during class. While this relationship could have stayed casual or even become a distraction, he chose to use it in a positive way to support learning. Instead of teaching everything directly to the whole class, he asked this student to help: *“please help explain this to your friends,”* or *“please ask your friends if they don’t understand.”*

This shows that the participant understood how to use class relationships well. He saw that this student had some influence and used their trust to help explain things to the rest of the class. This was especially helpful in a class where students spoke different languages and not everyone understood English well. The student’s friendship with classmates made it easier for others to understand instructions and stay involved. The participant’s method shows a student-centered way of teaching. He didn’t just speak and expect everyone to listen but instead gave part of the responsibility to the students. By asking the student to help, the participant made the class more cooperative. It also helped him reach students who were shy or had trouble with the language, by using someone they felt more comfortable with. This shows the teacher’s growing ability to manage the classroom in a smart and caring way. He used his relationship with one student not just for talking, but to improve learning for everyone.

4.1.5.3 Encouraging Students to Practice English During the Lesson

The participant actively tried to encourage students to use English during the learning process, even though he faced significant challenges in doing so. This encouragement was not only instructional, but also part of a strategy to build students’ habits of speaking and becoming more comfortable with using English in context. He did this by giving explicit instructions, such as asking students to ask or answer questions in English, as shown in the data below.

Data 56

I once said, if you don’t understand, try to ask—but in English—try to speak in English, but even after being told like that, it’s still hard, actually. (P-ES3)

This data shows that the participant found it difficult because there was a gap between his expectations as a teacher and the students’ readiness to actively use English. He had clearly communicated his expectation that students should ask questions or express confusion in English. However, despite this instruction, he acknowledged that it remained difficult for students to follow through. The participant’s use of the phrase *“it’s still hard, actually”* shows a recognition that motivation alone is not enough. What seems like a simple instruction actually requires pedagogical scaffolding, emotional safety, and perhaps more gradual, structured practice before students feel confident to respond in the target language.

Even so, the participant continued to apply his teaching method while evaluating its effectiveness. He understood that each student had a different way of learning, and not all students fit his approach. He explained this in the following data.

Data 57

Like that, so from myself, I was already like that, so I tried to apply it in the class. Maybe students' methods are definitely different, for learning language, some may match my method and some may not. If there are those who match, Alhamdulillah, with my forcing method like that. But maybe for those who don't match, I'm still trying to figure out how to bridge what they want. For now, I can only force them to listen to or watch English. (P-ES4)

This data shows that the participant saw himself as being somewhat rigid when it came to English language learning. He strongly wanted to prioritize English as the main instruction and communication tool in English class. He also openly acknowledged that his method relied on “forcing” students to listen to or watch English content, even when it may not have aligned with all students’ needs or preferences. This reveals a pedagogical struggle where the participant is trying to balance his instructional approach with the recognition that students learn differently.

Even though he expressed satisfaction when his method resonated with some students, he also admitted that others did not respond well. This suggests an evolving understanding that effective teaching cannot rely on a one-size-fits-all model, especially in a multilingual and multicultural learning context like Thailand, where students' levels of exposure, confidence, and motivation vary widely. Importantly, the participant did not dismiss the mismatch. Instead, he articulated a willingness to grow by exploring alternative strategies. By saying that he “*still trying to figure out how to bridge what they want*”, it signals the participant begins moving from a fixed instructional stance to a more responsive and student-centered one. He recognized the need to meet students where they are, rather than expecting them to immediately meet his expectations.

Overall, this sub-theme shows that encouraging students to actively use English in class is a gradual process that involves pedagogical challenges. The participant demonstrated a reflective and open attitude in adjusting his strategies and continued to search for suitable approaches to make English practice a natural part of daily learning.

4.1.5.4 Applying Teaching Method and Strategies to Enhance Quality of Teaching and Learning

In teaching practice, the participant actively needed to apply teaching strategies to make learning run well. As a pre-service teacher, the participant was expected to improve learning quality by adjusting approaches based on students’ characteristics and classroom facilities. The participant, as a pre-service teacher who taught in a multilingual classroom, also had his own strategies to teach in a class where the students’ first language was different from his own.

One strategy often used by the participant was gamification, which means adding games and rewards into the learning process. In practice, the participant asked students to complete a certain page from the book, and the fastest and most accurate student received a prize. This is as he explained in the data below.

Data 58

But I tried, as I mentioned before, my method is using gamification. First, using gamification... and it helped quite a bit for the students. So when I said, for example, “do this page, the fastest and correct one would get a prize!” Some students were interested in this, but there were also some for whom the method was not effective. (P-AM07)

According to the data, this strategy succeeded in attracting some students who showed competitive enthusiasm. When the participant gave instructions, students followed them with motivation. After they finished, the participant gave prizes. However, the participant also noticed that not all students reacted the same way. Some students didn't seem interested or didn't benefit from the game-based method. This shows that students have different learning styles and needs. Some enjoy games and prizes, while others may feel stressed by competition, or may not learn well that way. The participant realized that one method cannot work for everyone. It shows that he is starting to reflect on his own teaching and is aware that he must adjust and try different strategies for different students. Good teaching is not just about using creative methods, it's also about checking if those methods are helping all students and changing the plan when needed.

In addition, the participant faced different classroom conditions that required him to use different approaches. One condition was classrooms equipped with audiovisual tools, like the ones he found in Vietnam and in international program classes in Thailand. In these classrooms, he used the available facilities to improve learning quality.

Data 59

So in Vietnam, I used videos all the time, and it was very engaging for the students. They really focused on the TV. It helped them focus more on learning when I used videos or maybe audio. (P-AM03)

Based on data 59, the participant felt confident teaching with audiovisual facilities because he could better attract students' focus. In Vietnam, he said he used the TV regularly, meaning every time he taught. The use of audiovisual media became his main strategy, which he felt was very effective. He stated that using video and audio made the students more focused and actively involved.

The same situation also happened in the international class in Thailand, as he explained in the following data.

Data 60

I felt I could attract students' focus more on the international class (Thailand) that had a TV. Because I used video and audio media, students could focus on those materials—on the videos or maybe audio that I gave (P-AM11)

In data 60, in the international class in Thailand which also had a TV, he felt he could attract students' focus better. The presence of this facility supported a more engaging teaching approach and helped students absorb the material through visual and auditory media. Students could become more focused because the material appeared more interesting when presented visually. The participant felt supported by the availability of this facility both in Vietnam and in the international class in Thailand.

Meanwhile, in regular classrooms that were not equipped with media like TV or projectors and only had a whiteboard, the participant relied on more traditional methods. He explained this in the following data.

Data 61

So in the regular class, I used conversation more. I wrote the dialogue on the board. (P-AM04)

Data 62

Then I told the students to repeat the conversation. We repeated it together, practiced pronunciation together, and corrected it first. Then we read it together, and I repeated it with the students. (P-AM05)

In Data 61, the participant explains that he used conversation-based activities more often in regular classrooms. This was his way to adjust to the limited facilities available. Since the classroom only had a whiteboard and markers, he chose to write the conversation dialogue on the board for students to practice. Then, as seen in Data 62, he asked the students to repeat the conversation after him. They practiced the dialogue together, focusing on pronunciation and repetition. He first corrected the way words were pronounced and then asked the class to repeat them again. This method of repeating and correcting shows that the participant used simple but clear strategies to help students understand and speak English, even without digital tools or media. This approach highlights the participant's ability to adapt his teaching method based on the classroom situation.

Although this method was still active and participatory, he realized that the students' focus was more easily distracted compared to classes that used audiovisual media. The lesson felt more boring because it did not include other interesting activities involving audio or visual elements. This was explained in the following data.

Data 63

Different from the regular class that had no TV or projector. Their focus shifted easily, so it was not always on me. (P-AM12)

The data shows how the participant felt that without a TV or projector, he could not maintain students' focus. Students lost focus quickly and got distracted, so they could not stay engaged in the learning. Students tended to follow the repetition instructions half-heartedly, chat with their seatmates, or even fall asleep, as discussed in the previous sub-theme. Their focus would break, and they would not pay attention to the teacher who only used the whiteboard as the main teaching method. Here, the participant became aware of how classroom facilities greatly influenced the teaching strategies that could be applied, and how this impacted the class atmosphere and interaction.

This whole experience became a reflective process for the participant, who realized the importance of continuing to learn and evaluate his teaching methods. He understood that with a better understanding of language and teaching strategies, he would be able to find more effective approaches in the future.

4.1.5.5 Applying Classroom Management in the Teaching Session

Classroom management is an important aspect in ensuring that the learning process runs in an orderly and effective way. In this case, the participant showed a firm approach while still maintaining self-control and situational awareness when facing an uncondusive classroom. One strategy he used was holding back from speaking when the class was still noisy, as he shared in the following data.

Data 64

For example, when the class was still noisy and loud, I tended to stay silent and waited until the students paid attention to me before I continued the activity. (P-AC2)

This strategy reflects a non-reactive attitude, giving space for students to realize the importance of paying attention to the teacher together. The participant tried to build discipline in an indirect way that worked as a tool to control the class atmosphere. The teacher's silence during an unproductive class sends a signal that the responsibility for order also belongs to the students. By pausing teaching activities until full attention is given, the participant created a clear boundary between free-talking time and serious learning time.

Furthermore, the participant emphasized the importance of mutual respect among students, especially when a student was asking a question or sharing an opinion. He explained this in the data below.

Data 65

Then, when there is a student who is asking a question or giving an opinion, I will require the other students to pay attention so that I do not need to repeat the explanation twice. (P-AC3)

This data shows that the participant wanted to create a culture of respect for communication in the classroom. He tried to encourage students to listen to and respect each other as a way of honoring the learning process. By asking students to listen when their classmates are speaking, the teacher is helping them understand that everyone's voice matters. It also teaches students that learning is not only about listening to the teacher, but also about listening to each other. This creates a more democratic and respectful classroom where students feel valued and are more willing to participate.

Moreover, he firmly asked students to pay attention so that his explanation would not need to be repeated. By doing this, he is emphasizing the importance of focus and time management. This shows that respect is not only about behavior, but also about being responsible for one's learning. If students are not listening, they may miss key information and slow down the lesson, which affects the whole class. So, by making this rule, the teacher sets a clear boundary that helps both him and the students stay on track and make better use of classroom time.

These two strategies reflect a classroom management principle that is not based on punishment or pressure, but on building a shared learning ethic. The participant placed the responsibility for learning not only on himself as the teacher, but also on the students as individuals who need to manage their behavior in the learning space. This approach shows that effective classroom management can be built through the habit of collective discipline and the development of respect values in every learning session.

4.2 DISCUSSION

This study aims to explore a pre-service teacher's emotional geography during international teaching practice, focusing on how emotional experiences shape the development of professional identity. Drawing upon rich qualitative data and relevant literature on emotional geographies in education, this discussion elaborates on the participant's emotional responses to

classroom dynamics, language barriers, cultural differences, and instructional challenges, and how these factors contributed to his evolving identity as a teacher. Hargreaves (2001a) conceptualizes emotional geographies through five dimensions: sociocultural, moral, physical, professional, and political. This study identified five major themes, which primarily converged on three dominant dimensions: sociocultural geography, moral geography, and professional geography. While these emerged as the most noticeable, the dimensions often intersected, with physical and political geographies still playing subtle roles in shaping the participant's emotional landscape.

The participant's teaching experiences in Vietnam and Thailand reveal the intricate relationship between emotional experiences and sociocultural environments. The first theme highlights the participant's growing sensitivity to students' socio-cultural and economic backgrounds, which influenced both his emotional reactions and his instructional adjustments. For example, encountering Vietnamese students who were disciplined and punctual, as well as observing signs of socioeconomic privilege, shaped his perception of classroom behavior and educational quality. These experiences affirm that teaching is embedded within a sociocultural context, where emotional awareness of student diversity enhances pedagogical responsiveness.

This finding is consistent with Hasymi and Nurkamto (2023), who emphasized that international teaching experiences foster cultural immersion, pedagogical exploration, and relationship-building. Likewise, the participant's adjustment to expectations such as "being before time" reflects a deeper internalization of sociocultural norms—one that goes beyond cognitive understanding to influence habit and identity. This theme also aligns with Sulistyio et al. (2023), who identified sociocultural geography as a key factor in shaping the emotional experiences of a Thai pre-service teacher in Indonesia. Similar to Sulistyio's participant, this study's participant had to navigate unfamiliar cultural expectations in both Vietnam and Thailand. However, unlike Sulistyio's case, where emotional disconnection occurred due to cultural distance, this participant experienced emotional proximity. His background as a former dormitory student fostered empathy and solidarity with students living in similar settings. This shared experience eased communication, built intuitive rapport, and supported emotional comfort in the classroom.

These findings are also echoed in Riski and Sakhiyya's (2025) study, which emphasized the importance of recognizing students' individual characteristics and adapting to diverse classroom contexts. Their participants developed awareness of differences such as language proficiency, behavior patterns, and age dynamics, which helped them manage emotions and design appropriate instructional strategies. In a similar vein, the participant's dormitory background gave him confidence and relational ease when interacting with students in comparable living conditions. The recognition of these background-based differences emerged as a central theme in both their study and this one.

A second theme under sociocultural geography involves how the participant navigated classroom discourse, particularly regarding gender and language. He reported feeling more at ease teaching in all-male classrooms, where shared gender and informal interaction promoted mutual respect and responsiveness. In contrast, his experience in all-female classrooms was marked by discomfort and emotional distance. He described himself as feeling like a "foreign

man” or outsider, which illustrates how gender dynamics can create emotional boundaries and inhibit interaction. This experience mirrors findings from Imamyartha et al. (2023), in which pre-service teachers struggled to form emotional connections due to their newcomer status within the school community. Although the specific contexts differ, both cases reveal how a lack of shared identity can limit relational closeness and emotional engagement. These experiences underscore the complexities within the sociocultural geography of teaching, where norms around gender and social interaction influence emotional expression. They also point to the importance of reflective practice and institutional support to help pre-service teachers navigate such dynamics and foster inclusive classroom relationships.

Despite these challenges, the participant experienced moments of mutual cultural exchange. While teaching English as planned, some students expressed interest in learning Indonesian from him, while he in turn picked up basic Thai phrases. These exchanges reflect intercultural appreciation and align with Hasymi and Nurkamto’s (2023) research, which underscores the emotional and pedagogical impact of culturally diverse teaching contexts. In both cases, emotional geographies played a vital role in shaping adaptive and responsive teaching practices. Previous participants described how teaching non-Indonesian-speaking students required them to move beyond familiar methods, cultivating patience, empathy, and cross-cultural sensitivity. Similarly, the participant in this study learned to integrate relational ethics and emotional understanding into his teaching, transforming unfamiliar classroom settings into spaces of shared learning and human connection.

The third theme reflects how the participant integrated his personal teaching values—such as openness, mutual respect, and student-centeredness—into his classroom practice. These values, shaped by prior experiences, informed his moral geography and guided his decisions during teaching. However, the participant also acknowledged moments of partiality, particularly in how he gave more attention to dormitory students compared to those who lived outside the dorm. This self-awareness signals an internal struggle to uphold ethical consistency while responding to relational dynamics. His experience echoes Barahona and Darwin’s (2023) study of Chilean pre-service teachers, who viewed care, fairness, and ethical responsibility as essential components of good teaching. Similar to the Chilean participants, the participant in this study encountered tension between striving to be a “good teacher” and managing student engagement. For example, he admitted to being more empathetic toward dormitory students when they seemed tired or disengaged, while offering less attention to other students. This suggests that moral geography is not only guided by declared values but also shaped by situational judgments and emotional proximity, revealing the complex, and sometimes inconsistent, nature of ethical decision-making in practice.

The fourth theme focuses on the participant’s professional geography and the development of his teacher identity. His identity evolved through a combination of reflection, cultural immersion, and teaching in unfamiliar contexts. Initially, the participant saw himself primarily as a content deliverer; over time, however, he began to embrace a more emotionally responsive and adaptive pedagogical approach. He realized that students do not learn in the same way and that effective teaching requires flexibility and sensitivity. Feedback from his mentor played a crucial role in this transformation. Although it initially evoked feelings of guilt, the

participant eventually interpreted it as a valuable opportunity for growth, demonstrating a shift toward constructive self-reflection. This aligns with Heryatun and Septiana's (2020) findings, in which mentor feedback was shown to play a formative role in shaping the emotional and professional journeys of pre-service teachers.

The participant's evolving professional identity was also influenced by past emotional experiences with his own teachers. He recalled observing a former teacher who "only teaches," describing the approach as rigid and impersonal. This memory prompted a critical reflection on the type of teacher he aspired to become—someone who prioritizes emotional connection, mutual respect, and ethical responsibility. This finding echoes Astutik and Hapsari's (2022) study, where a participant named Malika also reflected on emotionally distant teaching practices from her past. For both Malika and the participant in this study, emotionally negative experiences served not only as moments of frustration but also as powerful catalysts for reimagining more humanizing and relational approaches to teaching. Rather than replicating emotionally disengaged models, the participant committed to fostering meaningful connections with students and integrating relational ethics into his professional identity.

An additional aspect of professional geography involves how the participant performed his teacher role beyond the classroom. Although he identified himself as a quiet person, he remained committed to building rapport with students by engaging with them during informal moments, such as in the mosque, during classroom observations, and in the dormitory. This finding aligns with Misdi et al. (2020), who suggested that emotional connection with students can help reduce professional anxiety. However, while Misdi's participant described emotional recalibration through visual presence within the classroom—saying, "when I began staring at the students, I became normal again"—the participant in this study experienced emotional proximity in informal communal spaces. These culturally rich and affective environments allowed him to develop trust and emotional security with students. As a result, these interactions not only supported his classroom engagement but also redefined it and created a more responsive and emotionally grounded teaching dynamic.

Beyond this, the findings highlight the participant's perception of gaps in his pre-departure preparation, especially regarding language and intercultural training. He felt underprepared to navigate local classroom norms and cultural expectations in both Vietnam and Thailand, which contributed to early emotional dissonance. These challenges resonate with Amory and Johnson's (2023) concept of *perezhivanie*; emotionally charged collisions between expectation and reality that, when mediated properly, can foster deep professional learning. However, in this case, the absence of structured emotional and intercultural support limited the participant's capacity to process and grow from these moments. His experience suggests a clear need for international teaching practicum programs to provide better preparation in emotional resilience and cultural responsiveness alongside pedagogical content.

The final theme centers on how the participant enacted his teaching role through instructional design that actively involved students. While Barahona and Darwin (2023) found that some pre-service teachers emphasized relational care over academic goals, the participant in this study integrated both, viewing student motivation and interaction as essential to language acquisition. When English proficiency was low, the participant used familiar languages, including

Thai, Arabic, and Malay, to support classroom management and foster student confidence. This aligns with Astutik and Hapsari (2022) that focused on digital space. Although the context is different, the present study emphasizes real-world multilingual environments and shows how language is central to emotional geography in cross-cultural classrooms. However, both reported similar emotional challenges where the absence of immediate feedback and spatial presence required teachers to find alternative strategies to engage students. As shown in the findings, the participant did not mention any mentor role during his teaching practicum in Thailand. This indicates the lack of feedback, which compelled him to independently explore and develop his own teaching strategies.

It is also evident that the participant's closeness with some students shows how students felt comfortable initiating interaction with him, even during the learning process. This emotional proximity created a classroom atmosphere where students were confident enough to ask questions or engage directly. Although he had a dilemma at first, the participant then strategically used them to support classroom management and peer mediation. He often relied on students who were emotionally close and familiar with him to assist others who appeared more reserved, thereby fostering a more inclusive and communicative environment. This finding aligns with Heryatun and Septiana (2020), whose study highlighted that emotionally accessible pre-service teachers tended to develop strong rapport with students. In their study, students became familiar with the teacher after a short period and even felt comfortable spending time after class or seeking help, although some remained hesitant to express their concerns informally. In both cases, emotional closeness did not compromise professionalism but rather supported it, allowing the pre-service teacher to build trust and utilize those relationships to facilitate student participation and engagement.

In addition, the participant expressed awareness of the need to adjust his instructional approach to accommodate students' varying English proficiencies. His strategies itself remained centered around gamification during the teaching practice. He acknowledged that this method, while engaging, did not fully address every student's diverse learning preference or need. It also revealed that he found it difficult to adjust his teaching style in classrooms without audiovisual tools. This tension reflects an emotional geography characterized when the participant valued relational teaching and inclusivity but lacked sufficient pedagogical resources or support to fully realize these aims in practice. In comparison, Riski and Sakhiyya (2025) reported that pre-service teachers in Southeast Sulawesi demonstrated more advanced emotional and pedagogical adaptability. Their participants employed individualized strategies, such as checking comprehension and modifying instructional techniques based on students' personalities and learning styles. This contrast highlights a key distinction in emotional geography: while both cases reflect an intention to connect with learners, the depth of emotional attunement and instructional alignment differed. Nevertheless, the participant's openness to critique and his continued exploration of alternative methods points toward a developmental trajectory. His experience suggests that in the early stages of teaching identity formation, reflective awareness may emerge before full pedagogical alignment is achieved. Professional geography, in this case, is not static but evolving, shaped by both aspiration and constraint.

Finally, the five themes in this study highlight how emotional geographies—particularly sociocultural, moral, and professional dimensions—shape the identity development of pre-service teachers in cross-cultural contexts. Previous research has shown that emotional closeness between teachers and students that is built through cultural immersion, shared spaces, and interaction, can support learning engagement and relational trust (Sulistyo et al., 2022; Hasymi & Nurkamto, 2020; Imamyartha, 2022). Furthermore, values like care, fairness, and mutual respect influence how teachers define their roles (Barahona & Darwin, 2023; Heryatun & Septiana, 2020), while emotionally distant experiences with former teachers can prompt a deeper commitment to relational teaching (Astutik & Hapsari, 2022). The participant's evolving pedagogy, reflective responses to feedback, and adaptive use of multilingualism reflect a process of emotionally informed growth. Limited preparation and lack of mentor support further intensified his need to self-navigate cultural and instructional challenges (Amory & Johnson, 2023; Misdi et al., 2020). These findings affirm Hargreaves' (2001a) concept that emotional understanding in teaching must be intentionally built through context-sensitive practice, highlighting that teacher identity is as much emotional as it is professional.

4.3 ANSWERING THE RESEARCH QUESTION

This part explains the research question's answer related to how emotional geography, as shown in Figure 2.4 before, contribute to the participant's professional identity during the international teaching practicum. The figure shows that emotional geography has five dimensions—sociocultural, moral, professional, physical, and political—and these are all connected to each other and to the development of professional identity. In this study, emotional experiences were not only emotional reactions, but also played an important role in how the participant learned, reflected, and saw himself as a future teacher.

The data showed that sociocultural geography was one of the strongest influences. In the figure, sociocultural geography is placed in the center because it connects to all other dimensions. The participant's experience teaching students from different cultural and economic backgrounds helped him understand more about students' lives. This made him realize that being a teacher is not only about teaching lessons but also about building trust and creating a safe space in the classroom. His background as a dormitory student helped him feel emotionally close to some students, especially those with similar living conditions. This emotional connection increased his confidence and helped him teach more responsively. This shows how sociocultural geography and professional geography were connected and helped him grow as a teacher.

However, the emotional closeness also led to a moral geography issue. The participant admitted that he paid more attention to dormitory students because he felt closer to them. This made him reflect on fairness and made him think about what kind of teacher he wanted to be. He started to understand that being a good teacher means being aware of how emotions affect the way we treat students. In Figure 2.4, we can see that moral geography is also connected to other dimensions like sociocultural and professional geography. This shows how emotional conflicts can lead to deeper reflection and identity development.

The participant's identity also changed because of professional geography. He received feedback from his supervisor, faced challenges, and adjusted his teaching style. At first, he focused more on delivering content, but later, he became more flexible and student-centered. Even though he had some difficulties, such as a lack of resources and language barriers, he still tried to connect with students emotionally. These challenges are related to physical geography, which is also shown in the figure. Although physical geography was not the main focus, it still had an impact on his emotions and teaching.

Lastly, there were some elements of political geography, although they were not dominant. The participant had to deal with certain rules or power structures, such as how to follow school expectations or how much freedom he had in teaching. The school gave the participant the freedom to interact and apply his own teaching methods, allowing him to express himself more freely and engage in reflection. In terms of power dynamics, he never felt pressured. These experiences influenced his sense of comfort as a teacher who felt appreciated.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusion and recommendations. This chapter summarizes the findings of the previous chapter and suggests areas for future research in the relevant field.

5.1 Conclusion

The findings of this research have been reflected in several themes. Based on the data and as illustrated in Figure 2.4, the participant's emotional experiences were shaped by five dimensions of emotional geography: sociocultural, moral, professional, physical, and political. These dimensions were not separate but interacted with each other, and together, they contributed to the shaping of the participant's professional identity. However, only three dimensions appeared more frequently in this study, namely sociocultural, moral, and professional.

The findings showed that sociocultural geography played the most significant role. The participant taught students from different cultural and economic backgrounds, which made him more aware of the importance of understanding students' lives. The emotional connection he experienced helped build his teaching confidence and encouraged a more student-centered approach. Moral geography also strongly appeared in the findings. The participant admitted feeling conflicted when he gave more attention to some students because of emotional closeness. This situation made him reflect on fairness and consistency. The moral tension pushed him to be more aware of his actions and their effects on students, which is part of his identity formation as a professional educator. The dimension of professional geography was seen through the participant's growth over time. At the beginning, he focused on delivering content, but after receiving feedback and facing challenges, he became more reflective. He understood that being a teacher is not only about using methods but also about building emotional connections and relationships.

Although not the main focus, physical geography also appeared in the data. The participant had to adapt to new environments with limited resources and language barriers. These physical conditions affected his teaching and emotional state, showing how the teaching context plays a part in identity development. Lastly, political geography emerged as the least visible dimension. The participant only stated that they felt comfortable with the existing power dynamics and did not experience any significant obstacles. As a result, the influence of this dimension on their professional identity during the teaching practicum was not clearly evident.

5.2 Limitation and Further Research

This study has several limitations. The research relied primarily on semi-structured interviews with a single participant, which may not fully capture the complexity of emotional geographies and professional identity development in international teaching contexts. Focusing on the experience of one pre-service teacher limits the generalizability of the findings, as emotional responses and identity formation may vary widely across individuals.

The short duration of the participant's teaching practicum abroad also posed a limitation. A one-month placement may not reflect the long-term emotional and professional growth that could develop through extended teaching experiences. Additionally, the participant was placed in Southeast Asian countries—Vietnam and Thailand—which may offer relatively familiar cultural contexts. This familiarity may not represent the emotional challenges that could arise in more linguistically or culturally distant settings.

Another limitation is the absence of triangulation through classroom observations or input from other stakeholders such as mentor teachers, peers, or students. Including these perspectives could have provided deeper insights into the classroom environment and a more well-rounded understanding of the participant's role. Since the data relied entirely on self-reported reflections, the possibility of subjective bias remains, as the participant's perceptions may not fully align with external realities.

Future research could expand the scope by involving multiple pre-service teachers from diverse backgrounds and teaching destinations, allowing for comparative analysis. A mixed-methods approach that includes interviews, classroom observations, and document analysis would enable data triangulation and offer a more comprehensive view. Including insights from mentor teachers, students, and local supervisors could also enrich the findings and uncover different interpretations of the same teaching events.

In addition, future studies may benefit from incorporating personal journals or reflective diaries written during the teaching practice to capture real-time emotional experiences. The use of classroom video recordings could provide valuable visual data on teacher-student interactions, classroom dynamics, and visible emotional expressions as they unfold. These tools could enhance the depth and authenticity of emotional geography analysis.

Since this study focuses on a pre-service teacher's experience in culturally related settings, future research could explore emotional geographies and identity development in more culturally distant or non-Asian placements. It would also be valuable to examine how emotional geographies evolve over time, particularly in longer programs such as teaching fellowships or internships. As international teaching continues to shape globally-minded and emotionally resilient educators, further exploration in this area remains both relevant and necessary.

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APPENDICES

Appendix 1. Self-Integrity Statement Regarding the Use of AI

I, the undersigned, hereby declare that I used Artificial Intelligence (AI) technology, including ChatGPT, only as a supporting tool during the writing process of this thesis. The use of AI was conducted ethically and responsibly, limited to assisting with grammar checking, idea development, and improving clarity and structure of the writing. All content, analysis, and interpretation of data presented in this thesis are the result of my own understanding and critical thinking, based on literature review and data I personally collected. I did not use AI to generate content automatically without my active engagement or comprehension as the author.

With this statement, I affirm that this thesis is free from plagiarism and that I uphold academic integrity throughout the entire writing process.

Yogyakarta, 5 August 2025

Sincerely,

Aufa Niamillah

Appendix 2. Interview Guidelines

Introduction question

1. Perkenalan diri, nama, usia, jurusan
2. Latar belakang bahasa/pengalaman belajar bahasa di sekolah sebelumnya, dulu ketika di pondok, belajar berapa bahasa dan bagaimana penggunaannya sehari-hari?
3. Apakah sudah pernah praktik mengajar? Dimana? Kenapa memilih untuk pergi praktik mengajar di multilingual classroom?
4. Apa yg diketahui tentang translanguaging?

Main question

1. Bagaimana budaya berperan dalam membangun hubungan antara guru-murid?
2. Bagaimana perbedaan atau kesamaan latar belakang budaya dan ras antara saudara dan siswa mempengaruhi dinamika di dalam kelas?
3. Dalam pengalaman saudara, bagaimana hubungan dengan siswa membantu menjembatani kesenjangan budaya antara saudara dan siswa?
4. Apakah ada momen tertentu di mana interaksi dengan siswa membantu saudara lebih memahami identitas atau kebutuhan siswa? Jika ada, mohon dielaborasi jawaban saudara!
5. Bagaimana faktor gender mempengaruhi dinamika dengan siswa dalam praktek mengajar?
6. Dalam pengalaman saudara, apakah ada perbedaan respons siswa laki-laki dan perempuan dalam pembelajaran? Jika ada, apa penyebabnya?
7. Bagaimana perbedaan bahasa saudara dengan siswa mempengaruhi emosi mereka dalam menjalin hubungan dengan saudara?
8. Apakah ada pengalaman di mana interaksi dengan siswa membuat hubungan emosional menjadi lebih dekat atau justru menciptakan jarak? Ceritakan!
9. Apakah saudara pernah mengalami kejadian di mana ekspresi emosi siswa dalam bahasa tertentu lebih kuat dibanding bahasa lain? Bagaimana saudara menangani situasi tersebut?
10. Nilai apa yang saudara pegang dalam membangun hubungan dengan siswa? Mengapa nilai tersebut penting dalam pembelajaran?
11. Bagaimana nilai-nilai pribadi saudara membentuk cara saudara mengajar di kelas?
12. Dalam pengalaman saudara, apakah pernah muncul dilema moral saat praktik mengajar? Jika ada, bagaimana saudara mengatasinya?
13. Bagaimana pembelajaran saudara dapat berkontribusi dalam menciptakan lingkungan belajar yang lebih inklusif dan adil?
14. Bagaimana ruang sosial sekolah (seperti di luar kelas, di kantin, atau di kegiatan ekstrakurikuler) mempengaruhi hubungan saudara dengan siswa?
15. Bagaimana ruang fisik kelas atau lingkungan sekolah mendukung atau membatasi pembelajaran anda dengan siswa?
16. Apakah ada momen atau situasi tertentu di mana memahami bahasa siswa lebih efektif dalam praktik mengajar? jika ada, apa momen tersebut dan mengapa hal tersebut efektif?

17. Bagaimana dinamika hubungan saudara dengan siswa berubah seiring waktu dari awal hingga akhir masa pengalaman mengajar? Menurut saudara, faktor apa yang membantu memperkuat atau menghambat hubungan tersebut?
18. Apakah saudara mendapat dukungan atau pelatihan sebelum diberangkatkan untuk praktik mengajar? Jika ya, bagaimana pengaruhnya terhadap praktik mengajar saudara?
19. Dalam pengalaman saudara, sejauh mana membangun hubungan yang baik dengan siswa dipandang sebagai bagian dari praktik profesional di lingkungan tempat saudara mengajar? Mengapa demikian?
20. Bagaimana hubungan profesional saudara dengan guru pamong dan rekan pengajar mempengaruhi cara saudara mengajar? Apakah ada kesamaan atau perbedaan pendekatan yang saudara rasakan?
21. Bagaimana saudara memaknai pentingnya membangun hubungan yang baik dengan siswa sebagai bagian dari identitas profesional saudara?
22. Apakah saudara pernah menghadapi tantangan administratif atau regulasi selama praktik mengajar? Jika ya, bagaimana saudara menghadapinya?
23. Bagaimana kebijakan sekolah atau sistem pendidikan yang berlaku mempengaruhi cara saudara melakukan pembelajaran dengan siswa di kelas?
24. Bagaimana perbedaan kekuasaan (power dynamics) antara saudara, guru pamong, dan administrator sekolah mempengaruhi pengalaman emosional saudara sebagai pre-service teacher?

Closing

Dalam perjalanan saudara mengajar di luar negeri ini, apakah ada perubahan perasaan saudara tentang diri sendiri sebagai calon pendidik? Ceritakan hal tersebut.

Appendix 3. Samples of Interview Data Coding and Categorization

Parameter	Keywords	Data Kategori	Kategori
Sociocultural geography	Culture	...budaya orang Vietnam itu <u>disiplinnya sangat tinggi</u> mereka memiliki tingkat disiplin <u>tepat waktu yang sangat tinggi</u> .	Disiplin, tepat waktu
	Culture	Oleh karena itu budaya-budaya disiplin <u>budaya-budaya tepat waktu yang kayak gitu itu benar-benar tertanam di diri siswanya dan itu benar-benar membantu proses pembelajaran</u> di kelas.	Budaya tepat waktu tertanam, membantu proses pembelajaran
	Culture	... semua <u>masuk pada pukul 7</u> dan kemudian ketika di kelas itu <u>siswanya benar-benar mendengarkan apa kata guru</u> jadi mereka memang <u>sudah terlatih mendengarkan disiplin</u> jadi ada yang berbicara di depan itu mereka mendengarkan dulu.	Terlatih disiplin, mendengarkan guru
	Culture	Dan itu memang apa ya yang mereka itu membuat saya sedikit apa ya, <u>amazed kepada mereka karena ya budaya seperti itu ternyata sangat berpengaruh terhadap pembelajaran di kelas</u> .	Budaya disiplin, berpengaruh terhadap pembelajaran di kelas
	Culture	Jadi mereka <u>memang sudah diajarkan disiplin, sudah diajarkan mengantri, sudah diajarkan tempat waktu</u> dan itu sangat berpengaruh terhadap apa yang terjadi di kelas.	Diajarkan mengantri, tepat waktu, berpengaruh di kelas
	Culture	... budaya lainnya itu mereka <u>berani bertanya jika mereka tidak tahu</u> .	Berani bertanya
	Culture	Akhirnya dari situ kami mengerti bahwa di <u>Vietnam memang bukan seperti di Indonesia</u> , yang walaupun terlambat beberapa menit juga masih ada toleransi.	Vietnam tidak menoleransi keterlambatan
	Culture	Di Vietnam kalau misalnya sudah pukul tujuh, ya sudah <u>pukul tujuh itu harus benar-benar mulai pembelajaran. Bukan pukul tujuh itu baru sampai di kelas</u> , bukan. Pukul tujuh itu harus benar-benar mulai pembelajaran.	Disiplin pukul tujuh mulai pembelajaran
	Culture	Jadi <u>sebisa mungkin bukan on time lagi tapi before time di Vietnam itu. Kami benar-benar selama satu bulan terlatih untuk before time-nya</u> tersebut.	Terlatih before time
	Culture	Kami interaksi dengan siswa Thailand yaitu dengan bahasa Melayu. Bahasa Melayu dan bahasa Thailand. <u>Jadi kita saling belajar bahasa</u> . Kita dari Indonesia belajar bahasa Thailand. <u>Mereka mengajarkan bahasa Thailand ke kita. Kita mengajarkan bahasa Inggris ke mereka</u> .	Guru belajar bahasa Thailand, siswa belajar bahasa Inggris
	Culture	<u>Saya juga memiliki latar belakang pondok pesantren</u> . Jadi saya sudah paham dengan budaya	Latar belakang pondok pesantren
	Culture		Sama-sama latar belakang pondok

Culture	<u>Karena kita kan sama-sama mondok</u> , oh mungkin mereka inginnya gini, oh mungkin mereka lebih enaknya itu ngajarnya itu gini.	Menjembatani gap, background sama
Culture	Jadi kalau <u>di Thailand bisa lebih menjemputani gapnya karena kita sama-sama tahu sama-sama background pondok</u> sama-sama apa yang tahu apa yang dibutuhkan.	Mempelajari bahasa Thailand dari siswa
Culture	<u>Kita juga belajar bahasa Thailandnya</u> juga kan kita diajar oleh siswa-siswanya juga.	Full bahasa inggris, siswa agak kaku
Culture	Dan mungkin <u>karena full bahasa Inggris tersebut</u> , Siswanya agak kaku gitu ya dengan kita, benar-benar ya guru dan murid gitu hubungannya itu.	Menggunakan bahasa Thailand, hubungan lebih cair
Culture	Tapi beda banget dengan <u>di Thailand</u> , <u>hubungannya kita lebih cair</u> , karena kita juga <u>menggunakan bahasa Thailand</u> , lebih terbuka ke mereka.	Interaksi dengan siswa, menanyakan budaya songkran ke siswa
Culture	... <u>saya bingung ini ngejelasinnya gimana</u> soalnya kan siswa lebih pahamkan tentang ini nah ini ya sebelum pembelajaran karena saya sudah tahu jadwal ngajarnya di kelas berapa <u>akhirnya saya waktu malamnya itu saya interaksi dengan salah seorang siswanya itu jadi saya nanya ini songkran itu kayak gimana</u> .	Sifat siswa Vietnam: rasa ingin tahu tinggi
Culture	Emang dari <u>faktor sifat mereka</u> bahwa mereka berbeda dengan siswa yang ada di Vietnam. <u>Mereka rasa ingin tahunya tinggi</u>	Sifat siswa Thailand: rasa ingin tahu tidak tinggi, menghindari
Culture	<u>Di Thailand itu ya sama seperti kebanyakan siswa di Indonesia</u> . <u>Rasa ingin tahu mereka terhadap bahasa asing itu ya biasa saja gitu</u> . <u>Tidak selalu tinggi</u> . Dan mereka emang cenderung menghindari penggunaan bahasa	Sifat siswa Thailand: bawaan siswa kurang respon, kurang memperhatikan, kurang interaksi
Culture	Cuman ya tetap saja <u>sifat dari bawaan mereka kan memang kurang mau respon, kurang mau memperhatikan, kurang mau interaksi</u> , dengan guru sama kayak di Indonesia jadi ya kayak udah seadanya aja gitu	siswa mau interaksi dgn bhs Thai
Culture	Tapi <u>ketika kita menggunakan bahasa Thailand</u> , ya mereka semangat gitu mereka <u>semangat, mereka lebih mau interaksi</u> .	Interaksi saling belajar bahasa
Culture	Jadi ketika <u>kita interaksi, saling ngasih tahu bahasa, saling belajar bahasa</u> . Saya belajar bahasa Thailand, mereka belajar bahasa Inggris.	Ada siswa tertarik bahasa Indonesia, ada yg tertarik bahasa Inggris
Culture	Jadi ya <u>kita selalu ngajarin bahasa inggris</u> , ngajarin bahasa indonesia juga ke mereka. Dan <u>mereka yang gak interest ke bahasa inggris lebih interestnya ke bahasa indonesia</u> . Mereka jadi kalau misalnya kita ngajarin ke mereka bahasa indonesia ya mereka <u>kebagi dua kubu</u> . Ada yang interest ke bahasa indonesia waktu <u>kita ngajarin bahasa indonesia mereka excited</u> ada yang waktu	Ekspresi Bahasa Thailand lebih kuat daripada Bhs Inggris dan Melayu

	Culture	<u>kita ngajarin bahasa inggris mereka excitednya bahasa inggrisnya gitu.</u>	Siswa berinteraksi dengan bahasa native (Thailand)
	Culture	Mereka <u>mengekspresikan bahasa Thailand itu lebih kuat</u> daripada mereka pakai bahasa Inggris atau bahasa Melayu.	Jarang mendengar siswa nyeletuk dgn bhs vietnam
		Jadi <u>mau ada kejadian apapun, mereka nggak paham, mereka mau nanya, mereka interaksi saya, interaksi ke saya, interaksi antar siswanya pakai bahasa native mereka itu lebih sering.</u>	Siswa SMP Vietnam berinteraksi dgn menggunakan bahasa inggris meskipun Inggrisnya belum jago
	Culture	Di Vietnam, <u>saya jarang mendengar siswa nyeletuk pakai bahasa Vietnam</u> itu jarang ketika di kelas saya ... <u>mereka ya udah interaksinya pakai bahasa Inggris</u> ... emang bahasa Inggris mereka udah jalan gitu, walaupun ya nggak terlalu jago juga. <u>Tapi seenggaknya untuk interaksi nanya, interaksi nggak paham, interaksi-interaksi dasar</u>	Siswa berbahasa Thailand ketika berinteraksi dengan siswa dan guru
	Culture	dengan siswa dengan guru itu mereka udah udah lumayan walaupun memang tidak belum belum jago gitu bahasa Inggrisnya	Guru-siswa saling belajar bahasa
	Culture	Di Thailand, <u>para siswa cenderung memakai bahasa Thailand untuk berinteraksi dengan saya</u> maupun temannya, mereka pun ketika bertanya malah menggunakan bahasa Thailand.	Pendekatan pembelajaran dengan bahasa Thailand dan Melayu
	Culture	Karena kita justru belajar, kita tuh antara guru dengan siswa itu <u>saling belajar bahasa, saling bertukar bahasa.</u> Saya dengan murid saya itu saling mempelajari, saya belajar bahasa Thailand, murid saya belajar bahasa Inggris.	Siswa langsung memperhatikan dan ekspresi berubah ketika guru berbahasa Thai
	Culture	Apa yang kita sampaikan masuk ke siswanya karena praktiknya itu jadi <u>menggunakan bahasa yang dipahami juga oleh siswa.</u> Jadi saya menggunakan bahasa Thailand saya <u>menggunakan pendekatan Bahasa Thailand, menggunakan pendekatan Bahasa Melayu juga,</u> kalau ada siswa yang paham Bahasa Melayu	Ngobrol saling interaksi, interaksi dgn saling mempelajari bahasa
	Culture	Dan itu <u>siswanya jadi lebih oh langsung perhatikan ke saya. oh ini gurunya bisa bahasa Thailand nih. Langsung ya ekspresi mereka langsung berubah langsung menuju ke saya</u> gitu ketika saya ngomong bahasa Thailand itu.	Siswa yg sering berinteraksi di pondok membantu di kelas
	Culture	Kita ngobrol-ngobrolnya <u>saling saling interaksi saling mempelajari bahasa</u> siswanya mengajarkan bahasa lain ke saya saya mengajarkan bahasa Inggris atau mungkin bahasa Melayu kepada mereka.	Canggung pada waktu awal-awal, tidak tahu harus apa, tidak tahu interest siswa
	Culture	Jadi mereka pun <u>di kelas seakan-akan ya membantu kita juga kalau misalnya kita kesusahan.</u> Tolong terjemahkan ini atau mungkin tolong kasih tau temennya gini-gini ya mereka membantu, sangat membantu sekali dalam pembelajaran kelas.	full berbahasa Inggris saat perkenalan dan pembelajaran di kelas

Appendix 4. Samples of Interview Data Category and Sub-Themes

Parameter	Keywords	Data Kategori	Kategori	Sub-Theme	Theme	Overarching Theme
Sociocultural	Culture		<p>Disiplin, tepat waktu</p> <p>Budaya tepat waktu tertanam, membantu proses pembelajaran</p> <p>Terlatih disiplin, mendengarkan guru</p> <p>Budaya disiplin, berpengaruh terhadap pembelajaran di kelas</p> <p>Diajarkan mengantri, tepat waktu, berpengaruh di kelas</p> <p>Vietnam tidak menoleransi keterlambatan</p> <p>Disiplin pukul tujuh mulai pembelajaran</p> <p>Terlatih before time</p>	<p>Amazing with Vietnamese students' discipline, punctuality habits, and its implication to classroom learning</p>		
Sociocultural	Culture		<p>Berani bertanya</p> <p>Sifat siswa Vietnam: rasa ingin tahu tinggi</p> <p>Sifat siswa Thailand: rasa ingin tahu tidak tinggi, menghindari</p> <p>Sifat siswa Thailand: bawaan siswa kurang respon, kurang memperhatikan, kurang interaksi</p> <p>Tidak ada kendala di Vietnam, karakter siswa: mau bertanya, tidak canggung, tidak ada rasa takut, tidak ada rasa malu</p>	<p>Acknowledging characteristic of Thai and Vietnamese Student</p>		
Sociocultural	Culture		<p>Guru belajar bahasa Thailand, siswa belajar bahasa Inggris</p> <p>Mempelajari bahasa Thailand dari siswa</p> <p>Interaksi saling belajar bahasa</p> <p>Ada siswa tertarik bahasa Indonesia, ada yg tertarik bahasa Inggris</p> <p>Guru-siswa saling belajar bahasa</p> <p>Ngobrol saling interaksi, interaksi dgn saling mempelajari bahasa</p> <p>Sering berinteraksi dengan siswa mereka tertarik bahasa asing, butuh terbiasa mendengar dan mempraktekkan bahasa</p>	<p>Exchanging language learning with Thai students</p>		

Appendix 4. Final Interview Data Coding

Parameter	Code	Kategori	Sub-Theme	Theme	Overarching Theme
Sociocultural	SC-AV		Amazing with Vietnamese students' <u>discipline, punctuality habits</u> , and its implication to classroom learning	Being aware of students' socio-culture-economic profile	Pre-service teacher navigating professional growth through cross-cultural teaching practice
	SC-AC		Acknowledging <u>characteristic</u> of Thai and Vietnamese Student		
	SC-SB		Sharing the <u>same background</u> with Thai students		
	SC-RS		Recognizing <u>socio-economic status</u> of Vietnamese students		
Sociocultural	SC-CT		<u>Comforting teaching and interacting</u> in male classroom	Teaching and interacting	
	SC-FA		<u>Feeling awkward teaching and interacting</u> in female classroom	Comfort tandi Awkward tandi Use of language	
	SC-HL		Highlighting Thai and Vietnamese students' <u>use of language</u> in the case of interaction	Language learning	
	SC-EL		<u>Exchanging language learning</u> with Thai students	Managing discourse of classroom dynamics and interaction	
Moral	M-IV		<u>Implementing teaching values</u> in the classroom	Practicing and integrating teaching values in teaching	
	M-PV		<u>Presenting and practicing teaching values</u> in the classroom		
	M-EC		<u>Ethical challenges</u> in ensuring fair treatment across student living backgrounds		
Professional	P-RS		<u>Reflecting on the supervisor evaluation</u> in teaching practice	Supervisor evaluation	
	P-BP		<u>Building a sense of professional identity</u> through <u>experience and exposure-based teaching and learning</u>	Sense of professional identity	
	P-RL		Reflecting on <u>language training</u> before departure	Language training Professional duties	
	P-FP		Fulfilling <u>professional duties</u> in the classroom	Peer - mentor evaluation	
	P-WE		Welcoming <u>peer and mentor evaluation</u> and discussion for teaching betterment	Emerging professional identity through reflective moment, teaching duties	

				fulfillment and open mindedness	
Professional	P-AL		<u>Accommodating to language learning expectations</u>	Language learning expectation	
	P-DS		<u>Delegating students for mediation and language use in multilingual classroom</u>	Students for mediation Encouraging students	
	P-ES		<u>Encouraging students to practice English during the lesson</u>	Teaching method & strategies Classroom management	
	P-AM		<u>Applying teaching method and strategies to enhance quality of teaching and learning</u>		
	P-AC		<u>Applying classroom management in the teaching session</u>	Enacting teacher role through practical instructional design strategies	