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## Adaptation and instructional strategies of Indonesian pre-service teachers teaching non-English subjects in Thai classrooms

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### ABSTRACT

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#### Keywords:

*cross-cultural teaching, cultural adaptation, instructional strategies, non-English subjects, pre-service teachers, Thai classrooms*

This study explores how Indonesian pre-service teachers specializing in teaching non-English subjects adapt their instructional strategies in Thai classrooms, addressing challenges related to cultural and linguistic diversity. Using a qualitative case study design, data were collected through semi-structured interviews with two participants who taught mathematics and Indonesian language using English in Thai schools. The findings highlight the significance of cultural sensitivity, bilingual sources between Thai and English, and engaging instructional methods, such as visual aids, games, and songs, in overcoming communication barriers and fostering student engagement. Participants noted the critical role of simplifying language, reflective practices, and professional development in navigating cross-cultural teaching environments. Challenges included limited access to technology, language barriers, and managing classroom dynamics during transitional periods. The study underscores the need for language preparation and culturally responsive teaching strategies to ensure effective pedagogy in multicultural settings. While the small sample size limits generalizability, this research contributes valuable insights into the adaptation processes of pre-service teachers, advocating for enhanced training programs for international teaching practicums.

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### 1. INTRODUCTION

In recent years, globalization has reshaped the educational landscape, leading to an increasing need for teachers to navigate cross-cultural settings, not only in language teaching but across all subjects' areas. According to studies from several nations, educators who conduct teaching practicums overseas frequently experience unique cultural and linguistic barriers (Chen et al., 2023). For example, in country such as South Korea, pre-service teachers who specialize in non-English subjects often struggle to communicate effectively with students and adapt their subject-specific teaching methods to align with local expectations and curriculum demands (Kilicoglu et al., 2023). Additionally, a study exploring foreign language pre-service teachers' experiences in Australian classrooms found that they encountered challenges related to language proficiency and cultural adaptation (Nketsia & Carroll, 2023). These challenges highlight the importance of both cultural sensitivity and flexibility in instructional strategies, especially for those teaching outside of their native context. In Thailand, where an increasing number of international teachers participate in educational programs, non-English-speaking pre-service teachers often face distinct challenges (Putri, 2020).

The experience of pre-service teachers teaching non-English subjects abroad provides a unique lens into the broader challenges faced in adapting pedagogical techniques to cross-

cultural environments. According to studies, teachers often find that their previous educational approaches may not be as effective in foreign cultural contexts, necessitating the development of new strategies that bridge these gaps (Kabilan et al., 2020). For instance, research indicates that pre-service teachers acknowledge having limited training to prepare them to teach and interact with diverse student populations, highlighting the need for ongoing opportunities during teacher preparation programs to develop cultural competence and culturally responsive teaching skills before graduating (Halpern et al., 2024). In addition, research shows that teachers often face challenges in integrating inclusive education in multicultural contexts, which requires them to adapt teaching methods, media, and strategies to suit the needs of students from different cultural backgrounds (Rahmah et al., 2024). Therefore, further research on the adaptation and instructional strategies of Indonesian pre-service teachers in Thailand is essential to understand how they adapt their pedagogical approaches in a different cultural environment.

Thailand, as an international education hub with a growing number of foreign teachers, and a teaching practice site often used by Indonesian students, provides a unique context for such research. Understanding these strategies in a culturally rich environment such as Thailand can provide insights that can help better prepare future educators for similar cross-cultural experiences. Studies by Haryadi (2024) indicated that non-native educators face significant cultural and linguistic barriers in Thailand, necessitating adaptive teaching strategies such as incorporating students' native language in classroom activities. Similarly, research by Kumaradivelu (2012) and Hattie and Timperley (2007) emphasizes the need for simplified language and alternative communication methods, such as visual aids and technology, to support learning in environments with language barriers.

While previous research has focused primarily on English language educators, the experiences of those teaching other subjects have not been extensively explored. Furthermore, existing research often highlights the challenges faced but lacks detailed examination of the specific strategies these teachers use to address cultural and linguistic challenges. Much of this research, such as that by Gan (2013) has examined non-native English teachers without extending the findings to other subject areas. Similarly, research by Haniko et al. (2024) and Snyder and Fenner (2021) emphasizes culturally responsive teaching but focuses on multilingual learners in general, rather than the specific adaptation challenges faced by preservice teachers in non-English subjects. Addressing these gaps is critical to developing comprehensive teacher training programs that prepare educators for success in a variety of educational settings.

This study aims to explore how pre-service teachers specializing in non-English subjects adapt their instructional strategies to Thai classrooms, contributing insights into the instructional adjustments and cross-cultural skills needed to succeed in these environments. By focusing on this under-researched group, this research addresses an important gap in the literature on global education and cross-cultural teacher training, ultimately contributing to the development of more comprehensive training programs for international teaching practicums. The present study is guided by two research questions:

1. What cultural differences do Indonesian pre-service teachers teaching non-English subjects face in Thai classrooms, and how do they adapt their teaching practices?
2. What instructional strategies do Indonesian pre-service teachers teaching non-English subjects use to be effective in Thai classrooms?

## **2. METHOD**

### **2.1 Research Design**

This research used a qualitative approach with a case study design by Creswell (2018). A case study was chosen to explore in depth the adaptation processes and teaching strategies of pre-service non-English subjects teachers in a Thai classroom context. This approach allowed for an in-depth understanding of the experiences, challenges and solutions they developed during their teaching practice. Additionally, this study also examined the role of support systems, including mentors and training programs, in facilitated the teaching practice process.

### **2.2 Participants**

The researcher recruited two pre-service non-English subjects teachers from a private university in East Java, Indonesia, who fit the research criteria. The participants were chosen because they had done their teaching practice in Thai school. They taught for one month. Participant 1 (P1) is a 28-year-old female in her 7th semester. She taught mathematics during her teaching practice in Thailand. Participant 2 (P2) is a 21-year-old female in her 5th semester, and she taught the Indonesian language during her teaching practice in Thailand. They taught math and Indonesian using English and a little bit Thai with the help of Google translate because of their limited Thai language skills, P1 taught at the elementary level with 9 students, while P2 taught at the elementary and junior high school levels with 30-40 students, each had the same teaching time which is 2-3 times a week and taught for 45 minutes each meeting, during their teaching practice they were very rarely supervised by their host teacher.

### **2.3 Data Collection and Analysis**

Data for this study was collected through semi-structured interviews. Several interview questions were asked to explore adaptation experiences, teaching strategies, and challenges faced. This research was conducted over a period of one month, the participants were interviewed individually according to their free time, conducted online using Gmeet, and recorded then transcribed. The stages of data analysis in this study followed the thematic analysis approach (Braun & Clarke, 2022) which consisted of five steps. First, the researcher will familiarized herself with the data through re-reading the interview results to understand the context thoroughly. Second, the data was pre-coded by identifying units of information relevant to the research theme, such as cultural adaptation or teaching strategies. Third, the codes were grouped into potential themes based on similarities in meaning. Fourth, the resulting themes were reviewed to ensure consistency and congruence with the raw data. Finally, the finalized themes were defined and named to provide clear interpretation.

## **3. RESULTS AND DISCUSSIONS**

### **3.1 RESULT**

This study was designed to explore the adaptations and instructional strategies of Indonesian pre-service teachers teaching non-English subjects in Thailand classroom. The findings of this study are presented in the following six themes: Cultural Background, Communication Challenges, Instructional Strategies, Classroom Environment, Reflection and Personal Development, and Professional Development.

#### **3.1.1 Cultural Background**

The Indonesian pre-service teachers' experiences revealed that cultural background significantly influenced their perceptions and interactions in Thai classrooms. While one participant (P1)

perceived notable differences, particularly in language use, they adapted by integrating visual aids and translation support to bridge communication gaps. One teacher said *"The culture there is definitely very different, especially the language, not everyone speaks English so it does affect teaching practice. When I was there I used flashcards containing pictures, English, and Thai, I also used the translator app and asked one student to help me translate to his friend."*

Another participant (P2), however, found cultural similarities between Thai and Indonesian contexts, particularly in students' friendliness and hospitality. This familiarity made it easier for them to build rapport and even introduce aspects of Indonesian culture during classroom activities. He said, *"Thai culture is not much different from Indonesian culture. They are friendly and like to say hello. I teach them how to greet using Indonesian"*. Overall, the participants' cultural background and understanding—whether in terms of recognizing differences or similarities—shaped their approach to building classroom relationships and fostering an inclusive learning environment.

### 3.1.2 Communication Challenges

Communication difficulties emerged as a major challenge for Indonesian pre-service teachers teaching non-English subjects in Thai classrooms. Both participants highlighted the students' limited English proficiency and the lack of understanding of Indonesian language as primary obstacles. For instance, participant 1 (P1) described the struggle in conveying academic content, particularly when teaching mathematical concepts such as fractions. To address students' difficulties in understanding terms like "numerator" and "denominator," P1 simplified the explanation using more basic English phrases such as "divided" or "divided by," and reinforced basic vocabulary related to numbers:

*The challenges I face are definitely difficulties in conveying material to students, because not all students can speak English so I use basic English, for example when I taught fractions at that time, the denominator of the numerator, the students did not understand English so I used the language divided or divided by to explain about the fraction material, then the 4th grade students also did not remember English for tens so I repeated English about tens.*

Similarly, Participant 2 (P2) faced challenges due to students' lack of Indonesian language proficiency. While a few students were familiar with Malay, most were not, prompting the participant to rely on practical demonstrations and digital translation tools to facilitate understanding. *"The students don't understand Indonesian. Only a few know Malay. The way I explain Indonesian to them is by practicing and using Google translate."*(P2). These findings indicate that linguistic barriers required the pre-service teachers to employ simplified language, repetitive reinforcement, practical demonstrations, and technology-based aids as key strategies to enhance communication and support students' comprehension.

Furthermore, faced with language barriers, the Indonesian pre-service teachers adapted their teaching methods creatively to sustain student engagement and focus. Participants reported that integrating play and interactive activities helped bridge communication gaps and kept students motivated to learn. Participant 1 (P1) noted that while students were generally enthusiastic about learning, maintaining their focus was challenging due to language-related obstacles. To address this, P1 incorporated English vocabulary learning into games that students enjoyed, such as UNO, by embedding basic English terms related to colors and numbers during play. *"To be honest, I think students are interested in learning, it's just hard to focus because of*

*obstacles, when there I insert some English vocabulary while playing, at my school, students like to play uno, there I insert basic English vocabulary such as colors and numbers."*(P1)

Similarly, Participant 2 (P2) engaged students by combining language learning with songs and games, particularly focusing on introducing Indonesian through enjoyable, interactive activities. *"I will invite them to learn Indonesian with songs and games."*(P2). These approaches suggest that using games and songs as instructional media effectively helped maintain students' attention, making language learning more accessible and enjoyable despite the linguistic challenges.

### 3.1.3 Instructional Strategies

The Indonesian pre-service teachers demonstrated adaptability in their instructional strategies to meet the diverse learning needs of Thai students, especially in contexts marked by language barriers and limited resources. Participant 1 (P1) emphasized a practice-oriented strategy by using simple yet effective media, such as flashcards and Uno cards, which they adapted to include basic mathematical problems. This approach helped bridge language gaps and made the lessons more interactive and engaging for students. As P1 explained: *"My learning strategy is more on practice, using simple media such as flashcards and Uno cards, which also include simple math problems for additional practice."*

In contrast, Participant 2 (P2) adopted a more structured and linguistic approach by writing lesson materials on the board, providing their Thai translations, and then having students read the material aloud. To enhance engagement, P2 also integrated songs and games into the learning process, as illustrated by the statement: *"I will write the material on the board and give the meaning in Thai. After that they read one by one. I also combine it with songs and games."*

However, both participants encountered challenges when incorporating technology into their teaching due to limited school facilities. P1 attempted to make the lessons more attractive by using a laptop and a spin wheel application to practice alphabet vocabulary, although they found it less effective because students had to gather closely around the laptop:

*My class does not have a projector so it is a little difficult to use technology, so I use a laptop to make it interesting, such as using a spin wheel to train students' alphabet vocabulary skills. Actually, I think the use of laptops is not very effective, because students are clustered in front of the class so other media are needed."*

Similarly, P2 found it difficult to integrate multimedia resources due to the lack of equipment, stating: *"I find it difficult to incorporate technology or multimedia because of the lack of equipment at school."*Overall, the findings indicate that Indonesian pre-service teachers prioritized hands-on, practice-based, and bilingual instructional methods to overcome communication barriers and resource limitations. Their strategies combined basic instructional tools, active student participation, and creative engagement techniques to facilitate meaningful learning experiences despite technological constraints.

### 3.1.4 Classroom Environment

The physical classroom environment played a supportive role in the Indonesian pre-service teachers' teaching effectiveness during their practicum in Thailand. Both participants described the classrooms as clean, comfortable, and conducive to learning, with minimal need for special adjustments. Participant 1 (P1) noted that the cleanliness of the classroom environment positively contributed to maintaining a focused learning atmosphere, stating: *"Not really, the*

*classrooms at my school are clean, the children are also very clean so it doesn't affect the teaching when it comes to cleanliness because it's very clean there."*

Similarly, Participant 2 (P2) shared that the school environment was very comfortable and clean; however, they faced challenges in maintaining student attention near break times, requiring them to adjust their strategies by giving graded assignments to keep students engaged:

*"The school and classroom environment that I occupy are very comfortable and clean so it doesn't affect my teaching and learning activities, it's just that when it's close to homecoming or break time, the students already want to rush out and no longer focus on learning. I have to give them assignments that will be graded to keep them focused in class."*

In terms of classroom management and discipline, cultural differences slightly influenced their approach. Participant 1 (P1) found the Thai students to be very polite and disciplined, making classroom management relatively easy, although the language barrier necessitated slower and more careful delivery of instructions:

*"To be honest, the children are very polite and disciplined. So it's not too difficult for me to manage the class, maybe the difficulty in terms of language is just that I need to convey the material slowly and not in a hurry, especially I use the translator application."*

Meanwhile, Participant 2 (P2) experienced challenges when students displayed a tendency to leave the classroom before the designated time or to become tired and fall asleep during afternoon classes:

*"In my school, students are used to going out before their time. So before going time they have asked to go home first. During the day they also feel tired so they fall asleep in class."*

These findings suggest that while the physical environment was generally supportive, maintaining student focus and managing behavior required context-sensitive strategies, particularly around cultural norms related to time management and student fatigue.

### 3.1.5 Personal Reflection and Development

Based on the reflections of two Indonesian pre-service teachers teaching non-English subjects in Thai classrooms, several strengths, weaknesses, recommendations, and professional development needs emerged. In terms of strengths, one teacher (P1) highlighted their competence in lesson materials, teaching approaches, and use of media. However, they acknowledged that language barriers significantly hindered their ability to fully maximize their teaching potential. Despite being well-prepared with content, the lack of effective communication with students impacted the overall teaching experience. This weakness was compounded by emotional challenges, including anxiety about whether students were understanding the material or whether they liked the teacher. The concern about student engagement and comprehension, coupled with overthinking, appeared to affect P1's teaching performance. P1 shared:

*"I think my strength is that I have adequate knowledge in terms of materials, approaches, media, but because of the language barrier in my opinion, I don't maximize*

*my teaching. Yes, my weakness is in terms of language, as well as panic, fear of whether they understand or not, overthinking whether they like me or not, whether they hate me, but hopefully they get knowledge from me even in that short time."*

Similarly, the second teacher (P2) highlighted their ability to create engaging songs in Indonesian, which students enjoyed. However, like P1, they found explaining the material difficult due to language barriers. This challenge affected their ability to communicate complex concepts clearly to the students. P2 stated: *"I am able to create songs in Indonesian that students like. However, I find it difficult to explain the material to them because of the language barrier."*

Both teachers pointed to the importance of language skills in their teaching. P1 recommended that prospective teachers learn Thai to at least a conversational level, as it would improve communication with students and enhance teaching effectiveness. According to P1, even if a teacher is knowledgeable in their subject, if they cannot convey that knowledge in a way that students understand, teaching will be ineffective. P1 advised:

*"If you really want to prepare yourself to teach in Thailand, my recommendation is to learn Thai at least the communication although writing may be difficult, the important thing is to have Thai communication skills first, because no matter how smart you are with your material if you are not able to convey it to students you will feel sad, and sorry for your students."*

P2 also emphasized the need to learn both English and Thai, especially since many Thai students have limited proficiency in English. The differences in the writing systems between Thai and Latin letters further complicate communication and understanding. P2 recommended: *"Learn a lot of English and Thai because students also still have below-average English skills. Because their letters are different from Latin letters."*

Regarding professional development, P1 suggested that teachers should focus on improving their language skills in both Thai and English. They argued that these language skills are essential not only for effective communication but also for adapting to the unique cultural and linguistic challenges of teaching in a foreign country. P1 expressed: *"Professional development on Thai and English language skills."*

P2, on the other hand, identified classroom management as a critical area for professional growth. In their experience, Thai students tend to get bored easily, so it is vital for teachers to develop strategies to keep the class engaging and fun, which in turn helps maintain student focus and enthusiasm. P2 remarked: *"The most important area is the ability to manage the class so that the class feels fun. Because students get bored easily."*

Both participants found that support systems, such as mentors and training programs, were extremely beneficial during their teaching practice. P1 emphasized the value of mentorship and structured training programs, which helped reduce confusion and prepared them for the cultural differences they encountered in Thailand. P1 stated:

*"Very useful, because with mentors, and training programs it makes us not confused and at least prepares us to teach (so that we are not surprised when we are in a culture, a place that is completely different from our own country)."*

P2 highlighted the importance of training programs, particularly those focused on teaching foreign students. They mentioned that being trained in teaching Indonesian as a foreign

language (BIPA) helped them understand how to explain concepts to students who were unfamiliar with the subject matter. They also pointed out that translations might not always convey the intended meaning, further emphasizing the need for effective communication strategies. P2 reflected:

*"Training programs are needed. Like teaching BIPA (Indonesian for Foreign Speakers), because when we are not used to or trained to teach foreign students then we feel confused about how to explain to them if they don't know anything about Indonesian. And the translation is not always correct with what we mean."*

In summary, the reflections from the pre-service teachers underscore the significant role that language proficiency plays in teaching non-English subjects in Thai classrooms. While strengths such as creativity and teaching approaches were identified, language barriers were consistently cited as a major challenge. Professional development in both language acquisition and classroom management was recommended to help teachers succeed in this context. Additionally, mentoring and training programs were considered vital support structures that provided guidance and reduced confusion in adapting to the teaching environment in Thailand.

#### 4. DISCUSSION

Findings from interviews with practicing teachers in Thailand reveal some important insights into the challenges and strategies involved in teaching in culturally and linguistically diverse environments. However, the interviewed teachers had differing perspectives on the impact of cultural differences on their teaching practices. Teacher P1 highlighted that cultural differences, particularly language barriers, significantly influenced their teaching approach. To address this challenge, they used visual aids such as flashcards containing pictures, English, and Thai, relied on a translator app, and sought assistance from a student to help translate for peers. In contrast, Teacher P2 perceived Thai culture as being quite similar to Indonesian culture, emphasizing the friendly nature of Thai students. Rather than focusing on overcoming language barriers, P2 integrated cultural exchange into their teaching by introducing Indonesian greetings. These differing views suggest that cultural differences may be perceived and navigated in various ways, depending on the teacher's perspective and instructional approach. These different views show that cultural differences can be understood and handled in different ways, depending on the teacher's perspective and instructional approach. Teachers have many ways to understand and handle the intercultural classroom depending on the individual's understanding and attitude towards cultural diversity (Wang et al., 2022). According to Haniko et al. (2024) culturally responsive teaching strategies can increase inclusiveness in culturally diverse classrooms.

In addition, the use of bilingual resources is a well-documented strategy to aid comprehension among students who are not proficient in the language of instruction. In this study, the participants utilized bilingual resources in different ways. One participant used flashcards containing the material studied, using English and Thai words to support learning. Another relied on a translator app and enlisted the help of a student to translate important instructions for her peers. These strategies helped bridge the language gap and facilitate better understanding in the classroom. Snyder and Fenner (2021) emphasize the importance of culturally responsive teaching for multilingual learners, by providing tools for equity in education.

Both teachers faced significant communication challenges, mainly due to the students' limited English proficiency. P1 explained how she simplified the language and used basic terms



to explain complex concepts such as fractions. Similarly, P2 relied on Google Translate to convey instructions. This reflects findings from research that emphasizes the need for simplified language and alternative communication methods, such as visual aids and technology, to support learning in environments with language barriers (Hattie & Timperley, 2007; Kumaravadivelu, 2012). To maintain students' interest despite the language barrier, both teachers incorporated games and songs into their lessons. P1 used the game Uno to teach the material, while P2 introduced songs to learn Indonesian. This approach is supported by research showing that an interactive and fun learning environment can significantly improve students' motivation and retention (Deterding et al., 2011). Engaging students through games not only makes learning fun, but also helps strengthen language skills in informal contexts (Gee, 2003).

The resource persons employed a variety of instructional strategies to accommodate diverse learning needs. P1 emphasizes practice and repetition, while P2 integrates written materials with Thai translation and interactive activities. Recent research supports the effectiveness of incorporating students' mother tongue into education, improving comprehension and learning outcomes. A study found that using students' mother tongue in classroom teaching significantly helped their understanding and engagement, especially in complex subjects (Andini et al., 2023). Both educators acknowledged limitations in the use of technology due to inadequate resources. P1 used laptops for interactive tasks, but found it less effective when students were crowded around them, which is in line with the finding that access to technology is critical to its successful implementation in the classroom (Sharma & Singh, 2023). Thus, a combination of tailored instructional methods and strategic use of technology can foster an inclusive learning environment that meets the needs of diverse students.

The physical environment of the classroom plays an important role in shaping the effectiveness of teaching and learning. Based on the findings, both participants (P1 and P2) stated that the cleanliness and comfort of their classroom did not have a negative impact on their teaching. This is in line with previous research that highlights the importance of a well-maintained physical environment in fostering a conducive learning atmosphere (Barrett et al., 2019). A clean and orderly classroom can increase student engagement and reduce distractions, allowing teachers to focus on delivering instructions (Earthman, 2004). Cultural factors significantly influence classroom management and discipline strategies. According to P1, Thai students are generally polite and disciplined, which makes classroom management relatively easy. However, P1 also mentioned the language barrier, which necessitated the use of a translation application. This reflects the challenges that non-native teachers commonly face in foreign classrooms, as language differences can affect instructional clarity and student comprehension (Lucas & Villegas, 2008). In addition, P2 observed that students in their school tend to leave class before the designated time and sometimes fall asleep during lessons. These behaviors can be attributed to cultural and environmental factors, such as differences in attitudes toward punctuality and midday fatigue, which are common in tropical regions (Suntaree Komin, 2018). Besides, preparing teachers specifically pre-service teachers mentally, emotionally, and intellectually to handle teaching demands is crucial (Sya'idah & Rohmana, 2023). Addressing these challenges requires culturally responsive teaching strategies, such as setting clear expectations and creating engaging lesson plans to maintain students' attention (Gay, 2018).

In their reflections, both teachers identified strengths in their content knowledge but acknowledged weaknesses related to language barriers. This self-awareness is essential for professional growth. A study by Xiang et al. (2022) underscores the role of reflective practice in fostering adaptive expertise among teachers. The recommendations given by the interviewees

emphasized the importance of language preparation before teaching in Thailand. They advised prospective teachers to learn basic Thai communication skills in addition to English.

This study contributes to the field by highlighting the critical role of structured language preparation and reflective practice in enhancing teaching effectiveness in multicultural classrooms. Unlike previous research, this study emphasizes the need for a proactive, structured approach to professional development that specifically prepares non-native English-speaking pre-service teachers for linguistic and cultural challenges in Thailand. To provide a tangible contribution to the profession, this study proposes the development of a one-page toolkit designed to help future practice teachers prepare for assignments in Thailand. This toolkit would outline key strategies for language learning, cultural adaptation, and effective classroom communication, serving as a practical resource for educators navigating diverse learning environments. The findings imply that successful teaching in diverse classrooms hinges on cultural sensitivity, effective communication strategies, engaging instructional methods, reflective practice, targeted professional development, and strong support systems. Addressing these areas particularly through structured preparation materials like the proposed toolkit can significantly improve educational outcomes for students in multicultural settings like those found in Thailand.

## 5. CONCLUSION

The objective of this study was to explore how pre-service teachers specializing in non-English subjects adapt their instructional strategies to the Thai classroom, providing insight into the instructional adjustments and cross-cultural skills required to succeed in such an environment. Findings show that cultural differences significantly impact teaching practices, with strategies such as bilingual resources, visual aids, games, and songs crucial to bridging the language gap and increasing student engagement. Communication barriers can be overcome by simplifying language and technology, although limited access to resources is a challenge. This research highlights the importance of cultural sensitivity, reflective practice and professional development in promoting effective teaching in diverse environments. The findings contribute to the broader discourse on multicultural education by emphasizing the need for culturally responsive language preparation and teaching strategies. However, the scope of this study is limited by the small sample size and reliance on interviews, thus indicating the need for future research incorporating diverse contexts and quantitative data to validate and extend these findings.

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