

International Journal of Learning, Teaching and Educational Research
 Vol. 25, No. 9, pp. 300-325, September 2026
<https://doi.org/10.26803/ijlter.25.9.12>
 Received Jun 28, 2026; Revised Aug 10, 2026; Accepted Aug 13, 2026

Learning across Borders: Pre-Service Teacher Development through Overseas Classroom Observation across Diverse Asian Contexts

Afifi Lateh*^{ID}, Tawatchai Sritep^{ID}, Meechai Wongdaeng^{ID},
 Nurham Hahsa^{ID}, Sutthisa Phromchan^{ID},
 Sofia Haratee^{ID} and Nurunyannah Treemeen^{ID}
 Faculty of Education, Prince of Songkla University,
 Thailand

Citation:

Lateh, A., Sritep, T., Wongdaeng, M., Hahsa, N., Phromchan, S., Haratee, S., & Treemeen, N. (2026). Learning across Borders: Pre-Service Teacher Development through Overseas Classroom Observation across Diverse Asian Contexts. *International Journal of Learning, Teaching and Educational Research*, 25(9), 300–325. <https://doi.org/10.26803/ijlter.25.9.12>

Abstract. This study examines the impact of short-term overseas classroom observation experiences on pre-service teachers' professional development in different Asian contexts, using a convergent mixed-methods design. The sample consisted of reflective narratives from 20 pre-service teachers studying at the Faculty of Education, Prince of Songkla University in Thailand. Descriptive statistics, correspondence analysis, and reflexive thematic analysis were applied to identify interconnections among reflection patterns and the underlying themes across destination contexts. The results showed significant differences in reflection patterns across destination countries ($\chi^2 = 93.09$, $p < .001$). Correspondence analysis indicated that the first two dimensions accounted for 78.12% of the total inertia and highlighted different associations with collaboration, pedagogy, technology, interaction, and meaningful learning. Four interconnected themes were generated through reflexive thematic analysis: (1) Pedagogical observation as professional learning, (2) Student-centred participation and relational learning, (3) Adaptive pedagogy through resources and technology, and (4) Intercultural reflexivity and emerging teacher identity. Taken together, these findings illustrate that overseas classroom observation offers a variety of learning opportunities for educators influenced by local circumstances.

Keywords: classroom observation; intercultural competence; international mobility; pre-service teachers; professional identity

*Corresponding author: Afifi Lateh; afifi.l@psu.ac.th

1. Introduction

With globalisation, cultural diversity and the spread of educational systems around the globe, the area of teacher education is becoming increasingly internationalised. Future teachers not only need to be pedagogically competent but also highly interculturally aware, adaptive, and globally oriented (OECD, 2023), given that contemporary classrooms are naturally diverse in terms of linguistic, cultural, and social backgrounds. Consequently, international mobility has become a central part of teacher education for future educators who are prepared to teach in culturally complex contexts (Quezada, 2012).

Internationalisation in teacher education can be developed through study abroad, international teaching practicum, overseas observation programmes, and cross-border academic exchange. Research consistently shows that international mobility fosters professional and intercultural competence (Henderson et al., 2020), pedagogical flexibility, and reflective understanding among pre-service teachers (Ivasciuc et al., 2025; Werhan & Hurwood, 2014). By experiencing different educational systems, teacher candidates encounter diverse pedagogical practices, classroom interactions, and institutional cultures, encouraging them to reflect on and compare these experiences with their existing understanding of teaching and learning.

Within teacher education, notions of international experiences have increasingly centred not merely on the opportunity for cultural exposure, but rather as a developmental learning space through which pre-service teachers are able to co-construct professional learning and intercultural understanding. Pedersen (2022) contends that international mobility has become institutionalised within wider policy discourses locating globally engaged experiences as integral to teacher preparation. Similarly, Mouraz et al. (2023) argue that, within an international mobility framework, international mobility contributes to teachers' development in curriculum agency, as it provides alternative and varied understandings of instructional and contextual decision-making. Previous studies reveal that global practicum and observation experiences can play a vital role in the professional development of pre-service teachers. International experiences have been linked to higher levels of confidence in teaching, awareness of pedagogy, communicative competence, and culturally responsive perspectives (Kabilan 2013; Kim & Choi 2019).

Recent research also indicates that programmes of even shorter duration in cross-cultural contexts have the potential to facilitate reflective engagement, emerging pedagogy, and professional growth when participants' interactivenss is positioned with respect to unfamiliar intercultural educational systems (Lin et al., 2025). International experiences can also create valuable professional development opportunities. However, pre-service teachers may rely on being adaptable and developing self-efficacy and intercultural sensitivity because of language barriers, norms in new classrooms with which they are not acquainted, as well as intercultural communication difficulties (Signori et al., 2024; Turbinita et al., 2023). These findings indicate that professional learning in international

contexts is not only shaped by participation, but also by navigating uncertainty, difference, and contextual complexity.

Reflection is at the heart of how overseas experiences can be turned into professional learning. Reflective practices are seen as a process through which professionals think critically about experiences to gain deeper insight and understanding, according to Mulryan-Kyne (2021). For example, processes of reflection in teacher education enable pre-service teachers to link classroom observations with pedagogical interpretations and professional meaning-making. Studies also confirm that engaging reflectively is a potent enabler of pre-service teachers' pedagogical conceptualisation, self-efficacy, and ultimately their professional development (Choy et al., 2021; Loh et al., 2017; Maharjan et al., 2025).

The strongest correlations have also been found between international experiences and cultural competence or the development of professional identity. Intercultural competence refers to the various knowledge, skills, and attitudes that equip individuals with communicative abilities to interact effectively across different cultures through cultural awareness, adaptability, and critical self-reflection (Deardorff, 2020). Recent research has shown that it is growing in significance in multicultural and globally connected educational environments (Pinna Pintor & Premazzi, 2024; Zhang & Zhou, 2023). Furthermore, exposure to diverse educational contexts encourages pre-service teachers to critically reflect on their existing beliefs about teaching and learning, while shaping their emerging professional identities as future teachers (Andonian et al., 2023; Beauchamp & Thomas, 2009), thereby enhancing the development of professional teacher identity.

Regional mobility initiatives such as the SEA Teacher Project, for instance, clearly illustrate the value of intra-regional educational exchange in Asian contexts. The findings by Nazhafah and Muslim (2021) reveal that Indonesian pre-service teachers show improvement in their intercultural awareness and intercultural adaptability while being exposed to various educational as well as cultural environments through cross-border mobility programmes. However, these results indicate that significant intercultural and professional learning might result not only from Western-centred study abroad but also (and perhaps more so) from enhanced regional mobility experiences within Asia.

International teacher education has become an expanding field of inquiry, with previous studies demonstrating that international mobility enhances pre-service teachers' pedagogical knowledge, intercultural competence, reflective learning, and professional development (Ivasciuc et al., 2025; Lin et al., 2025; Mouraz et al., 2023; Quezada, 2012; Werhan & Hurwood, 2014). However, several important gaps remain in the existing literature. First, prior research mostly focuses on long-term teaching practicum or study abroad programmes, with relatively limited attention given to short-term overseas classroom observation experiences. Second, many studies examine individual destination countries, providing limited comparative understanding of how reflective learning may vary across different educational and cultural contexts. Third, there are limited studies

combining the quantitative analysis of patterns among multiple contexts with qualitative interpretation to investigate pre-service teachers' international learning experiences.

To bridge these gaps, the present study examines process reflections written by pre-service teachers who have participated in overseas classroom observation programmes across five Asian destination contexts – Malaysia, Indonesia, Brunei, China, and South Korea. These destinations have been purposively selected from the Faculty of Education's existing network of international partnerships involving overseas classroom observation programmes. They additionally embody different academic methods, pedagogical practices, and sociocultural contexts in Asia, providing a relevant context in which to examine how distinct academic environments affect the pedagogical learning of pre-service teachers, their intercultural awareness, and professional reflection via cross-national contrast.

This study employs a convergent mixed-methods design to examine how pre-service teachers interpret their pedagogical practices, intercultural awareness, and professional learning during overseas classroom observation. The study makes the following three main contributions to the literature. First, it builds on prior research mainly focusing on teaching practicum and study abroad programmes (Quezada, 2012; Werhan & Hurwood, 2014) by exploring overseas classroom observation as a unique professional learning opportunity. In these observation programmes, pre-service teachers observe teaching practices (i.e., instructional strategies, learner interaction, classroom environments, and school practices) rather than being the full teacher.

Second, while previous studies typically investigate individual destination contexts (Lin et al., 2025; Mouraz et al., 2023), this study provides a comparative perspective by examining five Asian educational settings and adding to the body of cross-cultural learning scholarship focusing on intra-Asian mobility. Third, most previous studies use a qualitative approach to analyse participants' reflective experiences (Ivasciuc et al., 2025; Lin et al., 2025; Mouraz et al., 2023); this study combines correspondence analysis with reflexive thematic analysis to assess both structural reflection patterns and their meanings.

2. Research Questions

Drawing on the literature and the identified research gaps, the following research questions are addressed:

RQ1: What patterns characterise pre-service teachers' reflective narratives following overseas classroom observation across different Asian destination contexts?

RQ2: What themes emerge from pre-service teachers' reflective narratives regarding their pedagogical learning, intercultural experiences, and emerging professional identities during overseas classroom observation?

RQ3: How do the quantitative and qualitative findings integrate to explain pre-service teachers' overseas classroom observation experiences?

3. Literature Review

3.1 International Mobility in Teacher Education

International mobility seems to be an even more pivotal element of teacher education, as it provides pre-service teachers with opportunities to experience educational systems and practices in cultures and contexts which tend to be different from their home institutions (Quezada, 2012; Werhan & Hurwood, 2014). Teacher candidates find that overseas experiences expose them to a variety of classroom environments, learner populations, and pedagogical practices that inform and broaden their perspectives while preparing them to adapt to diverse contexts as future teachers (Quezada, 2012). As a result, international mobility is seen as a key area in teacher education for teachers who need to work effectively in diverse and globalised educational contexts (OECD, 2023). The increasing focus on internationalisation has also strengthened the function of mobility in modern teacher education programmes (Pedersen, 2022).

Drawing on the results of previous studies, international mobility plays a significant role in pre-service teachers' professional and intercultural development. International exposure has been correlated with enhanced pedagogical adaptability, communication skills, reflective understanding, and confidence in teaching (Ivasciuc et al., 2025; Lin et al., 2025). Finally, the experience within diverse educational and cultural contexts provides an impetus for pre-service teachers to re-evaluate their own beliefs toward teaching, learning, and curriculum practice, enabling them to see diversity through a broader lens (Mouraz et al., 2023). These experiences contribute not only to pedagogical knowledge, but also to the development of professional agency and contextual understanding (Lin et al., 2025; Mouraz et al., 2023).

Some scholars argue that international mobility has an educational value greater than travel. Quezada (2012) states that internationalisation of teacher education prepares globally ready teachers to work in multicultural societies. Cushner and Mahon (2009) similarly contend that intercultural competence comes about through reflection, perspective transformation, and continued interaction experience, as opposed to exposure alone. In this sense, international mobility is seen as a developmental process that enables pre-service teachers to interpret cultural diversity and contextualise different education systems so that they can be actively part of a broader professional field.

Recent research further highlights the more prominent role international mobility programmes of a short duration are playing. Results show that long-term international placements are still valuable, but easier-to-access short-term mobility opportunities continue to enhance the development of meaningful professional and intercultural learning experiences in higher education (Ivasciuc et al., 2019; Lin et al., 2020). Such findings indicate that increasing international mobility experience may be less educative than might be assumed, as it is not only duration but also the depth of engagement and interpretation participants undertake in unfamiliar contexts that inform their educational values (Lin et al., 2025).

Taken together, the research indicates that global mobility involves a complex interaction between pedagogical learning, social and cultural interests, career development/agency, and reflexive progress (Cushner & Mahon, 2009; Ivasciuc et al., 2025; Lin et al., 2025; Mouraz et al., 2023). These perspectives underpin the theoretical framework for this study, which explores how pre-service teachers reflect on their overseas classroom observation experiences across a range of Asian countries.

3.2 Classroom Observation as Professional Learning

Classroom observation is an important part of teacher education because it facilitates the making of associations between real classroom practices and theoretical knowledge among pre-service teachers (Gambhir et al., 2025). Teacher candidates observe systematically and derive metacognitive understanding of the full circle of instruction that includes technique, management, interaction with learners, and lesson decision-making; they achieve the flavour of teaching (Pratiwi, 2020). Pre-service teachers engage in active observation and interpretation of classroom practice, rather than solely being recipients of knowledge, supporting the construction of a model for pedagogical reasoning and professional learning.

Data from classroom observation in international contexts can be especially beneficial because pre-service teachers face new educational systems, norms of classroom culture, and engagement with teaching practices they are not accustomed to. These experiences prompt participants to conceive of educational experiences in another context, question their assumptions, and expand their teaching practices (Kabilan, 2013; Kim & Choi, 2019). International experiences, for instance, have been shown to strengthen pre-service teachers' self-confidence, communication skills, and familiarity with diverse educational contexts (Kabilan, 2013), while attending unconventional classrooms can lead to pedagogical insights and more culturally responsive outlooks (Kim & Choi, 2019).

More recent studies have reported similar findings. Lin et al. (2025) reveal that overseas education experiences can enhance pre-service teachers' pedagogical flexibility, reflexive practice, and contextual awareness. Likewise, Turbinita et al. (2023) demonstrate that language-related challenges during overseas practicum can facilitate communication strategies and intercultural learning. According to Signori et al. (2024), Indonesian pre-service teachers report higher levels of self-efficacy due to observation, interaction, and participation in English-medium classrooms. Taken together, these studies suggest that international classroom observation can be seen as an active process generating professional and intercultural learning in which pre-service teachers interpret the unfamiliar, transpose their pedagogical thinking, and reflect upon their own developing professionalism. These perspectives provide the conceptual foundation for this study.

3.3 Reflection in Teacher Education

Reflection is often viewed as a core feature of teacher education since it allows pre-service teachers to critically examine their experiences and, through the processes of interpretation and sense-making, turn these into professional knowledge (Mulryan-Kyne, 2021; Ottesen, 2007). Unlike remembering classroom events, reflective practice includes examining instructional decisions, learner responses, and assumptions underlying how one teaches and learns that could support pedagogical reasoning and professional agency (Mulryan-Kyne, 2021; Ottesen, 2007).

Recent studies further demonstrate the educational value of reflective practice. Maharjan et al. (2025) report that reflective activities improve teachers' self-efficacy, empowerment, and professional agency, since they promote critical examination of their professional experiences. Similarly, the findings of Loh et al. (2017) reveal that cooperative reflection reinforces pedagogical understanding through shared sense-making of practice. These findings suggest that reflection serves as an important mechanism of building and reshaping professional knowledge (Loh et al., 2017; Ottesen, 2007). Furthermore, the quality of students' understanding of what they have learned in an authentic classroom setting depends not only on how these events occur but also on how pre-service teachers make meaning of them, providing rich opportunities for developing deeper pedagogical understanding (Maharjan et al., 2025; Mulryan-Kyne, 2021; Ottesen, 2007).

Reflection is not only acknowledged as an educational necessity but also as a context-dependent practice within Asian teacher education. According to the work of Suphasri and Chinokul (2021), meaningful reflection will not occur unless the instruction is designed to maintain engagement in supportive learning environments and clear articulation of reasons to reflect as an individual or together. Likewise, Choy et al. (2021) demonstrate that educational culture and institutional context are key influences on reflective thinking, arguing that reflection should be seen as more than an individual cognitive activity and also a sociocultural process influenced by disciplines and professional expectations in teacher education.

Taken together, the literature indicates that reflection supports pedagogical reasoning, professional confidence, theory-practice integration, and context-sensitive professional learning (Choy et al., 2021; Maharjan et al., 2025; Mulryan-Kyne, 2021; Ottesen, 2007; Suphasri & Chinokul, 2021). Notably, reflective engagement enables pre-service teachers to interpret novel instructional experiences through critical lenses, questioning the initial conceptions of teaching and learning while cultivating professional wisdom. These ideas provide a theoretical framework for this study, which investigates reflective writings as artefacts of pre-service teachers' learning from Asian classroom observations.

3.4 Intercultural Competence and Professional Identity

Due to the exposure of pre-service teachers to different cultural norms, communication styles, and educational practices, international mobility is recognised as an important context for developing intercultural competence.

Intercultural competence is a multidimensional construct consisting of cognitive, affective, and behavioural capacities that allow individuals to interact effectively across cultures through awareness, adaptability, empathy, and critical reflection (Deardorff, 2020; Hamaniuk et al., 2024). The growing cultural and linguistic diversity in teacher education emphasises the need for intercultural competence as a fundamental professional capability for future teachers (Deardorff, 2020; Hamaniuk et al., 2024). Exposure to new school contexts challenges pre-service teachers to re-evaluate their beliefs about teaching and learning, communication with students and parents, and educational expectations.

Recent studies demonstrate the educational and professional value of intercultural competence. Mariana et al. (2025) and Pinna Pintor and Premazzi (2024) report that engaging in intercultural learning opportunities increases communication, adaptability, and collaboration, and prepares students for practice in a global environment. Similarly, the findings of Malmir and Arefian (2025) reveal that identity processing styles can significantly predict both intercultural communicative competence and teaching professionalism, which indicates a link between intercultural learning and professional identity development. These findings suggest that intercultural competence can be divided into aspects related to knowledge of cultures and skills, which amount to a reflective interpretation of experience as well as professional identity development (Hamaniuk et al., 2024).

Professional identity is widely understood as a process that evolves through experience, reflection, interaction, and engagement with various educational environments (Beauchamp & Thomas, 2009). An international practicum offers pre-service teachers an authentic experience that challenges their beliefs surrounding teaching and helps them build confidence in their professional identity. Consistent with this perspective, according to Andonian et al. (2023), participation in an online international study abroad programme enhances intercultural sensitivity, communication skills, and professional self-understanding. Likewise, Sabet and Chapman (2023) argue that intercultural competence is not merely an individual skill but should be considered a core educational objective that involves reflection, interaction, and engagement in diverse groups.

Similar patterns are reported within Asian teacher education. The SEA Teacher Project is perceived as a favourable way for Indonesian pre-service teachers to advance their awareness of interculturality, adaptiveness, and respect for cultural diversity (Nazhafah & Muslim, 2021). Zhang and Zhou (2023) also define intercultural competence as a multitasking process consisting of communication, adaptability, reflective understanding, and intercultural awareness. Several additional studies highlight the need for communication and interaction in intercultural learning. Levit (2022) focuses on the impact of communication styles on cross-country co-operation, while Munezane (2025) points out that the development of intercultural communicative competence occurs via the evolutionary merging of the attitude component, interactive skills, critical cultural awareness, and reflective engagement. Collectively, these studies suggest that

intercultural development emerges not only as effective communication but also through the reflexive interpretation of cultural differences within specific educational sites (Hamaniuk et al., 2024).

Taken together, the literature supports that intercultural competence and professional identity develop through prolonged exposure to diverse educational and cultural ecosystems (Andonian et al., 2023; Beauchamp & Thomas, 2009; Deardorff, 2020; Hamaniuk et al., 2024; Malmir & Arefian, 2025; Nazhafah & Muslim, 2021). International mobility facilitates pre-service teachers in developing a larger intercultural perspective, questioning their professional beliefs, and reinforcing their emerging identities as future educators. These perspectives underpin the present study, which investigates the influence of overseas classroom visitation experiences in shaping intercultural awareness and the nascent professional identities of pre-service teachers within a diverse range of educational contexts across Asia.

3.5 Research Gaps and Contribution of the Present Study

Although research on international mobility in teacher education may have increased, there are still several key gaps in the literature. In previous research, various aspects of how international mobility can influence pre-service teachers range from their pedagogical development, intercultural competencies, and reflective learning skills to their professional growth (Ivasciuc et al., 2025; Lin et al., 2025; Mouraz et al., 2023; Quezada, 2012; Werhan & Hurwood, 2014). However, several important limitations remain.

First, since most studies examine one international mobility programme or city placement at a time, they give few opportunities for scholars to discuss more broadly how reflective learning may differ across educational and cultural settings (Lin et al., 2025; Quezada, 2012; Werhan & Hurwood, 2014). Second, while international mobility may have been examined through study abroad and overseas teaching practicum, few studies explore overseas classroom observation as a separate professional learning opportunity in which pedagogical understanding is developed primarily by pre-service teachers engaging in systematic observation and reflection (Quezada, 2012; Werhan & Hurwood, 2014).

Third, a significant portion of prior research employs qualitative approaches focusing on the reflective experiences of participants, with fewer studies applying analytic methods that might capture latent structural relationships within reflective data across contexts (Ivasciuc et al., 2025; Lin et al., 2025; Mouraz et al., 2023). From a methodological perspective, correspondence analysis provides an informative technique for visually communicating associations among categorical variables, such as destination contexts and themes of reflection (Greenacre, 2017). Combined with reflexive thematic analysis (Braun & Clarke, 2021), it facilitates the identification of both structural trends and inferential themes within reflective narratives.

To fill these gaps, the present study examines pre-service teachers' reflective narratives from their participation in overseas classroom observation programmes in five Asian destination contexts: Malaysia, Indonesia, Brunei, China, and South Korea. A convergent mixed-methods design is used with qualitative priority, combining descriptive statistics, correspondence analysis, and reflexive thematic analysis to investigate how participants interpret pedagogical practices, learner interaction, and intercultural experiences, and develop professional identities during international classroom observation.

This research adds to the literature in three significant ways. Firstly, it builds upon earlier research by investigating overseas classroom observation as opposed to a full teaching practicum or long-term international education experiences. Secondly, it compares a range of educational settings in Asia, making an important contribution to the emerging literature on intra-Asian mobility and intercultural learning. Thirdly, it illustrates the possibility and meaningfulness of merging correspondence analysis with reflexive thematic analysis in presenting insights into both the structure (reflexive learning features) and meaning-making factors involved in reflective learning during international education.

4. Methodology

4.1 Research Design

A convergent mixed-methods design with qualitative priority was used to explore pre-service teachers' interpretation of overseas classroom observation experiences in various Asian educational contexts. A corpus of reflective narratives was analysed with both quantitative and qualitative approaches. The quantitative strand explored patterns in coded reflections within destination contexts; the qualitative strand investigated the meanings participants made of their experiences, with greater interpretive weight accorded to the qualitative data. The two strands were then examined separately and merged during interpretation. This design was appropriate because it allowed for patterns that spanned a wide range of contexts (as revealed through the discourses) but also deeper examination of participants' pedagogical learning and intercultural development as well as their developing professional identities.

4.2 Research Context

The research was framed in the context of internationalisation for higher education concerning the Faculty of Education, Prince of Songkla University, Pattani Campus, Thailand, which had international mobility programmes for pre-service teachers. The research settings were purposively sampled from among the overseas classroom observation destinations offered by the Faculty within its international academic partnerships. Malaysia, Indonesia, Brunei, China, and South Korea were chosen because the pre-service teachers who participated had specific structured classroom observation experiences in these countries and thus provided relevant experiential contexts for exploring learning across various Asian educational environments.

The duration of each programme was generally around one week, or a maximum of nine days (including travel), with at least five days spent observing classroom practices and partaking in other educational activities. The programmes also made participants aware of the educational systems, classroom environments, approaches to pedagogy, and the culture of schools in various jurisdictions. The study visits included various observations of teaching practices, learner participation, classroom interaction, instructional strategies, and institutional routines. After completion of the observation programme, participants were given written reflective narratives to relay their experiences, insights, and professional learning.

4.3 Participants

The participants were 20 pre-service teachers enrolled in undergraduate teacher education programmes at the Faculty of Education, Prince of Songkla University, Pattani Campus. Participants were purposively selected from those who participated in the overseas classroom observation programmes and who had submitted satisfactory reflective learning reports. The students in these international programmes had already been screened through an institution-based selection process related to their academic performance, communication skills, leadership potential as a teacher or researcher, professional behaviour, and readiness to represent the university in international academic activities. The different disciplinary majors of participants included English, Thai, Social Studies, Mathematics, General Science, Biology, and Early Childhood Education. This multidisciplinary composition allowed reflections to be drawn from various fields of pedagogy and subject-specific teaching. Participants were located in the following destinations: Malaysia (n = 10), Indonesia (n = 4), Brunei (n = 2), China (n = 2), and South Korea (n = 2).

4.4 Reflective Learning Reports as a Data Source

The main qualitative data sources, consisting of reflective learning reports, were used to document the pre-service teachers' experiences and learning involved in overseas classroom observation. The participants filed a reflective record for every class they observed. The report used a set structure, with students noting the learning objectives of the lesson, what the teacher did during the lesson, how the students behaved and engaged, and their own thoughts about the observation. They were also invited to articulate what they experienced, how they felt, and what lessons they had learned from each session. This structure was crafted to allow for systematic observation while also providing a place for participants to make connections between observed classroom practices and their personal and professional learning.

Restructuring the data in a consistent format helped promote comparability of nuances across and within reflections, classrooms, and countries. Simultaneously, the set reporting categories were also likely responsible for the aspects participants paid attention to and then wrote down. Specifically, the requirement for students to record their instruction and student actions may have shifted greater focus onto instructional and classroom experiences than the humanistic or self-discovery aspects of the overseas experience. Varying levels or depths of reflection may also be a consequence of individual writing styles, interest in the

observation, and reflective ability rather than significant differences in experiences. Thus, the reflective reports were viewed as participants stacking their own meanings on top of their observations rather than being a transcript of things that happened in the classroom.

4.5 Data Collection and Preparation

Reflective learning reports were collected following the overseas classroom observation programme and compiled into a master dataset for analysis. The reports were divided into segments based on analytically meaningful units, with each segment representing a unique observation, experience, or reflection rather than a single sentence or paragraph. New segments were generated whenever there was a shift to another pedagogical, intercultural, or reflective idea. This segmentation helped retain the contextual significance of participants' insights while allowing for both quantitative coding and qualitative interpretation, as individual segments could receive multiple codes where meanings overlapped. In total, there were 685 reflective parts and 1875 coded events in the final dataset.

4.6 Coding Framework

A coding framework comprising 12 pedagogically meaningful categories was established and refined through familiarisation with the data and iterative pilot coding, as shown in Table 1.

Table 1: Coding framework and definitions

Code	Meaning	Code	Meaning
PED	Pedagogy	ASM	Assessment
ACT	Active Learning	REF	Reflection
COL	Collaboration	LEA	Meaningful Learning
INT	Interaction	TEC	Technology Use
ENG	Student Engagement	SOC	Social Learning/Social Context
PREP	Preparation	CUL	Cultural Context

4.7 Quantitative Data Analysis

Descriptive statistics were employed to characterise the distribution of participants, frequency counts of each code, and cross-country patterns across rounds, as a first step towards the inferential analysis by giving an overview of the coded data. Since both of those variables were categorical, the chi-square tests of independence were used to see if there had been a significant association between reflection categories and destination contexts.

Subsequently, correspondence analysis was performed to uncover and visualise these relationships in a low-dimensional space. Correspondence analysis was well suited for the categorical frequency data, and made it possible to examine relationships between destination contexts and reflection codes simultaneously. The available tests included chi-square statistics, eigenvalues and explained inertia, as well as contribution values on a biplot basis.

4.8 Qualitative Data Analysis

The mixed-methods design placed a qualitative emphasis, with the qualitative strand serving as the principal interpretive framework for understanding how participants constructed meaning of their experiences with overseas classroom observations. Reflexive thematic analysis was conducted in accordance with Braun and Clarke (2006, 2021). This type of thematic analysis conceptualised themes as products of interpretative constructs built through active engagement with the dataset by the researcher. The analysis was conducted in six phases: Familiarising with the data, generating initial codes, identifying and refining candidate themes (primarily research objective-driven), reviewing, defining and naming themes, and producing the final analytical narrative.

The processes involved writing memos reflecting on their focus and questions, iterating backwards through extracts and codes in pursuit of meaningful broader interpretations to increase conceptual coherence and interpretive depth. Participant quotes were labelled with anonymised codes (P01–P20) and destination countries to maintain confidentiality while aiding interpretation. All quotes were translated for the purposes of reporting since they were originally written in Thai.

4.9 Integration Procedures

Consistent with the convergent mixed-methods design, quantitative and qualitative findings were analysed separately, followed by combined interpretation. Integration occurred with triangulation, complementarity, and meta-inference. Quantitative analyses highlighted reflective patterns across countries, while qualitative findings offered explanations for differences in participants' interpretations of such experiences. Such data integration allowed this study to go beyond disconnected statistical trends or narrative descriptions of individual courses to provide a deeper exploration of overseas classroom observation as professional and intercultural learning.

4.10 Trustworthiness and Ethical Considerations

Several strategies were used to enhance the methodological rigour and trustworthiness of both strands of the study. The methods improved the quantitative validity through transparent coding and qualitative trustworthiness through reflexive memo writing, ongoing theme refinement, and close coupling of data with interpretation. This study did not focus on inter-coder agreement as the only measure of qualitative rigour, but instead placed emphasis on interpretive transparency and analytical depth consistent with reflexive thematic analysis. Participant anonymity was ensured by removing any identifiable information before analysis. Reflective materials were solely for academic research purposes and conformed to institutional norms of ethics. Data were managed and coded in Microsoft Excel and analysed using R statistical software for descriptive statistics and correspondence analysis.

5. Results

5.1 Descriptive Statistics of the Dataset

The final dataset comprised reflective narratives written by 20 pre-service teachers who undertook overseas classroom observation programmes in five Asian countries (Malaysia, Indonesia, Brunei, China, and South Korea). A total of 685 coded reflective segments were obtained, resulting in the generation of 1,875 code occurrences with a mean of 2.74 codes per segment. This suggested that many of the individual reflective segments contained more than one dimension, overlapping across pedagogical, intercultural, and professional categories. Malaysia had the most participants ($n = 10$, 50.00%) and generated the greatest number of coded segments ($n = 310$, 45.26%), likely reflecting its larger participant pool. Indonesia contributed the second-highest proportion of coded segments (21.02%).

On the other hand, despite South Korea and China each having only two participants, they generated more reflective segments ($M = 41.00$ and $M = 39.00$, respectively) per participant than Indonesia ($M = 36.00$), Brunei ($M = 35.50$), and Malaysia ($M = 31.00$). These results indicated greater elaboration in reflective written accounts among subjects assigned to South Korea and China, as evidenced by their tendency to output more "segmented" narratives. However, the number of segments indicated how much was written rather than its quality or depth, as shown in Table 2.

Table 2: Participant and segment distribution by country

Country	Students, n (%)	Segments, n (%)	Mean Segments per Student
Malaysia	10 (50.00)	310 (45.26)	31.00
Indonesia	4 (20.00)	144 (21.02)	36.00
South Korea	2 (10.00)	82 (11.97)	41.00
China	2 (10.00)	78 (11.39)	39.00
Brunei	2 (10.00)	71 (10.36)	35.50

5.2 Overall Patterns of Reflective Codes

According to Figure 1, across the full dataset, the top five codes were Meaningful Learning (LEA) ($n = 256$, 13.65%), Active Learning (ACT) ($n = 249$, 13.28%), Pedagogy (PED) ($n = 234$, 12.48%), Interaction (INT) ($n = 226$, 12.05%), and Student Engagement (ENG) ($n = 214$, 11.41%). These results indicated that participants focused their attention primarily on learner-centred instruction, opportunities for meaningful learning, teacher practices, classroom interaction, and student participation. In contrast, Preparation (PREP) ($n = 36$, 1.92%), Cultural Context (CUL) ($n = 74$, 3.95%), and Technology Use (TEC) ($n = 80$, 4.27%) were less frequently addressed, suggesting that participants devoted greater attention to in-class teaching and learning processes than pre-class planning or technological aspects.

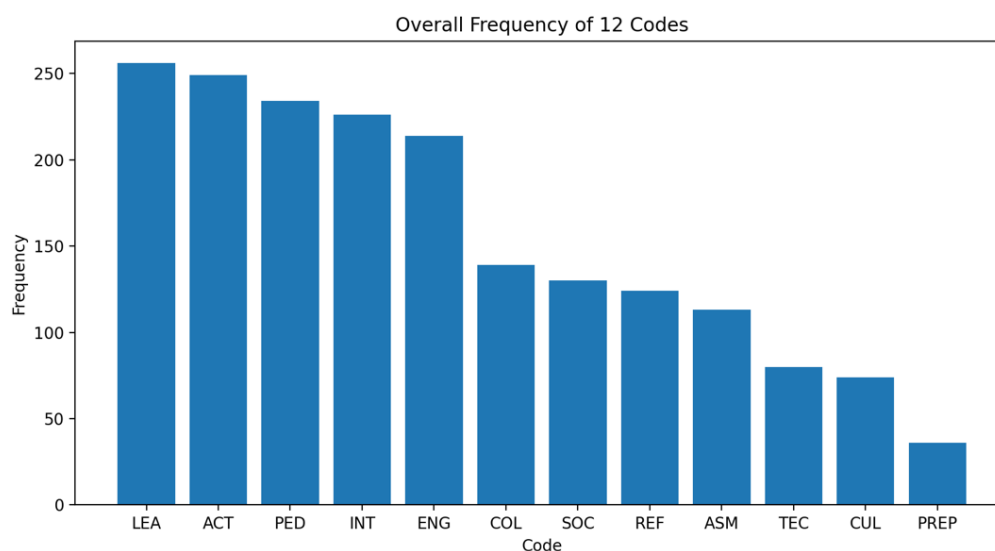


Figure 1: Overall frequency of pedagogical codes across all countries

5.3 Cross-Country Variations in Reflection Patterns

Figure 2 presents the standardised rates of reflection codes per 100 segments across the five destination contexts, allowing comparisons despite differences in the amount of reflective data generated by each country. Overall, Pedagogy (PED), Active Learning (ACT), Interaction (INT) and Meaningful Learning (LEA) were among the top four reflection categories for all countries considered. For Pedagogy and Meaningful Learning, China scored the highest rates (46.15 and 41.03), while for Active Learning, Malaysia scored the highest rate (41.61), with South Korea ranked top for Interaction (42.68).

Indonesia demonstrated relatively balanced rates across Meaningful Learning (40.28), Interaction (36.81), Active Learning (36.11), and Pedagogy (31.94), whereas Brunei showed comparatively higher rates for Active Learning (36.62), Meaningful Learning (30.99), and Student Engagement (28.17). In contrast, Preparation (PREP) consistently exhibited the lowest rates across all countries (0.00–8.71). In summary, these findings suggested that participants mostly reflected on classroom pedagogy, learner engagement, and learning processes, but the relative emphasis differed by destination contexts.



Figure 2: Heatmap of code rates per 100 segments by country

5.4 Correspondence Analysis of Country and Reflection Codes

Correspondence analysis was employed to assess whether reflection patterns differed across the five destination countries by using the frequencies with which these codes were represented in each national context. Before correspondence analysis, the chi-square test of independence in Table 3 showed a significant relationship between destination country and reflection category, $\chi^2 = 93.09$, $p < .001$, confirming that the relative frequency of reflection themes varied considerably between countries and supporting the appropriateness of the correspondence analysis. The correspondence analysis extracted four dimensions. The first dimension explained 47.92% of total inertia, while the second only accounted for 30.20%. Collectively, these two dimensions explained 78.12% of the total inertia, indicating that the two-dimensional solution adequately represented the underlying association structure.

Table 3: Summary of correspondence analysis results

Statistic	Value
Chi-square	93.09
p-value	< .001
Dimension 1 inertia	47.92%
Dimension 2 inertia	30.20%
Cumulative inertia	78.12%

Dimension 1 largely separated pedagogical and reflective orientations from collaborative and systems-related experiences, while Dimension 2 separated preparation and social orientation from experiential engagement and active participation. The correspondence map (Figure 3) shows different reflection profiles across destination contexts. Malaysia showed greater linkage with collaboration, social interaction, institutional systems, and preparatory experiences. Brunei was much closer to technology, cultural exposure, and participation. While learning and adaptive development were more strongly associated with Indonesia, pedagogical observation and reflective thinking

characterised China. South Korea demonstrated the most diverse profile, with international engagement alongside classroom interaction.

Overall, the results revealed that the various lived experiences from overseas classroom observations produced different kinds of professional and intercultural learning, particularly in destination contexts. Reflections linked to East Asian destinations included a focus on pedagogical reflection and internationalisation, while reflections associated with Southeast Asian destinations mentioned collaboration, participation and situated learning more often. The interpretation was mainly directed towards the first two dimensions as depicted in Figure 3.

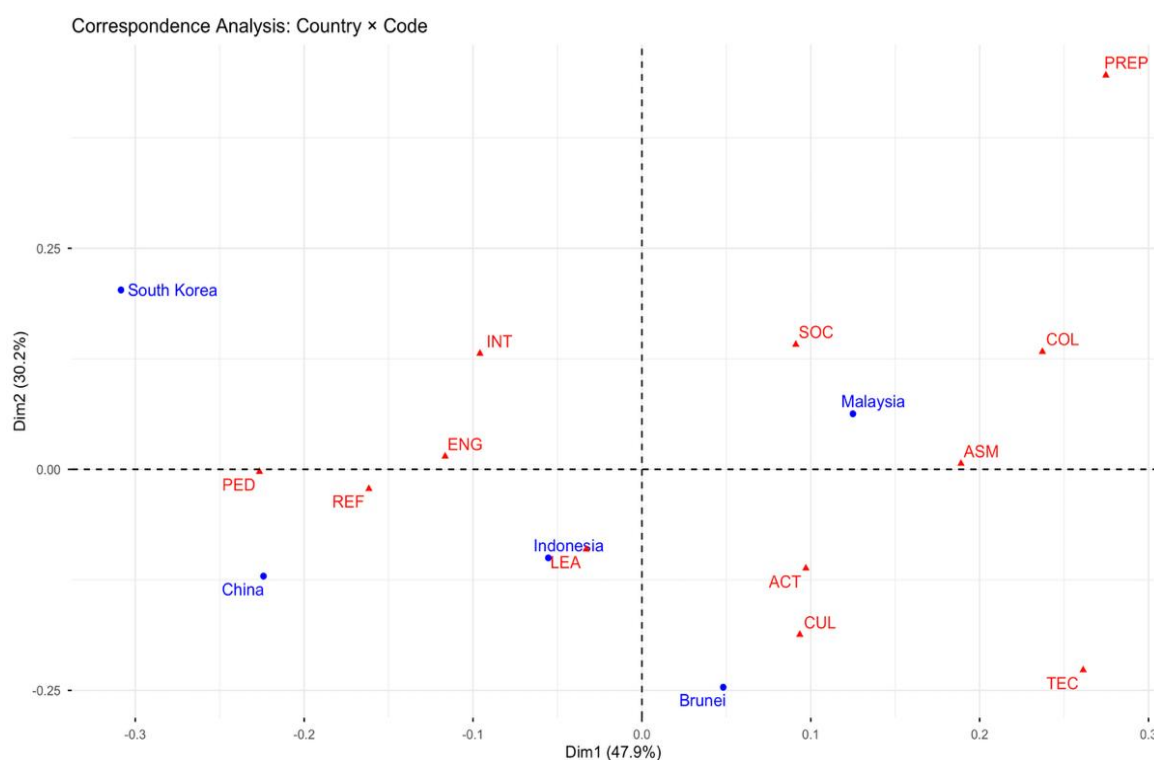


Figure 3: Correspondence analysis biplot of destination country and reflection codes

5.5 Reflexive Thematic Analysis of Overseas Classroom Observation Experiences

To move beyond the frequencies of categories and associations across countries, a reflexive thematic analysis was carried out to examine how participants understood their experiences with overseas classroom observation. The analysis treated reflective narratives as sense-making accounts that pre-service teachers constructed about pedagogy, learner participation, educational context, and their emerging professional identity. A total of four interrelated themes were built: (1) pedagogical observation as professional learning, (2) student-centred participation and relational learning, (3) adaptive pedagogy through resources and technology, and (4) intercultural reflexivity and emerging teacher identity. Collectively, the results indicated that overseas classroom observation served not just as exposure to international education systems but also as a space for the participants to reexamine assumptions about teaching, learning, and professional practice.

5.5.1 Theme 1: Pedagogical Observation as Professional Learning

Participants often recounted classroom observation as an opportunity to see enactments of effective teaching in real-world contexts. Their reflections revolved around their instructional roles, lesson delivery, classroom communication, and their specific subject area practice. More than simply recounting classroom occurrences, a number of participants commented on teacher practice, including how teachers supported learning, presented concepts, and created an environment conducive to teaching and learning, reflecting their developing understanding of pedagogical decision-making.

"The teacher acted as a facilitator and encouraged learning rather than serving mainly as a lecturer." (P02, South Korea)

"The teacher used English most of the time, explained clearly, and paid attention to syllable stress." (P03, China)

These reflections indicated that classroom observation could serve as a new kind of professional learning, an opportunity for participants to reflect upon and develop their understanding of effective instructional practice and the pedagogical rationales inherent in classroom instruction. Such a theme was even more pronounced in the case of destination contexts linked to pedagogical observation and reflective learning, as supported by the correspondence analysis.

5.5.2 Theme 2: Student-Centred Participation and Relational Learning

The second theme focused on participants' observations of engaged students, cooperative learning, and learner-centred classroom practices. Rather than merely sitting passively, students were often seen discussing ideas, collaborating, and completing active learning tasks. The teachers also structured the classroom environments intentionally for interaction, teamwork, and shared responsibility for learning.

"Students collaborated in groups, listened to one another, and supported their opinions with reasons." (S09, Indonesia)

"Students worked collaboratively in groups, and everyone had the opportunity to contribute to the discussion." (P12, Malaysia)

These reflections implied that participants began perceiving meaningful learning as one where students build understandings through interactions, collaboration, and authentic learning experiences. Seeing these learner-centred practices allowed participants to consider additional ways that classroom engagement can be designed for deeper learning.

5.5.3 Theme 3: Adaptive Pedagogy through Resources and Technology

Participants also reflected on the ways in which teachers designed routines with technology and learning resources, with engaging classroom activities wrapped around these so students could remain focused on their learning. Instead of seeing digital tools and game elements as additive, participants described them as instructional support for learner engagement, motivation to learn, and classroom

participation. They reflected on the educational importance of choosing useful resources to meet certain learning goals.

"Games helped attract students' attention and encouraged them to concentrate on learning." (P05, Brunei)

"The enjoyable activities and use of technology attracted students' attention and helped them become more focused on learning." (P12, Malaysia)

From these reflections, the findings indicated that the participants began to develop a more expansive view of adaptive pedagogy by identifying how digital tools and teaching materials may be strategically aligned with student learning needs and lesson goals. Instead of discussing the technology itself, participants talked about using it as a means to construct purposeful and authentic learning experiences.

5.5.4 Theme 4: Intercultural Reflexivity and Emerging Teacher Identity

In addition to instructional strategies, many participants discussed differences of a broader cultural, institutional, and professional nature that they observed. Noting the unfamiliarity of school cultures, classroom practices, and educational values provided participants with the opportunity to re-evaluate their preconceived notions of what teaching and learning should look like in a different way. Rather than merely comparing systems, they discussed how these experiences would affect their own upcoming practice as teachers in the future.

"I realised that more activities should be incorporated to stimulate student engagement, while technology could also be used to reduce the teacher's workload." (P07, Indonesia)

"Observing a different educational and cultural context made me reconsider my own understanding of teaching and learning." (P18, Malaysia)

These reflections indicated that overseas classroom observation fostered intercultural reflexivity by prompting participants to interpret educational differences through critical reflection rather than mere comparison. Simultaneously, the experience supported the development of professional identities as participants began to conceptualise how perspectives from diverse learning environments might inform their future teaching.

5.6 Integrative Interpretation

The integration of mixed-methods data showed that the initial quantitative findings provided a useful framework for interpreting the qualitative data, enabling a richer understanding of how pre-service teachers interpreted their overseas classroom observation experiences. The correspondence analysis revealed that reflection patterns were contingent on destination context, with different countries embodying distinct pedagogical profiles. China and South Korea showed stronger participation in Pedagogy, Interaction, and Meaningful Learning, while Malaysia, Indonesia, and Brunei focused more on Active Learning, Collaboration, Student Engagement, and Contextual Participation. These results suggested that overseas classroom observation did not provide

equal opportunities for learning; rather, it reflected the contrasting educational landscapes experienced.

The qualitative findings explained how participants made sense of these quantitative trends. The themes of Pedagogical Observation as Professional Learning, Student-Centred Participation and Relational Learning, Adaptive Pedagogy through Resources and Technology, and Intercultural Reflexivity and Emergent Teacher Identity illustrated the processes by which participants made sense of the classroom practices they observed. For instance, the quantitative prominence of Pedagogy and Meaningful Learning in China and South Korea aligned with the qualitative depth of participants' descriptions regarding instructional organisation, learner engagement, and reflective pedagogical thinking. Accordingly, the learning processes of Active Learning, Interaction, and Student Engagement in Malaysia, Indonesia, and Brunei were validated through the participants' reflections on collaborative learning, classroom participation, and authentic learner-centred activities.

Taken together, the quantitative results revealed differences in where reflection patterns focused in different destination contexts, while the qualitative results explained how and why participants understood those experiences differently. Such an integrative position gave rise to a meta-inference that overseas classroom observation should not be conceptualised as a unified international experience but rather as a context-dependent process of professional, pedagogical, and intercultural development. Through the use of correspondence analysis with reflexive thematic analysis, this study showed that while international classroom observation enabled the development of reflective understanding, contextual adaptability, and professional identity, it was achieved through different means in those educational contexts.

6. Discussion

Using a convergent mixed-methods design with qualitative priority, the present study investigates the ways in which pre-service teachers make sense of overseas classroom observation experiences in five Asian educational contexts. The integrated findings indicate that overseas classroom observation operates as a comprehensive professional learning experience relevant to pedagogical reflexivity, learner-centred comprehension, intercultural awareness, contextual responsiveness, and professional identity development.

These results align with those reported in previous research in that international teacher education not only fosters intercultural exposure, but also enhances pedagogical content knowledge, professional confidence as a learner and teacher, oral communication skills, and reflections on practice (Ivasciuc et al., 2025; Lin et al., 2025; Quezada, 2012; Werhan & Hurwood, 2014). Participants do not merely characterise unfamiliar educational settings but contextualise teaching strategies, learner behaviour, classroom interaction, and institutional practices in relation to their own education. This pattern is consistent with more recent views of contemporary reflective practice as interpretive experiences that convert experience into professional knowledge (Mulryan-Kyne, 2021; Ottesen, 2007).

The correspondence analysis suggests that the differences in reflection patterns according to destination contexts and overseas classroom observations do not represent uniform learning experiences. Instead, participants highlight various pedagogical facets in accordance with the educational settings they visit. Reflections associated with China and South Korea show stronger emphasis on pedagogy, interaction, engagement, and international experience, whereas those associated with Malaysia, Indonesia, and Brunei more frequently highlight active learning, meaningful learning, collaboration, and contextual participation.

These findings are consistent with Kabilan (2013) and Kim and Choi (2019), who report that international experiences foster professional development by opening up access to different institutional cultures and pedagogical practices. They also support Pedersen's (2022) view that international mobility is realised as professionalism rather than merely geographical relocation. The present findings build on this literature as they illustrate how short-term overseas classroom observation can also produce unique forms of professional learning based on the contexts encountered.

The qualitative results also indicate that student involvement, classroom communication, cooperative learning, peer interaction, student assurance, and the use of instructional aides are referred to more frequently. Participants start to see effective teaching as doing more than transmitting knowledge, connecting effective instruction with participatory and collaborative learning, and teacher-student relationships characterised by support. Choy et al. (2021) argue that educational context and pedagogical practice heavily inform the way in which reflective thinking is seen as a cognitive process.

Collaborative reflection helps lead to pre-service teachers' development from describing classroom events towards developing deeper content knowledge (Loh et al., 2017). Together, these studies suggest that reflection serves as professional knowledge construction rather than the documentation of classroom experiences. This present study expands this view by illustrating that classroom observation in an international setting motivates participants to reinterpret learner agency, teacher-student dynamics, and collaboration within a variety of complex educational contexts, thus deepening their conceptualisation of effective instruction.

Additionally, the intentional application of technology platforms, learning resources, games, and visual aids receives ample attention from participants. Instead of seeing the technology as an innovation, they focus on how these resources enhance learner engagement and instructional goals. These results align with those presented by Lin et al. (2025), in that short-term international mobility improves pedagogical adaptability and professional awareness by encouraging pre-service teachers to critically analyse instructional practices in different teaching contexts. Similarly, the findings of Mouraz et al. (2023) reveal that pre-service teachers tend to reconsider their pedagogical beliefs and curriculum practices when being exposed to new educational environments. In line with these findings, participants perceive instructional resources not merely as elements of

the classroom arena but also as part of contextually relevant pedagogy that could be embraced in their future teaching contexts.

The present study also contributes to the knowledge of the connection between intercultural competence and the formation of a professional identity. In addition to differences in instructional practices, the participants often ponder school culture, communication styles, institutional structures and expectations, and new or unfamiliar classroom norms. These experiences prompt them to rethink their own beliefs about teaching and learning in their respective contexts. This finding is supported by Deardorff (2020), who conceptualises intercultural competence as a multidimensional process involving awareness, adaptability, empathy, and critical reflection. Likewise, Hamaniuk et al. (2024) argue that intercultural competence is shaped by reflecting on cultural differences and experience analysis in various educational settings. These current findings therefore imply that intercultural competence for participants is identified not only through cultural exposure but also through a reflective interpretation of the educational differences encountered during overseas classroom observation.

The results also illustrate the close relationship between intercultural learning and professional identity development. Several participants describe being more reflective, identifying clearer professional goals, and rethinking the kind of teacher they want to be. This pattern matches the paradigm proposed by Beauchamp and Thomas (2009), where teacher identity develops through experience, reflection, and educational context. Similarly, the findings by Andonian et al. (2023) reveal that international educational engagement strengthens both intercultural sensitivity and professional self-understanding, while Malmir and Arefian (2025) report that intercultural experiences foster not only cultural understanding but also the continuous construction of professional identity. The present study contributes to the existing literature by suggesting that similar developmental processes can emerge during overseas classroom observation—even when participants are not engaged in teaching.

The current findings are also consistent with previous studies undertaken in Asian teacher education contexts. Nazhafah and Muslim (2021) reveal that participation in the SEA Teacher Project enhances Indonesian pre-service teachers' intercultural awareness, adaptability, and appreciation of culture. Similarly, Zhang and Zhou (2023) describe intercultural competence as a multidimensional process comprising communication, adaptation capability, reflective awareness, and intercultural awareness. Expanding from these findings, the current study indicates that along with direct cultural contact and exchange, intercultural learning may occur through pedagogical perspectives taken by observing practices dissimilar to those each teacher employs moving forward. Analyses indicate that participants seem to develop new professional understanding by deliberately confronting differences in the use of education from their own prior experiences and beliefs.

This broadens understanding of the internationalisation agenda in teacher education, which focuses on developing globally competent, culturally responsive teachers (OECD, 2023; Quezada, 2012). These findings further support recent evidence that meaningful learning with professional and intercultural dimensions can take place in short-term international mobility amid intentional reflection (Ivasciuc et al., 2025; Lin et al., 2025). Methodologically, the integration of correspondence analysis and reflexive thematic analysis allows for complementary insights into cross-context reflection while explaining how participants interpret their experiences (Braun & Clarke, 2021; Greenacre, 2017).

Overall, the findings indicate that overseas classroom observation should not be viewed only as one-off international exposure, but rather as an adaptive reflection process through which pre-service teachers obtain pedagogical content knowledge and intercultural skills while learning to adapt to different contexts and simultaneously developing their emerging professional identities.

7. Conclusion

This study addressed the need for further insight into how pre-service teachers interpret their classroom observations during their overseas expeditions across diverse Asian educational contexts. The findings were generated through a convergent mixed-methods design, demonstrating that overseas classroom observation can be understood as a multidimensional professional learning experience rather than just an opportunity for international exposure. Through reflection on engaging classroom environments, pre-service teachers can develop a stronger understanding of pedagogy and learners, more learner-centred perspectives, greater intercultural awareness, greater contextual flexibility, and emergent professional identities.

The results also indicated that the patterns of reflection differed according to destination contexts, which implies that educational settings influence the nature of professional and intercultural learning that pre-service teachers experience. The key implication is that classroom observation yields quality professional learning only if there is a framework for structured reflection. Hence, international mobility programmes in the future should integrate thoughtfully designed reflective opportunities that nurture pre-service teachers to critically reflect on and interpret different pedagogies before adapting them into context-responsive practice.

8. Research Implications

The present study offers three main contributions to international teacher education. First, it builds on previous work by providing evidence that overseas classroom observation can foster pedagogical, intercultural, and professional development for pre-service teachers even without the assumption of teaching responsibility. Second, it adds comparative evidence from five Asian systems to the existing literature on intra-Asian mobility and context-dependent professional learning. Third, integrating correspondence analysis and reflexive thematic analysis shows that the focus can move from simple pattern generation or layering by examining the inherent combination of both quantitative (visual) texture and

qualitative interpretation to achieve a better understanding of international educational experiences. In practical terms, these results indicate that overseas classroom observations should be followed by designed practice reflection activities, including critical interpretations of practices within specific teaching and learning contexts, negotiated by a participation culture. These reflective opportunities could be a way to enhance pedagogical understanding, intercultural competence, and professional identity, as well as providing an accessible and scalable model for international teacher education across Asia.

9. Limitations and Future Research

This study has several limitations. First, it consists of a small, non-representative single-centre cohort sample. Second, the study uses reflective narratives rather than direct measures of teaching performance or subsequent professional development over time. Future studies should involve larger, more diverse samples, longitudinal designs, and multiple data sources (classroom observations, interviews, or teaching performance assessments). Further research on international mobility, such as a comparative study of overseas teaching practicum, virtual exchange, and collaborative international projects, would add to knowledge on pre-service teachers' professional, intercultural, and identity development through various forms of international experiences.

10. Ethical Approval

The study adheres to all applicable national regulations and institutional guidelines, in line with the Declaration of Helsinki. Human research ethics REC: psu.pn.2-054/68

11. Acknowledgements

The authors used ChatGPT for language editing and organisational support during manuscript preparation. The authors take full responsibility for the accuracy, interpretation, and integrity of the content.

12. References

- Andonian, L., Chang, M. C., Smith, J., & George, A. (2023). Developing student intercultural communication, intercultural sensitivity, and professional identity through online international study abroad. *American Journal of Occupational Therapy*, 77(Supplement_2), 7711510208p1. <https://doi.org/10.5014/ajot.2023.77S2-PO208>
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175–189. <https://doi.org/10.1080/03057640902902252>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. Sage.
- Choy, S. C., Dinham, J., Yim, J. S. C., & Williams, P. (2021). Reflective thinking practices among pre-service teachers: Comparison between Malaysia and Australia. *Australian Journal of Teacher Education*, 46(2), 1–20. <https://doi.org/10.14221/ajte.2021v46n2.1>
- Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). Sage.

- Cushner, K., & Mahon, J. (2009). Intercultural competence in teacher education: Developing the intercultural competence of educators and their students. In D. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 304-320), Sage. <https://doi.org/10.4135/9781071872987>
- Deardorff, D. K. (2020). *Manual for developing intercultural competencies: Story circles*. UNESCO.
- Gambhir, G., Ahwan, A., & Kubacka, K. (2025). *Classroom observation study: Adapting and piloting a classroom observation tool for the Right To Play "My Education, My Future" programme, Burundi*. National Foundation for Educational Research.
- Greenacre, M. (2017). *Correspondence analysis in practice* (3rd ed.). CRC Press.
- Hamaniuk, V., Karpiuk, V. A., Shumilina, I., & Ustinova, V. (2024). The concept of "intercultural competence" in educational and scientific discourses. *Educational Dimension*, 11, 1-27. <https://doi.org/10.55056/ed.715>
- Ivasciuc, I.-S., Marinescu, N., & Ispas, A. (2025). Unlocking new horizons: Teacher mobility and competence growth via Erasmus exchange programs. *Education Sciences*, 15(6), 712. <https://doi.org/10.3390/educsci15060712>
- Kabilan, M. K. (2013). A phenomenological study of an international teaching practicum: Pre-service teachers' experiences of professional development. *Teaching and Teacher Education*, 36, 198-209. <https://doi.org/10.1016/j.tate.2013.07.013>
- Kim, Y., & Choi, M. (2019). Out of the book and into the classroom: The experiences of Korean social studies pre-service teachers in an international teaching practicum in the United States. *Asia-Pacific Journal of Teacher Education*, 47(2), 176-192. <https://doi.org/10.1080/1359866X.2018.1444142>
- Levitt, S. R. (2022). Intercultural competence in international teamwork: Understanding high- and low-context communication styles. *Communication and Media in Asia Pacific*, 5(1), 1-13. <https://doi.org/10.14456/cmap.2022.1>
- Lin, H. M., Lin, S. W., & Lee, Y. T. (2025). Overseas teaching and professional growth in short-term international mobility programs: Practical experiences and educational implications for preservice teachers in Taiwan. *Journal of International Students*, 15(11), 1-22. <https://doi.org/10.32674/zb66yg02>
- Loh, J., Hong, H., & Koh, E. (2017). Transforming teaching through collaborative reflection: A Singaporean case study. *Malaysian Journal of ELT Research*, 13(1), 1-11.
- Maharjan, B., Sunar, P. K., Dahal, N., Pant, B. P., & Manandhar, N. K. (2025). Connecting the dots: Teachers' reflective practices for developing self-efficacy, emancipation, and empowerment. *Journal of Interdisciplinary Studies in Education*, 14(2), 66-89. <https://doi.org/10.32674/dyp4kv17>
- Malmir, A., & Arefian, M. H. (2025). Identity processing styles as predictors of intercultural communicative competence and teaching professionalism: A case of Iranian EFL teachers. *Asian Journal of Second and Foreign Language Education*, 10, 60. <https://doi.org/10.1186/s40862-025-00355-8>
- Mariana, S., Mert, D. O., & Vasyi, S. (2025). Intercultural communication competence and professional success: Evidence from student-based research in higher education. *International Scientific Journal "Grail of Science"*, 59, 960-966. <https://doi.org/10.36074/grail-of-science.12.12.2025.116>
- Mouraz, A., Doyle, A., & Serra, I. (2023). The effects of international mobility on teachers' power of curriculum agency. *The Curriculum Journal*, 34(4), 1-17. <https://doi.org/10.1002/curj.226>
- Mulryan-Kyne, C. (2021). Supporting reflection and reflective practice in an initial teacher education programme: An exploratory study. *European Journal of Teacher Education*, 44(4), 502-519. <https://doi.org/10.1080/02619768.2020.1793946>
- Munezane, Y. (2025). Conceptualizing intercultural communicative competence in higher education in the Japanese context: Insights from language learners, practitioners,

- and public arena. *Social Sciences & Humanities Open*, 11(2), 101205. <https://doi.org/10.1016/j.ssaho.2024.101205>
- Nazhafah, V. S. N., & Muslim, A. B. (2021). Indonesian pre-service teachers' intercultural awareness in SEA Teacher Project. In *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)* (pp. 695–701).
- OECD. (2023). *Education at a glance 2023: OECD indicators*. OECD Publishing. <https://doi.org/10.1787/e13bef63-en>
- Ottesen, E. (2007). Reflection in teacher education. *Reflective Practice*, 8(1), 31–46. <https://doi.org/10.1080/14623940601138899>
- Pedersen, T. D. (2022). Mobility for teacher students or teacher students for mobility? Unravelling policy discourses on international student mobility in the context of teacher education. *European Educational Research Journal*, 21(6), 1–20. <https://doi.org/10.1177/14749041221097202>
- Pinna Pintor, S., & Premazzi, V. (2024). The key role of intercultural competencies for effective integration: From theory to practice. *Quality Education for All*, 1(2), 94–111. <https://doi.org/10.1108/QEA-03-2024-0027>
- Pratiwi, D. (2020). Teaching practicum in pre-service teacher education. *Yavana Bhasha: Journal of English Language Education*, 1(1), 31–40. <https://doi.org/10.25078/yb.v1i1.1375>
- Quezada, R. L. (Ed.). (2012). *Internationalization of teacher education: Creating global competent teachers and teacher educators for the twenty-first century*. Routledge.
- Sabet, P. G. P., & Chapman, E. (2023). A window to the future of intercultural competence in tertiary education: A narrative literature review. *International Journal of Intercultural Relations*, 96, 101868. <https://doi.org/10.1016/j.ijintrel.2023.101868>
- Signori, T. Y., Drajiati, N. A., & Putra, K. A. (2024). Indonesian non-ELT pre-service teachers' self-efficacy in EMI context: Voices from international teaching practicum in Thailand. *LEARN Journal: Language Education and Acquisition Research Network*, 17(1), 416–439.
- Suphasri, P., & Chinokul, S. (2021). Reflective practice in teacher education: Issues, challenges, and considerations. *PASAA*, 62, 236–264. <https://doi.org/10.58837/CHULA.PASAA.62.1.9>
- Turbinita, G. E., Safriyani, R., & Safriani, A. (2023). Exploring language barriers during international teaching practicum in Thailand: Pre-service teachers' voices. *J-Shelves of Indragiri (JSI)*, 5(1), 125–141. <https://doi.org/10.61672/jsi.v5i1.2666>
- Werhan, C. R., & Hurwood, M. (2014). Teacher education and study abroad: A review of literature for program development. *The Advocate*, 22(1), 56–63. <https://doi.org/10.4148/2637-4552.1076>
- Zhang, X., & Zhou, M. (2023). Chinese university students' intercultural competence: Reconceptualization and assessment. *Journal of International Students*, 13(4), 169–194. <https://doi.org/10.32674/jis.v14i3.5593>