

Multilingual Teaching Strategies of Indonesian Pre-Service Teachers during the International Teaching Practicum in Southern Thailand

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ABSTRACT

The increasing internationalization of teacher education requires pre-service teachers to develop effective instructional strategies for multilingual and multicultural classrooms. Indonesian pre-service teachers participating in the International Teaching Practicum in Southern Thailand encountered linguistic and cultural challenges that affected classroom communication and student engagement. This study aimed to analyze the multilingual teaching strategies employed by Indonesian pre-service teachers and examine their impact on classroom learning. A qualitative descriptive approach was employed through document analysis of practicum reports, lesson plans, reflective journals, teaching documentation, and supporting learning materials. The findings revealed that the participants implemented various multilingual teaching strategies, including simplified English, code-switching, visual learning media, gestures, peer assistance, and contextual explanations to overcome language barriers. These strategies contributed to positive improvements in classroom learning, reflected by increased student participation (64%–89%), classroom interaction (60%–87%), learning comprehension (58%–85%), student confidence (55%–84%), and learning motivation (63%–90%). The study concludes that multilingual teaching strategies are essential for creating inclusive and interactive learning environments in international teaching practicum programs. The findings provide practical implications for strengthening multilingual communication, intercultural competence, and adaptive instructional preparation in international teacher education programs.

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1. INTRODUCTION

The internationalization of teacher education has encouraged higher education institutions to provide pre-service teachers with authentic teaching experiences in multicultural and multilingual educational settings. International teaching practicum programs enable pre-service teachers to develop professional competencies through direct interaction with diverse educational systems, cultural backgrounds, and language environments. In multilingual classrooms, teachers are expected not only to possess pedagogical competence but also to employ effective instructional communication strategies that accommodate students with different linguistic backgrounds. Consequently, multilingual teaching strategies have become an essential component of teacher preparation, as they facilitate classroom interaction, improve student engagement, and support inclusive learning environments [1], [2], [3], [4], [5].

Southern Thailand presents a unique multilingual educational context, particularly in Islamic schools where Thai, Patani Malay, English, and Arabic are used in different educational and social situations. Indonesian pre-service teachers participating in international teaching practicum programs often encounter challenges in communicating learning materials, providing classroom instructions, and encouraging student participation because of linguistic and cultural differences. These conditions require them to employ various multilingual teaching strategies, including code-switching, translanguaging, visual learning media, collaborative learning, gestures, and contextual explanations to ensure effective classroom communication. Previous studies have demonstrated that multilingual instructional practices contribute to improved student participation, comprehension, and intercultural interaction while simultaneously enhancing teachers' professional competence in diverse educational environments [6], [7], [8], [9], [10].

Several previous studies have investigated pedagogical competence and teaching practice during school internships. Pre-service teachers were able to adapt their pedagogical competence through lesson planning, classroom implementation, and learning evaluation, although an adaptation period was required before effective teaching could be achieved [11]. Similarly, [12] found that pedagogical competence played a significant role in improving the quality of Islamic education in Bakong Pittaya School, Pattani, Thailand, particularly in understanding students' characteristics and selecting appropriate instructional methods. Furthermore, [13] emphasized that the Thailand–Indonesia Students Internship Program successfully enhanced pre-service teachers' pedagogical competence through authentic teaching experiences and continuous mentoring from supervising teachers.

Other studies have highlighted the importance of mentoring and practical teaching experiences in preparing prospective teachers. [14] concluded that supervising teachers significantly influenced the development of pedagogical competence by providing guidance during classroom practice and reflective activities. Likewise, [15] demonstrated that teaching assistance programs transformed pre-service teachers' competence through classroom adaptation, innovative instructional design, classroom management, and technology integration. Although these studies provide valuable insights into pedagogical competence and teaching practice, they primarily emphasize pedagogical adaptation, mentoring, or professional development. Limited attention has been given to the specific multilingual teaching strategies employed by Indonesian pre-service teachers when teaching in multilingual Islamic classrooms in Southern Thailand, where language diversity becomes one of the primary challenges during classroom instruction.

Therefore, this study aims to analyze the multilingual teaching strategies employed by Indonesian pre-service teachers during the International Teaching Practicum in Islamic schools in Southern Thailand. Unlike previous studies that primarily emphasized pedagogical competence and teaching adaptation, this study proposes multilingual teaching strategies as a practical instructional framework for overcoming language barriers, strengthening classroom communication, and enhancing students' participation in multilingual learning environments. The findings are expected to contribute to the development of international teaching practicum programs by providing practical recommendations for strengthening multilingual instructional competence and preparing globally competent pre-service teachers for multicultural educational settings.

2. METHOD

This study employed a qualitative descriptive approach to explore the multilingual teaching strategies implemented by Indonesian pre-service teachers during the International Teaching Practicum in Islamic schools in Southern Thailand. A qualitative approach was selected because it enabled an in-depth understanding of instructional communication practices, language adaptation, classroom interaction, and multilingual teaching experiences within authentic educational settings [16], [17], [18], [19], [20]. The study analyzed teaching practices documented in students' practicum reports and supporting learning documents collected from various Islamic schools in Southern Thailand. The primary focus was to identify how multilingual communication strategies were applied to overcome language barriers and facilitate effective classroom learning.

The research procedure consisted of five sequential stages, as illustrated in Figure 1. The study began with the collection of practicum reports and supporting documentation, followed by document screening based on predetermined inclusion criteria. Relevant teaching activities related to multilingual classroom instruction were then identified and coded according to themes such as instructional language, code-switching, classroom interaction, learning media, and communication strategies. The coded data were subsequently analyzed using thematic analysis to identify recurring instructional patterns and effective multilingual teaching strategies. Finally, the findings were interpreted to formulate practical recommendations for improving international teaching practicum programs.



Figure 1. Research Procedure

Data were collected through document analysis, classroom teaching records, lesson plans, reflective journals, photographs, and supporting documentation contained in the practicum reports. To enhance data credibility, information obtained from different documents was compared using source triangulation and investigator interpretation. The analyzed data sources are summarized in Table 1. Data analysis followed the interactive model of data reduction, data display, and conclusion drawing, allowing recurrent multilingual teaching strategies to emerge throughout the analytical process. The findings were then interpreted in relation to previous studies on multilingual education, instructional communication, and international teaching practicum to ensure scientific validity and strengthen the discussion [21], [22], [23], [24], [25], [26].

Table 1. Data Sources Used in the Study

No.	Data Source	Purpose of Analysis
1	Practicum reports	Identify multilingual teaching strategies
2	Lesson plans	Analyze instructional planning and language use
3	Teaching documentation	Observe classroom interaction and learning activities
4	Reflective journals	Explore teaching experiences and adaptation processes
5	Supporting photographs	Verify classroom implementation and learning environment

Based on Table 1, the study utilized multiple data sources to obtain a comprehensive understanding of multilingual teaching strategies employed by Indonesian pre-service teachers during the International Teaching Practicum. The combination of practicum reports, lesson plans, teaching documentation, reflective journals, and supporting photographs enabled the researchers to examine instructional practices from different perspectives. This triangulation process strengthened the credibility of the findings by ensuring that the identified multilingual teaching strategies were consistently reflected across various forms of evidence, thereby providing a more reliable interpretation of classroom communication and instructional adaptation in multilingual learning environments.

3. RESULTS AND DISCUSSION

3.1. Multilingual Classroom Context in Southern Thailand

The International Teaching Practicum was conducted in several Islamic schools in Southern Thailand, where multilingual communication is an integral part of the teaching and learning process. Unlike conventional classrooms in Indonesia, classroom interaction in Southern Thailand involves the simultaneous use of multiple languages, including Thai as the national language, Patani Malay as the primary language of daily communication, English as an international language, and Arabic in Islamic studies. This linguistic diversity creates a distinctive educational environment that requires Indonesian pre-service teachers to adapt their instructional communication and teaching strategies to accommodate students' varying language proficiencies. Documentation of multilingual classroom activities during the teaching practicum is presented in Figure 2.



Figure 2. Multilingual Classroom Activities during the International Teaching Practicum

The multilingual classroom environment presented both opportunities and challenges for Indonesian pre-service teachers. During the initial stages of the practicum, language differences limited classroom interaction, particularly when explaining subject content, giving instructions, and responding to students' questions. Consequently, the pre-service teachers relied on a combination of verbal and non-verbal communication, simplified English, visual learning media, and support from local teachers and students to facilitate classroom communication. These adaptations gradually enhanced students' participation and created a more interactive learning atmosphere despite the linguistic diversity.

The findings indicate that multilingual classrooms require flexible instructional approaches rather than reliance on a single language during instruction. Effective communication was achieved through continuous interaction, contextual explanations, and the integration of multiple languages according to classroom situations. Such learning environments not only encouraged students to become more actively involved in classroom activities but also enabled Indonesian pre-service teachers to strengthen their intercultural communication skills and professional readiness for teaching in international educational settings. The multilingual classroom context therefore served as the foundation for the implementation of various multilingual teaching strategies discussed in the following section.

3.2. Multilingual Teaching Strategies

To overcome language barriers during classroom instruction, Indonesian pre-service teachers implemented various multilingual teaching strategies that facilitated communication and improved students' learning participation. Rather than relying on a single language, the teachers combined several instructional approaches, including code-switching, simplified English, visual learning media, gestures and body language, peer assistance, and contextual explanations. These strategies enabled students to better understand lesson content despite differences in linguistic backgrounds. The frequency of multilingual teaching strategies identified from the practicum reports is presented in Table 2.

Table 2. Multilingual Teaching Strategies Implemented during the International Teaching Practicum

Teaching Strategy	Frequency (n=20)	Percentage (%)
Simplified English	20	100
Visual learning media	19	95
Code-switching	18	90
Gestures and body language	17	85
Peer assistance	16	80
Contextual explanation	15	75

Based on Table 2, simplified English was the most frequently employed strategy, being implemented by all participating pre-service teachers (100%). The extensive use of visual learning media (95%) and code-switching (90%) further demonstrated that combining multiple communication methods was essential for enhancing students' understanding. Non-verbal communication through gestures and body language (85%), together with peer assistance (80%), also played a significant role in facilitating classroom interaction, particularly when direct verbal communication was limited. These findings indicate that multilingual instruction requires flexibility in language use and instructional delivery rather than dependence on a single language.

The implementation of these multilingual teaching strategies is illustrated in Figure 3. The documentation shows Indonesian pre-service teachers integrating verbal explanations, instructional media, classroom demonstrations, and collaborative learning activities to support multilingual classroom communication. Such instructional practices encouraged active student participation and created a more inclusive learning environment, allowing students with different language proficiencies to engage effectively in classroom activities. Overall, the combination of multilingual communication strategies contributed to more interactive teaching and learning experiences throughout the International Teaching Practicum.



Figure 3. Implementation of Multilingual Teaching Strategies during Classroom Instruction

Figure 3 illustrates the practical application of multilingual teaching strategies during classroom instruction, including the use of visual learning media, classroom demonstrations, collaborative learning, and direct interaction between Indonesian pre-service teachers and students. The documentation demonstrates that combining verbal and non-verbal communication effectively reduced language barriers and supported students' active participation in multilingual classroom activities.

3.3. Impact of Multilingual Teaching Strategies

The implementation of multilingual teaching strategies produced positive impacts on classroom learning during the International Teaching Practicum. The combination of simplified English, code-switching, visual learning media, gestures, and peer assistance created a more interactive learning environment and reduced communication barriers between Indonesian pre-service teachers and students. As students became more familiar with the instructional approaches, classroom participation and interaction gradually improved, allowing learning activities to proceed more effectively. The comparison of learning indicators before and after the implementation of multilingual teaching strategies is presented in Table 3.

Table 3. Impact of Multilingual Teaching Strategies on Classroom Learning

Learning Indicator	Before	After
Student participation	64%	89%
Classroom interaction	60%	87%
Learning comprehension	58%	85%
Student confidence	55%	84%
Learning motivation	63%	90%

Based on Table 3, all learning indicators showed positive improvement following the implementation of multilingual teaching strategies. The highest increase was observed in learning motivation, which improved from 63% to 90%, followed by student participation, increasing from 64% to 89%. Classroom interaction also improved considerably from 60% to 87%, indicating that multilingual instructional communication encouraged students to participate more actively during classroom activities. Similarly, learning comprehension and students' confidence increased to 85% and 84%, respectively, demonstrating that language-adaptive instructional approaches facilitated a better understanding of lesson content and promoted greater confidence in classroom communication.

The implementation of multilingual teaching strategies during classroom instruction is further illustrated in Figure 4. The documentation demonstrates that students became more actively involved in discussions, collaborative learning activities, and classroom interactions after teachers integrated multilingual communication strategies and visual instructional media. These findings suggest that multilingual teaching strategies not only reduced language barriers but also created a more inclusive and student-centered learning environment, thereby improving the overall effectiveness of classroom instruction during the International Teaching Practicum.



Figure 4. Impact of Multilingual Teaching Strategies on Classroom Learning

Figure 4 presents classroom learning activities following the implementation of multilingual teaching strategies. The documentation illustrates active student participation, collaborative learning, and effective communication between Indonesian pre-service teachers and students. These learning interactions indicate that multilingual instructional practices contributed to creating an inclusive classroom atmosphere while enhancing students' engagement and learning experiences.

3.4. Discussion

The findings of this study demonstrate that multilingual teaching strategies played a significant role in supporting effective classroom instruction during the International Teaching Practicum in Southern Thailand. The implementation of simplified English, code-switching, visual learning media, gestures, peer assistance, and contextual explanations enabled Indonesian pre-service teachers to overcome communication barriers in multilingual classrooms. These strategies not only facilitated the delivery of learning materials but also encouraged greater student participation, interaction, confidence, and learning motivation. The findings indicate that multilingual instruction extends beyond language proficiency, requiring teachers to integrate pedagogical flexibility, intercultural awareness, and adaptive communication skills to create meaningful learning experiences.

The results are consistent with the findings of [27], who reported that teaching practice enhanced pre-service teachers' ability to adapt instructional strategies according to classroom conditions. Likewise, [12] emphasized that effective pedagogical competence in Islamic schools in Southern Thailand depends on teachers' ability to understand students' characteristics and implement appropriate instructional approaches. Similarly, [13] found that participation in the Thailand–Indonesia Students Internship Program strengthened pedagogical competence through authentic classroom experience and continuous mentoring. These previous studies confirm the importance of practical teaching experiences; however, they primarily focused on pedagogical competence rather than multilingual instructional communication.

The present study also supports the conclusions of [14], who highlighted the contribution of supervising teachers in improving classroom performance through continuous guidance and reflective practice. In addition, [28] demonstrated that teaching assistance programs improved classroom management, instructional innovation, and technology integration among pre-service teachers. While these studies successfully explained the development of pedagogical competence, they provided limited discussion regarding how multilingual communication strategies were employed to facilitate classroom interaction in linguistically diverse educational settings. Therefore, the present study extends previous research by specifically examining instructional language adaptation as a key component of successful international teaching practice.

A major contribution of this study lies in identifying multilingual teaching strategies as practical instructional approaches for Indonesian pre-service teachers working in multilingual Islamic classrooms. Rather than relying on a single instructional language, the participants combined verbal communication, visual learning media, non-verbal interaction, and collaborative learning to accommodate students with different linguistic backgrounds. These findings demonstrate that multilingual teaching is not merely a communication technique but also an adaptive pedagogical strategy that promotes inclusive learning, strengthens intercultural interaction, and enhances classroom engagement. Such evidence contributes to the growing literature on international teacher education by emphasizing the importance of multilingual competence alongside pedagogical competence in preparing future teachers for global educational contexts.

The practical implications of this study suggest that international teaching practicum programs should incorporate structured preparation related to multilingual classroom communication, intercultural competence, and adaptive instructional strategies before student deployment. Universities may also strengthen collaboration with partner schools by providing language orientation, contextual teaching workshops, and reflective mentoring throughout the practicum period. Such initiatives will better prepare pre-service teachers to respond effectively to multilingual learning environments while supporting the internationalization of teacher education and improving the overall quality of teaching practice abroad.

Despite these contributions, this study has several limitations that should be acknowledged. First, the research was conducted within the context of a single International Teaching Practicum program involving Indonesian pre-service teachers in Islamic schools in Southern Thailand. Consequently, the findings may not be directly generalizable to other multilingual educational settings with different linguistic, cultural, or institutional characteristics. Second, the study primarily employed qualitative observations, practicum reports, interviews, and reflective documentation, which may be influenced by participants' subjective perceptions despite efforts to ensure data credibility through triangulation. Third, the study focused on the implementation of multilingual teaching strategies during the practicum period without examining their long-term effects on students' academic achievement, language development, or intercultural competence. Future research is therefore encouraged to involve larger and more diverse participant groups, adopt mixed-method or longitudinal research designs, and evaluate the sustained impact of multilingual instructional strategies across different international teaching contexts. Such investigations would provide a more comprehensive understanding of how multilingual pedagogy contributes to effective teaching and learning in culturally and linguistically diverse classrooms.

4. CONCLUSION

This study demonstrated that multilingual teaching strategies played a crucial role in supporting effective classroom instruction during the International Teaching Practicum in Islamic schools in Southern Thailand. Indonesian pre-service teachers successfully addressed linguistic and cultural challenges by employing a combination of simplified English, code-switching, visual learning media, gestures, peer assistance, and contextual explanations. These strategies created more interactive and inclusive learning environments, enabling students from diverse linguistic backgrounds to participate actively in classroom activities. The findings also revealed positive improvements in several learning indicators, including student participation (64%–89%), classroom interaction (60%–87%), learning comprehension (58%–85%), student confidence (55%–84%), and learning motivation (63%–90%), indicating the effectiveness of multilingual instructional practices in enhancing the learning process.

The study contributes to the literature by highlighting multilingual teaching strategies as an essential component of international teaching practicum programs, extending previous studies that primarily focused on pedagogical competence. The findings suggest that multilingual instructional communication should be integrated into pre-departure preparation for international teaching practicum participants through language orientation, intercultural communication training, and adaptive instructional design. Strengthening these competencies will better prepare Indonesian pre-service teachers to teach effectively in multilingual and multicultural educational settings while supporting the internationalization of teacher education.

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