

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical foundations of the study, including mindfulness, mindful teaching, English as a Foreign Language (EFL) teaching, preservice EFL teachers, international teaching internships, and cross-cultural EFL classrooms. It also reviews relevant previous studies and presents the theoretical framework used to interpret how mindfulness is integrated into the teaching practices of Indonesian preservice EFL teachers during their international teaching internship in Thailand.

2.1 Theoretical Description

This section establishes the theoretical foundation for understanding mindful teaching in the present study. The discussion draws on scholarly and empirical literature addressing mindfulness from educational, psychological, and pedagogical perspectives, with particular attention to its relevance to EFL teaching and preservice teacher development.

The discussion covers mindfulness, mindful teaching, English as a Foreign Language (EFL) teaching, preservice EFL teachers, international teaching internships, and cross-cultural EFL classrooms. The study draws particularly on Jennings and Greenberg's (2009) theoretical perspective on teachers' social and emotional competence and its relationship to classroom processes. Based on this theoretical foundation and the literature reviewed in this chapter, the present study examines mindful teaching through five analytical categories: classroom awareness, pedagogical responsiveness, classroom management, teacher–student interaction, and emotional regulation. Relevant previous studies are also reviewed to identify existing research trends and gaps and to establish the rationale for investigating mindful teaching among Indonesian preservice EFL teachers during an international teaching internship in Thailand.

2.1.1. Mindfulness

Mindfulness has become an important concept in educational research, particularly in understanding teachers' awareness and decision-making during classroom instruction. Since the present study examines mindfulness in the teaching practices of Indonesian preservice EFL teachers, it is essential to first discuss the concept of mindfulness as the theoretical foundation of the study.

1. Definition of Mindfulness

Mindfulness has received considerable attention in psychology and education because of its contribution to cognitive, emotional, and behavioural functioning. Initially associated primarily with psychology and clinical practice, mindfulness has increasingly been applied in educational settings as a professional capacity that supports teachers in remaining attentive, reflective, emotionally balanced, and responsive to classroom demands (Emerson et al., 2017).

Mindfulness generally refers to intentional awareness of present-moment experiences accompanied by openness and non-judgment. It involves directing attention to ongoing thoughts, emotions, bodily sensations, and surrounding events without immediately reacting to them. This awareness allows individuals to recognize their internal and external experiences and respond more deliberately rather than automatically. Within educational contexts, these qualities are relevant because teachers continuously encounter situations requiring attention, judgment, and appropriate responses.

In teaching, mindfulness extends beyond personal well-being by supporting professional practice. It enables teachers to sustain attention, recognize changes in students' behaviours and understanding, regulate emotional responses, and make instructional decisions according to classroom conditions. These capacities can support reflective teaching,

instructional flexibility, and professional judgment (Hidajat et al., 2023). Mindfulness has also been associated with teachers' resilience, self-awareness, reflection, and professional development, helping them evaluate classroom experiences and improve their practices over time (Algaidi, 2025).

Mindfulness is particularly relevant in EFL classrooms, where teachers may encounter learners with different levels of language proficiency, confidence, participation, and communication anxiety. Such conditions require teachers to notice students' responses and adapt instruction while maintaining constructive classroom interactions (Huang, 2022). Accordingly, mindfulness in the present study refers to teachers' capacity to maintain awareness of classroom experiences, manage their responses, and make thoughtful pedagogical decisions. This understanding provides the conceptual basis for examining mindful teaching through the five analytical categories used in this study: classroom awareness, pedagogical responsiveness, classroom management, teacher–student interaction, and emotional regulation.

2. Characteristics of Mindfulness

Mindfulness involves interconnected attentional, emotional, cognitive, and reflective capacities that enable individuals to remain aware of present experiences and respond deliberately rather than automatically (Emerson et al., 2017). Several characteristics are particularly relevant to teaching.

One central characteristic is present-moment awareness, which involves maintaining attention to ongoing experiences. In educational settings, this allows teachers to notice students' behaviours, participation, understanding, and changes in classroom conditions, enabling instructional decisions to reflect what is actually occurring during teaching (Tao, 2022).

Another characteristic is non-judgmental acceptance, which involves recognizing experiences without immediately evaluating or reacting to them. For teachers, this can support patience and openness when encountering students with different abilities, behaviours, and learning difficulties. Rather than responding impulsively, teachers can first recognize the situation and determine an appropriate response. This principle is consistent with the broader theoretical perspective underlying mindful and socially and emotionally competent teaching (Jennings & Greenberg, 2009). Mindfulness is also associated with emotional regulation, or the ability to recognize and manage emotional responses appropriately.

In teaching, this capacity helps teachers remain composed during challenging classroom situations and maintain constructive responses rather than allowing frustration or pressure to determine their behaviour (Wang et al., 2025). A further characteristic is cognitive flexibility, which enables individuals to reconsider their perspectives and actions as circumstances change. For teachers, flexibility is important when instructional strategies, activities, or explanations need to be modified according to students' immediate needs rather than followed rigidly according to a predetermined plan (Xu & Wang, 2024).

Finally, reflective awareness supports teachers in examining their experiences and identifying areas for improvement. For preservice teachers, reflection can transform classroom experiences, including difficulties and unsuccessful instructional decisions, into opportunities for professional learning and development (Algaidi, 2025).

Taken together, present-moment awareness, non-judgmental acceptance, emotional regulation, cognitive flexibility, and reflective awareness demonstrate that mindfulness involves more than attention or stress reduction. These characteristics provide a conceptual basis for

understanding how mindfulness may be manifested through teachers' classroom practices.

3. Mindfulness in Education

In education, mindfulness has developed beyond its association with psychological well-being and has become relevant to teachers' professional practice. It can support teachers in maintaining awareness, regulating their responses, and making thoughtful decisions while dealing with the dynamic demands of classroom instruction (Hidajat et al., 2023).

During teaching, mindful awareness enables teachers to attend not only to lesson content but also to students' responses, participation, learning difficulties, and changing classroom conditions. This awareness can inform instructional adjustments when students require different explanations, activities, or forms of support (Song & He, 2021). Mindfulness is also relevant to teacher–student relationships because attentive and patient communication can contribute to supportive classroom environments in which students feel more comfortable participating and making mistakes (Xie & Derakhshan, 2021).

These functions are particularly relevant in EFL classrooms, where anxiety, limited confidence, and fear of negative evaluation may affect students' willingness to communicate. Teachers' sensitivity to these affective conditions can help them provide appropriate support and create classroom environments that encourage language participation (Jin et al., 2021). For preservice teachers, mindfulness is also relevant during teaching practicum and internship experiences, where theoretical knowledge must be applied to authentic and often unpredictable classroom situations. Awareness and reflection can help preservice

teachers evaluate their teaching experiences, identify difficulties, and develop their professional competence through practice (Zhu, 2022).

Therefore, mindfulness in education can be understood as a professional capacity that supports awareness, thoughtful responses, constructive classroom interaction, and reflection. In the present study, these principles provide the theoretical basis for examining how mindfulness was manifested in the teaching practices of Indonesian preservice EFL teachers during their international teaching internship in Thailand.

2.1.2. Mindfulness in EFL Teaching

English as a Foreign Language (EFL) teaching involves cognitive, emotional, and social demands because students are expected to communicate in a language they have not yet fully mastered. Learners may experience foreign language anxiety, fear of making mistakes, or low confidence, which can reduce classroom participation and opportunities for meaningful language practice. Therefore, EFL teachers require not only pedagogical knowledge but also sensitivity to students' emotional and communicative needs (Jin et al., 2021).

Within this context, mindfulness enables teachers to remain attentive to students' responses during instruction rather than focusing solely on completing lesson objectives. By recognizing signs of confusion, hesitation, or disengagement, teachers can adjust their instruction by simplifying explanations, providing additional examples, modifying activities, or encouraging participation with less pressure. Such responsiveness allows instruction to better address students' immediate learning needs (Huang, 2022).

Mindfulness also supports positive teacher–student relationships, which are particularly important in language learning. Students are

generally more willing to communicate when they feel supported and perceive mistakes as part of the learning process. Patience, empathy, active listening, and constructive feedback can reduce communication anxiety and encourage students to use English more confidently during classroom activities (Xie & Derakhshan, 2021).

In addition, mindfulness supports instructional flexibility in EFL classrooms, where students may differ in proficiency, learning pace, cultural background, and communication style. Teachers need to observe classroom conditions and adjust strategies according to students' responses rather than rely entirely on predetermined lesson plans. This flexibility becomes especially important in multilingual and cross-cultural classrooms where linguistic and cultural differences may create additional communication barriers (Lee & Chiu, 2023).

For preservice EFL teachers, mindfulness is particularly relevant during teaching practicum and international internships because they are still developing instructional competence while responding to authentic and sometimes unfamiliar classroom situations. Mindfulness can help them remain attentive, regulate emotional responses, make appropriate instructional adjustments, and reflect on their teaching experiences as part of their continuing professional development (Li & Lv, 2022).

Overall, mindfulness in EFL teaching supports teachers in recognizing classroom conditions, responding to students' learning needs, maintaining supportive interactions, adapting instruction, and managing emotional demands. These functions are relevant to the present study because they provide a theoretical basis for examining how mindfulness was reflected in the teaching practices of Indonesian preservice EFL teachers during their international teaching internship in Thailand.

2.1.3. Mindful Teaching

Mindful teaching refers to the application of mindfulness principles in teaching, particularly in how teachers maintain awareness, regulate their responses, and make thoughtful decisions during classroom interactions. While mindfulness provides the broader conceptual foundation, mindful teaching concerns how these qualities are manifested in instructional practice. In the present study, mindful teaching is examined through five analytical categories: classroom awareness, pedagogical responsiveness, classroom management, teacher student interaction, and emotional regulation. These categories are used to organize and interpret participants' teaching practices rather than being presented as five dimensions directly proposed by a single framework.

1. Classroom Awareness

Classroom awareness refers to teachers' ability to maintain conscious attention to classroom conditions throughout the teaching and learning process, while delivering instructional content, teachers also observe students' verbal responses, facial expressions, body language, participation, and emotional conditions. Such awareness provides information about students' understanding, engagement, and immediate learning needs and allows teachers to make instructional decisions based on what is occurring in the classroom.

From a mindfulness perspective, classroom awareness involves present-moment attention with reduced automatic judgment and emotional reactivity. Teachers can observe changing classroom conditions before deciding how to respond rather than reacting impulsively to confusion, disengagement, or disruptive behavior. This attentiveness supports teachers in managing classroom complexity while maintaining instructional focus and emotional stability (Song & He, 2021).

Classroom awareness is particularly important in EFL classrooms because students may communicate confusion or anxiety indirectly. Learners with limited confidence may remain silent rather than explicitly state that they do not understand. Teachers therefore need to recognize non-verbal indicators such as hesitant expressions, reduced participation, or changes in body language and provide appropriate support when necessary (Jin et al., 2021). Previous research similarly indicates that mindful awareness can support teachers in recognizing students' needs and making context-sensitive decisions based on actual classroom conditions (Chano et al., 2026; G. Xu et al., 2026).

Thus, classroom awareness provides an important analytical category for examining how teachers attend to students and classroom conditions before taking instructional action. In this study, it concerns participants' attention to students' responses, engagement, understanding, and other observable classroom cues during their teaching internship.

2. Pedagogical Responsiveness

Pedagogical responsiveness refers to teachers' ability to recognize students' learning needs and adjust instruction accordingly. It involves interpreting students' verbal and non-verbal responses and modifying instructional decisions when the original approach is ineffective. Rather than following a lesson plan rigidly, responsive teachers evaluate classroom conditions and make adjustments while maintaining the intended learning objectives.

Mindfulness supports this responsiveness by encouraging teachers to observe classroom situations before acting. When students experience difficulty, teachers may simplify explanations, provide additional examples, modify activities, or use alternative

instructional techniques. Such flexibility reflects the understanding that effective teaching requires adjustment to students' immediate needs rather than strict adherence to predetermined procedures (Huang, 2022).

This is especially relevant in EFL classrooms, where students may differ in proficiency, learning pace, and communicative confidence. Teachers may need to use visual aids, gestures, simplified language, collaborative activities, or educational games to overcome communication barriers and support participation (Lee & Chiu, 2023). Context-sensitive decision-making also allows teachers to respond proactively to changes in student engagement and understanding (G. Xu et al., 2026).

Therefore, pedagogical responsiveness is used in this study to examine how participants modified explanations, activities, instructional strategies, and other pedagogical decisions in response to classroom conditions. It represents the adaptive aspect of mindful teaching that follows teachers' awareness of students' immediate needs.

3. Classroom Management

Classroom management concerns the establishment and maintenance of conditions that support learning and student participation. It extends beyond controlling behavior to include organizing classroom activities, maintaining attention, establishing expectations, and responding constructively to disruptions. From a mindful teaching perspective, effective management involves awareness, emotional control, and deliberate responses rather than impulsive reactions.

Mindfulness can support classroom management by helping teachers remain calm and attentive when difficulties occur. Instead of immediately reacting to disruptive behavior, teachers can assess the situation and select responses that maintain instructional continuity without unnecessarily escalating tension. Jennings and Greenberg (2009) similarly emphasize the relationship between teachers' social and emotional competence, effective classroom management, supportive teacher–student relationships, and a positive classroom climate.

In EFL classrooms, management is closely connected with engagement because students may become distracted or disengaged when they experience language difficulties or lack confidence. Strategies such as clear routines, positive reinforcement, collaborative activities, and patient guidance can help maintain participation while creating a supportive learning environment (Huang, 2022). Proactive attention to classroom dynamics can also help teachers address potential difficulties before they become more disruptive (G. Xu et al., 2026).

Accordingly, classroom management in this study refers to participants' practices for maintaining classroom order, attention, participation, and instructional continuity. It is treated as an analytical category through which mindful responses to classroom behavior and learning conditions can be examined.

4. Teacher–Student Interaction

Teacher–student interaction refers to the communication and relationships established between teachers and learners during the learning process. Positive interaction allows teachers to understand students' academic and emotional needs while encouraging learners to participate. Within mindful teaching, such interaction involves

attentiveness, empathy, respect, supportive communication, and responsiveness to students.

Mindfulness can strengthen teacher–student interaction by helping teachers remain attentive during communication and recognize students’ verbal and non-verbal responses. Jennings and Greenberg (2009) emphasize that teachers’ social and emotional competence contributes to supportive teacher–student relationships and a positive classroom climate. In practice, this may be reflected through attentive communication, encouragement, constructive responses, and sensitivity to students’ needs.

Positive interaction is especially important in EFL classrooms because students may experience anxiety or fear of making mistakes when communicating in English. Supportive responses, encouragement, and positive reinforcement can create psychological safety and increase students’ willingness to participate in classroom communication (Jin et al., 2021). Mindfulness may further support these relationships by strengthening teachers’ empathy, emotional awareness, and constructive communication (F. Wang & Ye, 2021).

In multicultural and multilingual settings, teacher–student interaction also requires sensitivity to linguistic and cultural differences. Trust, respect, and open communication can help students participate despite these differences (Tao, 2022). Therefore, this analytical category is used in the present study to examine how participants communicated with students, provided encouragement and support, and developed positive relationships during classroom instruction.

5. Emotional Regulation

Emotional regulation refers to teachers' ability to recognize and manage their emotional responses during teaching. Classroom instruction can involve confusion, disruptive behavior, communication difficulties, time pressure, and unexpected situations. Effective emotional regulation helps teachers avoid impulsive reactions and maintain professional responses that support both instruction and classroom relationships.

From a mindfulness perspective, emotional regulation involves becoming aware of emotions without being controlled by them. Teachers may experience frustration, anxiety, or disappointment but can pause, assess the situation, and determine an appropriate response. Jennings and Greenberg (2009) highlight the importance of teachers' social and emotional competence and well-being in supporting effective classroom functioning and positive relationships.

Emotional regulation is particularly important in EFL classrooms, where differences in proficiency, participation, and communication confidence may require considerable patience and flexibility. Remaining calm and supportive enables teachers to respond to learning difficulties without creating additional pressure for students (S. Chen & Tang, 2024). Research also associates mindfulness with lower stress and emotional exhaustion and with stronger resilience and professional well-being among teachers (Emerson et al., 2017; Barata-gonçalves et al., 2025).

For preservice teachers, emotional regulation can additionally support reflection and professional development because they are still learning to manage authentic classroom demands. The ability to evaluate difficult experiences without being

dominated by negative emotional reactions can help them identify improvements for future teaching (Zhu, 2022). In the present study, emotional regulation therefore refers to how participants maintained calmness, controlled emotional reactions, and responded constructively when facing difficulties during their teaching internship.

Overall, the five analytical categories provide a structured basis for examining mindful teaching in the present study. Classroom awareness concerns noticing classroom conditions; pedagogical responsiveness concerns adjusting instruction in response to those conditions; classroom management concerns maintaining an environment conducive to learning; teacher–student interaction concerns supportive interpersonal relationships; and emotional regulation concerns managing teachers’ emotional responses during classroom challenges. Together, these categories guide the analysis of how mindfulness was manifested in the teaching practices of Indonesian preservice EFL teachers during their international teaching internship in Thailand.

2.1.4. Professional Development and Preservice EFL Teachers

Professional development refers to the continuous process through which teachers develop and refine the knowledge, skills, attitudes, and professional competencies required for effective teaching. It extends beyond subject knowledge and instructional techniques to include reflective practice, emotional competence, adaptability, and lifelong learning. Teachers need to evaluate and improve their practices in response to changing learner characteristics, educational contexts, and classroom demands. Therefore, professional development is an important component of teacher education in preparing teachers to respond effectively to the complexity of professional practice.

Within teacher education, mindfulness is relevant to professional development because it supports self-awareness, emotional regulation, reflective thinking, and professional identity. Rather than functioning solely as a means of reducing stress, mindfulness can help teachers evaluate their classroom experiences, recognize areas for improvement, and make more thoughtful pedagogical decisions. These capacities contribute to teachers' emotional competence, instructional confidence, and continuing professional growth (Zhu, 2022).

Professional development is particularly important for preservice EFL teachers because they are transitioning from university students to professional educators. During this stage, they begin applying pedagogical knowledge to authentic classroom situations while facing uncertainty, emotional pressure, and instructional challenges. Consequently, their development involves not only acquiring pedagogical knowledge but also strengthening reflective capacity, emotional resilience, and adaptive teaching skills.

Research indicates that mindfulness can support preservice teachers' professional development through emotional regulation, resilience, self-efficacy, and reflective practice. These capacities help beginning teachers manage teaching-related challenges, maintain emotional stability, and adapt instruction according to students' needs (Li & Lv, 2022; G. Xu et al., 2026). Professional development also emerges through interaction between theoretical preparation and classroom experience, where preservice teachers evaluate their strategies, receive feedback, reflect on their performance, and develop professional confidence and decision-making skills (Algaidi, 2025).

Overall, professional development prepares preservice EFL teachers to become competent, reflective, and adaptable educators. The integration of pedagogical knowledge, emotional competence, reflection, and

mindfulness can support their transition into professional teaching, particularly when they encounter unfamiliar and diverse educational contexts such as international teaching internships (Gebre et al., 2025).

2.1.5. International Teaching Internship

An international teaching internship is a structured professional experience that allows preservice teachers to conduct teaching practice in educational institutions outside their home country. Unlike practicum conducted in familiar environments, international internships expose participants to different educational systems, classroom cultures, teaching practices, and sociocultural contexts. Through direct classroom experience, preservice teachers apply knowledge acquired during teacher education while developing professional competence in unfamiliar educational settings.

International teaching internships can contribute to professional development by promoting reflective learning, intercultural competence, instructional adaptability, and professional confidence. Differences in classroom expectations, communication patterns, student behavior, and educational practices require preservice teachers to evaluate their teaching and adjust their approaches to the local context. Such experiences can strengthen flexibility, independence, and professional maturity (Gebre et al., 2025).

For preservice EFL teachers, international internships provide opportunities to apply pedagogical knowledge in authentic language-learning environments. Students may differ in English proficiency, motivation, cultural background, and communication style, requiring teachers to adapt instructional methods while maintaining effective classroom interaction. This process allows preservice teachers to connect theoretical knowledge with practical experience and develop their pedagogical competence in authentic situations (Wu & Qin, 2025).

International teaching also requires intercultural awareness because differences in educational values, classroom norms, teacher–student relationships, and communication styles may influence instruction. Preservice teachers therefore need to understand both linguistic and cultural factors affecting students’ classroom participation. Intercultural competence can help teachers communicate effectively, establish positive relationships, and create learning environments that respect cultural diversity (Braun et al., 2024).

Teaching in unfamiliar environments additionally requires adaptability and context-sensitive decision-making. Language barriers, unfamiliar classroom behavior, or differences in students’ learning preferences may cause classroom situations to differ from lesson plans. Teachers therefore need to observe classroom conditions and adjust instructional strategies according to students’ responses and immediate learning needs (Huang, 2022). These conditions also make international internships relevant contexts for mindfulness because teachers must remain attentive, regulate their emotional responses, and respond thoughtfully to unexpected situations (S. Chen & Tang, 2024).

Such experiences can also contribute to professional identity. Through interaction with students, mentor teachers, and different educational cultures, preservice teachers may develop greater instructional confidence, independence, responsibility, and understanding of professional teaching. International internships therefore help bridge university preparation and authentic classroom practice while supporting continuing professional growth (Algaidi, 2025).

Overall, international teaching internships provide preservice EFL teachers with opportunities to develop pedagogical competence, intercultural awareness, adaptability, reflection, and professional confidence through authentic overseas teaching experiences. For the present

study, the international teaching internship in Thailand provides the context in which participants encountered linguistic, cultural, instructional, and emotional challenges requiring mindful responses during classroom practice.

2.1.6. Cross-cultural EFL Classroom

A cross-cultural EFL classroom refers to a learning environment in which teachers and students come from different linguistic and cultural backgrounds while English functions as the target language of instruction. Teaching in such classrooms involves not only language learning but also interaction among individuals with different cultural values, communication styles, educational experiences, and classroom expectations. Consequently, teachers require pedagogical competence, intercultural awareness, flexibility, and sensitivity to students' diverse backgrounds.

Cross-cultural EFL classrooms may include differences in linguistic ability, learning styles, participation patterns, and expectations regarding teacher–student interaction. Educational practices considered effective in one context may not function in the same way in another. Teachers therefore need to adapt their instructional practices to students' cultural, linguistic, and educational characteristics rather than assume that familiar approaches will be equally effective across contexts.

Communication barriers and differences in learning behavior can further affect classroom instruction. Teachers may need to simplify explanations, provide additional support, use alternative teaching methods, or modify activities according to students' immediate needs. Effective teaching in cross-cultural EFL classrooms therefore requires responsive pedagogical decisions rather than exclusive reliance on predetermined instructional plans (Huang, 2022).

These demands can be particularly challenging for preservice EFL teachers, who are developing professional competence while simultaneously adapting to unfamiliar educational environments. They need to understand local classroom norms, attend to students' responses, and communicate effectively despite linguistic and cultural differences. Through these experiences, preservice teachers can develop greater intercultural competence, instructional flexibility, and professional confidence (Wu & Qin, 2025).

Mindfulness is relevant in this context because it can support teachers in observing unfamiliar classroom situations carefully and responding without immediately judging students' behavior according to their own cultural assumptions. Attentiveness, emotional regulation, patience, and pedagogical flexibility can help teachers respond more constructively to linguistic and cultural differences while maintaining supportive teacher–student relationships (S. Chen & Tang, 2024).

Reflective practice can further strengthen teachers' awareness of how cultural differences influence communication, participation, and learning behavior. Through reflection, teachers can evaluate their instructional decisions and adjust their practices to the educational context, supporting more culturally responsive teaching (Braun et al., 2024).

Overall, cross-cultural EFL classrooms require teachers to integrate pedagogical competence, intercultural awareness, adaptability, emotional regulation, and reflection. This context is particularly relevant to the present study because the Indonesian preservice EFL teachers taught Thai students across linguistic and cultural differences. The cross-cultural EFL classroom therefore provides the contextual foundation for examining how mindfulness was manifested through the five analytical categories used in this study during the participants' international teaching internship in Thailand.

2.2. Review of Previous Studies

Previous studies provide an important basis for understanding the development of research on mindfulness in education and identifying the gap addressed by the present study. This section reviews studies related to mindfulness, mindful teaching, preservice EFL teachers, professional development, and international teaching contexts, with particular attention to their findings and relevance to the present research.

Hidajat et al. (2023) investigated mindfulness-based interventions in relation to teachers' psychological well-being and professional performance through a systematic literature review. The study found that mindfulness reduced stress, emotional exhaustion, and burnout while supporting emotional regulation, resilience, attentiveness, and professional engagement. These findings demonstrate that mindfulness contributes not only to teachers' psychological well-being but also to their capacity to respond effectively to classroom demands. However, the study primarily focused on teachers' well-being and mainly involved in-service teachers in domestic contexts, providing limited evidence of how mindfulness is manifested in the classroom practices of preservice teachers.

Zhu (2022) examined mindfulness in relation to teachers' professional development, particularly professional identity, emotional competence, and reflective practice. The study indicated that mindfulness helps teachers recognize and manage their emotions, reflect on instructional experiences, and make thoughtful pedagogical decisions. These capacities support continuous professional development and adaptation to educational demands. Nevertheless, the study gave limited attention to how mindfulness is demonstrated in authentic classroom teaching, particularly among preservice EFL teachers in international and cross-cultural contexts.

Li and Lv (2022) highlighted the importance of mindfulness for preservice teachers facing emotional and professional challenges during teacher

preparation. Mindfulness was associated with stronger emotional regulation and resilience, helping preservice teachers manage anxiety, uncertainty, and teaching-related difficulties while adapting to classroom demands. Although these findings are relevant to the development of future teachers, the study mainly addressed mindfulness within teacher preparation and provided limited attention to its manifestation during authentic international teaching practice.

Huang (2022) explored mindfulness within EFL teaching and emphasized its contribution to instructional awareness, emotional regulation, and reflective decision-making. In EFL classrooms, where teachers frequently encounter language anxiety, communication barriers, and differences in learners' proficiency, mindfulness can help teachers recognize students' verbal and non-verbal responses and adjust instruction accordingly. The study also emphasized patience, empathy, and instructional flexibility as important qualities for supportive EFL teaching. However, its discussion did not specifically examine preservice teachers undertaking international teaching internships or provide detailed evidence of mindfulness practices in cross-cultural classrooms.

Wu and Qin (2025) examined mindfulness-based practices among preservice EFL teachers in cross-cultural teaching contexts, including international teaching experiences. Their study showed that linguistic and cultural differences require preservice teachers to demonstrate attentiveness, emotional awareness, instructional flexibility, and reflective decision-making. Mindfulness helped participants regulate emotional responses, adapt to classroom situations, and develop confidence when interacting with culturally different learners. The study also emphasized the contribution of international teaching experiences to intercultural competence and professional readiness. However, it primarily addressed participants' perceptions and provided limited descriptions of how mindfulness was manifested through specific classroom teaching behaviours.

Barata-Gonçalves et al. (2025) investigated the relationship between mindfulness, teacher well-being, and work engagement. The study found that mindfulness positively contributed to emotional well-being, job satisfaction, resilience, motivation, and professional engagement. Teachers with higher mindfulness were more capable of managing occupational stress and maintaining emotional balance in their professional responsibilities. Nevertheless, the study primarily addressed psychological well-being and work engagement rather than the implementation of mindfulness during classroom instruction, particularly among preservice EFL teachers in international settings.

Collectively, previous research demonstrates that mindfulness contributes to teachers' emotional regulation, resilience, reflective practice, professional identity, well-being, instructional responsiveness, and professional engagement (Hidajat et al., 2023; Zhu, 2022; Li & Lv, 2022; Huang, 2022; Barata-Gonçalves et al., 2025). Research also indicates its relevance to EFL and cross-cultural teaching, where teachers need to respond to linguistic differences, communication barriers, and unfamiliar classroom conditions (Huang, 2022; Wu & Qin, 2025).

Despite these contributions, a gap remains concerning how mindfulness is manifested in the actual teaching practices of preservice EFL teachers during international teaching internships. Previous studies have predominantly examined psychological outcomes, professional development, teacher well-being, or perceptions of mindfulness, while evidence from authentic cross-cultural classroom practices remains limited. Research specifically examining Indonesian preservice EFL teachers teaching in Thailand is also limited.

Therefore, the present study addresses this gap by examining how mindfulness is integrated into the teaching practices of Indonesian preservice EFL teachers during an international teaching internship in Thailand. Using open-ended questionnaire responses supported by classroom video

observations, the study analyses participants' practices through five analytical categories: classroom awareness, pedagogical responsiveness, classroom management, teacher–student interaction, and emotional regulation. The study thus provides contextual qualitative evidence of mindful teaching within authentic multilingual and cross-cultural EFL classrooms.

2.3. Theoretical Framework

The present study is grounded in mindfulness as the conceptual foundation for understanding the teaching practices of Indonesian preservice EFL teachers during their international teaching internship in Thailand. In educational contexts, mindfulness involves present-moment awareness, openness, and non-judgmental attention that enable teachers to observe classroom situations, regulate emotional responses, and make thoughtful pedagogical decisions. Thus, mindfulness provides a relevant perspective for examining how preservice teachers respond to academic, emotional, and intercultural demands during authentic teaching practice.

Building on this concept, mindful teaching serves as the theoretical lens for interpreting participants' classroom practices. In the present study, mindful teaching is examined through five analytical categories: classroom awareness, pedagogical responsiveness, classroom management, teacher–student interaction, and emotional regulation. These categories represent interconnected aspects of teaching through which mindfulness can be identified in classroom practice. Classroom awareness concerns teachers' attention to students and classroom conditions; pedagogical responsiveness concerns instructional adjustments based on students' needs; classroom management concerns maintaining a supportive and productive learning environment; teacher–student interaction concerns attentive and supportive relationships with students; and emotional regulation concerns teachers' ability to manage their emotional responses during classroom challenges.

The international teaching internship and cross-cultural EFL classroom provide the contextual foundation of the study. Teaching in Thailand requires Indonesian preservice EFL teachers to respond to linguistic and cultural differences, unfamiliar classroom norms, diverse student abilities, and communication barriers. Such conditions require attentiveness, instructional flexibility, supportive interaction, classroom management, and emotional control, making the internship an appropriate context for examining how mindfulness is manifested in authentic teaching situations.

Accordingly, this theoretical framework connects mindfulness as the conceptual foundation, mindful teaching as the theoretical lens, and the five analytical categories as the basis for data analysis. These categories guide the analysis of participants' open-ended questionnaire responses and classroom video observations to address the research question concerning how Indonesian preservice EFL teachers integrate mindfulness into their teaching practices during an international teaching internship in Thailand.

