

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusion, implications, and suggestions derived from the findings and discussion of the present study. The conclusion summarizes the main findings concerning how mindfulness was integrated into the teaching practices of Indonesian preservice EFL teachers during their international teaching internship in Thailand. The implications highlight the significance of the findings for preservice EFL teacher development and international teaching internship programs, while the suggestions provide recommendations for preservice teachers, teacher education programs, and future researchers. Together, these sections present the overall contribution of the study to understanding mindful teaching within cross-cultural EFL classroom contexts.

5.1 Conclusion

Based on the findings, mindfulness was integrated into the teaching practices of Indonesian preservice EFL teachers during their international teaching internship in Thailand through five interconnected dimensions: classroom awareness, pedagogical responsiveness, classroom management, teacher–student interaction, and emotional regulation. Mindfulness was reflected as part of participants' everyday teaching practices through their attention to classroom situations, responses to students' immediate needs, management of classroom conditions, interactions with students, and regulation of their emotional responses during teaching. These practices demonstrate how mindfulness was manifested within ongoing classroom instruction.

Classroom awareness was reflected in participants' attention to students' understanding, participation, verbal and non-verbal responses, hesitation, and learning difficulties while conducting classroom instruction. This awareness provided a basis for pedagogical responsiveness, as participants adjusted their explanations, instructional strategies, activities, and forms of support according to

students' immediate learning conditions. These adjustments included simplifying language, using repetition, gestures and visual materials, varying activities through games, songs, movement, and role play, and providing individual assistance when students experienced difficulties.

Mindfulness was also manifested through classroom management and teacher–student interaction. Participants maintained classroom participation through clear expectations, structured and varied activities, positive reinforcement, supportive redirection, and direct interaction. These practices helped participants maintain classroom order while supporting students' engagement in learning activities. At the interpersonal level, they used encouragement, positive feedback, humour, personal attention, and individual assistance to support students' participation and create comfortable classroom interactions. These practices were particularly relevant when students demonstrated hesitation or difficulty communicating in English.

Emotional regulation complemented these classroom practices by helping participants manage nervousness, frustration, pressure, and uncertainty during teaching. Participants described efforts to pause, remain calm, prepare themselves, think positively, and focus on constructive responses when classroom situations did not proceed as expected. Emotional regulation was therefore closely connected with their instructional decisions, classroom management, and interactions with students.

The five dimensions did not operate independently. Classroom awareness enabled participants to recognize students' conditions while remaining engaged in the teaching process, while pedagogical responsiveness translated this awareness into instructional adjustment. Classroom management supported continued participation and classroom order, teacher–student interaction provided interpersonal support, and emotional regulation helped participants maintain constructive responses when difficulties occurred. Their interconnected operation

demonstrates that mindful teaching was manifested as a continuous and context-sensitive process within everyday classroom practice.

The cross-cultural EFL context of the international internship made these practices particularly relevant. Differences in language, English proficiency, classroom characteristics, and cultural context required participants to continuously interpret and respond to unfamiliar teaching situations. Throughout the internship, participants also perceived themselves as becoming more flexible, patient, confident, creative, and attentive to students. However, these outcomes should be understood as participants' perceived professional growth rather than evidence of long-term professional development. Overall, the study concludes that mindfulness was integrated through interconnected attentional, pedagogical, managerial, interpersonal, and emotional practices that supported participants in responding thoughtfully and adaptively to the demands of cross-cultural EFL classrooms.

5.2 Implications

The findings of this study have implications for preservice EFL teacher development, teacher education, and the implementation of international teaching internship programs. The integration of mindfulness through classroom awareness, pedagogical responsiveness, classroom management, teacher–student interaction, and emotional regulation indicates that effective teaching practice requires more than the ability to prepare and deliver instructional materials. Preservice teachers also need to develop the capacity to attend to classroom situations, recognize students' immediate needs, adjust their teaching appropriately, maintain supportive interactions, and manage their emotional responses during instruction.

For preservice EFL teachers, the findings imply that mindfulness can be incorporated into everyday teaching practices rather than being limited to formal mindfulness exercises or specific techniques. Paying attention to students' verbal and non-verbal responses, reconsidering an instructional approach when students experience difficulty, responding calmly to unexpected classroom situations, and providing supportive communication are practical ways in which mindful teaching

can be enacted. These practices are particularly important in EFL classrooms, where differences in language proficiency, confidence, and participation may require teachers to continuously interpret students' responses and adjust their teaching accordingly.

The findings also have implications for English teacher education programs. The preparation of preservice teachers should not focus exclusively on lesson planning, instructional methods, and language competence, but should also provide opportunities to develop classroom awareness, pedagogical flexibility, interpersonal sensitivity, and emotional regulation. Reflective activities, teaching simulations, classroom observations, and supervised teaching practice may provide opportunities for preservice teachers to recognize how their attention, instructional decisions, interactions, and emotional responses influence their classroom practices. In this way, mindfulness can be integrated into teacher preparation as part of developing reflective and context-sensitive teaching competence.

For international teaching internship programs, the findings indicate the importance of preparing preservice teachers for the linguistic, cultural, pedagogical, and emotional demands of teaching in unfamiliar educational environments. Pre-departure orientation and teaching preparation may therefore include not only information about the host educational system and teaching procedures but also preparation for communicating across language differences, interpreting unfamiliar classroom behaviours, adapting instructional strategies, and managing uncertainty during teaching. Mentor support and opportunities for reflection during the internship may further assist preservice teachers in evaluating their experiences and developing appropriate responses to classroom challenges.

Finally, the findings imply that international teaching internships can provide meaningful opportunities for preservice EFL teachers to develop context-sensitive teaching practices. Exposure to unfamiliar classroom environments requires preservice teachers to reconsider assumptions about teaching and respond to learners whose linguistic, cultural, and educational backgrounds differ from their

own. Although the present study does not establish long-term professional development or causal effects of mindfulness, the participants' experiences indicate that such internships can provide authentic situations in which mindful teaching practices are enacted and perceived professional growth can occur. Therefore, mindfulness may serve as a relevant perspective for strengthening the preparation and professional learning of preservice EFL teachers who are expected to teach in increasingly diverse educational contexts.

5.3 Suggestions

Based on the findings of this study, several suggestions are proposed. Preservice EFL teachers are encouraged to develop greater awareness of students' responses and classroom conditions while remaining flexible in adjusting their teaching practices. Particular attention should be given to students' verbal and non-verbal responses, participation, and learning difficulties, especially when teaching in cross-cultural EFL classrooms where linguistic and cultural differences may influence classroom interaction.

English teacher education programs are also encouraged to provide preservice teachers with more opportunities to develop not only pedagogical competence but also classroom awareness, adaptive teaching practices, supportive teacher–student interaction, and emotional regulation. International teaching internship programs may strengthen their preparation and mentoring by providing participants with guidance on cross-cultural communication, classroom adaptation, and the challenges of teaching in unfamiliar educational environments.

For future researchers, further studies may investigate mindful teaching in different EFL and international teaching contexts with a wider range of participants and more extensive classroom observations. Interviews may also be used to obtain deeper explanations of teachers' experiences and instructional decisions. Longitudinal research is recommended to examine whether mindful teaching practices and the perceived professional growth experienced during an international teaching internship continue to develop after the internship has been completed.