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Developing International Teaching Readiness Through Global Microteaching: Evidence from Pre-Service Elementary Teachers

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Abstract

Preparing pre-service elementary teachers for internationally oriented classrooms requires the integration of linguistic, pedagogical, and adaptive competencies. This study examined changes in pre-service elementary teachers' self-perceived International Teaching Readiness following Global Microteaching within the International Teaching Preparation Program (ITPP). Situated within a broader Educational Design Research (EDR) framework, the study employed a descriptive mixed-methods approach involving 20 sixth-semester pre-service elementary teachers enrolled in a bilingual microteaching course. Quantitative data were collected using a 20-item self-assessment questionnaire administered before and after the program, while qualitative data were obtained from teaching-performance observations and participants' reflections. Data were analyzed descriptively and thematically. Results showed an increase in overall self-perceived readiness from 3.13 to 4.20. Classroom Language demonstrated the largest increase (+1.23), followed by Teaching Confidence (+1.12), Instructional Communication (+1.07), Adaptability (+0.98), and Lesson Delivery (+0.96). Qualitative findings highlighted how iterative teaching practice, feedback, reflection, instructional redesign, and reteaching provided opportunities to integrate linguistic and pedagogical competencies. The findings suggest that Global Microteaching offers a promising professional-learning approach for supporting International Teaching Readiness. However, the small sample size, single-group design, and limitations in instrument validation and reliability warrant cautious interpretation. The reported changes reflect participants' perceived readiness rather than causal evidence of improved teaching competence.

Keywords: Global Microteaching. International Teaching Readiness. Pre-Service Elementary Teachers. Teacher Education



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Introduction

The internationalization of education has expanded what elementary teachers are expected to do. In addition to disciplinary and pedagogical knowledge, teachers working in bilingual and internationally oriented settings must communicate instruction through an additional language, interpret curriculum expectations, respond to culturally and linguistically diverse learners, and make adaptive teaching decisions. Internationalization in teacher education therefore needs to be embedded in curriculum

and professional preparation rather than being equated with mobility alone (de Wit & Altbach, 2021).

Global competence provides one important foundation for this work. It includes examining global and intercultural issues, appreciating multiple perspectives, communicating respectfully across differences, and acting responsibly in interconnected communities (Asia Society/OECD, 2018). In teacher education, global competence also involves inclusion, cooperation, intercultural communication, and perspective taking (Parmigiani et al., 2022). These capacities intersect with communication, collaboration, critical thinking, problem solving, and adaptability, which are frequently described as twenty-first-century professional competencies (Care et al., 2018; Zhang et al., 2024).

However, the professional challenge for pre-service elementary teachers is not captured adequately by either global competence or English proficiency alone. English-medium teaching requires teachers to coordinate content explanation, questioning, scaffolding, feedback, classroom management, and interaction through English (Macaro, 2022). Functional classroom language is particularly important because it connects linguistic resources with pedagogical action. Linguistic difficulty may also constrain teaching self-efficacy and responsiveness (Dzormeku et al., 2024). Recent evidence from pre-service primary teacher education also shows that professional readiness depends on integrating multiple knowledge domains rather than isolated competence; a TPACK-based analysis found that coordination of technological, pedagogical, and content knowledge remained uneven and required more systematic opportunities for integrated practice (Sari et al., 2026). Nevertheless, these studies leave open the question of how linguistic, pedagogical, and adaptive teaching competencies can be integrated and progressively refined through iterative microteaching experiences in pre-service elementary teacher education.

The International Teaching Preparation Program (ITPP) was developed as part of a broader Educational Design Research (EDR) project aimed at preparing pre-service elementary teachers for internationally oriented teaching contexts. The program comprised four interconnected components: Teaching in English, Classroom Language, International Curriculum Orientation, and Global Microteaching. The initial phase of the project focused on identifying prospective teachers' preparation needs, designing the program structure, and conducting expert validation to assess its feasibility for implementation. Although this initial program-development phase has not been

published separately, it provides the foundation for the present study, which specifically examines the implementation and evaluation of Global Microteaching, with International Teaching Readiness positioned as the primary professional learning outcome. Rather than evaluating the validity or feasibility of the program itself, this study investigates how pre-service elementary teachers integrate and refine linguistic, pedagogical, and adaptive teaching competencies through iterative cycles of teaching practice, feedback, reflection, instructional redesign, and reteaching. This analytical focus distinguishes the present investigation from the initial development phase and positions Global Microteaching as a professional-learning context through which the development of International Teaching Readiness can be examined.

Recent studies in elementary teacher education have also highlighted the importance of classroom interaction and professional reflection in strengthening instructional practices. [Juita et al. \(2026\)](#), through a Transcript-Based Lesson Analysis (TBLA) study examining teacher feedback and wait-time in primary science classroom dialogue, addressed the role of teacher-student interaction in instructional communication. This perspective is relevant to international teaching preparation because effective teaching requires not only linguistic proficiency but also the pedagogical ability to formulate questions, provide meaningful feedback, allow sufficient response time, and facilitate productive classroom dialogue. These interactional competencies are particularly important when pre-service teachers are expected to deliver instruction in English and respond to learners' diverse communication needs.

In addition, [Sumantri et al. \(2026\)](#) reported a community engagement program focused on strengthening primary school teachers' capacity for instructional innovation through academic writing mentorship. Although situated in a different professional development context, this work underscores the relevance of structured professional support for teachers' continuing development. Such support provides a useful perspective for considering how guided practice, feedback, and reflection may be incorporated into teacher preparation. Nevertheless, existing studies have not sufficiently explained how linguistic, pedagogical, and adaptive competencies are integrated through iterative Global Microteaching experiences. Addressing this gap, the present study examines changes in pre-service elementary teachers' self-perceived International Teaching Readiness and explores the professional-learning opportunities

provided by repeated teaching practice, feedback, reflection, instructional redesign, and reteaching.

This distinction is important because international teaching readiness should not be equated solely with English language proficiency. In the present study, International Teaching Readiness is conceptualized through five dimensions: Instructional Communication, Classroom Language, Teaching Confidence, Lesson Delivery, and Adaptability. These dimensions reflect the interconnected linguistic, pedagogical, and adaptive competencies required for teaching in internationally oriented classrooms. Global Microteaching provides an integrative learning context in which these competencies can be practiced, evaluated, and refined through iterative cycles of planning, teaching, observation, feedback, reflection, redesign, and reteaching.

Accordingly, this study addresses two research questions: (1) How did the five dimensions of International Teaching Readiness change following participation in Global Microteaching? and (2) How did the iterative microteaching process support the enactment and refinement of International Teaching Readiness among pre-service elementary teachers? By addressing these questions, the study contributes to the understanding of Global Microteaching as an integrative professional-learning mechanism that connects foundational preparation with responsive teaching practice. Furthermore, it proposes a developmental framework for understanding how linguistic, pedagogical, and adaptive teaching competencies can be progressively integrated and refined in pre-service elementary teacher education.

Research Method

This study was conducted within a broader Educational Design Research (EDR) project involving needs analysis, program design, expert validation, implementation, and evaluation (McKenney & Reeves, 2018, 2021). While the initial phases focused on developing the International Teaching Preparation Program (ITPP), the present study employed a descriptive mixed-methods approach to examine International Teaching Readiness during the implementation and evaluation of Global Microteaching. The study involved 20 sixth-semester pre-service elementary teachers enrolled in a bilingual microteaching course at Universitas Negeri Jakarta, Indonesia. Total sampling was employed, including all students enrolled in the course. The overall ITTP was evaluated by three experts in elementary teacher education, curriculum studies, and international

education. However, the Teaching Practice Observation Sheet and International Teaching Readiness questionnaire did not undergo separate formal expert content validation.

Global Microteaching integrated competencies developed through Teaching in English, Classroom Language, and International Curriculum Orientation. The implementation consisted of four meetings, comprising three microteaching practices and one reteaching session. Participants planned and delivered simulated elementary lessons in English, received peer and instructor feedback, reflected on their teaching performance, and revised their instructional approaches following the iterative sequence of Plan → Teach → Observe → Feedback → Reflect → Redesign → Reteach. Teaching performance was assessed by four raters using the Teaching Practice Observation Sheet, with each rater assigned to a different group of participants. Each participant was assessed by the same rater during the initial assessment in the first meeting and the final assessment in the fourth meeting to reduce variation associated with changes in raters. Because each participant was assessed by only one assigned rater, inter-rater agreement could not be estimated from the available ratings. All raters used the same observation instrument and four-point scoring rubric. These assessments provided observational evidence of participants' instructional development, while changes in self-perceived International Teaching Readiness were measured separately through questionnaires administered during the first and fourth meetings.

Teaching performance was documented using the 44-item Teaching Practice Observation Sheet developed for the ITPP. The instrument comprised five observation components: lesson planning (items 1–5), eight basic teaching skills (items 6–33), Teaching in English (items 34–38), student engagement (items 39–41), and closure and reflection (items 42–44). Each indicator was rated on a four-point scale ranging from 1 (Needs Guidance) to 4 (Very Good), yielding a maximum total score of 176. In addition to numerical ratings, the instrument included descriptive comments and observer notes documenting teaching strengths, areas for improvement, and recommendations for subsequent teaching practices. These records provided complementary qualitative evidence for examining participants' instructional development. The observation framework is presented in Table 1.

Table 1 Teaching Practice Observation Framework

Observed component	Observed aspects	No. of indicators
Lesson Planning	learning objectives; content; teaching resources; methods; media	5
Eight Basic Teaching Skills	opening; explaining; questioning; reinforcement; variation; classroom management; discussion; small group/individual teaching	28
Teaching in English	classroom language; instructional language; pronunciation; fluency; confidence	5
Student Engagement	active participation; two-way interaction; collaboration	3
Closure and Reflection	summarizing; reflection; lesson closure	3
Total		44

International Teaching Readiness was assessed using a separate 20-item self-assessment questionnaire comprising five dimensions: Instructional Communication, Classroom Language, Teaching Confidence, Lesson Delivery, and Adaptability, with four items per dimension. The questionnaire employed a five-point Likert scale and was administered to all 20 participants during the first meeting (pre-assessment) and fourth meeting (post-assessment). Dimension scores were calculated by averaging the four corresponding item responses, while overall readiness was calculated as the mean of all 20 items. Unlike the observer-rated Teaching Practice Observation Sheet, this questionnaire measured participants' self-perceived readiness to teach in international educational contexts. Internal consistency was examined using Cronbach's alpha separately for each dimension and assessment point. As the questionnaire had not undergone formal expert content validation, and internal consistency estimates varied across dimensions and assessment points, its scores were interpreted cautiously as descriptive indicators of perceived readiness rather than validated measures of teaching competence.

Quantitative data were analyzed descriptively by calculating pre- and post-assessment mean scores and their differences across the five readiness dimensions to address the first research question. No inferential statistical tests were conducted, as the analysis focused on describing changes within a single cohort rather than establishing causal effects. To address the second research question, observation comments and participants' reflective feedback were analyzed thematically. One researcher conducted the initial coding to identify recurring patterns related to instructional communication, classroom language use, teaching confidence, lesson delivery, and adaptability. The resulting themes were subsequently discussed and reviewed by the research team to

refine their interpretation. Quantitative and qualitative findings were integrated by comparing changes in self-reported readiness scores with observation records and reflective feedback. For example, changes in Classroom Language scores were examined alongside observation comments and reflections concerning instructional language use, questioning, and classroom interaction. This comparison provided complementary perspectives on participants' perceived readiness and observed teaching development. Given the single-institution context, small sample size, absence of a comparison group, limited instrument validation, variable internal consistency, and unestimated inter-rater agreement, the findings were interpreted descriptively rather than as causal evidence of program effectiveness.

Results and Discussion

Changes in Self-Perceived International Teaching Readiness

To address the first research question, changes in International Teaching Readiness were examined using participants' responses to the 20-item self-assessment questionnaire administered before and after the Global Microteaching implementation. All five dimensions showed increases in mean scores between the two assessment points. Overall self-perceived readiness increased from 3.13 to 4.20, representing a mean difference of 1.07 on the five-point scale. The overall score was calculated as the arithmetic mean of all 20 questionnaire items. Because each of the five dimensions comprised four items, this calculation was equivalent to assigning equal weight to each dimension. These scores were derived from the self-assessment questionnaire rather than the 44-item Teaching Practice Observation Sheet, which was used separately to document observable teaching performance. Table 2 presents the descriptive results.

Table 2 Development of International Teaching Readiness

Dimension	Initial	Final	Change
Instructional Communication	3.17	4.24	+1.07
Classroom Language	2.95	4.18	+1.23
Teaching Confidence	3.05	4.17	+1.12
Lesson Delivery	3.33	4.29	+0.96
Adaptability	3.16	4.14	+0.98
Overall International Teaching Readiness	3.13	4.20	+1.07

Note. Scores were calculated from a 20-item self-assessment questionnaire using a five-point Likert scale. Each dimension comprises four items. The overall score represents the mean of all 20 items, equivalent to the equally weighted mean of the five dimensions. Values are rounded to two decimal places.

Classroom Language demonstrated the largest numerical increase, from 2.95 to

4.18 (+1.23). It also had the lowest initial mean among the five dimensions. This pattern suggests that participants initially perceived classroom language use as a relatively challenging aspect of their preparation for teaching in international educational contexts. The subsequent increase may reflect growing confidence in using English for instructional purposes, including giving directions, asking questions, checking understanding, providing feedback, and managing classroom interaction. Nevertheless, because the scores represent self-assessments, they indicate changes in perceived readiness rather than independently verified improvements in English-language proficiency or teaching performance. This distinction is relevant to discussions of English-for-teaching competence, which extends beyond general language proficiency to include the pedagogical use of language (Macaro, 2022; Dzormeku et al., 2024).

Teaching Confidence increased from 3.05 to 4.17 (+1.12), while Instructional Communication increased from 3.17 to 4.24 (+1.07). These results suggest that participants perceived themselves as increasingly prepared to communicate instructional content and manage teaching situations in English. The observation records and reflective feedback provided an additional perspective on these changes, particularly in relation to instructional explanations, questioning, and classroom interaction. However, these qualitative records should not be interpreted as demonstrating that the same behavioral changes occurred uniformly across all participants. Instead, they provide contextual evidence for understanding how selected aspects of teaching practice were experienced and developed during the microteaching activities.

Lesson Delivery recorded the highest initial mean (3.33) and the smallest numerical increase (+0.96), reaching 4.29 at post-assessment. One possible explanation is that participants entered the program with greater familiarity with general lesson-delivery practices than with the language-related demands of internationally oriented teaching. However, this interpretation remains tentative because the study did not include comparative assessments of participants' prior performance in general or non-bilingual microteaching courses. The relatively high initial score may also have limited the numerical scope for further improvement on the five-point scale.

Adaptability increased from 3.16 to 4.14 (+0.98). This finding indicates that participants reported greater perceived readiness to adjust their instructional approaches in response to changing teaching situations. In the context of Global

Microteaching, adaptability may involve reformulating explanations, modifying questions, adjusting classroom language, or responding to unexpected learner difficulties. These behaviors are relevant to the dimension conceptually, but their occurrence and frequency must be established through observation records rather than inferred directly from questionnaire scores.

Table 3 Internal Consistency of the International Teaching Readiness Questionnaire

Dimension	Number of Items	Pre-assessment α	Post-assessment α
Instructional Communication	4	0.552	0.812
Classroom Language	4	0.771	0.628
Teaching Confidence	4	0.708	0.610
Lesson Delivery	4	0.758	0.450
Adaptability	4	0.613	0.550
Overall International Teaching Readiness	20	0.699	0.457

Note. Cronbach's alpha was calculated separately for the pre-assessment and post-assessment responses of 20 participants. Each dimension comprises four items. The overall coefficient was calculated using all 20 items.

Internal consistency was examined using Cronbach's alpha for each of the five readiness dimensions and the complete 20-item questionnaire at both assessment points, as presented in Table 3. Overall Cronbach's alpha was 0.699 at pre-assessment and decreased to 0.457 at post-assessment, indicating limited internal consistency, particularly at the final assessment. Dimension-level coefficients varied considerably, ranging from 0.552 to 0.771 at pre-assessment and from 0.450 to 0.812 at post-assessment. Instructional Communication demonstrated the highest post-assessment coefficient ($\alpha = 0.812$), whereas Lesson Delivery showed the lowest ($\alpha = 0.450$). These variations suggest that the questionnaire did not demonstrate consistently adequate internal consistency across dimensions or assessment points. Given the small sample size ($n = 20$), the limited number of items per dimension, and the absence of formal content validation, the reliability estimates should be interpreted cautiously. Furthermore, the low overall post-assessment coefficient raises concerns about the consistency of the composite readiness score. Accordingly, the observed increases in mean scores are interpreted as descriptive changes in participants' self-perceived readiness rather than conclusive evidence of improved teaching competence or program effectiveness.

Global Microteaching as An Integrative Professional-Learning Mechanism

To address the second research question, observation comments and participants' reflective feedback were examined to understand how Global Microteaching supported the integration of language-related and pedagogical

competencies. The implementation brought together three preparatory components: Teaching in English, Classroom Language, and International Curriculum Orientation, within simulated elementary teaching activities. Participants were expected to coordinate these competencies while explaining content, asking questions, responding to simulated learners, managing interaction, and maintaining lesson coherence.

A central feature of the implementation was the iterative sequence of Plan → Teach → Observe → Feedback → Reflect → Redesign → Reteach. Rather than treating microteaching solely as a final performance assessment, this sequence positioned teaching practice as an opportunity for feedback-informed reflection and instructional revision. Participants could identify aspects of their teaching that required improvement, consider feedback from observers and peers, and use these insights when preparing subsequent teaching activities.

To provide additional contextual evidence for the second research question, seven participants' open-ended reflections on the International Teaching Preparation Program (ITPP) were examined. The responses addressed perceived benefits, memorable learning experiences, implementation challenges, and recommendations for future program development. Five interpretive categories were used to organize the reflections in relation to the dimensions of International Teaching Readiness, as summarized in Table 4.

Table 4 Themes Emerging from Participants' Reflections on the ITPP

Theme	Evidence from Participants' Reflections (Translated from Indonesian)	Interpretation
Instructional Communication	"I became more confident in managing the classroom through this program." (P03)	The participant perceived greater confidence in classroom management, although specific changes in instructional communication were not described.
Classroom Language	"I have not fully mastered English, but I can improve little by little." (P06)	English proficiency remained a perceived challenge, indicating the need for continued language preparation.
Teaching Confidence	"I found it difficult to focus and felt that I was not capable of becoming a teacher." (P02)	The reflection reveals continuing concerns about teaching self-efficacy, suggesting that confidence development was not uniform.
Lesson Delivery	"Teaching simulation." (P02)	Teaching simulation was identified as a memorable experience, but the response alone does not establish improvement in lesson delivery.
Adaptability and Program Development	"Integrate the program with English courses so that English can be implemented during microteaching." (P07)	The participant recommended closer integration of English preparation and microteaching to support future teaching practice.

The reflections highlighted the relevance of curriculum orientation, English-language preparation, and opportunities for teaching practice. Several participants identified Cambridge curriculum introduction and lesson planning as particularly beneficial. Teaching simulation was also mentioned as a memorable learning experience. These responses suggest that participants valued both conceptual preparation and opportunities to engage with practical teaching activities.

Teaching confidence and classroom language emerged as important but uneven areas of perceived readiness. One participant reported becoming more confident in classroom management, whereas another expressed difficulty concentrating and doubts about their ability to become a teacher. English proficiency was also identified as a continuing challenge, with one participant acknowledging that their English skills remained limited but could improve gradually. These contrasting reflections indicate that participants did not experience the program in identical ways.

Participants additionally identified implementation constraints, particularly limited time and difficulties using English. One participant recommended integrating the program more closely with English-language courses so that students could apply

their language preparation during microteaching. This recommendation points to the perceived importance of connecting foundational language learning with subsequent teaching practice.

Overall, the reflections provide contextual support for the relevance of integrating language preparation, curriculum orientation, and simulated teaching within the ITPP. However, because these responses evaluated the broader program rather than documenting each stage of Global Microteaching, they cannot independently establish how feedback, reflection, instructional redesign, or reteaching contributed to readiness development. More detailed observation records and activity-specific reflections would be required to substantiate these mechanisms directly.

The observation framework supported this process by documenting lesson planning, basic teaching skills, Teaching in English, student engagement, and closure and reflection. Descriptive observation comments also provided information about teaching strengths, areas requiring improvement, and recommendations for subsequent practice. These records offered a complementary perspective to the self-assessment questionnaire, which measured participants' perceptions rather than directly observed teaching competence.

The relationship between feedback, reflection, and instructional revision is consistent with research on iterative microteaching and professional learning, in which repeated opportunities to practice and reconsider teaching decisions can support the connection between pedagogical knowledge and classroom application (Vigh, 2024). The potential value of feedback also depends on its instructional function. Feedback that encourages clarification, questioning, and reconsideration may offer different learning opportunities from feedback limited to confirming whether a response is correct.

The findings therefore support interpreting Global Microteaching as a structured setting in which previously introduced competencies could be brought together and reconsidered through practice. However, the study did not isolate the effects of individual stages of the cycle. Its contribution is consequently an interpretive account of the professional-learning opportunities provided by the integrated microteaching process, rather than evidence that any particular stage independently caused the reported readiness gains.

From Language Performance To Responsive Teaching

An important interpretive theme concerned the relationship between using English and using English for pedagogical purposes. Internationally oriented teaching requires more than the ability to produce grammatically accurate expressions. Teachers must also use language to explain concepts, organize learning activities, check understanding, encourage participation, and respond appropriately to learners.

The relatively large increase in Classroom Language provides a quantitative indication that participants perceived progress in this area. The qualitative component adds a pedagogical perspective by directing attention to how classroom language was used during simulated teaching activities. In particular, instructional explanations, questioning, feedback, and interaction management offer relevant indicators for examining whether English was being used as a resource for teaching rather than solely as a language-performance requirement.

This distinction is important because self-reported confidence and observed teaching competence are related but not interchangeable constructs. A participant may feel more confident using English without demonstrating equivalent improvement in instructional clarity or responsiveness. Conversely, observation records may reveal improvements in teaching strategies that are not fully captured by self-assessment scores. Comparing these sources therefore provides a more nuanced understanding of readiness development than either source could provide independently.

The increase in Adaptability can be interpreted within the same framework. Responsive teaching involves recognizing when an explanation, question, or activity does not produce the intended learning interaction and considering an alternative instructional response. In Global Microteaching, such decisions could be explored within simulated lessons and subsequent reflection. Nevertheless, the present study does not establish that all participants demonstrated comparable improvements in adaptive teaching behavior. The Adaptability scores indicate perceived changes, while claims about enacted adaptability must remain grounded in the available observation and reflection records.

International Curriculum Orientation also introduced a broader perspective on curriculum expectations and teaching in diverse educational contexts. This component is conceptually related to global competence, including perspective taking and respectful communication across different backgrounds ([Asia Society/OECD, 2018](#);

Parmigiani et al., 2022). However, the questionnaire did not include separate validated measures of intercultural awareness, perspective taking, or global competence. These concepts are therefore used to contextualize the pedagogical significance of the program rather than presented as independently measured outcomes.

Taken together, the findings suggest that International Teaching Readiness may be understood as a combination of perceived preparedness and opportunities to enact language-related and pedagogical competencies. The evidence is strongest for describing changes in participants' self-perceptions and for examining the teaching practices documented during Global Microteaching. Broader conclusions about sustained professional competence require further investigation.

A Proposed Developmental Framework for International Teaching Readiness

The integration of quantitative and qualitative findings informed a proposed developmental framework for understanding how Global Microteaching may contribute to International Teaching Readiness. The framework comprises three interconnected elements: foundational preparation, iterative teaching practice, and emerging self-perceived readiness. Figure 1 illustrates the proposed relationship between these elements.

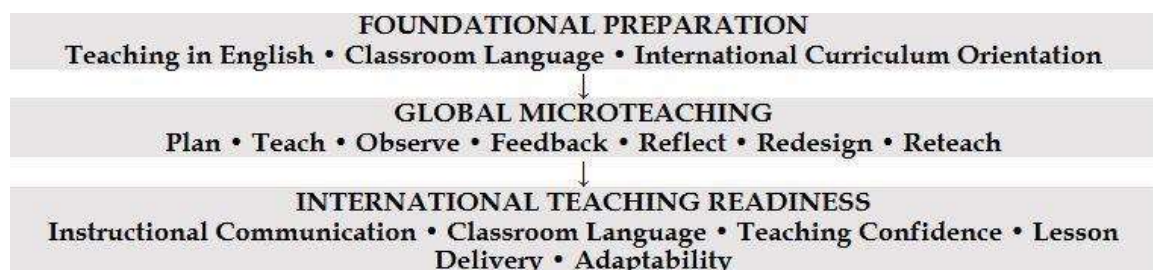


Figure 1 Proposed Developmental Pathway of International Teaching Readiness Through Global Microteaching

The first element, foundational preparation, comprises Teaching in English, Classroom Language, and International Curriculum Orientation. These components provide language-related, pedagogical, and curriculum-oriented resources for participating in internationally oriented teaching activities. The comparatively low initial Classroom Language score suggests that translating such preparation into classroom communication may be particularly challenging for some pre-service teachers.

The second element is the iterative Global Microteaching process. Through

planning, simulated teaching, observation, feedback, reflection, redesign, and reteaching, participants were provided with opportunities to apply and reconsider their instructional decisions. The observational and reflective components are important because they make teaching practices available for examination and revision. This element offers a plausible explanation for how preparatory knowledge may become connected to instructional practice, although the present design cannot establish the independent contribution of each stage.

The third element comprises the five dimensions of self-perceived International Teaching Readiness: Instructional Communication, Classroom Language, Teaching Confidence, Lesson Delivery, and Adaptability. The increases across these dimensions indicate that participants reported greater readiness following the implementation. The framework proposes that repeated opportunities to integrate language use, instructional planning, and responsive teaching may be associated with these changes in perceived preparedness.

The framework should be interpreted as a provisional conceptual synthesis rather than an empirically validated developmental model. The study did not test mediation, establish a temporal sequence among the five readiness dimensions, or demonstrate that changes in teaching performance caused changes in self-perceived readiness. Nevertheless, the framework offers a basis for future studies investigating the relationships among preparatory learning, iterative teaching experiences, observed instructional performance, and perceived international teaching readiness.

Implications, Limitations, and Future Research

The findings have implications for the design of international preparation activities in elementary teacher education. Rather than organizing language preparation, curriculum orientation, and teaching practice as disconnected activities, teacher education programs may benefit from integrating these components within structured microteaching experiences. Such an approach allows pre-service teachers to encounter situations in which instructional communication, classroom language, lesson delivery, and adaptability must be considered together.

Global Microteaching may also provide a practical setting for feedback, reflection, and instructional redesign. However, implementing the complete cycle requires adequate instructional time, opportunities for repeated practice, and sustained

support from teacher educators. Programs adopting this approach should therefore consider the resources needed for lesson preparation, observation, individualized feedback, reflection, and reteaching. Where time or staffing is limited, implementation may need to prioritize focused teaching tasks and manageable feedback procedures rather than assuming that a complete iterative cycle can be incorporated into a conventional single-round microteaching session.

1 Several limitations must be acknowledged. First, the study involved only 20 pre-service elementary teachers from a single institution, limiting the transferability of the findings to other teacher education contexts. Second, the activities took place in simulated teaching settings rather than authentic elementary classrooms. Teaching actual pupils may involve more complex and less predictable interactions, including differences in language proficiency, learning needs, classroom behavior, and opportunities for spontaneous communication. Consequently, readiness demonstrated or perceived during simulated microteaching cannot be assumed to transfer directly to authentic classroom teaching.

8 Third, the single-group descriptive design did not include a comparison group or inferential statistical testing. The findings therefore describe changes between assessment points without establishing that Global Microteaching was their sole cause. Fourth, although the International Teaching Readiness questionnaire was analyzed for internal consistency, it had not undergone formal expert content validation, and its reliability estimates varied considerably. The relatively low post-assessment Cronbach's alpha further limits the interpretation of the overall readiness composite and the five dimensions as established psychometric measures.

Fifth, the teaching-performance observation instrument had not undergone separate formal content validation, and inter-rater agreement could not be estimated because each participant was assessed by only one assigned rater. A further potential limitation concerns the independence of the assessment process. To the extent that observers were also involved in instruction or feedback, their familiarity with participants and expectations regarding the program could have influenced performance ratings. Using the same rater at both assessment points reduced changes associated with rater assignment but did not eliminate potential expectancy or assessment bias.

Finally, the qualitative findings were based on observation comments and

reflective feedback collected during a relatively short implementation period. These sources provided useful contextual information but did not establish whether the reported patterns were shared equally by all participants or sustained beyond the program.

Future research should investigate the proposed developmental pathway using larger and more diverse samples, comparison groups where feasible, and longitudinal designs. Particular attention should be given to developing and validating a dedicated International Teaching Readiness instrument, including expert content review, examination of dimensional structure, and reliability assessment across independent samples. Future studies should also incorporate independent or blind performance raters, where practical, and examine whether perceived readiness corresponds with observable teaching competence.

Further research is needed to determine whether readiness developed through Global Microteaching transfers to authentic bilingual, international, or Satuan Pendidikan Kerja Sama (SPK) elementary classrooms. Such investigations could clarify the extent to which the proposed framework applies beyond simulated teaching and whether repeated cycles of practice, feedback, and reflection support sustained development in adaptive and internationally oriented teaching.

Conclusion

This study examined changes in pre-service elementary teachers' self-perceived International Teaching Readiness and explored how Global Microteaching provided opportunities to integrate language-related and pedagogical competencies. The findings showed descriptive increases across all five readiness dimensions, with the overall mean rising from 3.13 to 4.20 and Classroom Language demonstrating the largest increase. These results suggest that participants perceived greater preparedness to use English for instructional purposes and respond to the demands of internationally oriented teaching. Qualitative findings further highlighted the potential role of iterative planning, teaching, observation, feedback, reflection, redesign, and reteaching in connecting foundational preparation with instructional practice. Based on these findings, the study proposes a provisional developmental framework linking Teaching in English, Classroom Language, and International Curriculum Orientation with Global Microteaching and emerging International Teaching Readiness. However, the small sample size, single-

group design, simulated teaching context, limited instrument validation, variable internal consistency, and potential rater bias require cautious interpretation, particularly because the reported improvements reflect self-perceived readiness rather than independently verified teaching competence. Future research should validate the readiness instrument, involve larger and more diverse samples, incorporate independent performance assessments, and examine the transfer of readiness to authentic bilingual and international elementary classrooms. Overall, Global Microteaching offers a promising professional-learning approach for integrating language, pedagogy, and reflective teaching practice in preparing pre-service elementary teachers for internationally oriented educational contexts.

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Participant Consent

This research involved 20 pre-service elementary teachers participating in the International Teaching Preparation Program (ITPP) and Global Microteaching activities at Universitas Negeri Jakarta, Indonesia. The research was conducted based on informed

consent obtained from all participants.

Conflict of Interest

The authors declare no conflict of interest.

Author Contributions

D.N.J. contributed to research conceptualization, methodology development, program design, data analysis, interpretation of findings, and manuscript drafting.

M.H.A. contributed to program implementation, data collection, and research documentation. W.W. contributed to data collection, organization of research data, and analysis of teaching practices. L.F. contributed to the development of the theoretical framework, methodological review, and critical revision of the manuscript.

V.P.S. contributed to research design, interpretation of findings, manuscript review, and academic editing. All authors confirm that they have read and approved the final version of this manuscript. The percentage contributions are as follows: D.N.J.: 40%, M.H.A.: 15%, W.W.: 15%, L.F.: 15%, and V.P.S.: 15%

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