



The Study of English Teachers' pre-service experience at Remote School Contexts

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Article Info	Abstract
Received: 2026-06-10 Revised: 2026-06-14 Accepted: 2026-06-30 Keywords: <i>pre-service English teachers; remote schools; student engagement; instructional adaptation; professional growth.</i> DOI: 10.24256/ideas.v14i1.11568 Corresponding Author: Isma Sari Ulang ismasariwulan@gmail.com Pendidikan Bahasa Inggris, Universitas Sembilanbelas November, Kolaka, Sulawesi Tenggara	<i>Teaching English in remote schools presents unique challenges for pre-service English teachers due to limited educational facilities, restricted technological access, diverse student characteristics, and varying levels of student motivation. These contextual conditions require prospective teachers to adapt their instructional practices while maintaining meaningful student engagement throughout the learning process. This study aims to explore the experiences of pre-service English teachers during their teaching practicum in remote schools, focusing on the challenges they encountered, the instructional adaptation strategies they employed, the ways they promoted student engagement, and the professional growth that emerged from these experiences. A qualitative descriptive design was employed involving five pre-service English teachers from the English Education Study Program at Universitas Sembilan Belas November Kolaka who had completed their teaching practicum in remote schools. Participants were selected using purposive sampling. Data were collected through semi-structured interviews consisting of ten guiding questions and supported by practicum records and reflective documents. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing and verification. The findings revealed four major themes: (1) challenges in remote school teaching, including limited facilities, inadequate instructional media, technological constraints, and low student motivation; (2) instructional adaptation strategies through contextual teaching, collaborative learning, and flexible instructional practices; (3) promoting student engagement by employing game-based learning, positive</i>

classroom environments, interactive activities, and contextual learning experiences; and (4) professional growth and reflective practice developed through authentic teaching experiences. The study concludes that teaching practicum in remote schools serves as a transformative learning experience that enhances pedagogical competence, instructional adaptability, reflective practice, and professional readiness among pre-service English teachers. The findings provide practical implications for teacher education programs in preparing prospective English teachers for diverse educational contexts.

1. Introduction

English plays a significant role in education as an international language for communication, academic development, and access to global knowledge. In Indonesia, English is taught as a foreign language (EFL) with the expectation that students will develop communicative competence necessary for further education and future employment. However, English language teaching remains challenging in many educational settings, particularly in remote schools where limited educational facilities, inadequate instructional resources, poor technological infrastructure, and geographical isolation constrain the teaching and learning process. These contextual conditions influence not only students' opportunities to learn English but also teachers' ability to implement effective instructional practices.

In the present study, remote school contexts refer to schools located in geographically isolated or underserved areas characterized by limited transportation, inadequate educational facilities, restricted internet and technological access, shortages of instructional media, and limited educational support services. These conditions require teachers to continuously adjust their instructional practices to accommodate contextual constraints while maintaining meaningful learning opportunities for students.

Teaching practicum is a fundamental component of teacher education because it enables pre-service English teachers to apply pedagogical knowledge in authentic classroom settings. Through teaching practicum, pre-service teachers develop classroom management skills, pedagogical competence, instructional decision-making, and professional confidence while interacting directly with students and school communities. Unlike teaching placements in urban schools, practicum experiences in remote schools expose pre-service teachers to educational conditions that demand flexibility, creativity, and continuous reflection in responding to limited resources and diverse student needs.

The present study is informed by three complementary theoretical perspectives. First, Situated Learning Theory (Lave & Wenger, 1991) explains that professional learning develops through participation in authentic communities of practice, making teaching practicum an important context for developing professional competence. Second, Student Engagement Theory (Fredricks et al., 2004) provides a framework for understanding how teachers encourage students' behavioral, emotional, and cognitive participation during classroom learning. Third, Schön's (1983) Reflective Practice explains how teachers continuously evaluate and refine their instructional decisions through reflection-in-action and reflection-on-action during authentic teaching experiences. Together, these

perspectives provide the conceptual foundation for examining how pre-service English teachers experience, interpret, and respond to teaching in remote school contexts.

Previous studies have examined various aspects of English language teaching and teacher education in rural and remote educational settings. Andini (2024) reported that teachers working in remote schools frequently encounter limitations in infrastructure and instructional resources. Similarly, Padmawati (2023) found that educational constraints in remote schools require teachers to employ flexible and adaptive instructional strategies. Studies on student engagement have further demonstrated that interactive and student-centered instructional practices positively influence students' classroom participation and motivation (Lestari, 2023; Kurniawan, 2023).

Meanwhile, research by Rahman (2023) and Nuraeni and Heryatun (2021) highlighted the contribution of teaching practicum and reflective practice to pre-service teachers' professional learning. International studies have likewise emphasized that teaching practicum in rural or underserved contexts promotes adaptive expertise, contextual decision-making, and teacher identity development while exposing pre-service teachers to authentic educational realities (Darling-Hammond, 2006; Timperley, 2011).

Despite this growing body of literature, relatively little attention has been paid to how pre-service English teachers simultaneously experience contextual challenges, adapt their instructional practices, promote student engagement, and develop professionally during teaching practicum in remote school contexts. Existing studies have predominantly examined these issues separately, focusing on in-service teachers, isolated classroom problems, or student learning outcomes rather than the interconnected nature of pre-service teachers' experiences.

Addressing this gap, the present study explores the experiences of pre-service English teachers during their teaching practicum in remote school contexts by examining four interconnected dimensions: contextual challenges, instructional adaptation, student engagement, and professional growth. Rather than claiming to provide a comprehensive account of teaching practicum, this study offers an integrated understanding of how these dimensions interact within authentic remote-school settings. The findings are expected to contribute to the literature on English language teacher education and provide practical insights for teacher education institutions in preparing future teachers for resource-limited educational environments.

Accordingly, this study addresses the following research questions:

1. What challenges do pre-service English teachers experience during their teaching practicum in remote school contexts?
2. How do pre-service English teachers adapt their instructional practices to address contextual challenges in remote schools?
3. How do pre-service English teachers promote student engagement during their teaching practicum in remote school contexts?
4. How do pre-service English teachers perceive their professional growth through teaching practicum in remote school contexts?

2. Method

This study employed a descriptive qualitative research design to explore the experiences of pre-service English teachers during their teaching practicum in remote school contexts. A qualitative approach is appropriate for examining participants' experiences, perceptions, and interpretations within their natural settings, enabling researchers to obtain rich and contextualized descriptions of the phenomenon under investigation (Creswell & Poth, 2018). The study focused on four interconnected aspects of

the practicum experience, namely contextual challenges, instructional adaptation, student engagement, and professional growth.

For the participants, this study consisted of five pre-service English teachers who had completed their teaching practicum in remote schools in Southeast Sulawesi, Indonesia. Participants were selected using purposive sampling because they possessed direct experience relevant to the objectives of the study. This sampling technique enabled the researchers to obtain information-rich data concerning the phenomenon being investigated (Creswell & Poth, 2018). To maintain participants' confidentiality, all identities were anonymized using participant codes (P1–P5) throughout the study.

Tabel 1 Participants Profile

Participant	Gender	Practicum School	Teaching Duration	Grade Level	Previous Teaching Experiences
P1	Female	SMA N 1 Lalolae	Two Months	Grade X	None
P2	Male	SMKN 2 Kolaka Utara	Two months	Grade X	None
P3	Female	SMPN 2 Wolo	Two months	Grade VII	None
P4	Female	SMAN 1 Toari	Two months	Grade X	None
P5	Female	SMAN 9 Bombana	Two months	Grade X	None

The primary instrument of this study was a semi-structured interview guide consisting of ten open-ended questions. It was delivered were developed to of four main aspects of participants' experiences: teaching challenges, instructional adaptation strategies, student engagement, and professional growth. Semi-structured interviews were selected because they allow researchers to obtain rich and detailed information while maintaining sufficient flexibility to probe participants' responses (Kallio et al., 2016). Documentation, including teaching practicum records and reflective documents, was also used to support and triangulate the interview findings.

The research was conducted in four stages. First, participants meeting the predetermined criteria were identified through purposive sampling. Second, semi-structured interviews were conducted individually to explore participants' teaching experiences during their practicum in remote schools. Third, interview recordings were transcribed verbatim and complemented with relevant documentation collected throughout the practicum. Finally, the researchers organized, coded, interpreted, and verified the data to identify recurring patterns and themes representing participants' experiences.

Lastly, for the data, researcher were analyzed it by using he interactive model of Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing and verification. After transcription, the researchers repeatedly reviewed the interview data to gain familiarity with participants' experiences. Meaningful units were then identified and assigned initial codes reflecting significant aspects of the data. Similar codes were grouped into broader categories before being synthesized into four overarching themes: Challenges in Remote School Teaching, Instructional Adaptation Strategies, Promoting Student Engagement, and Professional Growth and Reflective

Practice. To enhance the credibility of the findings, interview data were triangulated with documentation, and member checking was conducted by allowing participants to review the summaries of their responses.

3. Result

Result

Theme 1 : Challenges in Remote School Teaching

The findings revealed that participants encountered various challenges while teaching English in remote schools. The most frequently reported difficulties included limited learning facilities, inadequate instructional media, restricted technological access, and students' low motivation to learn English. These challenges influenced instructional delivery and required participants to continuously adjust their teaching approaches. Participant 1 explained:

"I felt anxious when facing those limitations. To overcome them, I communicated with fellow teachers to find possible solutions while engaging students in ice-breaking activities related to the lesson."

Similarly, Participant 3 stated:

"When facing limited facilities, learning media, and access to technology at school, I felt quite challenged because the actual conditions were different from what I had imagined. However, I remained motivated to teach by adjusting my teaching strategies to students' needs, using simple visual media, avoiding the full use of English, and conducting ice-breaking activities whenever students seemed bored or unfocused."

Participant 2 reported difficulties related to students' participation and interest in learning English, while Participant 4 emphasized challenges associated with limited instructional resources and classroom management. Overall, the findings indicate that educational constraints were common experiences among all participants during their teaching practicum.

Theme 2: Instructional Adaptation Strategies

The findings revealed that participants employed various instructional adaptation strategies to respond to contextual challenges and students' learning needs. Common strategies included simplifying learning materials, utilizing visual media, contextualizing lesson content, conducting group discussions, and modifying language use during instruction. Participant 2 stated:

"Before teaching, I observed students' abilities and adjusted the learning materials according to their level of understanding."

Similarly, Participant 4 explained:

"I relied on discussions, simple visual aids, and classroom interaction because technological resources were limited."

The findings suggest that instructional flexibility enabled participants to maintain effective classroom instruction despite environmental and resource limitations.

Theme 3: Promoting Student Engagement

The findings revealed that participants actively attempted to increase students' engagement through interactive classroom activities. Games, ice-breaking activities, group discussions, contextual learning, and positive reinforcement were frequently employed to encourage participation and sustain students' interest in English learning. Participant 1 stated:

Theme 4: Professional Growth and Reflective Practice

The findings revealed that teaching experiences in remote schools contributed significantly to participants' professional growth. Participants reported improvements in instructional competence, classroom management, adaptability, confidence, and communication skills. In addition, classroom challenges encouraged reflective practice and continuous self-evaluation.

Sub-Theme 1: Game-Based Learning

One of the most prominent strategies identified across participants was the implementation of game-based learning. Participants believed that integrating games into classroom instruction reduced students' boredom and increased their enthusiasm for participating in English lessons. Various forms of games were utilized, including quizzes, Kahoot, quick-response games, and learning-through-play activities. These activities transformed the classroom into a more engaging learning environment where students were willing to participate actively without feeling pressured.

Participant 1 explained:

"I frequently used quiz games and Kahoot based on the lesson materials. I also included ice-breaking activities to make the classroom atmosphere more lively and increase students' interest in learning English."

Similarly, Participant 3 stated:

"I used Game-Based Learning by creating quick-response games and interactive Kahoot quizzes. These activities prevented students from feeling bored and increased their interest in learning English."

These findings indicate that game-based learning functioned not merely as entertainment but as an instructional strategy that promoted students' positive emotional responses toward English learning.

Sub-Theme 2: Creating a Positive Classroom Atmosphere

Another recurring strategy involved creating a classroom environment where students felt relaxed, comfortable, and encouraged to participate. Participants emphasized that students became more motivated when learning took place in a supportive and enjoyable atmosphere. Ice-breaking activities, simple songs, humor, and positive communication were frequently incorporated to reduce anxiety and maintain students' attention throughout the lesson.

Participant 2 described this approach by stating:

"The strategy I used was learning while playing because students became more interested and were always willing to participate actively during the lesson."

Likewise, Participant 4 explained:

"I tried to create a relaxed and enjoyable classroom atmosphere by using games, simple songs, pair work, and small-group activities."

These responses suggest that fostering positive emotions within the classroom contributed to students' willingness to engage in English learning activities.

Sub Theme 3: Interactive and Collaborative Learning

The analysis also revealed that participants encouraged emotional engagement through interactive and collaborative classroom activities. Rather than positioning students as passive recipients of knowledge, participants designed learning experiences that required interaction among students and between students and teachers. Pair work, small-group discussions, collaborative games, and classroom interaction enabled students to communicate more confidently while developing positive relationships with their peers.

Participant 4 highlighted the importance of collaborative activities by explaining that small-group work encouraged students to participate more comfortably because they felt supported by their classmates. Similarly, Participant 1 noted that interactive classroom activities helped create a more lively learning environment where students became increasingly willing to contribute during lessons.

Overall, these findings demonstrate that collaborative learning supported emotional engagement by strengthening students' sense of belonging and reducing anxiety during classroom participation.

Sub Theme 4: Contextualizing Learning Experiences

A final strategy identified from the data involved connecting English learning to students' daily lives. Participants believed that students became more emotionally invested in classroom activities when instructional materials reflected familiar situations and experiences. Rather than presenting abstract language concepts, participants attempted to contextualize learning by using examples drawn from students' immediate environments.

Participant 4 explained that everyday-life examples helped students understand lesson content more easily while making classroom activities more enjoyable. Likewise, several participants emphasized that contextualized learning encouraged students to perceive English as more meaningful and relevant to their own experiences.

The findings suggest that contextualizing learning experiences not only enhanced students' understanding but also strengthened their emotional connection with the learning process, thereby increasing their interest and enjoyment during English lessons.

4. Discussion

Theme 1: Challenges in Remote School Teaching

The findings indicate that the challenges encountered by pre-service English teachers during their teaching practicum should not be interpreted solely as barriers to effective English language instruction. Instead, these challenges represent authentic professional learning experiences that required participants to exercise pedagogical judgement, flexibility, and contextual decision-making. The limited availability of instructional resources, inadequate technological infrastructure, and varying levels of student participation created teaching environments that differed substantially from those encountered during university-based coursework. Consequently, participants were required to move beyond theoretical lesson planning and develop instructional decisions that responded directly to the realities of their classrooms.

One explanation for these findings is that teaching in remote school contexts demands continuous adaptation to contextual conditions rather than strict adherence to predetermined instructional plans. When expected resources are unavailable, teachers must modify learning activities while maintaining the intended learning objectives. Such conditions encourage the development of adaptive teaching competence, which has increasingly been recognised as an essential characteristic of effective English language teachers working in diverse educational settings. Rather than reducing teaching quality, contextual constraints may stimulate creativity and strengthen teachers' capacity to make responsive pedagogical decisions.

These findings can be interpreted through Situated Learning Theory (Lave & Wenger, 1991), which conceptualises professional learning as participation in authentic communities of practice. From this perspective, professional competence develops through engagement with real-world teaching situations rather than through theoretical preparation alone. The practicum provided opportunities for participants to negotiate instructional challenges, interact with students from different educational backgrounds, and construct practical pedagogical knowledge based on lived classroom experiences. This

process illustrates how authentic participation contributes to the gradual development of professional competence among pre-service teachers.

The present findings are consistent with previous studies reporting that teachers working in rural and remote schools frequently encounter limitations in educational facilities, instructional resources, and technological support. For example, Padmawati (2023) found that inadequate infrastructure requires teachers to employ more flexible instructional strategies to maintain meaningful learning experiences. Similarly, Rahman (2023) observed that teaching practicum in challenging educational environments encourages pre-service teachers to become more independent and reflective in responding to classroom problems. However, the current study extends these findings by demonstrating that the various challenges experienced by participants should not be viewed as isolated issues. Instead, limited facilities, restricted technology, and student participation interacted dynamically, requiring participants to make integrated pedagogical decisions throughout the teaching practicum.

The findings can also be interpreted through the perspective of Situated Learning Theory proposed by Lave and Wenger (1991). According to this theory, professional learning occurs through active participation in authentic social and professional contexts. The challenges encountered by participants were not merely obstacles to teaching; rather, they represented authentic learning experiences that exposed participants to the realities of educational practice. Through direct engagement with these contextual constraints, participants gained practical knowledge that could not be fully acquired through university coursework alone.

Another important contribution of this study lies in its emphasis on contextual understanding as a component of teacher preparation. Previous research has predominantly examined instructional challenges from the perspective of experienced teachers or focused on individual classroom problems. In contrast, the present study highlights how pre-service English teachers simultaneously negotiated multiple contextual challenges while constructing their professional identity during the practicum. This finding suggests that the value of teaching practicum extends beyond the application of pedagogical knowledge; it also provides opportunities for prospective teachers to develop contextual awareness, professional resilience, and adaptive expertise through authentic classroom engagement.

Moreover, the findings indicate that challenges in remote schools served as catalysts for professional adaptation. Rather than preventing effective teaching, resource limitations encouraged participants to become more flexible, creative, and responsive to students' needs. This suggests that contextual challenges may contribute positively to the development of adaptive teaching competencies, which are increasingly recognized as essential qualities for effective educators in diverse educational settings.

Theme 2: Instructional Adaptation Strategies

The findings demonstrate that instructional adaptation constituted a central aspect of participants' teaching practicum in remote school contexts. Rather than implementing lesson plans exactly as they had been designed, participants continuously modified instructional materials, teaching techniques, classroom activities, and language use to accommodate the realities of their teaching environments. These adaptations were not merely spontaneous responses to classroom difficulties; instead, they reflected participants' developing ability to make pedagogical decisions that were responsive to contextual demands while maintaining the intended learning objectives.

Lestari and Lestari (2022) examined how pre-service English teachers designed and implemented lesson plans during teaching practicum and reported that instructional adaptation was a continuous process rather than a fixed implementation of prepared lesson

plans. Their participants frequently adjusted learning materials, classroom interaction, and teaching strategies according to students' responses and classroom conditions. These findings closely resemble the present study, where participants demonstrated instructional flexibility by simplifying learning materials, modifying language use, and employing visual media to accommodate students' learning needs in remote schools. This similarity reinforces the notion that adaptive instructional decision-making is an essential pedagogical competence developed through authentic teaching experiences.

The findings support the principles of Contextual Teaching and Learning (CTL), which emphasize the importance of connecting instructional content to learners' experiences and realities. By contextualizing English learning and utilizing familiar examples, participants helped students understand lesson content more effectively. This finding is consistent with Sari and Nugroho (2023), who argued that contextualized instruction enhances students' participation and comprehension by making learning more meaningful.

The study also highlights the importance of student engagement in the learning process. Participants employed various strategies to encourage behavioral engagement, including group discussions, collaborative activities, games, and question-and-answer sessions. Emotional engagement was fostered through supportive teacher-student interactions, positive reinforcement, and enjoyable classroom environments. Meanwhile, cognitive engagement was promoted through classroom discussions, problem-solving activities, and opportunities for students to express their opinions and ask questions.

These findings are consistent with the Student Engagement framework developed by Jennifer A. Fredricks and colleagues, which conceptualizes engagement as a multidimensional construct consisting of behavioral, emotional, and cognitive dimensions. The findings suggest that student engagement is influenced not only by students' characteristics but also by teachers' instructional decisions and classroom practices. When participants implemented interactive and student-centered learning activities, students appeared more willing to participate actively and invest effort in the learning process.

Theme 3 : Promoting Student Engagement

The findings revealed that participants employed various instructional strategies to promote students' engagement in English learning, including games, ice-breaking activities, group discussions, contextual learning, and interactive classroom activities. These strategies appeared to increase students' participation, enthusiasm, and willingness to engage in classroom tasks. The effectiveness of these approaches can be explained by the fact that many students in remote schools had limited exposure to English and often perceived the subject as difficult or intimidating. Consequently, creating an engaging and supportive learning environment became essential for encouraging active participation.

Salsabila (2024) reported that pre-service EFL teachers successfully promoted students' engagement through cooperative learning, interactive classroom communication, enjoyable learning activities, and continuous feedback during teaching practicum. The study concluded that creating enjoyable learning experiences encouraged students to participate more actively while strengthening their emotional attachment to classroom learning. These findings closely correspond with the present study, in which participants implemented games, ice-breaking activities, contextual learning, and collaborative classroom interaction to increase students' enthusiasm and participation in English learning. The consistency between the two studies suggests that enjoyable and interactive instructional practices constitute an effective strategy for fostering engagement in diverse classroom contexts.

One reason why interactive activities were effective is that they shifted students' roles from passive recipients of information to active participants in the learning process. Through discussions, collaborative tasks, and classroom interaction, students were

provided with opportunities to express ideas, ask questions, and engage with learning materials in meaningful ways. Such activities reduced students' dependence on teacher-centered instruction and encouraged greater involvement in classroom learning.

The findings can be understood through the Student Engagement framework proposed by Fredricks, Blumenfeld, and Paris (2004), which conceptualizes engagement as consisting of behavioral, emotional, and cognitive dimensions. Behavioral engagement was reflected in students' participation during classroom activities, discussions, and learning tasks. Emotional engagement was evident in students' enthusiasm, enjoyment, and positive responses toward learning activities. Cognitive engagement emerged when students demonstrated effort in understanding lesson content, asking questions, and participating in problem-solving activities. The findings suggest that participants' instructional strategies contributed to all three dimensions of engagement simultaneously.

The findings also indicate that student engagement was closely related to the learning environment created by the teacher. Students appeared more willing to participate when they felt comfortable, supported, and appreciated during classroom interactions. Positive reinforcement, encouragement, and enjoyable learning activities helped reduce students' anxiety and increased their confidence in using English. This finding suggests that engagement is not solely determined by students' individual characteristics but is also influenced by teachers' instructional decisions and classroom management practices.

Furthermore, the findings may be interpreted through Self-Determination Theory developed by Deci and Ryan (2000). The theory proposes that motivation and engagement increase when learners experience autonomy, competence, and relatedness. The interactive activities implemented by participants provided opportunities for students to express their ideas, experience success in learning tasks, and develop positive relationships with their teachers and peers. As a result, students became more motivated to participate in classroom activities and invest effort in learning English.

These findings are consistent with previous studies that emphasize the importance of student-centered instructional practices in promoting engagement. Lestari (2023) found that interactive learning activities and positive teacher support significantly influence students' motivation and participation in English classrooms. Similarly, Kurniawan (2023) reported that collaborative learning and contextual teaching strategies contribute to increased student engagement by making learning more meaningful and relevant to students' experiences. However, the present study extends these findings by demonstrating how pre-service teachers in remote schools successfully adapted such strategies to address contextual challenges and encourage student participation despite limited educational resources.

Overall, the findings suggest that promoting student engagement requires more than simply delivering instructional content. Teachers must create supportive learning environments, implement interactive teaching strategies, and provide meaningful learning experiences that encourage students to become active participants in the learning process. In remote school contexts, where students may have limited exposure to English and fewer learning resources, engagement-oriented instructional practices become particularly important for sustaining motivation and facilitating language learning.

Theme 4 : Professional Growth and Reflective Practice

The findings revealed that teaching experiences in remote schools contributed significantly to participants' professional growth and reflective development. Throughout the practicum, participants reported improvements in instructional competence, classroom management, communication skills, adaptability, and self-confidence. These developments occurred because participants were required to respond directly to authentic classroom challenges that could not be fully simulated in university settings. As a result, the practicum

experience provided opportunities for participants to transform theoretical knowledge into practical teaching competence.

One explanation for these findings is that teaching in remote schools exposed participants to complex educational realities that demanded continuous decision-making and problem-solving. Participants encountered situations involving limited resources, diverse student characteristics, varying levels of motivation, and unexpected classroom challenges. Such experiences encouraged them to evaluate their teaching practices critically and consider alternative instructional approaches. Consequently, professional learning emerged not only from successful teaching experiences but also from the challenges and difficulties encountered throughout the practicum.

Pravitasari et al. (2025) explored the emotional experiences and identity construction of Indonesian pre-service English teachers during teaching practicum. Their findings revealed that authentic teaching experiences encouraged participants to develop professional confidence, reflective awareness, and a stronger sense of teacher identity through continuous interaction with students and mentor teachers. Similar patterns emerged in the present study, where participants described teaching in remote schools as a transformative experience that strengthened their adaptability, pedagogical competence, and professional commitment. These similarities indicate that authentic teaching contexts play a fundamental role in shaping both professional identity and reflective practice among prospective English teachers.

The findings can be interpreted through Schön's (1983) theory of Reflective Practice, which emphasizes the importance of reflection in professional learning. Schön (1983) argues that professional expertise develops through reflection-in-action and reflection-on-action. Reflection-on-action occurs when individuals evaluate their experiences after completing an activity, while reflection-in-action takes place during the activity itself as practitioners make immediate adjustments in response to emerging situations. The participants in this study demonstrated both forms of reflection as they continuously assessed their teaching effectiveness, identified areas for improvement, and modified instructional strategies according to classroom conditions.

Furthermore, the findings suggest that reflective practice contributed to the development of greater pedagogical awareness. Through reflection, participants became more conscious of students' needs, classroom dynamics, and the effectiveness of different teaching strategies. This process enabled them to make more informed instructional decisions and develop a deeper understanding of the teaching profession. Therefore, reflection served not merely as an evaluative activity but as a mechanism for continuous professional learning and improvement.

Recent studies have further demonstrated that reflective practice becomes more meaningful when prospective teachers continuously connect classroom experiences with professional learning. Yuliana and Fitriani (2024) found that reflective dialogue, mentoring, and self-evaluation during teaching practicum enabled pre-service English teachers to refine instructional decision-making and strengthen pedagogical awareness. These findings reinforce the present study by illustrating that professional growth is achieved not only through teaching experience itself but also through systematic reflection on classroom practice.

The findings also highlight the role of teaching practicum experiences in shaping participants' professional identity as future English teachers. Teacher Professional Identity Theory suggests that professional identity develops through interactions between personal beliefs, professional experiences, and social contexts. During their practicum, participants began to construct their understanding of what it means to be an English teacher by engaging directly with students, collaborating with mentor teachers, and responding to

contextual challenges. These experiences influenced how participants perceived their roles, responsibilities, and professional capabilities.

In addition, interactions with students, mentor teachers, and school communities played an important role in supporting professional development. Through these interactions, participants gained practical insights into classroom management, communication, and instructional decision-making. This finding supports Situated Learning Theory (Lave & Wenger, 1991), which proposes that learning occurs through active participation in authentic communities of practice. By becoming members of the school community, participants were able to learn from experienced teachers and develop professional competencies through meaningful engagement in real educational contexts.

The findings are consistent with previous studies that emphasize the importance of teaching practicum experiences in preparing future educators. Rahman (2023) reported that reflective activities during teaching practice contribute significantly to the development of pedagogical competence and professional confidence among pre-service teachers. Similarly, Andini (2024) found that authentic teaching experiences help prospective teachers develop adaptability, resilience, and professional awareness. The present study supports these findings while demonstrating that remote school contexts provide particularly valuable opportunities for professional growth because they expose pre-service teachers to diverse educational challenges and realities.

Taken together, the findings demonstrate that teaching practicum in remote schools should be understood as a transformative process of professional learning rather than merely a compulsory component of teacher education programs. Beyond developing instructional competence, participants strengthened their reflective capacity, professional identity, and adaptability through continuous engagement with authentic classroom challenges. This interpretation is consistent with the findings of Nurhidayah and Wirza (2024), who demonstrated that reflective practice during teaching practicum enabled pre-service English teachers to critically evaluate their instructional experiences, refine their teaching strategies, and promote continuous professional development.

Similar patterns emerged in the present study, where participants used reflection to improve instructional decision-making, adapt to contextual classroom challenges, and deepen their understanding of effective English language teaching in remote schools. Consequently, the practicum experience contributed not only to participants' pedagogical competence but also to their long-term professional commitment and preparedness as future English teachers.

5. Conclusion

This study explored the experiences of pre-service English teachers in teaching English in remote schools. The findings revealed that the participants encountered various challenges related to limited facilities, inadequate instructional media, restricted technological access, and students' low motivation and participation in English learning. These conditions required pre-service teachers to continuously adapt their instructional practices according to the classroom environment and students' characteristics.

Despite these challenges, the participants implemented various adaptive instructional strategies such as games, group discussions, contextual learning, and interactive classroom activities to maintain student engagement during the learning process. The findings also demonstrated that teaching experiences in remote schools contributed significantly to participants' professional development, particularly in terms of classroom management, instructional adaptability, confidence, and reflective practice.

Overall, this study highlights that teaching practicum experiences in remote schools not only help pre-service teachers develop pedagogical competence, but also strengthen their professional readiness and reflective awareness as future English teachers.

Recommendations

Based on the findings of this study, several suggestions are proposed. First, pre-service English teachers are encouraged to improve their creativity and adaptability in implementing instructional strategies, particularly in remote school contexts with limited facilities and technological support. Second, schools and educational institutions are expected to provide better learning facilities and teaching resources to support more effective English learning processes in remote areas. Finally, future researchers are recommended to conduct broader studies involving more participants and different educational settings in order to obtain more comprehensive findings regarding English teaching experiences and student engagement in remote schools.

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