

## ABSTRACT

**DINA EGA MULYA. 2023. "Investigating an Indonesian Pre-service English Teacher's Emotional Experiences during International Teaching Practicum: An Autobiographical Narrative Inquiry."** English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

Teaching practicum programs in the field of education play a vital role in preparing individuals to become qualified teachers in both domestic and international school settings. This study explores the emotions experienced by an English as a Foreign Language (EFL) pre-service teacher during International Teaching Practicum (ITP) program, using the lens of emotional geography perspectives encompassing physical, moral, sociocultural, and professional aspects. An autobiographical narrative inquiry approach was employed as a research design, conducted at a school in South Thailand, with the researcher actively participating and documenting her experiences through diaries. Thematic analysis was applied to analyze the collected data, revealing four emergent themes: Time-space dynamics in physical geography, unforeseen moral geography of pre-service teacher experiences, understanding the nexus of culture, race, and gender in sociocultural geography, and professional geography in examining interactions, challenges, and adaption during the ITP. These findings contribute to a deeper understanding of the emotional dimensions experienced by a pre-service teacher during the ITP, shedding light on the complex interplay between her emotions and the different geographies she encountered. The outcomes of this study have practical implications for enhancing the emotional well-being and professional development of pre-service teachers in teaching practicum programs.

**Keywords:** Emotional geography, pre-service teacher, international teaching practicum