

PRE-SERVICE TEACHER'S MOTIVATION IN ENGLISH LANGUAGE LEARNING: A LITERATURE REVIEW

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Abstract. Motivational elements including tenacity, passion, and chances for career advancement have a big impact on pre-service teachers' development. Theoretical insights from Gardner's Socio-Educational Model, Vroom's Expectancy Theory, and Self-Determination Theory describe the interaction between intrinsic and extrinsic motivation; which are necessary to comprehend how motivation affects this development. Extrinsic incentive, which is driven by recognition, job stability, and professional progression; can increase participation and engagement in training initiatives. On the other hand, perseverance and continuous professional growth are supported by intrinsic motivation, which is driven by real interest and personal fulfilment. To develop dedicated future teachers, teacher education programs that incorporate both incentive styles are encouraged. However, obstacles including a lack of resources, ambiguous expectations, and unsupportive surroundings might make it difficult to stay motivated. These obstacles can be lessened with the use of constructive criticism, emotional support, and a supportive, cooperative learning environment. Additionally, encouraging competence, autonomy, and a feeling of community enhances long-term drive and dedication to pre-service teachers. In addition to promoting academic and personal development, addressing these aspects holistically helps them become more resilient. Environments for teacher preparation must encourage motivation and provide chances for significant growth if they are to guarantee long-term success. Long-term success in teaching requires a positive working environment during training.

Keywords: *pre-service teacher, intrinsic motivation, extrinsic motivation, English language*

Introduction

Motivation primarily affects both teaching and learning, especially for pre-service teachers since this impacts their involvement, commitment, and achievements in a classroom (Fadillah et al., 2024). They are usually motivated to learn about educational theories, gain feasible teaching strategies, and be able to create a conducive learning environment for their future pupils. According to Cabugsa (2022), motivation allows the pre-service teachers to have a growth mentality that pushes them toward self-betterment and strengthens their determination. Moreover, motivated pre-service teachers are also more likely to commit to their professional development, collaborate with their colleagues, and adopt innovative teaching techniques that produce successful future educators (Apoko, 2024). Ultimately, motivation fosters a positive reinforcing cycle that benefits lecturers and students in the long term. According to Armawan and Mahendrayana (2023), pre-service teachers are the future educators who will shape the language learning experience of their students. It is essential for them to receive focused attention in English language teaching. During their training, they acquire vital

knowledge and skills that will influence their teaching methods for years to come. Asriani et al. (2022) highlight that teacher education programmes can provide these pre-service teachers with the necessary tools to promote effective language learning, with the aid of specialized support and professional development in English Language Teaching (ELT). Additionally, pre-service teachers are in a crucial phase of their professional growth (Lian et al., 2024). Being exposed to innovative methodologies, the latest research, and reflective practices can greatly boost their confidence and teaching abilities. Kabilan et al. (2020) emphasize that the way they approach language teaching will be shaped throughout their careers by the strong foundation of good practices and a passion for teaching that they develop during this early stage.

According to Armawan and Mahendrayana (2023), since pre-service teachers will be the future educators who will influence the language learning experiences of innumerable students, it is imperative that pre-service teachers receive special attention in English language teaching. They gain essential knowledge and skills throughout their training, which will influence their approaches and practices for many years ahead. Asriani et al. (2022) state that teacher education programmes can equip such pre-service teachers with the tools to facilitate successful language learning through specialised support and professional development in English Language Teaching (ELT). Moreover, pre-service teachers are at a formative stage of their professional development (Lian et al., 2024). Exposure to cutting-edge methodology, current research, and reflective practice can significantly enhance their self-confidence and teaching competence. Kabilan et al. (2020) state that their language teaching approach will be shaped over the course of their careers by the outstanding ability to instil good practice and passion for teaching at this initial stage. Additionally, concentrating on pre-service teachers assists in addressing the changing needs of language instruction in a globalised world. Reynolds et al. (2021) posit that there is a greater demand for English language teachers as English is the most widely spoken language in the world. Baba (2022) supports the claim by stating that we can make sure that pre-service teachers can deal with the issues presented by multicultural classes, different levels of language ability, and technology in the classroom. Moreover, pre-service teachers with a solid background in ELT have a greater chance of addressing the diverse learners needs, attending to various learning contexts, and teaching the language (Mudra, 2024). This emphasis allows pre-service teachers to develop the knowledge and skills required to enable language competency and cultural awareness among their future students, leading to quality language teaching. The aim of this literature review is to explore relevant past studies on pre-service teachers motivation in teaching English language. The review involves exploring crucial theoretical models, motivational models, and the implications of intrinsic and extrinsic motivation in their professional growth. Through the discussion of literature, this study will highlight powerful strategies towards reaching and motivating pre-service teachers dedication to ELT and show the potentiality and challenges related to motivating them.

Literature review

This section presents a comprehensive literature review and discussion relating to theoretical frameworks of motivation, factors influencing motivation in pre-service teachers, motivation challenges among pre-service teachers, interventions, and strategies to enhance motivation among pre-service teachers.

Theoretical framework of motivation

The theory of motivation in education consists of various models and approaches which explain the variables that affect peoples motivation to learn or teach. The concept of intrinsic and extrinsic motivation that define internal and external forces compelling behaviour are at the core of these theories. According to Simon (2024), working for the sake of its inherent value such as enjoyment in learning and teaching is termed intrinsic motivation. Extrinsic motivation, however, is driven by reward or pressure from outside such as grades, career advancement, or meeting expectations. The theory of motivation has been shaped by well-known theories such as Gardner's Socio-Educational Model, Self-Determination Theory, and Vroom's Expectancy Theory. One of the most essential models for the learning of a second language is Gardners Socio-Educational Model, which emphasises the way sociocultural influences impact motivation. Reynolds et al. (2021) explain that there are two basic forms of motivations, which are instrumental and integrative. Instrumental motivation is rooted in practical goals such as academic performance or career improvement, whereas integrative motivation is rooted in learning a language to improve oneself or enhance ones culture (Asriani et al., 2022). Integrative teachers may engage in teaching English to pre-service teachers with serious interest in helping students develop language and social skills as well as cultural interaction (Ayuningtyas and Santosa, 2023). Meanwhile, individuals with stronger utilitarian incentives are driven by meeting academic demands or acquiring employment-worthy skills (Simon, 2024).

Self-Determination Theory (SDT) is another crucial concept for second language acquisition. Özcan (2024) asserts that Deci and Ryan's Self-Determination Theory emphasises the psychological demands for relatedness, competence, and autonomy as well as the ways in which both internal and external influences impact behavior. People are most driven, according to Andana and Fithriani (2024), when they feel linked to others, accomplish, and have control over their actions. According to Tanjung et al. (2020), pre-service teachers in English language teaching are more likely to be intrinsically motivated if they feel that their work is self-directed and aligned with their personal values. However, motivation may shift to extrinsic sources if these basic psychological needs are jeopardised by external factors such as rigorous coursework or a lack of support, which could reduce long-term engagement and job satisfaction. Vroom's Expectancy Theory is another important concept for learning a second language. The theory states that an individual's motivation is influenced by their belief in the likelihood that their efforts will yield the desired results (Reynolds et al., 2021). According to Sağlam (2025), the theory is based on three basic components, which are anticipation (the idea that effort will lead to performance), instrumentality (the belief that performance will result in a reward), and valence (the value attached to the reward). According to Vroom's idea, pre-service teachers' desire to engage in ELT may be impacted by their conviction that their efforts will yield superior teaching outcomes and career advantages.

The Self-Determination Theory, Gardner's Socio-Educational Model, and Vroom's Expectancy Theory are the three theories of motivation that shed light on different factors that influence teachers' and students' motivation and offer valuable perspectives on language training. The Self-Determination Theory states that intrinsic motivation is especially significant in language learning environments because students and teachers are more likely to engage deeply with the language when they feel connected, capable, and independent (Valenzuela and Sardina, 2024; Tanjung et al., 2020). Students may

feel empowered in classrooms that are supportive and centered on their needs. Integrative motivation is one of the social and cultural elements that can impact language acquisition, according to Gardner's Socio-Educational Model (Pazilah et al., 2024). Since students' motivation can be fuelled by a personal interest in cultural relations, this is especially crucial when teaching English as a global language. Vroom's Expectancy Theory helps teachers and students understand how they balance the effort they put into teaching or learning a language against the expected results, like career advancement or academic success, by focusing on the perceived relationship between performance, effort, and rewards. These theories offer a comprehensive knowledge of motivation, helping educators develop more effective lesson plans that consider the many motivations of both teachers and students.

Factors influencing motivation in pre-service teachers

Teacher education programmes have a big influence on pre-service teachers' motivation because they provide them with the essential skills, information, and encouragement they need to develop. Dewi and Al Fajri (2023) claim that these programmes assist pre-service teachers in gaining a sense of competence and self-efficacy in addition to exposing them to theoretical frameworks and instructional approaches. Moreover, teacher education programmes that offer dynamic and engaging learning settings can boost intrinsic motivation by making the learning process enjoyable and relevant to pre-service teachers' personal and professional goals (Pathomchaiwat and Thongrin, 2024). Furthermore, by linking course content to real-world teaching strategies, these systems can help pre-service teachers see the tangible outcomes of their study, which boosts their motivation to become skilled educators (Pazilah et al., 2024). Furthermore, Ibrahim (2023) claims that the way these programmes are designed, including whether they emphasise theory, practical application, or a combination of the two, has a significant impact on pre-service teachers' motivation for their future teaching careers. Dzormeku et al. (2024) state that practicum experiences and exposure to real classroom settings are two of the most powerful factors influencing pre-service teachers' motivation. According to Apoko (2024), these experiential learning activities allow pre-service teachers to put their theoretical knowledge into practice, hone their practical abilities, and see the difficulties of teaching in real-world situations. Positive practicum experiences, such as being placed in supportive classes with seasoned mentors, can significantly boost motivation by boosting pre-service teachers' self-confidence and confirming their commitment to the teaching profession (Armawan and Mahendrayana, 2023). On the other hand, negative experiences like inadequate mentoring or challenging classroom dynamics can deplete motivation by encouraging emotions of inadequacy or disappointment (Kabilan et al., 2020). According to Ayuningtyas and Santosa (2023), pre-service teachers' ability to connect their coursework to the challenges and rewards of teaching during practicum placements has a significant impact on their sense of purpose and motivation during their training and future teaching careers.

According to Asriani et al. (2022), pre-service teachers' motivation in teacher training programs is also greatly influenced by peer support, mentorship, and cooperation. Positive relationships with peers and mentors can provide a supportive learning environment that fosters emotional and professional growth (Baba, 2022). Reynolds et al. (2021) claim that peer interactions allow pre-service teachers to share experiences, discuss challenges, and collaborate to find solutions by reducing feelings

of loneliness and fostering a sense of belonging. Motivation may rise as a result. According to Mudra (2024), pre-service teachers benefit from guidance, criticism, and support from experienced educators as they navigate the difficulties of their professional development. Mentors who offer pre-service teachers emotional support and constructive criticism can motivate them to persevere through challenges and continue developing their skills, in addition to peer networks that create a sense of unity and shared purpose that keeps them motivated throughout the program (Valenzuela and Sardina, 2024). Tanjung et al. (2020) assert that socioeconomic and cultural factors have a significant impact on pre-service teachers' motivation. This might positively affect motivation by emphasizing the value and importance of teaching, as it is widely considered a highly appreciated profession (Asriani et al., 2022). Conversely, in cultures where education may not be as highly valued or where teachers confront low social status or insufficient resources, pre-service teachers may feel demotivated or uncertain of the difference they can make (Dzormeku et al., 2024). Furthermore, cultural perspectives on education, learning, and language instruction may have an impact on pre-service teachers' expectations and opinions about their work (Lian et al., 2024). For instance, pre-service teachers may feel more pressure to do well and be motivated by external rewards such as social approval or professional advancement in societies that place a strong importance on academic competition. According to Simon (2024), the social environment in which pre-service teachers are educated can either strengthen or diminish their intrinsic and extrinsic motivation, which in turn affects their long-term commitment to the teaching profession.

Motivation challenges among pre-service teachers

Baba (2022) asserts that pre-service teachers require motivation to develop, yet maintaining a high level of excitement can be challenging for several reasons. Burnout is a common issue among teachers-in-training due to the physical and emotional strains they face (Özcan, 2024; Pathomchaiwat and Thongrin, 2024). Cabugsa (2022) claims that balancing academic responsibilities with activities like lesson planning, classroom inspections, and other responsibilities is a common source of stress and exhaustion. Burnout can quickly undermine a pre-service teacher's enthusiasm for their work, making it difficult to stay motivated (Fadillah et al., 2024). Lack of resources can also result in a feeling of helplessness, which further reduces motivation (Hartono et al., 2023). These can include a lack of resources, support, or opportunities for career advancement (Sağlam, 2025; Tanjung et al., 2020). According to Kabilan et al. (2020), aspiring teachers may become less involved and committed to the teaching profession if they feel unprepared to achieve without the right tools and support. Furthermore, negative training experiences have a major effect on pre-service teachers' motivation, as stated by Zadorozhna and Datskiv (2022). According to Valenzuela and Sardina (2024), negative feedback from mentors or a lack of constructive criticism might cause feelings of inadequacy. Furthermore, if training programs fail to provide pre-service teachers with helpful guidance or constructive criticism, they may begin to question their abilities (Asriani et al., 2022). They usually lose confidence due to these uncertainties, which makes it much harder for them to remain motivated. Additionally, many pre-service teachers may wonder if they are suited for the profession after experiencing frustration from internships that involve subpar classroom management or low student engagement (Ag-Ahmad et al., 2023). Hence, these challenges have the potential to quickly erode the sense of purpose that initially drew them to teaching.

Moreover, motivation can also be influenced by larger systemic issues within the education system. Apoko (2024) points out that pre-service teachers frequently encounter challenges such as overcrowded classrooms, insufficient funding, and the pressure to perform well on demanding exams. These factors can make teaching seem overwhelming, especially for new educators who may feel helpless in the face of these external obstacles (Andana and Fithriani, 2024). According to Lian et al. (2024), the gap between students' idealistic views of teaching at the start of their program and the challenging realities they face during their training might lead to disillusionment. When students feel that they are unable to significantly impact the classroom because of institutional restrictions, this discrepancy between their expectations and experiences might deplete their motivation. Moreover, motivation is influenced by emotional and social support to a significant extent. Reynolds et al (2021) suggest that many pre service teachers experience loneliness during their training because they have very limited peer and emotional support. Sağlam (2025) bolsters this claim by arguing that overcoming teachers' inevitable challenges is difficult in the absence of a strong support system. When teachers believe that they are alone in facing these challenges, their motivation to keep going deteriorates. Özcan (2024) claims that peer support together with mentor and colleague support is vital in fostering resilience and helping pre service teachers to deal with difficult situations. Hence, providing opportunities for interaction, collaboration, and mentoring to novice teachers can boost their motivation significantly by empowering and encouraging them throughout their career pursuits.

Moreover, poor pre-service teacher training experiences can have the potential to affect newly emerging teachers' motivation significantly and irreversibly. Mudra (2024) states that emerging teachers' confidence and efficacy can rapidly be undermined by negative feedback, lack of constructive criticism, or unsupportive environment. These experiences can lead individuals to doubt their competence and aptness for teaching. Ayuningtyas and Santosa (2023) corroborate the fact by attesting that frustration and self-doubt can also be felt due to problems like ineffective classroom management or inability to engage students in internships. Pre-service teachers can thus become disillusioned and lose their initial passion for teaching, and this directly affects their willingness to stay in the programme. Therefore, such adverse experiences can create a cycle of bad motivation that could result in burnout or the abandonment of the discipline altogether if not addressed or unsupported.

Results and Discussion

Motivational theoretical frameworks in education are required in comprehending the motivations underlying the behaviour of future teachers and students. According to Simon (2024), extrinsic and intrinsic motivation are important in determining motivations. Extrinsic motivation is influenced by external factors such as grades or professional development, while intrinsic motivation is influenced by internal factors such as love for learning or teaching. Socio-Educational Model of Gardner, Self-Determination Theory (SDT) of Gardner and Vroom's Expectancy Theory are among the most prevalent models that inform accounts of second language learning motivation. Gardner's model, in formulating motivation by way of the differentiation between instrumental (career attainment) and integrative (growth as an individual or cultural accomplishments) orientations, helps to circumscribe the sociocultural forces on motivation. It becomes clearer how pre-service teachers can teach languages based on

their extrinsic aspirations, such as success in the job market, or their intrinsic desire for cultural enhancement through this model. According to Özcan (2024), SDT broadens the theory by concentrating on the psychological needs of relatedness, competence, and autonomy and highlighting how these needs influence intrinsic motivation. Feeling that their behaviour is effective, self-motivated, and approved by others increases teachers' and students' motivation. Vroom's Expectancy Theory, however, offers another perspective by highlighting the connection between performance, effort, and expected reward. This theory holds that pre-service teachers become more motivated when they feel that their effort would bring about positive outcomes such as career development or professional success. All three of these models give a dynamic picture of how numerous variables influence motivation, especially in language teaching.

Many studies emphasize how teacher education programs influence the motivation of pre-service teachers, especially by balancing theoretical knowledge with practical experience. Dewi and Al Fajri (2023) suggest that these programs boost intrinsic motivation by establishing learning environments that resonate with personal and career aspirations, thereby nurturing a sense of competence and self-efficacy. Pazilah et al. (2024) highlight the significance of integrating practical experiences, like internships or classroom observations, which enable pre-service teachers to witness the tangible effects of their education on their future teaching roles. Conversely, an overemphasis on theory without hands-on experience can diminish motivation by not linking academic knowledge to practical applications. Dzormeku et al. (2024) explore the impact of practicum experiences on motivation, showing that supportive internships greatly boost the confidence and dedication of pre-service teachers towards their careers. Their findings indicate that positive interactions with seasoned mentors enable these teachers to understand the real-world significance of their training. Kabilan et al. (2020) highlight that negative practicum experiences, such as inadequate mentorship or difficult classroom settings, can result in frustration, self-doubt, and reduced motivation, underscoring the importance of a well-structured and supportive practicum environment. Research by Baba (2022) as well as Reynolds et al. (2021) highlights the importance of relationships with peers and mentors in sustaining motivation. Mentorship provides both emotional and professional support, while strong connections with peers help pre-service teachers combat feelings of isolation and stay committed to their careers. Therefore, teacher training programs that successfully blend theory with practice, offer strong mentorship, and encourage peer support are crucial for motivating pre-service teachers, as negative experiences can result in disengagement and a drop in motivation.

Maintaining pre-service teachers' motivation is faced with numerous challenges, especially when they experience the strains of their training programs. Burnout is one of the significant challenges because pre-service teachers have trouble coping with academic demands and lesson planning and classroom observation (Cabugsa, 2022). The physical and emotional strain can easily deplete their commitment and motivation, and hence keeping motivation becomes a hurdle. Similarly, Tanjung et al. (2020) emphasize the effect of the lack of sufficient resources, e.g., low-quality teaching materials and a lack of support or professional growth. This leads to powerlessness, low motivation, and disengagement. The effect of negative training experience is also an issue. Zadorozhna and Datskiv (2022) indicate that critical feedback from mentors or no feedback at all can result in incompetence and doubt regarding one's ability. Negative experience is prone to lower the self-efficacy and encourage less motivation toward the

process of training. Meanwhile, assistance provided by mentors would facilitate overcoming similar obstacles through promotion and advice. Lian et al. (2024) also discuss disillusion that results due to inconsistency in pre-service teachers' self-view of teaching careers and reality on their own learning. This conflict between their idealized view of teaching and what they do experience can then also decrease motivation. Furthermore, systemic issues such as crowded classrooms and low fundings, cited by both Lian et al. (2024) as well as Cabugsa (2022), can render teaching so daunting, especially for new professionals. Thus, these obstacles underscore the need to equip pre-service teachers with the needed resources, support, and reasonable expectations to maintain their motivation throughout their preparation.

Motivation of pre-service teachers is determined by a multi-layered interaction of determinants in which intrinsic and extrinsic determinants both play important roles. Conceptual models such as those developed by Gardner, Deci and Ryan, and Vroom point to the co-existence side by side of intrinsic and extrinsic motivation (Sağlam, 2025; Özcan, 2024; Reynolds et al., 2021). To maintain motivation and guarantee long-term engagement, successful teacher training programs must successfully bridge theory and practice, have robust practicum support, and integrate extensive peer and mentorship networks (Apoko, 2024; Dzormeku et al., 2024; Armawan and Mahendrayana, 2023). Maintaining high motivation is very difficult. Pathomchaiwat and Thongrin (2024) as well as Cabugsa (2022) are quoted to have proven that burnout, negative training experiences, and inadequate resources have been able to demoralize pre-service teachers and make them frustrated and question themselves. Lian et al. (2024) validate the argument that the disparity between expectation and what the reality of teaching must offer, for example, inadequate resources, difficult mentorship, or an excessive workload that is congested, can merely drain motivation. The ideals-realities mismatch in most instances is a cause of burnout, reducing professional commitment. Resolution of such problems needs a combined response that entails the enhancement of training environments and proper support mechanisms. Equipping pre-service teachers properly with sufficient resources and encouraging mentorship is important in sustaining them. Setting realistic expectations and orderly support while being trained can reduce the barriers to them. Hence, it is essential to realize what motivates pre-service teachers to effectively develop successful teacher training. By satisfying intrinsic and extrinsic motivators both and creating an environment that is conducive and well-facilitated for training, teacher training can establish long-term dedication towards the teaching profession.

Conclusion

In conclusion, this study highlights the intricate relationship between intrinsic and extrinsic motivation in influencing the dedication and involvement of pre-service teachers. By employing established theoretical frameworks such as Gardner's Socio-Educational Model, Self-Determination Theory, and Vroom's Expectancy Theory, this study demonstrates how internal passions and external rewards affect motivation. It also highlights the significance of teacher training programs that integrate theoretical understanding with practical experiences, guidance, and collaboration among peers. By offering opportunities towards pre-service teachers to link classroom education with practical applications, these programmes can cultivate intrinsic motivation and promote sustained career involvement. The study also emphasises the considerable challenges

that pre-service teachers encounter, including burnout, lack of resources, and adverse training experiences, which may diminish their motivation. The disparity between idealized views of teaching and the challenging realities of the job frequently results in frustration and disillusionment. Consequently, it is essential for teacher training programmes to tackle these issues by providing adequate resources, a nurturing environment, and attainable expectations. Successful mentorship and a well-organised practicum experience are essential for maintaining motivation and supporting pre-service teachers in managing the challenges of their training. By creating a supportive, resourceful, and well-balanced training environment, teacher education programmes can assist pre-service teachers in sustaining their enthusiasm for the field and ultimately improving their long-term commitment to teaching.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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