

## **CHAPTER II**

### **THEORITICAL BACKGROUND**

#### **1. Literature Review**

##### **1.1 Border-crossing**

The term 'Border-Crossing' was firstly issued in 1992 by Giroux that aims to describe the tension and issues faced by a varieties students with varieties of cultural backgrounds as they negotiated dominant society. In this case, border-crossing might be focused on every form of transition from one sub-culture to a new and different one (Giroux, 2005). Therefore, based on the above definition, the lived experience of learning to teach could be considered as border-crossing at numerous sub-cultural levels, such as from student to teacher, pre-service teacher to in-service teacher and university context to classroom setting (Mulholland & Wallace, 2003; Sumadic, 2015).

This literature review, therefore, leads the border-crossing as a frame in the field of not only learning to teach, but learning to teach in international contexts and, more specifically, learning to teach English as foreign language with different L1. Working through each of these iterations will help to better position the significance of these border-crossings, including their influence on this research, and help to more effectively highlight the complexities in the journeys of the eight participants in this study. Due to the consideration within this context, Fitzgerald (2019) define the terms of border-crossing into some different parts, as:

### **1.1.1 Border-Crossing 1: Learning to teach**

The professional experience plays a prominent role towards learning to teach journey (Craven et al., 2014). It is also a challenging pace in which both the classroom reality and teacher's role come into severe contrast (Le Cornu & Ewing, 2008). The pre-service teachers will experience a sense of familiarity for a context in which they do not longer as the students, nevertheless, they will gradually deal with a disconcerting sense of unfamiliarity when they engage with space as a teacher (Barnes, Smagorinsky, & Barnes, 2014).

Fitzgerald, Parr, & Williams (2018) argued that the impact and influence of professional experience on pre-service teachers as predominantly relating with three different key themes, as: boundary work, relational work and identity work. Based on the mentioned themes, it is indicating that learning is quite complicated. Therefore, Phelan, Davidson, & Cao (1991) deployed 'Boundary work' as an analogy to characterize the real lived experiences of border-crossing that aims to keep the particular study is a beneficial way toward the making sense of the process of learning to teach.

### **1.1.2 Border-Crossing 2: Learning to teach in an International contexts**

The international teaching practicum is such an opportunity to equip the future educators with a real lived culturally diverse context and classrooms experiences (Organisation for Economic Cooperation and Development. OECD, 2010). The international teaching practicum might contribute in extending learning either through a range of new or different experiences in

which impacted the sense of teachers' identity significantly. In spite of that, the experience of learning to teach becomes not only rewarding but more complex (Flores, 2017; Ange Fitzgerald et al., 2017).

The representations of border-crossings are considered as one of the ways to make sense of learning to teach in an international context experience (Phelan et al., 1991). Fitzgerald (2019) argued that "The transitions that take place in these settings on the surface look and feel familiar, but are experienced as disarmingly different and are therefore recognized as manageable, at best, or hazardous, more realistically" (p.98). Therefore, the movement between different contexts is manageable when pre-service teachers are provided with guidance through external supports or their own personal resources (Mulholland & Wallace, 2003). Fitzgerald (2019) illustrated that a pre-service teacher who relies into interactive technology in implementing the teaching learning activities, they need to reassess their own pedagogical approach when they faced with only a traditional teaching learning technology such as blackboard and chalk. When it comes to the transition between one context and another experienced by them as not only different, but also it risks becoming hazardous (Fitzgerald, 2019). Consequently, to face the mentioned challenges, there must be strategies to cope and survive it. For example, language barriers faced in the classroom are usually considered as insurmountable initially, but as the pre-service teachers grapple with this they start to consider strategies that would bring about

change, such as visual and non-verbal modes of communication (Hartwig, 2017).

## **1.2 Professional Development**

It is critical that teacher professional development instills the skills and dispositions needed to respond to the challenges of 21<sup>st</sup> century educational contexts. Professional development refers to activities in which teachers' engaged to enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the teaching and learning process quality (Bolam, 1993). Furthermore, Schlager & Fusco (2003) stated that professional development is a career-long, context-specific, continuous endeavor guided by standards, grounded in the teacher's own work, focused on student learning, and tailored to teachers' stages of career development. Therefore, it can be designated as job-embedded professional development in which refers to such activities as learning by doing, reflecting on the experience, and then generating and sharing new insights and learning with oneself and others that might allow teachers to reflect and apply new knowledge to their classes while receiving feedback (Griffith, Ruan, Stepp, & Kimmel, 2014; Wood & Killian, 1998; Cavazos, Linan-Thompson, & Ortiz, 2018).

Based on the development of evaluation standards, indicators, criteria and form for professional experiential training of student teachers, a research conducted by Khuanwang, Lawthong, & Suwanmonkha in 2016, concluded

that the pre-service teachers' professional development comprise of 3 standards and 32 indicators as stated below:

Standard 1: Teaching competency, consisting of 3 sub-standards and 24 indicators as follows:

Sub-standard 1: Preparation of instructional management plans, which consists of 7 indicators: a) having knowledge of the curriculum, b) determining objectives, c) specifying learning contents, d) specifying learning activities, e) specifying materials and learning sources, f) determining measurement and assessment methods, and g) Preparing instructional management plans.

Sub-standard 2: Learning management, comprising 3 indicators and 15 sub-indicators: a) learning activity management, which includes: (1) introduction, (2) instruction, (3) communication with learners, (4) promotion of thinking skills, (5) knowledge exchange and sharing, (6) learning enhancement, (7) class management, and (8) conclusion; b) use of materials and learning sources; c) measurement and assessment of student performance, consisting of: (1) assessment through diverse approaches, (2) assessment with informed learning goals, (3) simultaneous assessment conducted during instruction, (4) evaluation promoting self-assessment on learning, (5) assessment to develop continuous learning, and (6) report on learning assessment results.

Sub-standard 3: Measurement and assessment of teaching practice for student development, comprising 2 indicators, which are: (a) application of assessment results, and (b) report on reflection and performance.

Standard 2: Classroom action research competency, consisting of 2 indicators as follows: a) conducting research to improve instructional management, and (b) conducting research to improve research skills.

Standard 3: Self-management for professional development, consisting of 6 indicators which are: a) teacher personality trait, b) self-learning, c) receptiveness and adaptability to changing situations, d) responsibility for other tasks in educational institutions, e) communication and collaboration, and f) creation of professional learning communities.