

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Pre-Service English Teachers

Pre-service English teachers refer to individuals who are currently enrolled in a teacher professional education program (PPG), which aims to equip them with the knowledge, skills, and understanding necessary to become effective English educators (Hadi, 2019). The role of pre-service English teachers is very important in shaping the future of English education. The quality of teacher education programs directly influences the effectiveness of prospective teachers. An effective program provides a solid foundation in both theoretical knowledge and practical skills. Reynolds et al. (2021), states that this training and education phase is an important period where individuals prepare themselves to become certified or licensed teachers. After completing training and meeting the requirements set by the relevant educational institution or certification authority, the pre-service English teachers become certified or licensed teachers and can begin their careers in schools, language institutions, or other educational settings. The training and education process for pre-service teachers aims to equip them with the knowledge and skills necessary to teach English effectively in various educational environments (Çelik & Zehir Topkaya, 2024).

Increasing interest in learning English has led to high teaching standards. Effective English education should focus on developing communication skills. According to Kaharuddin (2018), the main aim of English education is to enable individuals to communicate, both orally and in writing. Thus, pre-service teacher education programs must be designed to train prospective teachers to teach these skills in a balanced and integrated manner. In the process of mastering English, teachers play an important role in helping students achieve the desired level of competency. Teachers act as a link between theory and practice (R. Ellis et al., 2019).

Pre-service English teachers must be able to create a learning environment that supports students' ability to communicate in English. This is important because the ability to communicate in English opens up opportunities for individuals to participate in the global community and increase their social mobility. English education has an important role in advancing global communication, increasing career opportunities, and facilitating cultural exchange (Ilyosovna, 2020; Rao, 2021; Rustamov & Mamaziyayev, 2022).

2.1.2 Teacher Professional Development

As a foundation for educational improvement, teacher professional development is critical in ensuring educators are equipped with the skills and knowledge necessary to meet student needs. This includes ongoing learning and training that enables educators to improve their teaching practices and meet the evolving needs of students. This is in line with Sims and Fletcher-Wood (2021) who claim that teacher professional development is an important aspect of education which aims to improve the quality of teaching and learning.

According to the Education Endowment Foundation report (2021), effective professional development programs are designed to build knowledge, motivate staff, develop teaching techniques, and instil practice. By investing in teacher professional development, educational institutions can improve the quality of education and ensure students receive the best learning experiences. Furthermore, it is imperative to tailor professional development programs to the unique needs of educators and the specific contexts in which they teach (Popova et al., 2022). Rigorous evaluation of these programs ensures alignment with educational goals and enhances their effectiveness. When professional development addresses teachers' contextual challenges and supports their professional growth, it maximizes their potential impact on student achievement and educational outcomes.

One of the teacher professional development programs highlighted in this research is the Teacher Professional Education Program (PPG), which is designed to equip educators with comprehensive skills and knowledge essential for effective teaching practices. Lucas and Villegas (2013) stated that pre-service education lays the foundation for continuous development throughout teachers' careers, preparing

them to effectively teach culturally and linguistically diverse students. This shows that PPG not only prepares pre-service teachers to provide quality education but also instils a commitment to continuous teacher professional development and leadership in the educational community.

2.1.3 Teacher Internship

Teacher internship is one of the fundamental aspects in the stages of forming a teacher's professional development. According to Cai et al. (2022), teacher internships are an effort to increase the professionalism of educators. As pre-service teachers currently undertaking education, this teacher internship program provides the main foundation for applying the theoretical knowledge they gained during their education period, which can be directly applied in real practice in the school field. On this occasion, pre-service teachers can develop teaching skills and understand classroom situations and learning management. This is in line with Stephens (2011) who states that the main aim of the teacher internship program is to improve the teaching skills, knowledge and understanding of prospective teachers in real-world contexts. Through internships, pre-service teachers as prospective teachers can have the opportunity to be directly involved in the teaching process, observe the best teaching methods, and get feedback from experienced mentors. Parveen and Mirza (2018) emphasized that teacher internships provide pre-service teachers with the opportunity to improve their teaching skills. This experience is very important in building the confidence and professional competence of prospective teachers.

In addition, during a teacher internship, the theories studied and teaching practices in the school will be interconnected. Resch and Schrittester, (2023), stated that teacher internships will greatly enable pre-service teachers to connect educational theory with classroom teaching practices. This process involves applying pedagogical concepts learned in an academic environment to real teaching situations in the classroom. Through this, pre-service teachers will be able to evaluate the effectiveness of each learning strategy and adapt it to the needs and characteristics of the students they will teach. With the experiences they have faced, they can develop their reflective skills, as a basis for continuous improvement.

According to Reitman and Karge (2019), during teacher internships, pre-service teachers can build professional relationships with experienced teachers, mentors and school staff. These interactions can open the door to exchanging ideas, resources, and support in their careers. It not only helps in the professional growth of prospective teachers but also opens up opportunities to share knowledge and best practices. Through guidance and collaboration with mentors, pre-service teachers can gain insight into school culture, classroom management strategies, and effective teaching approaches. This professional network often continues after the internship period ends, providing ongoing support for pre-service teachers in their careers.

For pre-service English teachers, this teacher internship program can help hone the specific skills needed in teaching English as a foreign language. The internship experience provides the opportunity to practice various language teaching methods, such as the use of technology in teaching, managing a bilingual classroom, and implementing teaching strategies that focus on communication skills. Through this process, preservice English teachers can develop teaching approaches that are more effective and responsive to student needs.

2.1.4 Challenges in Teaching English during Internships

During the internship program, pre-service teachers will be exposed to the reality of the world of education which is full of challenges. According to Huu Nghia and Tai (2019) and Massod et al. (2022), the challenges that pre-service English teachers may face during internships include aspects of teaching, classroom management, interaction with students, and adaptation to a new school environment. One of the main challenges faced by pre-service English teachers during internships is limited experience. Pre-service English teachers are not used to being directly involved in the school and classroom environment. Even though they have gained strong theoretical knowledge during their education, practical experience in teaching is still very limited (Filiz & Durnali, 2019). These limitations often cause difficulties in applying theory into direct practice in the classroom, especially when adapting to the needs and characteristics of diverse students.

Apart from that, one of the challenges that pre-service teachers often face during internships is the challenge of managing the classroom. Effective classroom

management is an important skill that requires experience and intuition that develops over time (Genç, 2016). Pre-service teachers often do not have effective strategies for handling various complex classroom situations because they are not used to dealing with things that are beyond their control, such as dealing with disruptive student behaviour or maintaining student attention during learning. Interaction with students can also be a challenge. Pre-service teachers must be able to build positive relationships with students while maintaining authority as educators. Ineffective interactions can have a negative impact on the teaching and learning process, as well as reduce student motivation and involvement in English lessons (Suddeath et al., 2020).

Adapting to a new school environment is also another challenge that is no less difficult. Every school always has different habits, rules and expectations. Pre-service teachers must be able to adapt quickly in order to contribute optimally. This adaptation process not only involves adjusting to the physical environment, but also to colleagues, school administration, and teaching systems that may be different (Çetin & Sadik, 2020). By understanding how to overcome the challenges they face, pre-service English teachers can develop the skills necessary to become professional educators. Teacher internship experience is an important stage in shaping an educator's career (Salviana et al., 2020).

2.1.5 Solutions in Facing Challenges

During teacher internships, pre-service English teachers are likely to face various challenges, effective solutions can help them overcome these problems. According to Parveen and Mirza (2018), through mentoring, additional training, effective classroom management, and creativity, there can be steps that can help interns become more competent and confident English teachers in facing teaching challenges. Thus, the internship process is an important step in preparing pre-service English teachers to be successful in their careers (Ghuftron et al., 2022).

One effective solution to help pre-service teachers overcome the aforementioned challenges is mentoring. Structured mentoring from experienced mentors and tutors can provide emotional support, as well as effective guidance and direction in teaching and classroom management. The mentoring process can help

pre-service teachers develop effective teaching strategies, provide good feedback, and share relevant experiences. This process not only improves teaching competence but also builds the interns' self-confidence (Parveen & Mirza, 2018).

Additional training is also another solution that could be an option to overcome the limited experience of pre-service teachers. Training that focuses on developing skills, such as innovative teaching methods, classroom management, and the use of technology or other resources in learning, can strengthen their ability to face challenges when teaching. According to Lee (2019), lesson study is an additional training that can improve pre-service teachers' skills in reviewing and planning lessons. Lesson study can be a functional model for pre-service teachers to use theory and practice together in problem-solving teaching courses (Kanbolat, 2023). In lesson study, a group of teachers works together to plan, observe, and analyze classroom learning with the aim of improving the quality of teaching and learning.

In Dudley's (2016) research, lesson study involves five main stages:

1. Planning

This is the stage for planning Lessons. Pre-service English teachers can set clear learning objectives and design the teaching strategies that will be used.

2. Teaching

In this section, pre-service can carry out lessons that have been planned in front of the class. Then observe the progress of the lesson by focusing on students' responses and interactions with the lesson material.

3. Observing Students

After that, it is observed how students learn, what challenges they face, and how they participate in class activities.

4. Discussing and Analyzing

Pre-service teachers working together can discuss what they have observed. Then analyze effective teaching strategies to use and their impact on student learning. It also includes a discussion regarding which areas need improvement.

5. Recording and Reporting Students

The results of these observations and analyses are documented to provide useful feedback and follow-up plans.

These stages help teachers to develop more effective and data-based teaching approaches, and ensure that student learning is always the main focus in every step of lesson study.

Creativity in teaching is also another important aspect to help pre-service teachers overcome teaching challenges. Creative teachers can design interesting learning activities, which can increase student interest and motivation. The use of varied teaching methods can make learning English more enjoyable and optimal. Creativity also helps pre-service teachers adapt to various classroom situations and diverse student needs (Rogayan & Reusia, 2021).

2.1 Study of the Relevant Research

A lot of previous research has been conducted to investigate the experiences of pre-service English teachers when undertaking teacher internships. Several studies show that every pre-service English teacher encounter challenges when undertaking teacher internships. For example, research by Jayadi and Adi (2022), tried to listen to the concerns from the experiences of pre-service English teachers during internships in the school environment, including concerns regarding problems in classroom management, such as student discipline, lack of interest, inability understanding lessons, lack of attention, etc. Also, research by Ugalingan et al. (2022), states that pre-service English teachers face uncertainties, confusion, and difficulties in acculturating into school teaching practice, including new living situations, psychological well-being adaptation, identity transformation, and handling interpersonal relationships.

Pakpahan (2023) in her research highlights that there must be immediate solutions to every challenge faced by pre-service English teachers. For example, Hishamudin & Li's (2023) research found that pre-service teachers were worried about their English language proficiency, how to design class activities, how to engage students, how to use textbooks, and how to assess students' proficiency levels. The results of this study led to urging stakeholders to take significant action.

Moreover, another study conducted by Falah et al. (2023) discusses the challenges English teachers face in schools. The research results show that English teachers have challenges related to internal and external aspects. Internal aspects include teacher qualifications, student vocabulary and motivation. Meanwhile, external aspects include time constraints, limited school facilities, and a lack of professional development programs. Researchers revealed that the results of these findings should be of concern, not only to teachers but also the responsibility of schools and the government to resolve these problems.

Overall, previous studies provide evidence that shows the importance of understanding the challenges encountered when undertaking an internship as a pre-service English teacher, as well as the obligation to find solutions to the challenges faced immediately. Although further research is still needed to gain a more comprehensive understanding, these findings provide a strong basis for understanding experiences during internships that can be used to improve the preparation of new teachers to face the challenges of teaching English.