

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Teaching Practice

The English Education Department major requires pre-service teachers to conduct teaching practice. This gives pre-service teachers the opportunity to observe various activities in school under the guidance of tutor teachers and supervising lecturers. Teaching practice can be conducted in an English-speaking country or a non-English-speaking country.

Pre-service teachers must deliver great teaching to ensure the learners know what they do not know and deeply comprehend what they already know. Coe et al. (2014) introduced the six components of teaching that can enhance learners' understanding and create great teaching, namely content knowledge, quality of instruction, classroom climate, classroom management, teacher beliefs, and professional behaviors.

There are four characteristics of teaching practice, according to Mufidah (2019). To involve learners in a deep learning activity, pre-service teachers should be able to develop student-centered learning where learners do not only hear, see, note-take, memorize, describe, explain, and relate to their knowledge but also do and use the knowledge and teach it to others (Glasser, 1998). Pre-service teachers also must be able to create interesting material to involve learners in high-learning activities. High-learning activities happen when learners are happy and eager to learn because they feel like learning and doing the same thing (Mufidah, 2019). Another characteristic of teaching practice is the transformation of competence (knowledge, skill, and attitude). To achieve learning objectives and develop learners' potential, learners are involved in realistic activities with sufficient time and opportunity. Moreover, to support a better transformation of learners' competence, pre-service teachers also need to create a friendly, relaxed, and humanistic learning environment. Learners are treated as the pre-service teachers' customers. However, learners still have to be respectful to the pre-service teachers as well.

2.1.2 International Internship Program (IIP)

International Internship Program (IIP) as the pre-service teachers' international experience provides a unique and enriching experience that can benefit pre-service teachers. Since IIP aims to provide an opportunity for pre-service teachers to experience teaching in international educational settings and schools, IIP exposes the pre-service teachers to a multicultural context, such as different cultures, languages, customs, and beliefs. Pre-service teachers who conducted international teaching were empowered by the experience and acquired competence and confidence (Parr & Chan, 2015), and also developed a deeper understanding and appreciation of cultural differences (Klein & Wikan, 2019). Furthermore, international experience can affect pre-service teachers' global perspective and also increase their desire to consider various perspectives and integrate cross-cultural perspectives in the classroom (González-Carriedo et al., 2017).

Moreover, IIP is also hoped to provide pre-service teachers with the teachers' basic competencies that are required for them as future teachers. According to Hasymi (2023), pre-service teachers can develop their teaching competencies and practice classroom management. Teaching competencies pre-service teachers should master are creating lesson plans, developing teaching materials, preparing suitable teaching media, leading the teaching and learning activity, and making learning assessments. In addition, pre-service teachers should be able to manage a classroom, such as arranging students' seating, regulating teachers' action zones, regulating teachers' voices, and handling classroom regulation violations.

After international teaching experience, there are numerous effects for pre-service teachers, including professional and personal changes. It provides a unique experience that is beneficial for pre-service teachers. Fitzsimons et al. (2024) argued that the pre-service teachers' particular skill sets were significantly improved during teaching practice.

It includes professionalism, communication skills, classroom and lesson management, and inclusive practice. In addition, Mikulec (2019) stated that teaching practice demonstrated significant personal growth regarding self-confidence, self-awareness, flexibility and adaptability, and interpersonal skills.

2.1.3 English as a Foreign Language in Thailand

English in Thailand has a position as a foreign language. Thus, only a few people can speak English. Thailand is an English as Foreign Language (EFL) country in Southeast Asia, where English is taught as the first foreign language in every educational institution (Suwannoppharat and Chinokul, 2015).

The difficulty of learning English in Thai initiates educational institutions to employ native speakers to give students opportunities to practice more English skills and activate confidence in using English in their daily lives. Nevertheless, more financial support is needed to learn English. Suwannoppharat and Chinokul (2015) argued that English learning success depends on learners' concentration, financial support, and advanced technology for success in developing Thai students' abilities to use English in their daily lives. Thus, there is a need to build a greater focus on classroom learning to make a better resource for students to gain English knowledge.

On the other hand, learning English is sometimes not only about teaching the language but also about introducing learners to its culture. Identifying the context and selecting the most appropriate approach for supporting students' learning becomes the main responsibilities of efficient EFL teacher (Suwannoppharat & Chinokul, 2015), as teaching language involves not only the knowledge of structure, syntax, phonology, and lexis but also the features and characteristics of particular cultures. Thai English teaching focuses on the relationship between language and culture by integrating local culture into language pedagogy, which results in insufficient supplementary language instruction

(Kanoksilapatham & Channuan, 2018). According to Kusumaningputri & Widodo (2018), both language and culture are mutually intertwined since language use is socially tied to the context of a situation. Even though most commercial English textbooks are based in American or British cultural contexts (Dinh & Sharifian, 2017), they aim to enhance students' awareness of cultural diversity in response to English as a global language.

2.2 Study of the Relevant Research

Myriad researchers have documented international teaching practices for pre-service teachers in the educational major. Ateşkan (2016) investigated Turkish pre-service teachers' experience during the ITP in the United States of America. The result shows that pre-service teachers gained self-confidence and confidence-building by adjusting to new working cultures and new world views on education and culture. The pre-service teachers' ability to talk and interpersonal skills also improved during this program.

Wahyuni (2019) conducted research to explore thirty-eight students from twelve universities in Indonesia who are undertaking teaching practice and community service in Thailand. It shows that Indonesian university students faced six culture shocks, including language and communication obstacles, lifestyle and cultural differences, social support and establishing friends, pleasant experiences, academic issues, and psychological issues. In terms of dealing with cultural differences and challenges, they utilized self-confidence and optimism, accepting the new culture, seeking social support, and language training.

Kabilan et al. (2020) researched four Indonesian pre-service teachers undertaking ITP in Malaysia. The interviews and peer-reviewed publications of qualitative data suggest four emerging trends of the challenges faced by EFL pre-service teachers in ESL settings. The four topics are lesson plans, curriculum, language proficiency, and cultural differences. These challenges inspire and lead to the pre-service teachers' professional development, though they keep their identity as prospective English teachers.

In addition, Mahmood & Iqbal (2018) investigated the challenges, expectations, and experiences faced by the 34 prospective teachers enrolled in the final semester of B.Ed. (Hons.) program at two universities in Pakistan in order to connect theory to practice. In short, this study investigates the challenges, expectations, and experiences of Pakistanis prospective teachers during a domestic teaching practice in Pakistan. The results show that their teaching practice has helped prospective teachers strike a balance between their expectations and the reality of schools and classrooms.