

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Framework

1. Introduction to the Use of English

English has been widely recognized as a global lingua franca that functions as a primary medium of communication in international education, business, and academic discourse (Crystal, 2003; Seidlhofer, 2011). The global spread of English has made it the dominant language in science, technology, and higher education, which means that being proficient in English is increasingly important for participating in international academic and professional communities. In the context of teaching English as a Foreign Language (EFL), learners have limited exposure to English outside the classroom, making instructional interaction the main source of language input. Unlike learners in English as a Second Language (ESL) environments, EFL learners are situated in communities where English is rarely encountered in everyday life, meaning that the classroom constitutes virtually the only space for authentic language exposure. This condition places teachers in a critical position as providers of linguistic exposure. As stated by Stephen Krashen, language acquisition is facilitated when learners are exposed to comprehensible input within meaningful contexts (Krashen, 1985). His concept of comprehensible input, often expressed as $i+1$, input that is slightly beyond the learner's current level highlights the important role of teacher language as the main source of input for language acquisition. Therefore, the use of English in classroom interaction is crucial in EFL settings, where opportunities for authentic language use are highly limited.

The use of English in this study refers to the use of English as the main medium of classroom instruction and interaction, where teachers maximize their use of English to provide learners with meaningful language input during teaching, classroom management, and teacher–student communication (Ellis, 2005). This definition includes not only the direct teaching of language content,

but also the incidental use of English in activities such as classroom instructions, greetings, transitions between activities, and feedback, all of which gradually enrich the linguistic environment experienced by learners. The use of English is not merely a methodological preference but a pedagogical practice influenced by teachers' beliefs, instructional goals, and classroom realities. In this sense, using English consistently can be understood as a reflective instructional choice in which teachers continuously negotiate between ideal language exposure to support effective language learning.

Within this broader discussion of the use of English as a classroom practice, the debate on English use versus first language (L1) use in EFL classrooms has evolved from an "English-only" ideology toward a more balanced and principled perspective. Early immersion-oriented views emphasize that sustained exposure to English enhances learners' communicative competence through increased access to meaningful input and interaction opportunities (Krashen, 1985; Long, 1996). In line with this view, Curtain (2011) underscores the importance of creating a classroom environment in which the English as a target language is consistently modelled to support language development. This perspective is consistent with the Communicative Language Teaching (CLT) tradition, which holds that authentic and consistent engagement with English as a target language in meaningful communicative contexts is the most effective pathway to language proficiency. However, Cook (2008) argues that the first language (L1) may serve as a cognitive and pedagogical resource when employed strategically in the language classroom. This view suggests that effective use of English is not determined solely by quantity, but by the quality of pedagogical decision-making. This synthesis also highlights the central role of teachers' perceptions in determining how English and first language (L1) are negotiated during the learning process.

Against this evolving perspective on the use of English as a contextual and negotiated classroom practice, teaching internship programs represent a critical stage in teacher education, where pre-service teachers are expected to enact theoretical knowledge in authentic classroom settings (Farrell, 2019). The

transition from the theoretical world of teacher education to the practical demands of real classrooms is often regarded as one of the most significant stages in student teachers' professional development. During this phase, they are required to navigate the gap between the pedagogical knowledge acquired at university and the complex realities of classroom teaching. Phuc (2025) found that pre-service teachers frequently encounter difficulties in applying theoretical concepts and instructional strategies to actual teaching situations, highlighting the important role of teaching practicum in bridging the gap between theory and practice. Furthermore, practicum experiences provide valuable opportunities for student teachers to develop their professional identity through direct interactions with students, mentor teachers, and authentic school environments (Chaleila, 2025). These challenges become even more complex as student teachers' professional growth is shaped by mentoring practices and the specific contexts of the schools where they undertake their practicum, both of which can influence the pedagogical decisions they make in the classroom (Rasheed, 2025). At the same time, they are expected to manage the classroom, deliver the lesson, and model the use of English while being observed and evaluated by their supervising lecturers and cooperating teachers. These contextual factors subsequently shape how student teachers perceive the feasibility and effectiveness of English use in real classroom practice.

2. Theoretical Perspectives on the Use of English as a Target Language

The use of English as a target language in EFL classrooms aligns closely with communicative-oriented approaches to language teaching. Communicative Language Teaching (CLT) views language as a tool for meaningful communication rather than merely a system of grammatical forms. Within this framework, English serves both as the object of instruction and the primary medium of classroom interaction. Richards & Rodgers (2014) argue that sustained, meaningful interaction in English as a target language is essential for developing learners' communicative competence, while Richards (2021) emphasizes that teachers' consistent use of English provides crucial input and interactional opportunities in EFL contexts. Similarly, Littlewood (2007)

highlights that communication-oriented classrooms require learners to engage actively with English as a target language through meaningful interaction. In addition, Savignon (2018) maintains that communicative competence develops through authentic language use rather than through isolated grammatical instruction. From a CLT perspective, every instance of teacher-student interaction conducted in English is simultaneously an instance of language teaching, as it models authentic English use in real communicative contexts. Nevertheless, the use of English in practice is often shaped by teachers' perceptions of students' proficiency, classroom conditions, and pedagogical constraints, leading to strategic language choices during instruction.

The importance of using English is also supported by psycholinguistic theory, especially the Input Hypothesis proposed by Krashen (1985). This theory explains that learners acquire a language when they receive input that they can understand, even if it is slightly above their current ability. In EFL classrooms, teachers' spoken use of English is one of the main sources of this input. Therefore, English use is effective when it is understandable and focused on meaning. Similarly, Lightbown and Spada (2021) emphasize that exposure to meaningful and comprehensible language is essential for second language development. Ellis (2012) also argues that language acquisition depends heavily on learners' opportunities to process comprehensible input. In addition, Long's (1996) Interaction Hypothesis proposes that conversational interaction facilitates acquisition because it helps learners negotiate meaning and make input more comprehensible. Krashen further proposed the Affective Filter Hypothesis, arguing that emotional factors such as anxiety, low motivation, and lack of confidence can create a psychological barrier that blocks learners from absorbing comprehensible input even when it is present. This hypothesis is particularly relevant to the EFL classroom context, where students who feel anxious or overwhelmed by the use of English may process less of the input they receive. However, teachers often decide to continue or reduce their use of English based on their perceptions of students' understanding, showing that theoretical principles are applied through teachers' personal classroom

judgments.

In addition to cognitive views, sociocultural theory offers a wider understanding of English use by highlighting language as a tool that supports learning. Based on the work of Vygotsky (1978), learning is seen as a social process that develops through interaction with others. A key concept in this framework is the Zone of Proximal Development (ZPD), which refers to the gap between what learners can do on their own and what they can achieve with guidance from a more knowledgeable other. In the EFL classroom, the teacher takes on this role, and the use of English becomes the main medium through which scaffolding within the ZPD is provided. Lantolf (2000) and Lantolf and Thorne (2006), further explain that language functions as a mediational tool through which cognitive development occurs. From this perspective, both English and the first language can be used to help learners understand meaning and participate in classroom activities. This view suggests that the use of English should be judged by how well it supports learning, rather than by how exclusively it is used. When seen through a sociocultural lens, code-switching can be understood not as a failure of English instruction but as a scaffolding mechanism that enables learners to bridge the gap between their current comprehension level and the demands of English language input. Therefore, teachers' language choices are influenced by their perceptions of which forms of interaction best help students understand the lesson in specific classroom situations.

Teacher identity also plays an important role in shaping language choice during classroom interaction. Language use reflects not only teaching goals but also teachers' professional self-image, confidence in using English, and cultural identity. Previous studies show that teachers' beliefs about their own language ability and cultural background influence how they understand and apply the use of English in the classroom. Kahraman (2016) explains that teachers' cultural identity and beliefs about language learning affect their willingness to use English as a target language extensively in the classroom. Similarly, Johnson (2009) argues that teachers' instructional practices are closely

connected to their prior experiences and professional beliefs. Norton (2013) further emphasizes that identity influences how individuals invest in language learning and language use. Barkhuizen (2017) also notes that language teacher identity is dynamic and continuously negotiated through experience and social interaction. This dimension of identity is particularly significant for student teachers who are still developing their professional identity during teaching practice. The use of English in front of students carries a strong evaluative aspect. Student teachers are aware that their English proficiency is visible to their students, mentor teachers, and supervising lecturers. This awareness can generate anxiety which, on one hand, encourages them to be more careful and accurate in using English, but on the other hand, may also lead them to revert to their first language as a form of self-protection. Therefore, teachers' use of English cannot be viewed solely as a pedagogical decision but should be understood as part of their broader professional identity and self-perception in the EFL classroom.

Overall, these theoretical perspectives suggest that the use of English is not merely a methodological prescription but rather a practice driven by perception. In the teaching internship programs, student teachers are simultaneously developing pedagogical competence and professional identity while negotiating theoretical expectations and classroom realities. This is consistent with Borg's (2006) view that teachers' classroom practices are strongly influenced by their beliefs and cognitions. The intersection of these developmental processes makes the teaching internship a uniquely rich site for examining how pre-service teachers understand and enact the use of English, as the decisions they make during this period reflect not only their theoretical knowledge but also their beliefs, identities, and responses to the immediate demands of their classrooms. Therefore, integrating communicative, psycholinguistic, sociocultural, and identity-based perspectives provides a comprehensive theoretical foundation for examining pre-service teachers' perceptions of the use of English during teaching internships.

3. The Use of English in EFL Classrooms

In EFL contexts such as Indonesia, the use of English plays a fundamental role in providing learners with increased exposure and opportunities for practice. Since students generally have limited access to English outside the classroom, instructional interaction becomes the primary source of language input. Using English consistently during classroom activities allows learners to hear and process the language in authentic contexts. Septiani et al. (2021) found that Indonesian EFL teachers frequently use English to give instructions, manage classroom routines, and open or close lessons. These functional uses of English are particularly important for beginner-level learners because they introduce students to the most common and predictable forms of English they are likely to encounter in instructional settings. Through repeated exposure to classroom English, students gradually become familiar with common expressions and instructional language, which enhances their ability to understand and respond in English.

Increased exposure to English also contributes to the development of students' communicative competence. When English is used as the main medium of interaction, students are encouraged to engage with meaning rather than focusing solely on form. The consistent use of English in classroom communication enables learners to practice listening and speaking skills in meaningful situations. Septiani et al. (2021) emphasize that sustained use of English as a target language helps students internalize authentic language patterns and supports their participation in communicative classroom interaction. This is consistent with Long's (1996) Interaction Hypothesis, which proposes that language acquisition is most effectively promoted through negotiated interaction, when learners encounter a communication challenge and work with their interlocutor to resolve it. Each time a student attempts to understand an English instruction or respond to a question in English, they are engaged in precisely this kind of productive negotiation. Over time, this practice fosters learners' confidence and ability to use English for functional communication.

Despite its pedagogical benefits, maximizing the use of English presents challenges, particularly for learners with limited English proficiency. Students at lower proficiency levels may struggle to comprehend instructions or explanations delivered entirely in English, which can hinder their understanding of lesson content. In response to this challenge, teachers often need to adjust their instructional language to ensure clarity. Riyanti (2024) shows that strategic use of the first language can support conceptual understanding without reducing consistent exposure to English. This finding aligns with Cummins (2007) argument that bilingual learners' linguistic repertoire should be viewed as a resource rather than an obstacle. When the first language is employed deliberately and temporarily to build a bridge to English, it functions as scaffolding that enables learners to access content they would otherwise be unable to comprehend, rather than as a permanent substitute for English. This finding suggests that limited L1 use can function as scaffolding rather than as a barrier to effective use of English.

Another challenge associated with extensive use of English is the risk of misunderstanding, which may affect classroom management and instructional effectiveness. When students fail to understand instructions, classroom interaction can become less efficient, potentially disrupting lesson flow. Teachers may perceive that exclusive use of English makes it more difficult to manage classroom behaviour or address students' immediate needs. This issue is particularly evident in teaching practicum or internship settings, where pre-service teachers are still developing instructional confidence. Wijaya (2022) found that English language anxiety among student teachers influences how frequently they use English as a target language during teaching practice. This anxiety is multidimensional in nature, it may stem from concerns about making linguistic errors that students could imitate, from uncertainty about whether students are understanding the lesson, or from the heightened self-consciousness that comes from being observed and evaluated by more experienced educators. Taken together, these pressures create a unique affective climate in which use of English is not simply a pedagogical decision but also

an emotionally loaded act. This indicates that teachers' perceptions of their own language competence play a crucial role in shaping their use of English.

4. Student Teacher in the Teaching Internship Program

The teaching internship program is the main part of the educational program. This program aims to connect theory and practice by providing student teachers with direct teaching experience. Students in the teaching internship program carry out planning, teaching, and evaluation in real classrooms under the guidance of mentor teachers (Ghufron, 2024). The main objectives of the teaching internship program are to improve pedagogical competence, curriculum understanding, and classroom management and professional communication skills (Manasikana & Hartono, 2021). Beyond these technical competencies, the teaching internship also provides a critical opportunity for student teachers to develop reflective practice and the capacity to observe, analyse, and learn from their own teaching in an ongoing and systematic way. Reflective practice, as argued by Farrell (2008), is central to long-term professional growth and enables teachers to continuously refine their pedagogical judgments in response to the complex and unpredictable demands of real classrooms. It is also intended to provide student teachers with practical experience that can enhance their professional awareness, confidence, and interpersonal skills (Auni et al., 2022).

Teaching internship program plays a strategic role in teacher education as a form of experiential learning that allows students to practise educational theory in real-life situations. Through teaching internship program, student teachers develop their professional identity, which is influenced by factors such as self-efficacy and learning engagement (Cai et al., 2022). Self-efficacy is particularly relevant in the context of English use in the classroom, as student teachers with higher levels of linguistic self-efficacy are more likely to persist in using English even when faced with student confusion or classroom management challenges. Conversely, those with lower self-efficacy may be more prone to defaulting to Bahasa Indonesia as a safety mechanism. Teaching internship program also serves as a platform for pedagogical

reflection where students can analyse their practices, receive feedback from mentors, and understand the social and cultural context of schools (Murtiningsih et al., 2024). At the international level, teaching internship programs contribute to the development of a global mindset among student teachers by broadening their cross-cultural perspectives and strengthening them (Barlaman & Umamah, 2025).

In addition to enhancing pedagogical skills, the Teaching Internship Program is also relevant for developing the effective use of English in classroom instruction. The program allows student teachers to implement English as the medium of instruction and interaction, familiarize students with authentic language input, and negotiate language use according to classroom conditions and students' proficiency (Barlaman & Umamah, 2025). This negotiation is not merely reactive, it requires student teachers to draw on their theoretical knowledge of second language acquisition, their understanding of their specific students' needs and proficiency levels, and their growing professional judgment about when to persist with English and when to provide first-language support. In this way, the teaching internship becomes a laboratory for developing the sophisticated, context-sensitive decision-making that characterizes effective EFL teaching. Through this practical experience, student teachers can effectively integrate English language theory and practice, improve their reflective skills, and develop adaptive teaching strategies to address language and communication challenges in the classroom.

Thus, the teaching internship program serves not only to develop professional competence in general but also as an important platform for student teachers to optimize the use of English in teaching, build confidence in using English, and prepare them to meet the real demands of EFL classrooms. In the Indonesian EFL context specifically, where junior high school students often arrive with minimal prior exposure to English and where the social environment offers few opportunities for English use outside of school, the teaching internship takes on an added dimension of importance.

Student teachers who develop effective strategies for maintaining meaningful use of English during their internship are not only developing their own professional competence, they are also making a direct contribution to their students' language development at a formative stage of their educational journey. By providing opportunities to practice and reflect on language use, the teaching internship program contributes significantly to both teacher development and the promotion of meaningful language learning in Indonesian secondary schools.

5. Student Teachers' Perceptions

Perception is a fundamental concept in psychology and education because it explains how individuals interpret, construct meaning, and respond to stimuli around them. It is not merely a passive reception of sensory data but an active process of selecting, organizing, and interpreting information. Walgito (2010) defines perception as the process of interpreting sensory information to construct meaning. In explaining individuals' responses toward an object, Walgito (2010) discusses the cognitive, affective, and conative aspects, which are adapted from the classical tripartite model of attitudes originally proposed by Rosenberg and Hovland (1960). Therefore, this study uses Walgito to explain the concept of perception in the Indonesian context, while the cognitive, affective, and conative dimensions derived from Rosenberg and Hovland serve as the analytical framework.

- a. Cognitive aspect: This dimension relates to the knowledge, information, and expectations individuals hold, as well as their prior experiences and ways of thinking. The cognitive aspect emphasizes how external stimuli are mentally processed and organized into meaningful interpretations. For example, in an educational setting, student teachers may draw upon their previous learning experiences and expectations about teaching when forming perceptions of classroom practices.
- b. Affective aspect: This dimension emphasizes the role of emotions and feelings in shaping perception. Affective responses can influence how individuals evaluate a situation, whether positively or negatively. In the

classroom, students' motivation, confidence, or anxiety will shape their perceptions of the learning environment and teaching methods.

- c. Conative aspect: This dimension involves actions, attitudes, and motivations that are influenced by perception. Once individuals have processed stimuli cognitively and affectively, they tend to act or behave based on their perceptions. In education, this means that students' or teachers' behaviours, such as participation, engagement, and persistence, can be strongly guided by their perceptions of the teaching–learning process.

Perception is shaped not only by external stimuli but also by the interaction between these stimuli and an individual's internal factors. Démuth (2012) explains that perception is the product of the interaction between stimuli and an individual's hypotheses, expectations, knowledge, motivation, and emotions. This implies that two student teachers undergoing the same teaching practice may have different perceptions of using English due to differences in their backgrounds and learning experiences. Furthermore, Gregory's constructivist theory emphasizes that perception is a constructive process in which individuals interpret stimuli based on prior experiences, expectations, and context. In the context of the Teaching Internship Program, this means that student teachers' perceptions of the use of English are influenced by their previous English learning experiences, attitudes toward the use of English, and direct teaching experiences.

Thus, in the context of this study, student teachers' perceptions refer to the views, interpretations, and opinions of Indonesian EFL student teachers regarding the use of English during the teaching internship program. These perceptions are analysed through cognitive aspects (knowledge, prior experiences, and expectations regarding the use of English), affective aspects (emotional reactions, attitudes, and feelings toward the use of English), and conative aspects (teaching strategies, language use, and behavioural responses to challenges in EFL classrooms). Understanding these perceptions is important because they not only reflect the experiences of student teachers but

also provide insights into the implementation of English use in real classrooms and its impact on future teaching readiness.

B. Study of Relevant Research

Prior to starting this study, the researcher reviewed other studies on the use of English in EFL classrooms. The following sequence will be used to explain the earlier research:

This study is related to Madani et al. (2023), who investigated strategies used by EFL teachers to maximize the use of English as a target language in the classroom. Conducted as a qualitative case study at a senior high school in Majalengka, the research identified several practical strategies, including the use of gestures, slower speech, simplified grammar and vocabulary, pausing for comprehension, and modifying pronunciation to ensure students could follow the lesson. These findings highlight how teachers actively implement techniques to maintain students' engagement with English, balancing the need for comprehensible input with the goal of maximizing English exposure. This study provides valuable insights into effective classroom practices that support the use of English, complementing previous research on teachers' beliefs and perceptions.

This research is also supported by Septiani et al. (2021) who conducted a case study on an Indonesian EFL teacher in a senior high school. The study found that the teacher predominantly used English during the pre-activity phase, such as giving instructions for exercises, and in the post-activity phase, such as providing feedback and reinforcement. However, the teacher relied on the students' first language (*Bahasa Indonesia*) for explaining complex grammar points, giving classroom directions, and managing discipline. This indicates that the teacher applied a strategic balance between maximizing the use of English and ensuring students' comprehension, demonstrating a pragmatic approach to classroom management and language learning.

Further relevant research was conducted by Korkmaz (2021), who investigated the beliefs and classroom practices of Turkish EFL teachers regarding English as a target language use. The study revealed that although

teachers were aware of the pedagogical benefits of using English consistently, they often code-switched between L1 and target language (English) due to factors such as students' proficiency levels, the complexity of the content, and classroom dynamics. These findings provide a deeper understanding of how teachers' beliefs and contextual considerations directly influence the actual use of English in EFL classrooms.

Lastly, Tammenga-Helmantel et al. (2022), which conducted three longitudinal case studies on prospective EFL teachers in the Netherlands to explore how they used the target language (English) during their teacher training and in their first year after graduation. The results showed that prospective teachers used English more frequently in upper-level classes than in lower-level classes, and especially in routine and predictable learning situations, such as giving standard instructions or providing positive feedback. In more complex situations, such as explaining grammar or managing discipline, they tended to switch to their first language. The findings also showed that the English use was influenced by various factors, including school policy, student ability levels, and their own pedagogical confidence, so that prospective teachers used English strategically to balance language exposure and student comprehension.

From these four studies, it can be concluded that the use of English as a target language in EFL classrooms offers several benefits, particularly in enhancing students' exposure to English and supporting their language development. However, its implementation is often influenced by various challenges, including students' limited proficiency, the complexity of the content, classroom management needs, and teachers' contextual and personal considerations, which sometimes lead to code-switching or selective use of L1. These findings also show that while teachers and prospective teachers generally hold positive beliefs about maximizing the use of English, they implement practical strategies, such as scaffolding, gestures, simplified language, and pausing, to balance comprehension and engagement. Based on the results of previous studies, a research gap remains in exploring the

experiences of Indonesian EFL student teachers during teaching internship programs where they are expected to consistently use English. This study aims to fill this gap by examining how student teachers perceive both the benefits and challenges of implementing the use of English during their teaching practice.