

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This research discusses several theories and review of literature related to the matter being researched. These theories described as a theoretical basis for data analysis.

#### **2.1 EFL Pre-Service Teachers**

EFL teachers are not only expected to be professional in terms of teaching abilities, characteristics, and skills (Guskey, 2003), but also in classroom management which is indicator for better teaching and learning (Marzano & Marzano, 2003). Such characteristics need to be demonstrated by every pre-service EFL teacher who wishes to create interesting, enjoyable, and knowledgeable classroom experiences. Teaching ability is the main element of teaching which requires sufficient theories and appropriate practices. Theory and practice in English Language Teaching (ELT) has to be balanced by EFL teachers, because theory entails practices or vice versa. In other words, theory accomplishes what will be performed in practice. Teaching English as a foreign language requires theory and practice.

Xiao-yan (2006) stresses the importance of combining theory and practice simultaneously. However, EFL teachers may find that there is a gap between theory and practice aside from their integration. According to Peercy (2012), the gap between theory and practice is still questionable; that is, it is not clear that teachers do use theories in teaching, or that practices might be theories for some teachers.

It is noted that the gap between theory and practice is clearly seen from Teaching Practicum (TP). In the context of TP, pre-service EFL teachers are overwhelmed with theories, knowledge, exercises or tasks and researches. The teachers are asked to develop their abilities by accomplishing homework and projects. The theories are in form of reading and analyzing texts, presenting and discussing a topic, planning and doing projects, summarizing and concluding pages. Teacher educators have to ensure that the theories gained by pre-service EFL teachers are sufficient. To do this, “teachers are to help diverse learners to become competent and skilled, understand what they are doing, and communicate effectively” (Ball & Cohen, 1999). This kind of theory is implemented by preparing related materials, explaining what is meant by the theory, and asking pre-service teachers to present their topics. The practice based theory requires specific setting (Higgs, 2011). This implies that teaching theory does not only have to be learned, discussed, and evaluated, but also has to be performed in a practice. In addition, the practice is implemented either in the classroom or in a school. As for a microteaching, it is performed in the classroom, and for TP, it is conducted in a school.

Based on Chant, Heafner, and Bennett (2004), pre-service teachers were becoming more aware of themselves as future teacher candidates and of the pedagogical context that directly affects teaching and learning. However, reflection is a difficult process because it must require critical thinking, self-direction, and problem solving coupled with personal knowledge and self-awareness. Then, the finding of this study by Seferoglu (2006) related to teacher candidates indicate the participants had a preconceived notion of what pre-service teachers should be prepared to do and how this preparation should be carried out,

as suggested by their reflections on the methodology and practice components of the teacher education program they had completed.

As narrated by Lee's (2007) investigation argued that reflection is a skill that must be fostered from the start of the learning-to-teach process in order to assist pre-service teachers in developing into reflective practitioners. Pre-service teaching practice allows student teachers to gain firsthand experience with 'real' classroom teaching. They had a set of beliefs prior to entering the teaching program, which will be reflected in the way they teach. Then, the relationship between prior beliefs and program experience is critical, complex, and not straight forward.

Further, they (Castaneda-Trujillo & Aguirre-Hernández, 2018) proposed curriculum changes to ensure that pre-service teachers are aware of school contexts earlier in their studies. English language teachers' perceptions of an effective foreign language teacher were investigated in a study conducted by Borg (2006). The study discovered that English teachers needed to stay current in order to deal with the advanced and progressive nature of language teaching. Furthermore, English language teachers were expected to have stronger, more relaxed and overall more positive relationships with their students than other teachers (Mutlu & Ozkan, 2017; Pasaribu & Harendita, 2018).

Teaching practice is a technique targeting for preparing pre-service teachers to the real classroom setting. In this research, the teaching practice also refers to the term of microteaching. Even though having different term, but both of them have the same meaning. As from used by English Teacher Education Department at IAIN Kendari to define PLP II is field teaching practice, the researcher will be used the teaching practice rather than microteaching.

In addition, Macias and Sánchez (2015) conducted research with pre-service teachers during the teaching practicum. It describes pre-service teachers' difficulties during their teaching experiences, as well as the decisions they made to maintain classroom control and organization. Finally, the authors advocated for a stronger collaboration between universities and schools in the preparation of pre-service teachers.

Teaching practice also can be clarified as a teaching technique, especially used up by pre-service teachers for systematically guiding them by consenting them to attempt main teacher behaviors. The teaching practice in a class, pre-service teacher can arrange and learn of teaching skills with splitting them into smaller parts without confronting chaotic environment of the congested classes (Uzun, 2012). The teaching practice is a teacher training technique for learning teaching skills. The real teaching is provided situation to develop skills and can helps pre-service teacher for gaining deeper knowledge about the teaching art.

In addition, he added that teaching practice, a teacher training technique currently practiced throughout the world, giving teachers and opportunity to wake up improve their teaching skills by developing some of the existing simple tasks that are as usual called the teaching skills. Therefore, he can state the benefits of teaching practice to promote the real-time of teaching experiences. This has been proven with the success gained among the beginner and seniors. The success achieved has been proven by beginners and seniors. The teaching practice can help pre-service teachers to analyze their present teaching practice in order to find their strengths and weaknesses by involving in reflective practice (Ogeyik, 2009).

Likewise, Heyworth (1981) defines teaching practice as a minimized teaching meeting designed to develop new skills and filter out old ones. The

teacher practice is a training arrangement for pre-service teachers, in which the complexities of traditional classroom teaching are reduced by practicing one component of skills at a time, limiting the duration of the lesson about five minutes, limiting the content to a specific thing concept, and limiting the size of students to five to ten students.

The teaching practice is a scaled-down teaching meeting in which a pre-service teacher teaches a small unit to a group of five students for five to 20 minutes. In this case, he stated that the environment was convenient for pre-service teachers to learn new teaching skills and hone existing ones. However, teaching practice is widely regarded as one of the most recent innovations in teacher programs aimed at changing teacher behavior in accordance with the specified goals.

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The present study investigated beliefs about language learning of pre-service EFL teachers in Thailand before and after practice teaching. Furthermore, the relationship between their beliefs and teaching approaches was explored. The study consisted of two phases: a survey phase and a qualitative study phase. The findings from the two study phases are presented in two chapters. In this chapter, the results from the survey phase about Thai pre-service EFL teachers' beliefs about language learning before and after their practice teaching are presented.

The data from the modified version of the BALLI before the participants started their practice teaching revealed that the majority of the pre-service EFL teachers in Thailand reported some beliefs about language learning that were discussed in previous studies as facilitative beliefs, such as a belief in one's own ability in learning a foreign language, a belief in average ability for learning a foreign language, and a belief in the use of learning and communication strategies such as practicing and guessing.

However, the participants' responses to the BALLI items also showed that the majority of the participants reported having some beliefs that Horwitz (1985; 1987), especially, discussed as being possibly detrimental for their own language learning and for their prospective students' learning. These beliefs included a belief in the existence of foreign language aptitude, a belief in the role of vocabulary and grammar in learning English, and a belief in the importance of correct pronunciation and immediate correction.

## **2.2 EFL Pre-service Teacher for Non-native English Speakers**

In the investigation by Braine (2010) and Llorca (2004) related with EFL Pre-service Teacher for Non-native English Speakers (NNESs) context found that non-native English speakers (NNESs) now overpower native speakers worldwide. As a result, language paradigms such as World Englishes (WE) and English as International Language (ELI) have emerged (Braine, 2010). According to Llorca (2004) showed these paradigms aid NNESs in their efforts to localize teaching approaches (see also Liu & Xu, 2011; Luk, 2012; Tsui, 2007). In the study by Kirkpatrick (2014) and Ling and Braine (2007) argued that non-native English speaking teachers, according to studies, understand the

challenges that English learners face and can communicate in their students' first language when interacting in the target language is not possible.

According to ULGU and ER (2016), 'EFL pre-service teachers' are teachers who are in a scope, such as practice or education, before entering any particular field of work. There are two main notices for EFL pre-service teachers to become effective language teachers. Based on their study (Demiroz & Yesilyurt, 2015), effective foreign language teachers must teach communicatively, indirectly correct students' spoken errors, and have a good understanding of the target language.

As a result of their study (Liu & Xu, 2011; Luk, 2012), non-native English speaking teachers (NNESTs) are positioned to carry out agentic actions, for example changing pedagogical content techniques that meet the needs of the students. Based on Ling and Braine (2007) and Ma (2012) stated that regrettably, criticisms of non-native English speaking teachers persist, such as the belief that they are overly critical of students' mistakes and favor high stakes testing.

Institutions and individuals who prefer the native model also have an impact on NNEST's role (Cook, 1999; Mahboob & Golden, 2013). Moreover, recent research (Hayes, 2009; Yuan, 2017; Yuan & Lee, 2014) has shown that NNETs are beneficial. These studies urge scholars to stop categorizing NESTs and NNESTs in order to avoid instilling negative generalizations or conjuring asimplistic and educationist view of what they can as well as cannot do.

Accordingly, as expected teachers, EFL pre-service teachers have many responsibilities. One of them must have adequate pedagogical skills, such as designing and implementing curriculum, utilizing technology, and learning the

target language with culture. To become a competent teacher, EFL pre-service teachers must improve their ability to select content as teaching materials, understand how to convey materials, and have good teaching and managerial strategies.

As Shulman's (1986) study, teacher knowledge can really be classified into content knowledge, educational content knowledge, curricular knowledge, and general pedagogical knowledge. Furthermore, there are six kinds of significant, such as 1) Content knowledge; 2) Educational content knowledge; 3) Curricular knowledge; 4) General pedagogic knowledge; 5) Contextual knowledge; and 6) Process knowledge. In the other word, EFL pre-service teacher should have skill for development.

EFL pre-service teachers must learn and understand all of the above knowledge, as well as apply it in real-world situations. As a result, the manner in which EFL pre-service teachers teach is related to their needs in the real classroom. Their knowledge is critical to their teaching and students' learning. Furthermore, EFL pre-service teachers must have good qualifications in language skills, culture and literary, language and linguistics, and psychology, in addition to pedagogy.

Furthermore, the area where English is translated into a foreign language presents unique challenges and is an important component of the TEFL program. It required EFL pre-service teachers with good language skills and the ability to communicate effectively. Regardless of the circumstances, EFL pre-service teachers encountered a number of challenges and weaknesses during their teaching practicum. Lesson planning, lesson consignment, classroom

management, and identity development are all common challenges for EFL pre-service teachers. Pre-service EFL teachers frequently struggle with determining the best teaching strategy, lesson plan, time management, and classroom management. It happens as a result of the various class conditions and situations that they encounter in real life.

As a result, there are two approaches: First, teachers or prospective teachers prepare everything they need in the preparation stage, such as at the second language teacher SLT stage, by including reflection activities and assignments to specific subjects. During the first year, teachers practice to prepare themselves for the challenges that will be encountered.

Teaching practicum is a complex activity in which EFL pre-service teacher educators, as well as other stakeholders such as coaches and school-based advisers, play an important role. Furthermore, the quality of EFL pre-service teachers is critical in terms of teacher preparation. There are also defined, it is not only for preparing EFL pre-service teachers to become professional teachers who teach in schools, but also for improving EFL pre-service teachers' teaching skills through the language teacher education program. For example, it can be accomplished by enriching oneself with various sources of information available on internet, books, and other more formal sources (Mudra, 2018).

### **2.3 EFL Field Teaching Practice**

Teaching experiences for pre-service teachers are critical for future professional endeavors (Haritos, 2004; Yuan & Lee, 2014). A practicum placement can provided these opportunities. A teaching practical training also

provides participants with the opportunity to interact with a variety of social entities and institutional parameters, such as students, materials and curricula, colleagues, and their teacher educators (Sudtho, Singhasiri, & Jimarkon, 2015; Litzenberg, 2016; Buchanan & Maher, 2018). According to Blunden (2000); Wilson and I'Anson (2006); and Yuan and Lee (2004), the process of socialization may transform the practicum into a cognitively transformative experience in which participants' belief and attitudes may shift as a result of the bridging of theory, practice, and belief.

Kamila (2021) explained that teaching practical (TP) training is an important opportunity for pre-service teacher educators to put what they have studied in academy or university into practice. So, it shows the competence of pre-service teacher educators to apply their knowledge and experience to social environment as well as the real school as a future teacher (Sudtho, Singhasiri, & Jimarkon, 2015; Litzenberg, 2016; Buchanan & Maher, 2018). Hamaidi (2014) furthermore noted that teaching practicum is a genuine opportunity for pre-service teacher educators to learn the real teaching environment in various academies, especially to implement curriculum of their school in their practicum.

Based on Haigh, Pinder, and McDonald's (2006) study, teaching experience in education remains a challenge because it does not prepare mentally EFL pre-service teachers for classroom teaching. Despite of it, Ulla (2016) argued that the program of teaching practicum is an essential element of any teacher professional development because it allows EFL pre-service teacher to practice the concept or knowledge they have learned in college.

Production of teachers in order to get good teachers, knowledge, competence, morality, ethics of being a teacher able to develop education and

society to be sustainable and prosperous. Apart from theoretical knowledge obtained from studying in the courses provided by the Faculty of Science and the Faculty of Education it is necessary to practice teaching skills in specific subjects. Students have trained themselves so called coaching. Internship is an experiment to apply the knowledge that has been studied to integrate all for use in practice. Teaching and practicing experience, which proves that you are ready to go out to practice teaching or not. Including learning to Work with others in the school Both with management School Supervisor other teachers in the school, related personnel Including students until they become confident in their work leading to the real love and faith in the teaching profession.

Based on their study (He & Lin, 2013; Pillen, Beijaard, & Brok, 2013) showed that pre-service teacher (PST) also likely to realize that what they learned in a teacher education program exists only in a vacuum and may not be applicable in certain classroom settings. Finally, a practicum enables PSTs to assess their dedication to the teaching profession (Hong, Greene, & Roberson, Francis, & Keenan, 2017). As the result, teaching practicum is an important part in beginning teacher development and they must be ready to handle with any potential challenges and difficulties that maybe faced while teaching process (Hamaidi, 2014), such as classroom management, learning resources, teaching media, teaching and learning method or strategy, students' level, students' English ability, students' motivation and class language (Mudra, 2018).

Then, Murda (2018) stated that pre-service English as Foreign Language (EFL) teachers are randomly assigned to either urban or rural schools for teaching practicum. The study's goal is to describe and disseminate the challenges faced by English teachers in rural schools during their Teaching Practicum Program (TPP).

Teaching and practicing experience proves that you are ready to go out to practice teaching or not. It is including learning to work with others in the school both with management school supervisor other teachers in the school. It related personnel including students until they become confident in their work leading to the real love and faith in the teaching profession.

Thai students have risen to third place among international students studying in Indonesia. With so many differences, it is understandable that Thai undergraduate students as foreigners require more time to adjust to Indonesian culture, customs, and even values. During the adaptation process, Thai students may experience some acculturative stress. Acculturative stress occurs when students face difficulties and conflicts as a result of adjusting to new social norms and customs (Lin & Yi, 1997). According to Park (2006), Asian international students face communication and interaction challenges while studying.

According to Park (2006), Thai students who are studying in Indonesia may have a different experience than other international students. It happens depending on where they live due to differences in culture, social, economics, religion, and weather and it will make some differences in Thai lived experience in every place. This research is required to comprehend the student's lived experience. On the other hand, international students in Australia face racial slurs, discrimination, and difficulty socializing outside of their peers' cultural groups. It limits their opportunities to practice their English and gain experience with Australian culture.

## **2.4 Previous Relevant Studies**

A previous study conducted by Thai students, which discussed the experiences of Thai students in Indonesia. This result shows that the teaching experience is an opportunity for students to practice being a teacher. Teaching practice course, which is the most important course in vocational training practices, involves teaching practices and activities toward teaching profession and pre-service teachers acquire skills and experiences and build opinions and thoughts for teaching profession in pre-service teachers training program. The effect of this course is significant on pre-service teachers' teaching skills (Karadüz, Eser, Şahin & İlbay, 2009). Teaching practice course is a crucial period in which they get the first experience to utilize throughout their professional teaching life. Only if teaching practice is conducted in real classroom setting, pre-service teachers can gain aimed experiences. The real setting for teaching practice is school (Ngidi & Sibaya, 2003; Shafqat & Ibrahim, 2015; Yok, 1998).

Experience in teaching is therefore important because during the training you can gain knowledge of the new language and, most importantly, get to know Indonesia better and get to know the culture, society, economy, religion, weather, food, dress and language. Therefore, this research is necessary to understand the teaching experience of Thai students in Indonesia.