CHAPTER II
LITERATURE REVIEW

This chapter presents the related literature, related studies and conceptual framework to understand the research more comprehensively.

2.1. Literature Review

A. Pre-Service Teacher

1. Pre-Service Teacher's Definition

Last year college students who join and should pass teaching training program or any similar of it are mostly called pre-service teacher (Afreilyanti, 2017). The university students of education gradually introduce to teaching and pedagogy. They do teaching practice for several classes under supervision by a mentor or teaching supervisor in secondary or primary school. Pre-service teacher starts their teaching experience with classroom observation then ends with having good teaching experience as the professional teacher does. Also, they take responsibility on classroom management and teaching process at the assigned school during the teaching practicum. The consequence of teaching practicum creates the pre-service teacher to be ready as a teacher in the future after graduate.

Pre-service teacher are also known as student teacher. Student teachers refer to they who are in the last year of university and majoring in bachelor of education prior to entering formal teaching (Wagenaar, 2005). They have no formal teaching experience except for teaching practicum itself. The duration of teaching practicum vary for each school. In addition, student teachers are still having doubts in entering classroom.

According to Virginia Wesleyan University, pre-service teachers are students who participate in guided and supervised teaching program to encourage the application of their knowledge and theories into practice. Pre-service teacher refers to students who are majoring in education where they are required to participate in teaching practice program before their graduation. It is also claimed that pre-service teacher known as student teacher or teacher trainee.

In this research, pre service teacher defines as university students who take a part on teaching practice program in certain period of time in order to prepare and to develop their teaching skill as well as teacher professional development.

2. **The Role, Responsibility and Characteristics of Pre-Service Teacher**

Becoming a pre-service teacher of English or teachers is kind of problematic sometime because they do not only learn the English language but also to teach the English language to students (Darling-Hammond, 2008). It possibly becomes a source of stress and anxiety for them. Pre-service teacher's proficiency and accuracy on spoken and written form of English Language should be considered carefully as correct. This is because they are the modal of language use and language input for the students. Once they do not provide correct example of English Language, their students may follow it without awareness of being wrong for long term go. When it comes to the correction of this misbehave of English, it tends to be extremely hard to do. The tendency to do the previous similar misconception way of English is always be there.

The pre-service teacher role is likely similar to other professional teacher in common. However, it is little bit less. Pre-service teacher do teaching, observation, teaching assistant and even assessing in certain period of time. It stated that teacher and pre-service teacher seem to have similar teacher qualities, yet they differ on value in particular attributes (Sheridan, 2011). Therefore, in order to be as competent as professional teachers, pre-service teachers need to go through many periodical times of teaching experience with guidance from a mentor in school. The duration of teaching affects the pre-service teacher's ability inseparably way. The more duration they have in teaching the more eligible they will be as a professional teacher. Also, knowledge and skill of teaching could be improved in the classroom by doing a lot of teaching. The pre-service teachers gain knowledge everyday as they continuously doing the teaching practices. In the end, it is huge amount of knowledge about teaching matters.

B. Teaching English for Student of Foreign Language (TEFL)

1. English as Foreign Language (EFL) Students

Learners of English as Foreign Language (EFL) are those who learn English Language within countries which do not occupy English as main language for communication on the daily basis (Jackson, 2015). The use of English language would be considered as limited in daily interaction. People in this area do not need English to live their life. They use their own first language other than English.

English is taught as a world language. The role of English is sometimes only as a lingua franca. It means that English has no official status but demanded highly in some countries (Sifakis, 2008). The majority of students only gain access to English language when they are in public such as at school or private course. Other than that, they do not have much other exposure of English. Students also could not find place for English practice in context of native-like (Abdallah, 2011). EFL students only have small chance which certainly affects them hardly in the process of becoming fluent in the target language, English.

In EFL context, students have their own intention or objective of learning whether it is educational function or instrumental function (Broughton, Brumfit, Flavell, & Pincas, 1980). Some learners are aiming to provide help for the students to pass the examination and or to get certificate (Sifakis, 2008). Therefore English learning mostly remain in brain and does not reach emotion. As the students need and purpose of learning English vary, there is a variety of English learning that gives some programs according to the students need namely English for specific purpose.

EFL students are described in three particular characteristics as proposed by Exley (2005). They are identified as passive learners without many initiations in the classroom. Some of them are also very shy. The others students always manage to stay quiet during the learning process. These personalities are mostly can be found easily in the Southeast Asia. The EFL students in country like Indonesia and Thailand are popular to have lack of confidence, less initiation and inactive learners during the learning process.

Similarly, the EFL students in China tend to show passivity and resistance in the classroom. The factors behind their action are due to lack of proficiency, motivation and confident (Cheng, 2000 cited in Huang, 2005). Motivation in learning English is essential to the process and output of learning. A student with high motivation has tendency to be more active in the classroom and the output is more likely excellent compare to those who are less-motivated.

2. **Teaching English for EFL Learners (TEFL)**

Foreign language teaching defines as a process of pedagogical by inserting new norms and value into it in order to change learner's behavior (Trivedi, 1978). English as foreign language teaching refers to an educational process of English language that aims to give influence on student's habits through new norm and value absorbing process. The pedagogical models should employ bilingual and the contexts both local and international which are familiar to the student's live should be used in the learning process (Cem & Alptekin, 1984). The use of authentic student's context and condition into language teaching may enable an effectiveness of learning and boost student's motivation to learn English.

Teaching English as foreign language (TEFL) usually connects with Teaching English to Speakers of Other Language (TESOL) and English Language Teaching (ELT). It refers to English teaching that occur in the school in widely scale however it does not give influence to the national and social life context (Broughton, Brumfit, Flavell, & Pincas, 1980). It is because in daily basis communication, learners still use their first language. They do not need English to

live even for professional development. In this context, students have instrumental motivation in learning English. Also, there is no specific variety of English that chosen to be taught in the classroom as well. The learners of EFL have open option to learn many varieties of English.

The EFL teaching has several basic principles on its theory and practice. These principles that influences within the process of EFL teaching are psychology, pedagogy, sociology and applied linguistic (Broughton, Brumfit, Flavell, & Pincas, 1980). The applied linguistic itself is constructed from three elements like psycholinguistic, sociolinguistic and linguistic. The relationship for each principle in EFL teaching practice and theory is shown in figure 2.1 below.
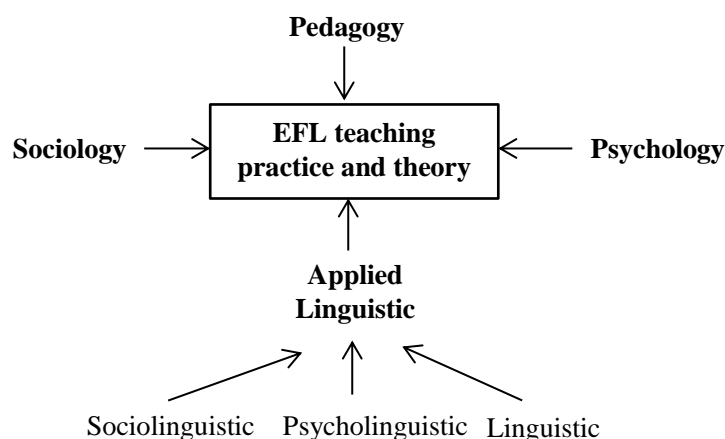

Figure 2.1 The principles of TEFL

The aim of EFL teaching is to provide communicative competence development to the learners in which involves pragmatic, linguistic and strategic competence (Faerch & Kaspar in Strobelberger, 2012). Some aspects of learning are highly put into consideration for this English as foreign language teaching. Globalization and Internationalization give effect progressively to the world where EFL teaching occurs (Strobelberger, 2012). As example, the process of

learning should implement both linguistic and cultural respect, so the learner's needs for the language will be adjusted in certain country like Japan (Nakayama, 1982). The focus of English teaching is no more on the linguistic and pragmatics aspects only but to the use of language in the cultural real context as well.

Teaching EFL is similar to teaching English in general. It consists of four skills of language integration. The skills are reading, writing, listening and writing (Broughton, Brumfit, Flavell, & Pincas, 1980). The composition of these four skills in teaching English should be balance. The reading and listening skill play as input or receptive skill while speaking and writing skill is as output or productive skill. Vocabulary enrichment also follows in the process of teaching EFL. EFL students may develop their reading and writing skill faster than their speaking and listening skill.
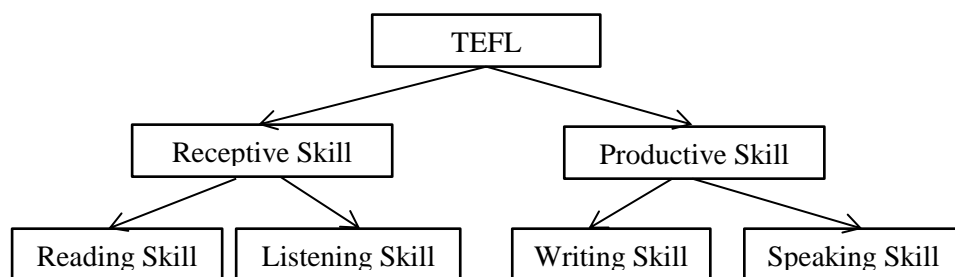

Figure 2.2 The skills in TEFL

Moreover, according to Maple (1987) TEFL has several characteristics that differ it from English as Second Language teaching. These characteristics will be described briefly in the following:

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a. The environment of EFL is considered as non-acquisition or out of class linguistic environment; the orientation in EFL classroom is on the writing and reading skill.

b. The EFL students are more linguistically and culturally homogeneous; it leads them become unawareness of cultural.

c. EFL classroom has a lot of variety of English to choose as it has no specific English; teacher needs to set an artificial target linguistic and culture environment in the classroom.

d. The EFL learner is less motivated to learn English as they only require English for artificial purpose, they have more modest intention.

e. EFL classroom considered as big classroom than ESL classroom; the duration and frequency of meeting in EFL teaching context is less.

f. Teacher's English proficiency level is lacking; warming up or review activity in the classroom is highly suggested longer in the lesson plan prior teaching.

g. As most school in EFL countries conducted in cohort group, the English placement level has tendency to set based on the result of student's year not their English proficiency level. Same class does not always mean similar level of English proficiency.

h. EFL learner is possibly having less skill on listening and speaking; the teacher in EFL classroom is mostly local resident teacher with English as foreign language skill.

i. The progress of EFL learners in learning English is slower; the material in EFL classroom is local.

Further, the researcher assumes that teaching English for EFL learner is providing a way of challenging profession in which the teacher determine and influence student's English learning a lot. The teacher should encounter quite few challenges and still get the pressure for becoming a good role model for English Language input to the students. These challenges may come from neither the teachers themselves nor the students. The EFL teachers in China deal with some difficulties relates to teaching context, methodologies and professional development. It is stated that they provide less preparation and qualification (Cheng, 2004) than English teachers from native speakers.

3. **Challenges of Pre-Service Teacher in Teaching English to EFL Learners**

Teaching carried difficulties to provide commitment and development on its professional for the individual (Armutcu & Yaman, 2010). This kind of difficulty may become as a source of pre-service teacher's anxiety and stress. Clearly, during the practicum period, pre-service teacher tends to face at least two challenges. First, they are lack imagination of how to teach. The second, it is concerning about their role and complexity of language learning and teaching at the similar time (Iswandari, 2017). For novice pre-service teachers, to do a lot of teacher tasks in short period opens tendency to become a burden both mentally and physically.

In similarity, pre-service teacher are also coping some problems related to their student's attitude, motivation, the support system and on dealing with their bias issue (Yunus, Hashima, Ishaka, & Mahamoda, 2010). The communication and interaction between student teacher at school is a must to happen. Pre-service teacher builds interaction with students, teachers and school administration staff in balance on the daily basis. However, in certain circumstance, student's interaction with pre-service teacher tends to be dominant above all of those interactions. They meet every day in the classroom for learning purpose.

Furthermore, pedagogical issue is also a difficulty for student teachers (Isihara, 2005). They find problem with the curriculum, methodology, material, student population and teaching techniques. The use of first language in non-native English classroom leads to other challenge for pre-service teacher (Kabilan, 2008). Mother tongue as medium of instruction seems to have favor for student and English teacher in English as Foreign Language (EFL) schools context. This condition opens possibility to have less exposure of English usage in the classroom. The practice of using target language for students and pre-service teacher in this term is English becomes limited. The similarity goes to the student's mixed ability and diverse characteristic. Student teachers or even professional teacher still consider it as a challenge when conducting teaching sometimes. They are confused to choose the best method to deal with these diversities in the classroom. Barriers on cultural, language and environment also give support to student teacher's problems. To add, according to Foncha et al (2015) some typical challenges that faced by students teacher are relating to

school placement, resources, learner discipline and classroom management, supervision and support, also observation.

Challenge for pre-service teachers who do teaching practicum in other country outside their own country may be double as it also relates to the intercultural communication issues. The difference background of pre-service teacher and their students in culture, language, habits, value and environment is clearly dominant and inevitable. Several challenges for this type of pre-service teacher and other common teachers are finding the optimal location to teach, culture shock, unaccustomedness of teaching situation, and personal life challenges (Halicioğlu, 2015). The cultural barrier between the teacher and the student also the culture of target language is undeniable to support the difficulties for pre service teacher.

C. Intercultural Communication

1. Notion of Intercultural Communication (ICC)

Intercultural communication relates two way communication process of people with different cultural background in which involves verbal and nonverbal symbols and affected by belief, norms and value (Gudykunst, Ting-Toomey, & Nishida, 1996). It relies much on communication ability and cross-cultural adaptation of each individual. Every individual brings their own identity and culture. As culture and identity is inseparable, when building communication and interaction together these two elements will give effect. ICC refers to direct, unmediated interpersonal communication about cultural differences that involves

awareness during the process (Cuza, 2015). People from a similar culture or one community is not performing intercultural communication. The communication should occur live, between person to person or group to group.

Intercultural communication is a process of exchange information from two people or more who are culturally different (Rogers & Steinfatt, 1999). Both parties are exposed to provide their information and to share it with the interlocutor. The information is wide in range such as culture, belief, norms language and others. Then, Berry et al (2011) discussed that intercultural communication refers as exchange of information both verbally or non-verbally between fellows from dissimilar population of cultures.

In academic perspective, intercultural communication refers to a single study subject focusing with interaction of people with different cultural and ethnics groups as well as a comparative study that concerns on communication patterns across cultures (Hua, 2011). The highlights for intercultural communication are on the interaction of diverse cultural people and the communication among them. Besides, Intercultural communication also means as the way of people's adaption to different cultural from theirs (Bennett, 1998).

Further, intercultural communication also defines as communication that happens for social interaction using basis of respect for individual and equality of human rights in line with the democratic basis (Byram, Gribkova, & Starkey, 2002). This means, when intercultural is integrated into English language learning, it will allow the student to have understanding and shared knowledge with other student of different social and cultural background while performing

communication and interaction. The cultural context of English will also matter in the topic of English learning.

Intercultural communication claimed as essential for student teacher. As an English as foreign language (EFL) teacher to be, pre-service teacher obligated to establish good intercultural communication. To understand intercultural communication is a key to teach the students. When a teacher has lack on cultural confidence, it will influence the way of her/his teaching to students as well as the location of teaching (Walters, Garii, & Walters, 2009). English learning process merges with cultural learning as language and cultural is indivisible. So, intercultural communication may become a bridge to the English learning process through intercultural communicative competence.

Foreign language education objective is in term of language learning and intercultural competence acquisition (Sercu, 2005). To execute intercultural communication, pre-service teachers should maintain their intercultural competence. Verena Bernhrd defines intercultural competence as an individual skill to create communication and to effectively work with people in culturally different and diverse situation in foreign environment (Behrnd & Porzeltb, 2012). Intercultural competence is one of 21st century skill of integral characteristic. It is probably helpful to apply this skill in developing their students in which diverse in term of background, culture and religion at the school in the future (Bridgstock, 2012). Intercultural competence is highly to develop during a stay in abroad for study or internship. In accordance of this, the duration of stay will affect student's development on intercultural competence sensitive ability, reflective, and

productive acting are required in intercultural competence. The longest length of stay in overseas benefited to increase intercultural competences (Behrnd & Porzeltb, 2012).

This study follows the definition by Byram et al (2002) that stated intercultural communication is a form of social interaction on the basis of respect and human equality as the point of human right as well as democracy. The individual should have skill to deal with diversities of situation which enables to promote future teacher's development of teaching. The differential background between the students and pre-service teacher is essential to provide English learning by understanding intercultural communication in and outside the classroom. The culture between student's culture and the culture of target language itself trigger intercultural communication.

Byram et al. (2002) also mentioned that in order to ensure a shared understanding by people of different social identities and to interact with people as complex human being with multiple identities having intercultural competences is vital. It refers to ability of maintaining a similar interpretation during communication of two people with dissimilar cultural background (Byram, Gribkova, & Starkey, 2002). This also works in English language learning and teaching context. The intercultural competences by Byram (1997) have five savoirs as the following:

1. Savoirs (Knowledge)

   It covers knowledge about social groups and their cultures in one's own country, similar knowledge of the interlocutor's country on the one hand,

and similar knowledge of the process, interaction at individual and societal levels on the other hand (Byram., 1997).

2. Savoir *apprendre* and *savoir comprendre* (know how to learn and to comprehend)

    Savoir *apprendre* refers to the capacity to learn cultures and assign meaning to cultural phenomena in an independent way (Byram & Zarate, 1997:24). Meanwhile the savoir comprendre is the capacity to interpret and relate cultures

3. *Savoir faire* (Expertise)

    It means the overall ability to act in an interculturally competent way in intercultural context situations, to take into account the specific cultural identity of one's interlocutor and to act in a respectful also cooperative way.

4. *Savoir e^tre and Savoirs 'engager* (Know how to be and to participate)

    Savoirs 'engager is a critical engagement with the foreign culture under consideration and one's own (Byram., 1997). The savoir e^tre is the capacity and willingness to abandon ethnocentric attitudes and perception, the ability to establish and maintain a relationship between one's own culture and the foreign culture.

In support of that, Sercu et al (2005) explains that intercultural competence in the context of foreign language learning both for the students and the teacher has five *savoirs* purposed by Byram (1997) plus the sixth savoir namely *savoir communiquer or* communicative competences. It has meaning as an ability to act

with appropriate linguistic, pragmatics and socio-linguistic in a foreign language. (Council of Europe, 2001) These five *savoirs* and the last savoir is integrated and intertwined as language learning linked to communicative competence. Sercu (2005) provides the five savoirs in three main heading of categorizations in the table as follow:

Table 2.1 Component of Intercultural Competences

	Savoirs
Knowledge	Culture specific and culture general knowledge
	Knowledge of self and other
	Knowledge of interaction : individual and societal
	Insight regarding the ways in which culture affects language and communication
	Savoir-comprendre
	Ability to interpret and relate
Skills/behavior	*Savoir-apprendre / savoirs-faire*
	Ability to get knowledge and to operate knowledge, attitudes and skill under the constraints of real-time communication and interaction
	Metacognitive strategies to direct own learning
	Savoir-etre
	Attitude to relativize self and value others
	Positive disposition towards learning intercultural competence
Attitudes/traits	*Savoir-engager*
	general disposition characterized by a critical engagement with the foreign culture under consideration and one's own

According to Gudykunst (1996), the components of Intercultural communication consist of two bases. The first component is superficial causes. It relates about the situation and environment while interacting with other foreigner

people. It combines internal and external factors during the communication process. The superficial causes are divided into four sub-elements. They are 1) self and self-concept motivation to interact with strangers, 2) reaction to strangers, social categorization of strangers 3) situational processes and 4) connections with strangers. Furthermore, the second component of intercultural communication is basic causes. It concerns more on the management of the speaker. It has two sub-components which are uncertainty management and anxiety management.

2. Intercultural Communication Process

According to Brislin (1981) cited by (Liu, 2007), intercultural communication is various in type. One of the intercultural interactions occurs when a student take education at higher level outside his/her country where she/he used to finish primary and secondary education level. For this research, a pre-service teacher from Indonesian University did a teaching practicum in Thailand school is considered as intercultural interaction.

The process of intercultural communication occurs in face to face interaction between people who come from different culture. According to Bennett (1998), the process of intercultural communication determines and influences by several issues related to intercultural adaption and sensitivity of following divisions: "a) Language and relativity of experience, b) Perceptual relativity, c) Nonverbal Behavior, d) Communication style, e) Values and assumptions".

3. Intercultural Communication in EFL Teaching

The implementation of intercultural communication in English teaching becomes new trend recently. English teaching is facing a new version in this 21st century where integration of culture and language takes part. Intercultural communication in English language teaching aims to give students about not only English language but also intercultural communicative competence (Yu, 2014). English teaching and intercultural communication is nearly linked. English teaching means culture teaching as language and culture is one. Therefore, intercultural communication between national culture and foreign culture is visible. English considers intercultural communication as inter-cultural communication or cross cultural communication. It has meaning as communication between native speakers and non-native speakers also communication between people from different language cultural background (Yu, 2014). When the teacher is from different country with the students, it is also a contact between two dissimilar cultures which intercultural communication is highly to take place.

Additionally, for teacher and learner of English, developing communicative competence will happen if intercultural competence is improving (Janík, 2016). The intercultural competences according to Janik (2016) are awareness of their own culture and others, knowledge of their own culture and others, skill to prevent misunderstanding and attitude to give respect for themselves and others. Cultural awareness is prior to intercultural awareness (Byram, 1997).

4. Intercultural Communication Challenges

      The challenge in intercultural communication that occurs during international teaching practicum has six dimensions (Furnham & Bochner, 1982). These dimensions portray some categorizations of difficulties for the pre-service teacher in EFL country. These dimensions are in the following table:

Table 2.2 The dimension of Intercultural Communication Challenges

Dimension	Explanation
Formal Relation	- Process and abilty to understand rules and customs of host culture. - It become more important when the focus is social interaction
Relationsgip management	- The ability to make initiation out of friendship and to understand the host nationals
Public Ritual	- The adaptation ability to the public fasilities like school, religion worship areas and many more in the host country
Initiating Contact	- The more intense communication and interaction, lead to long lasting contac. - Initiating and managing contact with the host national is essential
Public Decision-making	- The way of decision making relate to the host various issues becomes weighty and compelling.
Assertiveness	- It focuses on the issue of daily basis interaction like hostility and rudenesss

      These dimensions can occur together as combination and partially. Every sojourner may experience the dimension of intercultural communication challenge in defferent way with others. The reaction to solve and to deal with the dimension

is also various. It depens on the ability and knowledge of the individual. Knowledge will be helpful for dealing with it in a better way.

Moreover, the problem occurs in intercultural communication is caused by participant's lack of knowledge about the interlocutor's culture, cultural meaning and particular representation in building interpretation that they use to refers probably different and the place where they get believe, value and meaning is absolutely influential (Hernández, 2016). Effective intercultural communication needs a 'shared' experience that establish from intercultural communicative competence. The failure and success of intercultural communication depend on the participant's awareness of differences and familiarity to the interlocutor's cultural meaning.

Further, in the classroom context, intercultural difficulties (Xiao & Petraki, 2007) may arise due to some reasons. The reason behind this difficulty relates to these factors below:

a. Language Problem

Language problem discusses about someone's ability toward the host language. It is the language mastery. Having low proficiency of the host language leads problems such as unable to understand others or cannot deliver our message to others properly. The next high stage of language problem is misunderstanding. Also, people probably become hesitant to interact with the host national when they have no ability and knowledge about the host language.

b. Cultural Problem

Cultural problem covers many aspects in life. Culture is everything for human as it cannot be separated each other. Culture is about food, clothes, customs, identity, tradition, knowledge and many more. Lack of knowledge about the host culture triggers culture shock for someone. Culture shock is a certain time when person is performing a phsycological upset, readjustment, demands and stress at the similar time which needs a powerful emotion for both negative and positive for the first time in live (Saylag, 2014).

Culture shock also refers to being an unfamiliar one after spending time with being familiar culture. It is an emotional chaotic feeling of someone when entering a new place with totally different environment and culture. Culture shock is related to culture diversity (Shieh, 2014). Each person will have different symptom and form of culture shock. According to Jandt (2004) in Pradita (2013), symptom of culture shock can be physical and psychological form. Some physical symptoms are overconcerned about food cleanness, extreme stress on health and safety while some psychological symptoms are critism of the new country, depression, anger, disorientation and loneliness. Having enough knowledge about the host culture would be very helpful to minimize the culture shock.

D. The SEA-Teacher Project

1. The Program Description

SEA Teacher Project shorten form of Pre-Service Student Teacher Exchange in Southeast Asia is a program held by SEAMEO (Southeast Asia Minister of Education Organization) that provides international teaching practicum opportunity in schools in other countries in Southeast Asia for all pre-service teachers (SEA Teacher, 2017). SEA-Teacher Project is the realization of commitment by SEAMEO about its seven priority areas in building and strengthening teacher capacity in Southeast Asia which is Revitalizing Teacher Education. As for nowadays, there are four of eleven countries that already join this program. They are Indonesia, Thailand, Philippine and Malaysia.

This program offers abroad teaching practice in secondary or primary schools in different country with the participant's home country. This project is always conducted twice annually. The initial program was held on last January 2016. In total, there are 6 batches that have successfully run until now. The period of teaching usually last for about one month for each batch. It seems that this program still continue to open for the next upcoming years.

2. The Aims of Project

According to the official website, this SEA-Teacher Project has three main objectives as the following:

- Developing teaching skill and pedagogy of pre-service student teachers.

- Encouraging English skill improvement of pre-service student teachers.

- Giving broader regional and world view of pre-service student teachers.

3. The Participants

This program opens for all students who are majoring in education especially in English, mathematics, science and pre-school. The pre-service student teachers should be in their last year at university to match its favors of requirements. In addition, the students who are able to participate in this exchange program are whose university that has agreement with SEAMEO Secretariat as participating institute. Altogether, there are around 41 institutes from across Indonesia, Philippine, Malaysia and Thailand which has signed as participating institutions.

4. The Activities during the Program

The whole participants of this program have a host university that will guide them during their participation. Generally, the whole month of teaching period is divided into four main theme activities. The first week of program, the pre-service student teachers do observation in different classes at assigned school after they join the orientation day on the first day. The next two weeks are the teaching practicum where the participant of this program should teach their students in some certain numbers. In the end of the program, there is an evaluation week. The student teacher will be evaluated by their mentor from the school and the coordinator from the host university.

2.2 Review on Relevant Studies

A study conducted by Melor Md. Yunus, Harwati Hashim, Moriah Mohd. Ishak and Zamri Mahamod (2010) which entitled 'understanding TESL pre-service teachers' teaching experiences and challenges via post-practicum reflection forms' explore in depth on the experiences of 38 students from Teaching English as Second Language (TESL) program at the Faculty of Education, National University of Malaysia during teaching experience. The study implemented open-ended questioners and post-practicum reflection form as source of the data. The participants were 11 Malay teacher trainees and 37 China teacher trainees who did teaching practicum in various schools in Malaysia. The result of the study showed that pre-services teachers provided positive comment toward their relationship and attitude as well as corporation with administrator school. The student teachers acquired much help and guidance from their mentor regarding process of learning and teaching also classroom management. To sum up the student teacher did not trouble with school environment but they found challenges related to student's attitude and motivation to learn and bias issues.

Others, a qualitative study conducted by Roopa Desai Trilokekar and Polina Kukar (2011) entitled 'Disorienting experiences during study abroad: Reflection of pre-service teacher candidate' investigated the study-abroad experience of nine pre-service teachers at the faculty of education, York University. The data collected through in-depth one-on-one interview. All the participants of this study participated in program called York International Internship Program (YIIP) or the 2008 International Practicum Placement (IPP).

This program offers the participant to do teaching practicum abroad like Hongkong and Ireland. The finding revealed that pre-service teachers experienced disorienting during the program. In other words, they faced intercultural communication challenges in term of cultural problem. It reported that they faced of experiencing racial dynamics, experiencing of 'outsider' status, engaging in risk taking/ experimenting with new identities and recognizing privilege and global power relation. Moreover, this study confirmed the importance of individual experience on pedagogical value recognition as the basis of learning to build frame of reference awareness and to take the challenges of confronting difficulty in learning.

Further, a study on intercultural communication problem in teaching English has been researched by Lidan Yu (2015) with the title t*he problem of intercultural communication in teaching English in University*. The study was a literature study with qualitative approach and content analysis method where the data were mostly from published researches in the field of intercultural communication and English Teaching. It mentioned that foreign language teaching is language education and culture education. Usually, problem of intercultural communication occurs in form of misunderstanding which affected by communication without similar cultural background and lack of intercultural awareness. The study also revealed that the intercultural communication problem in English teaching can be solved by developing intercultural communicative competences both for the teacher and learners. The integration of teaching language and teaching culture will be helpful to develop student's intercultural

communicative competence. Intercultural communication is a new edge subject that linked closely to English teaching.

2.3 Theoretical Framework

Intercultural communication is a form of social interaction on the basis of respect and human equality as the point of human right and democracy (Byram, Gribkova, & Starkey, 2002). It is likely to happen when people from different culture meet and communicate, especially in international level. Intercultural communication and Intercultural competences is inseparable to influence each other. In order to create efficient intercultural communication, people need intercultural competence to avoid difficulty.

Moreover, teaching English as foreign language means a teaching of English where take place in schools with huge number yet in national and social life context, English does not give significant influence to the learners (Broughton, Brumfit, Flavell, & Pincas, 1980). The environment is using their first native language for life. As consequence, students only learn English with certain instrumental intention and have no much chance for English practice in native-like context.

Furthermore, In EFL teaching context, intercultural communication is essential. As a future teacher to be, pre-service teacher have to do teaching practices to improve knowledge and skill of teaching. During the English teaching practicum program, it gives opportunity and challenge for pre-service teacher, even when the teaching practice is done in overseas at EFL schools, it possibly be

more challenging. The challenge may also concern about intercultural communication issues during this time as two peoples of different culture happen to interact in the classroom. Also, intercultural communication is part of English teaching.

In order to understand and to simplify the description above, the following figure illustrates the conceptual framework of this research:

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┌─────────────────────┐                                                    ┌─────────────────────┐
│   Intercultural     │                                                    │ Teaching English for │
│   Communication     │                                                    │    EFL Learner       │
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│ (Byram, Gribkova, & │                                                    │ (Broughton, Brumfit,│
│   Starkey, 2002) –   │                                                    │  Flavell, & Pincas, 1980)│
│                     │    ┌──────────────────┐    ┌──────────────────┐    │                      │
│ • Social interaction│    │  Intercultural    │    │  Intercultural   │    │ - Psychology         │
│ • Respect           │    │  Communication    │    │  Competence      │    │ - Pedagogy           │
│ • Human equality    │    │  Challenge        │───▶│  (Byram, 1997)   │    │ - Sociology          │
│ • Democracy         │    │  (Xiao & Petraki, │◀───│                  │    │ - Applied Linguistic │
│                     │    │  2007)            │    │ - Knowledge      │    │                      │
└─────────────────────┘    │                   │    │ - Skill          │    └─────────────────────┘
                           │ - Language problem│    │ - Attitude       │
                           │ - Cultural problem│    │ - Value          │
                           └──────────────────┘    └──────────────────┘
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Intercultural Communication / (Byram, Gribkova, & Starkey, 2002) –
- Social interaction
- Respect
- Human equality
- Democracy

Intercultural Communication Challenge (Xiao & Petraki, 2007)
- Language problem
- Cultural problem

Intercultural Competence (Byram, 1997)
- Knowledge
- Skill
- Attitude
- Value

Teaching English for EFL Learner / (Broughton, Brumfit, Flavell, & Pincas, 1980)
- Psychology
- Pedagogy
- Sociology
- Applied Linguistic

Pre-service teacher of SEA-Teacher Project

Intercultural Competence of the SEA-Teacher in dealing with Intercultural Communication Challenges

Research Instrument

Diary Study

Pre-service teacher's diary

Documents: Pictures, Report, Lesson Plan, Instagram story posting

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