

ABSTRACT

With the rapid global changes, teaching strategies must be suited to the circumstances. Plus, there is lack of research about teaching strategy in intercultural contexts, research conducted to investigate the teaching strategy used, and challenges faced by three EFL Indonesian teacher trainees during the ITP (International Teaching Practicum) program in Thailand. The researcher employed a case study design with interviews; observation; and questionnaires. Data interviews and observations were transcribed and translated; and further analyzed with theme and interpretation, to reveal research questions and IS level. As for the questionnaire, data was prepared by simple valuation and analyzed using 5 focus analyses. Amidst the limitation of background ELT setting, evidence showed that participants used several teaching strategies which are setting goals; worked examples; identifying similarities and differences; providing recognition; giving homework; providing feedback; practice; visual scaffolding; modeled talk; and grammar-translation approach. They also faced cultural challenges (lack of background knowledge of ELT setting, and language barrier) and pedagogical challenges (inadequate teaching technique and classroom management). Last, the intercultural sensitivity level result, positively evidenced that all teacher trainees can engage, respect differences, be confident, enjoy, attentive, and value other perspectives during communication in intercultural contexts.