

TABLE OF CONTENTS

DECLARATION PAGE.....	ii
APPROVAL PAGE	iii
ABSTRACT.....	v
PREFACE	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES	xi
LIST OF FIGURES.....	xii
LIST OF TABLES.....	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Research Question.....	4
1.3 Purposes of Study.....	5
1.4 Significances of the study	5
1.5 Scope of the study	6
1.6 Definition of key terms	8
1.7 Research Report Organization	8
CHAPTER TWO LITERATURE REVIEW.....	10
2.1 An overview of ELT, EFL, and Intercultural context.....	11
2.1.1 Intercultural context in ELT	12
2.2 An overview of teaching strategy (TS) and challenge	15
2.2.1 Teaching strategy	17
2.2.2 Challenges in planning and implementing Teaching Strategy	19
2.3 An overview of EFL teacher trainees' effectiveness.....	19
2.4 Previous studies.....	22
CHAPTER THREE.....	25
RESEARCH METHODOLOGY	25
3.1 Research design.....	25
3.2 Research site.....	26

3.3	Participants.....	27
3.4	Instruments.....	28
3.4.1	Interview	28
3.4.2	Observation	30
3.4.3	Questionnaire	31
3.5	Data collection	32
3.5.1	Interview	33
3.5.2	Observation	35
3.5.3	Questionnaire	36
3.6	Data analysis	37
3.6.1	Interview	38
3.6.2	Observation	38
3.6.3	Questionnaire	38
3.7	Ethical considerations	39
	CHAPTER FOUR	40
	FINDINGS AND DISCUSSION	40
4.1	Research findings.....	40
4.1.1	Teaching strategy used by EFL Indonesian teacher trainees.....	40
A.	Background of ELT during the ITP program in Thailand	41
a.	School and student's background	41
b.	Topic, media, tools, activity	44
c.	Teacher deliveries, instruction, and comment, also translingual.	47
d.	assessment	48
B.	Teaching strategy used by teacher trainees	50
4.1.2	Challenges Faced by EFL Indonesian Teacher Trainees.....	55
4.1.3	Intercultural Sensitivity level of EFL Indonesian teacher trainees .	61
A.	ISS level of teacher trainees.....	61
a.	Data result from ISS based on a questionnaire of teacher trainee 1	65
b.	Data result from ISS based on a questionnaire of teacher trainee 2	67
c.	Data result from ISS based on a questionnaire of teacher trainee 3	68

B.	DMIS level of teacher trainees.....	69
a.	Data result for DMIS level of teacher trainees based on interview result	69
4.2	Discussion	70
4.2.1	Teaching strategy used by EFL Indonesian teacher trainees.....	70
A.	Background of ELT during the ITP program in Thailand	71
a.	School and students' background	71
b.	Topic, media, tools, activity	77
c.	Teacher delivery, instruction, comment, and translingual	79
d.	Assessment of ELT	82
B.	High Impact Teaching strategies used by teacher trainees (Department of Education and Training, 2020)	86
a.	Setting goals	86
b.	Worked example.....	87
C.	Teaching strategies used by teacher trainees based on Herrel & Jordan's book (2012)	89
a.	Visual scaffolding to encourage active involvement.....	89
b.	Modelled talk for language development	90
D.	Teaching strategies used by teacher trainees based on Celce-Murcia's book (2001)	91
a.	Grammar-translation approach.....	92
4.2.2	Challenges faced by EFL Indonesian teacher trainees.....	92
A.	Cultural challenges.....	93
a.	Lack of background knowledge of ELT setting	93
b.	Language barrier.....	94
B.	Pedagogical challenges	95
a.	Teaching technique.....	95
b.	Classroom management.....	96
4.2.3	Intercultural Sensitivity level of EFL Indonesian teacher trainees	96
A.	IS level of teacher trainees	96
a.	Interaction engagement	97
b.	Respect for cultural differences.....	98
c.	Interaction confidence	99

d.	Interaction enjoyment.....	100
e.	Interaction attentiveness	100
B.	DMIS level of teacher trainees.....	102
a.	Defense	103
b.	Minimization	103
c.	Acceptance	104
d.	Adaptation	105
CHAPTER FIVE CONCLUSIONS AND SUGGESTIONS		108
5.1	Conclusions.....	108
5.2	Suggestions	110
BIBLIOGRAPHY		111
APPENDICES.....		116

LIST OF APPENDICES

Appendix 1 Table assistance	117
Appendix 2 Indicators.....	140
Appendix 3 Research Guidance Sheet	143
Appendix 4 Research Request Letter.....	144
Appendix 5 Research Permission Letter.....	145
Appendix 6 Researcher Biodata.....	146

LIST OF FIGURES

Figure 2. 1 English developmental stages (Source: Herrel & Jordan, 2012).....	12
Figure 2. 2 Bennet's model of DMIS from (Source:Rodríguez-Izquierdo, 2022)	14
diagram 3. 1 chain of evidence adapted from (Yin, 2018, p. 181).....	34
Chart 4. 1 ISS result of questionnaire	65
Chart 4. 2 The summary of findings about ELT background setting during the ITP Program in Thailand.....	85
Chart 4. 3 The summary of findings about teaching strategy used and challenges faced by EFL Indonesian teacher trainees during the ITP program in Thailand...	97

LIST OF TABLES

Table 3. 1 duration of videos gathered from participants.....	36
Table 3. 2 score interpretation.....	39
Table 4. 1 Recap items and participants' answers in questionnaire	61
Table appendices 1 teaching strategy table assistance	117
Table appendices 2 Developed indicator for interview (Adapted from Riduwan (2011)).....	142