

ABSTRACT

The development of Intercultural Communication Competence (ICC) is crucial in preparing future educators for teaching in culturally diverse environments. This case study investigates how participation in an International Teaching Practicum (ITP) in South Thailand contributed to the enhancement of attitudes, knowledge, and skills related to ICC among two EFL teacher trainees from private universities in East Priangan, Indonesia. Over the course of the one-month practicum, the trainees engaged in various intercultural interactions, which were later analysed using Video Observation and Video Stimulated Recall (VSR) Interview. This study implemented Yin's thematic approach to analysing qualitative data (compiling, disassembly, reassembly and interpretation of data and the drawing of conclusions). The findings indicate that the international practicum significantly improved the trainees' attitudes toward cultural diversity, expanded their knowledge of different cultural practices, and enhanced their ability to apply effective teaching strategies in a transcultural context. This study underscores the importance of immersive, hands-on experiences in fostering the development of ICC among EFL teacher trainees.