

CHAPTER 2

LITERATURE REVIEW

2.1 Reflective Practice

The concept of reflective practice has been massively delineated by education researchers and practitioners. Farrell (2012) pointed out that reflective practice as a process where teachers can stop for a moment to look and discover their position in teaching practice and to decide their plan about future teaching practice. Reflective practice also can be defined as a way of making teachers' practices meaningful so that teachers can use their own or others' practices as a platform for learning (Widodo & Ferdiansyah, 2018). In other words, reflective practice promotes teachers or pre-service teachers to learn from their teaching practices so that they can perform better practices in the future.

Moreover, Burhan-Horasanlı & Ortaçtepe (2016) introduced three types of reflection namely reflection-on-action, reflection-in-action, and reflection-for-action. These types of reflection were also delineated by Widodo & Ferdiansyah (2018) in their study. Reflection-on-action is a reflection after an action or known as metacognitive action. This type of reflection requires teachers to rely on memoir, look back on their past experience, and position themselves as learners and professionals. Reflection-in-action is a reflection during the action takes place or known as spontaneous reflection. This reflection type requires teachers to identify what is happening and why this is occurring, reflect on the present conditions, and examine or reconstruct their beliefs and

practices. Reflection-for-action is reflection before an action including planning for upcoming teaching practice or known as proactive reflection. This type of reflection requires teachers to use the data from reflection-on-action and reflection-in-action, to identify weaknesses and strengths to make plan for future actions, and adopt the role of an agent of change.

Some studies have documented reflective practice by pre-service teachers in their teaching practicum. Jones and Ryan (2014) explored the reflective practice of pre-service teachers using a moderated online discussion forum. Their study found that reflective practice in teaching practicum enabled pre-service teachers to reflect on some key points in their teaching such as classroom management and effective teaching strategies. Another study by Zhan & Wan (2016) examined the reflective practice of 23 Chinese pre-service teachers in learning communities during their practicum in a Confucian heritage culture. The results of the study showed that reflective practice can be supported by collective wisdom, constructive suggestions from peers, and peers' emotions. This study also reported that cultural factors, such as reliance on authority, giving/saving face, and maintaining a harmonious social relationship, constrained the process of reflective practice, especially when pre-service teachers should make decisions or faced conflicting views.

In terms of the methods of reflection, reflective journal has been fruitfully used by some reflective practitioners in their studies of reflective practice. Reflective journal helps teachers to learn from their teaching and then generate feedback for their classroom practices improvement including

increasing their awareness in teaching and improving their teaching performance (Zulfikar & Mujiburrahman, 2018). One of the forms of reflective journal is reflection template by (Smyth, 1989) which comprising four sequential stages namely describing, informing, confronting, and reconstructing.

Table 2.1 Reflection Template (Smyth, 1989)

Describing	Write what you felt when you began your teaching or what you learnt from the previous teaching.
Informing	Explore what the theme/topic you were teaching was about, in what ways you taught it to your students, and the reasons you chose that strategy.
Confronting	Describe how your students responded, how you reacted to it, and also how you assessed the students' performance of the task.
Reconstructing	Highlight the ideas as a result of your self-reflection on action that you believed would be useful for your next teaching.

There are some studies which had used reflection template by Smyth (1989). Amobi & Irwin (2009) promoted this kind of template to the pre-service teachers in on-campus microteaching course. Their study showed that most of the preservice teachers have reached varying degrees of sophistication in the describing and informing stages, but they showed unsatisfactory results in the

confronting and reconstructing stages. Barnes & Falter (2019) developed the reflection template become the collective critical reflection by involving peers in the process of pre-service teachers' reflective practice. In Indonesian EFL context, the research by Widodo & Ferdiansyah (2018) also used this reflection template combined with video-stimulated reflective journal and lead pre-service teachers to develop their sense of agency, self-confidence and autonomy, as well as to understand praxis in context. Those studies varied in terms of the context of teaching and the process of reflection. Furthermore, present study deliberated to see the process of reflective practice using reflection framework by Smyth (1989) in the original form of self-reflection without any additional resources of reflection. Also, it delineated the reflective practice in different context, international teaching practicum context.

2.2 International Teaching Practicum

Numerous studies have reported pre-service teachers' lived experiences in their international teaching practicum. One of the studies of international teaching practicum is proposed by Kim & Choi (2019) which examines the experiences of pre-service teachers from South Korea while conducting international teaching practicum in the United States. The study observed how pre-service teachers struggled in speaking in a foreign language and how they adapted in a different culture. The study also reported that pre-service teachers were encouraged to understand multiculturalism, the roles of teachers, teaching pedagogies, and local education from different perspectives. Another study conducted by Parr, Faulkner, & Rowe, (2016) showed that international

teaching practicum “can more effectively educate and encourage pre-service teachers to think beyond their narrow self-interests towards larger ethical and educational issues and, in the process, more effectively address diversity in their teaching practices” (p.2). Thus, seeing these phenomena found on international teaching practicum, the researcher believed that pre-service teachers will gain meaningful experiences by conducting reflective practice during their international teaching practicum.

2.3 EFL Teaching in Thailand

English in Thailand is positioned as a foreign language. Only a limited number of Thailand people can speak English. Thus, the Thailand government pays much attention to English teaching in Thailand. It can be seen from the duration set by the government for students to learn English. Students in Thailand start to learn English since they are in elementary schools, even kindergarten, until secondary schools which total more than 12 years. Moreover, according to Wall (2008), the Thailand Ministry of Education stresses on learner-centered practice, classroom action research, and school-centered curriculum. It aims to give the progressive changes in education in Thailand.

However, in the actual practice of EFL teaching in Thailand, there have been numerous problems caused by various factors. One of the factors is insufficient English language teachers (Wall, 2008). Whereas, Thailand's educational units have tried to solve this problem by inviting many English teachers from other countries to teach in recent years. This circumstance leads

to the implementation of international teaching practicum program which involves higher education institution in Indonesia.

Another problem found in EFL teaching in Thailand is the gap between policy and practice of EFL teaching in Thailand (Wall, 2008). The policy set by the government was expected to support the improvement of education in Thailand. However, the practice of teaching conducted by the teachers had not met this expectation. For instance, the policy has stressed the implementation of learner-centered in the teaching and learning process but teachers still tend to be teacher-centered in real practice.