

CHAPTER V

CONCLUSIONS, IMPLICATION AND RECOMMENDATIONS

This part presented the result from the study conducted to answer the research questions: pre-service teachers' teaching and cultural experiences, the effect of SEA Teacher Program on participants' cross cultural understanding and their teaching knowledge. The researcher elaborates on the conclusion drawn from the present study and some possible recommendations for further research.

5.1 Conclusions

This study explores three pre-service teachers who participated in the SEA Teacher Project in 2019 as the primary respondent. Each participant was taken from a different culture. The purposes are to investigate pre-service teachers' cross-cultural experiences of the SEA Teacher program. It examines how SEA teachers who participated in the study cultivated cross-cultural understanding by identifying their knowledge about a different culture, attitude, and skill to communicate with local people while staying in the host culture. Furthermore, this research also examined pre-service teachers' knowledge to develop their teaching skills. Previous research indicated that pre-service teachers developed their cross-cultural understanding and teaching pedagogy after joining international teaching programs for three months.

After joining the program, the findings showed that most pre-service teachers foster cross-cultural understanding and teaching knowledge in this case general pedagogical knowledge. Pre-service teachers undertake the SEA teacher program within one month, obtaining teaching experience and cross-cultural experience, where each different background will have a different way of teaching. Furthermore, many pre-service teachers recognize the similarities and differences between their

home and host culture. They need to practice teaching in the host country. They have to know first about the culture to make them easily adjust with the students.

This research discovered that each pre-service teachers cultivate a cross-cultural understanding. Pre-service teachers learned their home country's culture through SEA teachers. They identified the difference and the similarities between the countries. Those came from several cultural elements such as religion, language barrier, and practice. Nevertheless, there are some similarities between the countries. Since Indonesia, the Philippines, and Thailand are geographically the same. The similarities come from building architecture, weather, and food.

The pre-service teacher at the first place browsed to find some information about home teachers. However, after arriving in the home country, they asked their buddy or observed the local people's activities in the school or their dorm's area. They know several elements of cultures and can identify the differences and similarities from that case. Then, after identifying and knowing the home culture, they accept, open, and tolerate the difference. In some cases, they react positively, but in others, they react negatively but still respect it. After that, they must have good skills in this term communication and can work together in the host culture.

The result shows less interaction with local people since they only have one month for the project. Nevertheless, they can work together and comfort home teachers and build good relations with their students in the host country. It can conclude that pre-service teachers have cross-cultural understanding, including knowledge and attitude. Unfortunately, the duration of the program could not develop their skill maximally. SEA teachers program is designed to help pre-service teachers understand differences and similarities of culture.

Consequently, the research presents results from pre-service teachers' cross-cultural understanding and remarkable experiences related to their teacher knowledge or pedagogy, implying their improvement in teaching English practice. The experiences also cultivate their general pedagogical knowledge, such as understanding students' characteristics, classroom management, and the host country curriculum. The development of GPK will improve their teaching skill because they already know how to handle students and prepare a suitable method for the students.

However, there are still numerous limitations in the study. First of all, limitations were found of there being no more recent participants in the international teaching program because of the pandemic. The second disadvantage is that the time available is limited, limiting their ability to go further into aspects of another effect of the SEA teachers program for the participants. To this end, further study is highly recommended to cover more complex aspects.

5.2 Implication of the Study

Numbers of contributions and implications may be taken from the current study's findings. The first implication, targeting pre-service English teachers, concerns cross-cultural understanding and general pedagogical knowledge. The findings showed that the International teaching program led pre-service teachers had a positive outcome after joining the international practicum. Pre-service teachers can have experience delivering material to students with different language barriers and cultures. It encourages them to practice more how to teach effectively and improve their English skills, especially speaking. Besides, they have to package the materials in a simple way to be delivered to the students. International teaching abroad also teaches them to respect students' differences and not judge them. They will see the uniqueness from a different perspective.

Furthermore, pre-service teachers can develop their pedagogical knowledge in an international teaching program. They will see how home teachers teach the students, learn a new method of teaching, identify the home culture educational system, especially the English curriculum, and comparing with the home country. After they finish the program, they can adapt or adopt what is good for English teaching.

The second implication is spotting SEAMEO, and stakeholder is concerned with the program support required for teachers and students in conducting this program. The results suggest that the pre- depends on the facilities of the universities. A few universities in Asia still conduct international teaching programs. As a result, pre-service teachers with experience in this program are not too. It would be better if this program is required for all universities, so all the pre-service teachers have the same opportunity. Moreover, the duration of the program should be longer to make them have deep cross-cultural understanding and significant development of general pedagogical knowledge.

Theoretically, the findings of this particular study revealed that it is crucial to interpret International teaching practicum not only to foster cross-cultural understanding and general pedagogical knowledge but also to the growth opportunities. While teaching in their native country, teachers still have all the comforts of their home readily available. It means there is less need to be independent, and for the most part, it remains a very similar experience to attending a standard high school in the area. Furthermore, while that is a great fit for the teachers, the opportunity for teachers to grow and expand their horizons is amplified by living abroad. Overall, living abroad helps teachers expand their horizons and understanding of the world works beyond their immediate culture and community. It gives teachers a chance to see a new way of life and embrace new opportunities in a variety of important areas.

5.3 Limitation Recommendations

This particular study has several limitations that should be highlighted, which require acknowledgment and, at the same time, provide areas for future studies. First, the study does not involve an observation instrument to see the development of pre-service teachers in terms of CCU and GPK. Therefore, it would be better to conduct more extensive research to use additional instruments, such as observation, to identify and observe the different effects of the program on pre-service teachers. It is also preferable to observe more respondents get rich data. Particularly in the teaching knowledge and practice, every component might be more comprehensive. Future research could involve a comparable but broader investigation to generate more accurate results and assess the questionnaire's construct validity. Another explored aspect but not quite elaborate is how the pre-service teachers arrange the lesson in the class. The new aspect of this research is about the personality type of teachers. Another unexplored area is a correlational analysis of EFL teachers' perceptions of cross-cultural understanding and teaching approaches. Furthermore, there were some miss information from the document analysis that could not support the interview and questionnaires.

Additionally, a brief analysis of the impact of ethnocentrism on cross-cultural is included. Future studies can examine the effect of cross-cultural understanding on their belief in teaching English. Also, investigate how the SEA teachers program significantly impacts pre-service teachers in the future, and it also good if the research found the comparison of the teacher who did not join the SEA teachers program to discover whether the program is effective or not.