FOSTERING CROSS-CULTURAL UNDERSTANDING AND GENERAL PEDAGOGICAL KNOWLEDGE THROUGH AN INTERNATIONAL TEACHING PROGRAM

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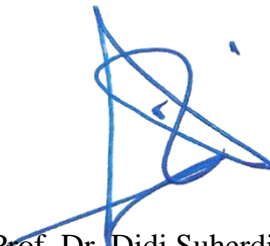Supervisor   Co Supervisor

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FOSTERING CROSS-CULTURAL UNDERSTANDING AND GENERAL PEDAGOGICAL KNOWLEDGE THROUGH AN INTERNATIONAL TEACHING PROGRAM

Abstract

Nowadays, international teaching programs (ITP) play an important role in developing education among countries. One of the purposes is to enable pre-service teachers to acquire more knowledge about cross-cultural and teaching pedagogy. However, inequalities in teaching practice will occur as a result of cultural, pedagogical, and linguistic differences. Therefore, this study examines the cross-cultural understanding and teaching experience of pre-service teachers, focusing on how they acquire cultural understanding and its implementation in their teaching. It also examines their pedagogical knowledge during the program. A qualitative case study was used as the research design. Three pre-service teachers were recruited as participants in this research. There were three instruments employed to collect the data, namely the questionnaire, interview, and document analysis. The collected data was analyzed using the theories of CCU and GPK. The finding showed that the pre-service teachers could develop their CCU through their knowledge, attitude, and skills since they would gain knowledge and a positive attitude about cultural differences. Yet, the limitation of the time of the program leads pre-service teachers to have insufficient communication with the local people. They could only have many interactions with their students. Moreover, pre-service teachers gained general pedagogical knowledge in terms of applying the appropriate curriculum, including general curriculum and instruction, learners and learning and classroom management, which is suitable for the host country. In general, this study concluded that ITP had significant meaning in their cross-cultural understanding and general pedagogical knowledge.

Keywords*: Cross-cultural understanding, General pedagogical knowledge, International Teaching Program, Pre-service teachers.

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