

## ABSTRACT

Having experience to live and work in a new society is fun yet challenging. We will face new places, new people and new cultures. It is often people feel depressed due to culture shock that they face during adaptation or self-adjustment. Self-adjustment in a new context may take time and effort, besides, the ability to adapt in a new environment is also needed. The failure in adaptation may lead to the failure in surviving as well as in teaching.

This study is purposed to explore the student teachers' classroom culture adjustment process. The study is also aimed to reveal how the student teachers solve their challenges, and how they create their classroom culture in Thai EFL classroom setting.

A qualitative case study was applied in this study. There were six participants who involved in this study, they are student teachers of English education department in State Islamic University of Sunan Gunung Djati Bandung who joined an international internship program in Thailand. They taught English in three different provinces in Southern Thailand. The data was collected through questionnaire and interview.

The result states that some students encounter difficulties in teaching during the program of the international internship. There are some factors that helped them to overcome the barrier, the factors are found both from internal and external. Additionally, they also create their classroom culture to make the class environment seems more appropriate. They embodied respect, created some rules and tried to be engaged with the students.

To conclude, this research is expected to help those who intend to teach in a new context, specifically in solving classroom culture adjustment process.