



P-ISSN 2355-2794
E-ISSN 2461-0275

Lessons Learned from Investigating EFL Pre-Service Teachers' Competencies

Didi Sukyadi^{1*}
Ika Lestari Damayanti¹
Fuad Abdul Hamied¹
Wawan Gunawan¹
Kurniawan Suryatama²
Firly Asyifa²

¹Study Program of English Language Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia, Bandung 40154, INDONESIA

²The Language Centre, Universitas Pendidikan Indonesia, Bandung 40154, INDONESIA

Abstract

This study investigates the English proficiency levels, perceptions, and pedagogical competencies of pre-service English teachers who graduated from one of the teacher education universities in Indonesia, along with stakeholder evaluations and future quality benchmarks. This research employed a mixed-methods case study approach, with data collected from TOEFL-like test score reports and a survey involving 52 pre-service teachers, two classroom observations, interviews with two employers, and focus group discussions (FGD) involving four stakeholders from other teacher education universities. Score report and survey data were analyzed through descriptive statistics, while observation notes, employers' interviews, and FGD data were analyzed using thematic analysis. The findings from the report revealed that most pre-service teachers possessed B2 or higher English proficiency. The survey result showed that they valued courses on English for Young Learners and general pedagogy clusters, though several courses on the English for Specific Purposes cluster were perceived as less supportive. Classroom observations and employer feedback revealed strong pedagogical competencies, creative use of resources, and technology integration abilities, while also indicating the need for future improvement. Additionally, FGD results emphasized the need for pre-service teachers to master TPACK, obtain standardized English certification, develop leadership skills, possess AI ethico-onto-epistemological awareness, and demonstrate competence in multiliteracies and multimodal pedagogies.

* Corresponding author, email: sukyadi.d.upi@gmail.com

Citation in APA style: Sukyadi, D., Damayanti, I. L., Hamied, F. A., Gunawan, W., Suryatama, K., & Firly, A. (2025). Lessons learned from investigating EFL pre-service teachers' competencies. *Studies in English Language and Education*, 12(3), 1472-1491.

Received January 15, 2025; Revised July 4, 2025; Accepted August 6, 2025; Published Online September 30, 2025

<https://doi.org/10.24815/siele.v12i3.44064>

Copyright © 2025 by Authors, published by *Studies in English Language and Education*. This is an open-access article distributed under the Creative Commons Attribution 4.0 International License (<https://creativecommons.org/licenses/by/4.0/>)

Keywords: English teacher education, pre-service teacher, qualified teachers, teacher training.

1. INTRODUCTION

Teachers' quality has been recognized as one of the most important keys to ensuring quality education. This concern was similarly raised by the OECD (2018) and Beteille and Evans (2019), who noted that the quality of teachers directly shapes students' learning experiences and outcomes. They further pointed out that teacher education institutions play a central role in preparing pre-service teachers for the profession. However, such institutions have been criticized for being overly theoretical, lacking practical relevance, and offering fragmented and incoherent courses (Darling-Hammond et al., 2005). Further studies have emphasized that the breadth of knowledge required by pre-service teachers, including content knowledge, pedagogical knowledge, and the capacity to connect theory with classroom realities, has prompted calls to extend and intensify teacher preparation programs (Clarke et al., 2014; Valencia et al., 2009; Zeichner, 2010). Additionally, limited quality examination of the standards used to assess pre-service teachers remains an unresolved issue (Livingston, 2017).

In the Indonesian context, a major concern in teacher education has been the absence of national standards or specific selection criteria for student admission, in contrast to systems in Singapore, China, Taiwan, and Finland (Suryani, 2020). A 2018 report from the Ministry of Research, Technology, and Higher Education (MoRTHE) indicated that, of more than 421 teacher education institutions nationwide, only a small proportion held an excellent accreditation status ("The promise of education in Indonesia," 2020, p. 65). Another challenge lies in the teacher certification program, which has been criticized as ineffective and unsustainable because it is awarded through a one-time process (Jalal et al., 2009). Employment-related issues also emerge after graduation since pre-service teachers with high qualifications often avoid rural and remote postings (Harits et al., 2016). These patterns contribute to two persistent problems in Indonesia: the uneven distribution of qualified teachers and the ongoing need to improve teacher quality (Chang et al., 2013; Jalal et al., 2009). Additional factors, such as teacher welfare and politicization, further complicate the teacher education landscape (Chang et al., 2013; Tobias et al., 2014).

Similar challenges have been observed in many parts of the world, prompting teacher education institutions to take proactive steps toward improvement. In Ethiopia, a wide-scale reform resulted in sustained knowledge retention and effective classroom application by teachers (A. E. Barnes et al., 2018). In Australia, the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) was introduced to raise the quality of future teachers (M. Barnes & Cross, 2020). Finland's reforms positioned teachers as decision-makers and emphasized their role in supporting students with special needs, while Singapore placed equal importance on mastery of content, pedagogy, and digital proficiency (Darling-Hammond & Lieberman, 2012). In Scotland, newly developed standards for pre-service teacher education were grounded in values, skills, and knowledge, with a strong focus on social justice and research (Menter & Hulme, 2011). The Indonesian government has, likewise, pursued reforms to raise the standards of teacher quality nationwide, aiming to ensure that teachers possess what Shulman (1987, 2013) described as the knowledge base for teaching. These initiatives include reforms in entry pathways to the profession (Utami, 2015) as well as broader teacher education reforms (Koning, 2012). Furthermore, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2024) issued Regulation Number 19 Year 2024, which requires teacher to participate in certification-oriented programs designed to strengthen their professional readiness.

As one of the key stakeholders in preparing future pre-service teachers, teacher education institutions face a shortage of research on pre-service English teachers' competencies that could serve as a baseline for institutional improvement to prepare future graduates better. Existing studies have primarily examined challenges faced by novice English teachers (Khalisa et al., 2022; Zakiah & Mutiara, 2024), teacher professional identity (Faridah et al., 2023; Florida &

Mbato, 2020; Wijaya, 2022), teachers' self-perceived competence (Damayanti et al., 2024; Tutyandari, 2022), and pre-service education policy and recommendations (Zein, 2016, 2017). Therefore, this study intends to fill in the gap by finding out pre-service English teachers' competencies and voices, along with stakeholders' voices, to inform future quality improvement. The study is framed within four research questions as follows.

1. What is the English proficiency level of pre-service English teachers who have completed the required courses to graduate from the English Language Education Department at a teacher education university in Indonesia?
2. How do pre-service teachers perceive the courses offered at the English Language Education Department at a teacher education university in Indonesia in terms of preparing them for their teaching careers?
3. What are the pedagogical competencies of the pre-service English teachers, and how do employers evaluate these competencies?
4. What quality benchmarks should future pre-service teachers of the English Language Education Department possess?

2. LITERATURE REVIEW

2.1 Challenges in Indonesian Teacher Quality

The literature indicated that challenges in Indonesian teacher quality remain persistent. Kawuryan et al. (2021) found that both the quantity and quality of teachers continued to be pressing issues, with disparities particularly evident in rural and remote areas. Similarly, Kusumawardhani (2017) reported no strong evidence that teacher certification programs have improved student learning outcomes or teaching performance. Another concern is related to the quality of graduates, as the absence of highly competitive entry requirements into teacher education programs (Nielsen, 1998; Raihani & Sumintono, 2010; Suwignyo, 2017) may exacerbate the quality gap among teachers produced by these institutions. Moreover, many pre-service teachers struggled to translate theoretical knowledge into effective classroom practice during their practicum (Yin, 2019). This difficulty was compounded by a persistent problem identified by Nielsen (1998), who argued that reforms in Indonesian teacher education have been hindered by bureaucratic priorities, which favored expanding administration, tightening central control, and ensuring political loyalty over improving teaching quality.

Achieving overall teacher quality is also constrained by mismatches between the number of teachers required, the availability of qualified candidates, and teachers' ability to meet government standards (Akiba et al., 2007; Schwartzbeck et al., 2003). In primary school English language teaching, persistent challenges include low language proficiency and inadequate qualifications among teachers. Many teachers lack sufficient English skills or relevant credentials (Lengkanawati, 2005; Musthafa & Hamied, 2014; Zein, 2011, 2012, 2016, 2017), a situation largely stemming from teacher education programs that provided minimal English instruction and from the common practice of appointing non-English-background teachers to teach the subject (Zein et al., 2020). At the secondary level, similar concerns persisted. Students often perceived English teachers' classroom practices as disengaging and ineffective. Studies by André et al. (2020) and Maulana et al. (2015, 2020) revealed that many secondary English teachers rarely promoted student participation, limiting opportunities for interaction and meaningful learning. Further evidence from Irmidayanti and Fadhilah (2023) showed that teachers frequently struggled to adapt instruction to diverse learner needs, particularly in implementing differentiated strategies, reducing both the inclusivity and relevance of classroom practices.

2.2 Trends in Indonesian Teacher Education

Recognizing the persistent challenges in Indonesian teacher quality, pre-service teacher education institutions have taken steps to prepare highly qualified English teachers. One such

effort was the introduction of 'English for University Students', a four-credit (200 minutes per week) course designed to equip pre-service teachers from non-English educational backgrounds with general English skills (Zein, 2012). Additionally, to bridge the gap between theory and practice, teacher education institutions have also implemented the *Pengenalan Lapangan Persekolahan* (PLP) program in accordance with the Regulation Number 55 Year 2017 of the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia (2017), which offers field-based exposure for pre-service teachers. This initiative allows them to observe and understand school environments and instructional processes before engaging in direct teaching.

Under the 2022 *Kurikulum Merdeka*, teacher education institutions must also respond to two significant developments in English language teaching. First, English has been reinstated as a compulsory subject in primary schools. Second, the current curriculum incorporates multiliteracies and multimodal literacies (viewing and representing), expanding the expected competencies of English teachers beyond conventional language skills. Consequently, preparing future primary school English teachers requires a comprehensive knowledge base and the communicative competence needed for effective teaching (Graves, 2009; Zein, 2022). Furthermore, English teachers at all levels were expected to develop multimodal pedagogical competence to meet the demands of contemporary literacy practices (Yi & Angay-Crowder, 2016). With literacy now extending beyond its traditional forms, TPACK (Technological Pedagogical Content Knowledge) competence has also become increasingly important as it enables future pre-service teachers to integrate technology into teaching and learning through thoughtful and responsive application (Drajati et al., 2021; Mishra & Koehler, 2006).

3. METHODS

3.1 Research Design

This study employed a mixed-methods case study approach (Burns, 2009; Creswell, 2009; Creswell & Clark, 2011), which involves a comprehensive context-sensitive examination of a bounded subject through the integration of quantitative and qualitative data. This approach enabled the researcher to reveal the proficiency levels, perceptions, and pedagogical competencies of pre-service English teachers upon completing their education at a teacher education university in Indonesia. The study also incorporated employer evaluations and explored future benchmarks for teacher quality through focus group discussions with stakeholders. By triangulating quantitative measures with qualitative accounts, the study aims to provide a comprehensive and credible picture of pre-service teacher readiness for the profession.

3.2 Research Participants

Participants in this study were pre-service teachers from a teacher education university in Indonesia, majoring in English language education, who graduated between 2019 and 2023, with a total of 52 pre-service teachers; three from 2019, 11 from 2020, 10 from 2021, 15 from 2022, and 13 from 2023. Of the 52 graduates, 11 were primary school teachers, nine taught in junior high schools, six in senior high schools, and six in vocational high schools. In addition, nine worked as English instructors in non-formal institutions, six held office-based jobs, and five were unemployed at the time of the study. A purposive sampling technique (Etikan et al., 2016; Kelly, 2010) was used to select participants relevant to the study's objectives. Additionally, of the 52 participants, only two female teachers consented to participate in classroom observations: Teacher X, a primary school teacher with less than three years of teaching experience, and Teacher Y, a junior high school teacher with approximately one year of experience. Both were teaching in Bandung, Indonesia.

To address the question of how employers evaluate pre-service teachers' pedagogical competence, two school leaders were also involved: E1, the headmaster of the school where

Teacher X was employed, and E2, the academic and curriculum vice headmaster of Teacher Y's school. Additionally, to map the quality benchmarks that future pre-service teachers from English Language Education programs should meet, the study engaged key stakeholders from four prominent teacher education institutions in Indonesia. Four experts included the vice rector of academic affairs, curriculum developers, and heads of study programs.

3.3 Research Instruments and Data Collection

Two quantitative data sets were administered via Google Forms over two months (March-May 2024). The first data were pre-service teachers' self-reported scores from a TOEFL-like English proficiency test administered by their institution. This self-report form served to address the first research question by providing participants' English proficiency levels. At the end of the form, participants were invited to complete a survey and given the option to consent to classroom observation. In total, 52 pre-service teachers submitted their TOEFL-like test scores.

The survey, distributed to the same 52 participants, aimed to address the second research question by examining their perspectives on the courses offered during their education. This survey consisted of four main constructs related to course cluster: (1) English language proficiency, (2) general pedagogies, (3) English for young learners, and (4) English for specific purposes (see Appendix). Participants rated each course cluster using a five-point Likert scale: very helpful (VH), helpful (H), neutral (N), unhelpful (U), and very unhelpful (VU). Prior to distribution, the survey underwent expert validation to ensure its validity and internal consistency (Cronbach's α). The validation panel consisted of three senior lecturers with extensive expertise in curriculum design, pedagogy, and educational research. They reviewed the survey items for content relevance, construct validity, theoretical grounding, and contextual appropriateness. Based on their evaluation, the survey demonstrated satisfactory internal consistency and was deemed suitable for use in the study.

In addition, qualitative data were gathered through classroom observations, semi-structured interviews, and focus group discussions (FGDs). Of the 52 survey participants, only two consented to participate in classroom observations. These observations were conducted to assess the participants' pedagogical competencies as demonstrated in their actual teaching practice. The observation guide was adapted from [Hedstrom's \(2019\) Checklist for Observing a World Language Classroom](#), focusing on four key areas: (1) use of the target language, (2) application of language teaching methods, (3) effectiveness of classroom management strategies, and (4) integration of technology into instruction.

Semi-structured interviews were conducted with the two employers of the observed pre-service teachers. These interviews offered additional perspectives on the pre-service teachers' quality. The interview comprised three main questions aiming at eliciting employers' evaluations of the pre-service teachers' language proficiency, pedagogical competencies, and materials development, as well as the use of technology in the classroom. Additionally, FGDs were conducted via Zoom with four stakeholders from English language departments at other teacher education universities. These discussions addressed the fourth research question, which sought to establish benchmarks for the qualities and competencies that future pre-service English teachers should possess.

3.4 Data Analysis

The pre-service teachers' self-reported scores and the survey were analyzed by using a descriptive statistical method framework ([Baffoe-Djan & Smith, 2019](#)) to measure the central tendency of the data (mean) and the variability (standard deviation) in order to gain an overview of the data. Additionally, the data's internal consistency was also measured using Cronbach's α to estimate the internal consistency of the items within each construct, with a typical value of ≥ 0.70 considered acceptable. The qualitative data from classroom observations, employers' interviews, and FGDs were analyzed thematically following the frameworks of [Braun and Clarke \(2006\)](#), involving stages of becoming familiar with the transcribed data, developing initial codes,

identifying themes, re-examining those themes, as well as defining and naming them. In this study, the coding process was inductive, allowing codes to emerge naturally through analysis of the data.

4. RESULTS

The following sections present the analysis results of the participants' English language proficiency level and their perceptions of the English Language Education Department's courses. It also describes the evaluations of their pedagogical competencies by the employers. Finally, the findings about the quality benchmark for future pre-service English teachers were also presented.

4.1 The Proficiency Level of Pre-Service English Teachers

Responses from the self-report form provided information on the English language proficiency levels of the pre-service English teachers, based on scores from a TOEFL-like test. These scores were then mapped to the CEFR scale as shown in the following figure.

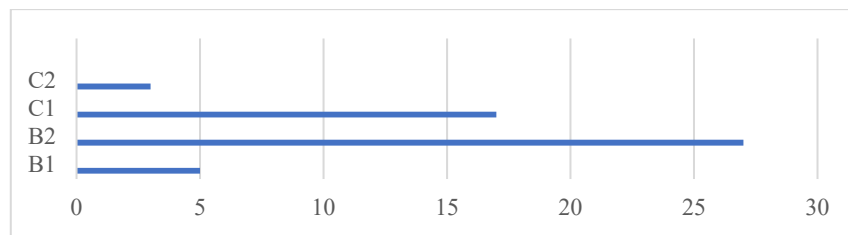


Figure 1. Pre-service teachers' English proficiency.

Figure 1 shows that a significant portion of pre-service teachers, 27 out of 52, achieved a B2 level of proficiency, which was considered upper-intermediate and sufficient for effective communication and teaching. Additionally, 17 pre-service teachers demonstrated an advanced level with C1 level of proficiency. Notably, three participants reached the C2 level, representing near-native proficiency. However, the data also revealed that five pre-service teachers were reported for having only B1 proficiency, a lower-intermediate level that may present challenges for effective English teaching.

4.2 Pre-Service Teachers' Perspective on the Offered Courses

The survey shed light on pre-service teachers' perspectives on the courses offered by the department during their studies at the university. The courses were categorized into English language proficiency, general pedagogical courses, English for Young Learners (EYL), and English for Specific Purposes (ESP). It was important to note that the EYL and ESP clusters were elective clusters.

Table 1. Pre-service teachers' perspectives on offered courses.

Constructs	Items	N	VH	H	N	U	VU	Mean	SD	Reliability
English Language Proficiency	4	52	105	82	13	8	0	3.37	0.79	0.76
General Pedagogies	5	52	136	99	18	7	0	3.40	0.70	0.89
English for Young Learners	5	20	75	18	8	0	0	3.70	0.57	0.72
English for Specific Purposes	5	32	62	51	34	13	0	3.03	0.93	0.78

Note. VH=Very Helpful, H=Helpful, N=Neutral, U=Unhelpful, VU=Very Unhelpful

The data in Table 1 show that the English Language Proficiency cluster achieved a mean score of 3.37 (SD=0.79) with a Cronbach's α of 0.76, indicating acceptable internal consistency. This suggests that the pre-service teachers generally perceived courses in listening, reading, writing, and speaking as helpful in preparing them for their current teaching roles. However, several respondents noted that courses, such as listening and reading, did not sufficiently support their professional development. A similar pattern emerged in the General Pedagogies cluster, which attained a mean score of 3.40 (SD=0.70) and demonstrated high internal consistency (Cronbach's α =0.89). While these courses were generally considered beneficial, some participants reported that courses, such as Digital Tools for Language Learning and Digital Literacy and Teaching Media, were not adequately relevant to their current career needs.

The English for Young Learners cluster received the highest mean score of 3.70 (SD=0.57) with a Cronbach's α of 0.72, reflecting a strong consensus among the pre-service teachers that these courses were particularly valuable in preparing them for the requirements of their teaching careers. In contrast, the English for Specific Purposes cluster recorded the lowest mean score at 3.03 (SD=0.93) with a Cronbach's α of 0.78. Courses, such as Copywriting and English for Business, were perceived as less helpful for pre-service teachers' current teaching contexts. These findings pointed to the importance of revisiting course content to ensure relevance to professional demands.

4.3 Pre-Service Teachers' Pedagogical Competencies

Classroom observations of two pre-service teachers (Teacher X and Teacher Y) provided insights into their pedagogical competencies. Both teachers demonstrated purposeful use of English in the classroom, promoted higher-order thinking, applied effective classroom management strategies, and made thoughtful use of learning resources and technology. The findings are further elaborated as follows.

4.3.1 Target language use strategies

Both Teacher X and Teacher Y demonstrated a thoughtful use of English and Indonesian to support learners' comprehension and encourage meaningful participation. In Excerpt 1, Teacher X relied on translation exercises, using the students' first language (L1) to introduce new vocabulary and ensure understanding:

- (1) Teacher X : 'Okay, class. Habil and Fanny are playing football (also showing the gesture of kicking). Where? *Dimana?* [Where?]'
 Class : '*Lapangan.* [Field.]'
 Teacher X : '*Lapangan dalam bahasa Inggris adalah 'field'.* [Field in English is 'field'.] Repeat after me, 'field''.
 Class : 'Field'.

Excerpt 1 illustrates how the use of L1 served as a bridge to the target language (L2), especially when students encountered unfamiliar words. By combining translation with gestures, Teacher X provided multimodal scaffolding that harmonized linguistic cues and body movements to create a multisensory meaning-making process, which supported vocabulary acquisition as well as engaged students cognitively and physically. In contrast, Excerpt 2 shows Teacher Y's consistent use of English, sustaining an English-rich classroom environment.

- (2) Teacher Y : 'So, Student 1, what is your extracurricular?'
 Student 1 : 'Badminton.'
 Teacher Y : 'I join ...'
 Student 1 : 'I join badminton and *tari*...'
 Teacher Y : 'Traditional ...'
 Student 1 : 'Traditional dance.'
 Teacher Y : 'Okay, good. Can you repeat it, Student 1?'
 Student 1 : 'I join badminton and traditional dance.'

In Excerpt 2, although the student momentarily used an Indonesian word, *tari*, the teacher responded in English by prompting the correct term, 'traditional', allowing the student to complete the phrase, 'traditional dance', without switching languages. This reflected a monolingual target language approach, in which Teacher Y exclusively used English in her teaching activities. The prompt served as a subtle scaffold, supporting language retrieval while maintaining the interaction in English.

4.3.2 Higher-order thinking skills in practice

The classroom observations of Teacher X and Teacher Y revealed different approaches to promoting thinking skills, as shown in the following excerpt.

- (3) Teacher X : 'Okay, Students. *Sarapan dalam bahasa Inggris apa ya?* [What is 'breakfast' in English?]'
Class : (students were quiet)
Teacher X : 'Breakfast. Okay, repeat after me, 'breakfast'. So, *kalau mau bilang aku selalu sarapan pagi adalah* [So, if you want to say 'I always have breakfast in the morning', it is], 'I always have breakfast in the morning. Now, repeat!'
Class : 'I... always have breakfast... in the morning.'

Excerpt 3 illustrates a teacher-centered approach, which was emphasized in rote learning. It shows that students were asked to recall vocabulary and repeat modelled sentences. While such practices can support language acquisition, Teacher X had not yet extended the learning to tasks that required students to apply, analyze, or create sentences in new contexts. In contrast, as shown in Excerpt 4, Teacher Y adopted an approach that promotes deeper engagement through analytical questioning and discussion, thereby stimulating students' critical thinking and creativity.

- (4) Teacher Y : 'Student 2, from the story, the character joined *Pencak Silat* [Indonesian martial art]. Why do you think he joined *Pencak Silat*?'
Student 2 : 'Health, Miss.'
Teacher Y : 'Good. Doing *Pencak Silat* can make our bodies healthy. Any other opinion, class?'
Student 3 : 'Miss...Miss...to defend.'
Teacher Y : 'Good. We can also defend ourselves by learning *Pencak Silat*.'

Teacher Y's questions encouraged students to infer motivations and share varied responses, leading the discussion beyond factual recall toward higher-order thinking to examine *Pencak Silat* or Indonesian martial arts' broader benefits. The question of 'Why do you think...?' prompted the students to consider the character's motivation, form personal interpretations, and explore multiple perspectives. This type of classroom talk not only builds critical thinking but also supports communicative competence.

4.3.3 Classroom management strategies

The classroom management strategies employed by Teacher X and Teacher Y highlighted two different approaches, each successfully engaged students and maintained a productive learning environment. Excerpt 5 shows how Teacher X managed her classroom.

- (5) Teacher X : (singing) 'Good morning, my students, how are you? (3x)'
Class : (singing) 'I'm fine (3x)'
Class : (singing) 'Good morning, my teacher, how are you? (3x)'
Teacher X : (singing) 'I'm good (3x)'
All : (singing) 'Good morning, good morning, how are you today?'
I'm fine, thank you. I'm ready to study. (3x)
Ready to study English (2x). Yes, yes, yes, yes, I'm ready to study...

As seen in Excerpt 5, Teacher X engaged students by opening the lesson with a cheerful morning song, creating a welcoming and emotionally supportive atmosphere that set a positive tone for the remainder of the session. This routine not only captured students' attention but also

provided a warm transition into learning activities that were particularly effective for younger learners. The call-and-response format encouraged active participation and developed a sense of community and mutual respect between the teacher and students. Repetitive lines, such as ‘I’m ready to study’, functioned as motivational affirmations, helping students to mentally prepare for the lesson ahead. In contrast, as shown in Excerpt 6, Teacher Y adopted a more formal approach, characterized by active supervision and strategic questioning to guide students throughout the lesson.

- (6) Class : (students chattering)
 Teacher Y : ‘Hello, class. Are you with me?’
 Class : ‘Yes, Miss.’
 Teacher Y : ‘Now, Student 4, how to ask others about their extracurricular activities?’
 Student 4 : ‘Forget, Miss.’
 Teacher Y : ‘Okay, now class, repeat after me! ‘What do you join for your extracurricular?’
 Class : (students’ repeating)

Excerpt 6 shows that when the class became distracted, Teacher Y promptly regained students’ attention with the check-in, ‘Hello, class. Are you with me?’. This intervention refocused the class and re-established teacher presence. When a student struggled to recall a target phrase, Teacher Y modelled the correct expression and engaged the entire class in repetition: ‘Repeat after me! What do you join for your extracurriculars?’ This approach, though more formal in tone, sustained engagement and attentiveness by maintaining a clear instruction that facilitated students’ ability to absorb and recall the target language.

4.3.4 Use of resources and technology

Classroom observations further revealed that there were two different ways in which the teachers made use of resources and technology to support students’ learning experiences. Figure 2 shows that Teacher X brought a personal touch to the classroom by creating a handmade, Monopoly-style game. This game was more than just a visual element; it was a creative way to transform learning into an interactive and memorable experience. Through the play, students practiced language in a relaxed and low-pressure setting, which helped build their confidence and sustain engagement. Teacher X’s resourceful use of everyday materials demonstrated that meaningful learning did not always require sophisticated tools. The real value lay in how the activity encouraged students to participate, communicate, and learn collaboratively.



Figure 2. Teacher X’s Monopoly game.

Meanwhile, Teacher Y embraced digital tools using Canva to design visually appealing learning materials, as shown in Figure 3. By leveraging technology effectively, Teacher Y demonstrated not only confidence in using digital platforms but also an understanding of how visuals can support learning, particularly for students who benefited from visual cues. This approach made the lessons both accessible and stimulating. Both teachers illustrated that there

was no single 'right' way to use resources. Whether through handcrafted games or digital design, each approach brought joy to the classroom and maintained student engagement. The emphasis is not laid on the medium itself, but on the pedagogical intention behind it.



Figure 3. Teacher Y's use of Canva.

4.4 The Employers' Perspective on Pre-Service Teachers' Quality

The interview results from the employers revealed that both of the pre-service teachers possessed good command of English and good pedagogical competencies, as shown in the following details.

4.4.1 Perspective on pre-service teachers' English proficiency

Interviews with the employers (E1 and E2) revealed the pre-service teachers' high competence in the four primary language skills: reading, writing, listening, and speaking. Among these, speaking and writing skills were especially noted as exceeding expectations. E1 and E2 noted that:

- (7) Teacher X has a very good command of English. She can explain very well using English, and also when she develops the learning materials. (E1)
- (8) She (Teacher Y) is a very good teacher. She rarely uses Bahasa Indonesia in the classroom. She also often joined English training for teachers, and recently scored 935 on her TOEIC test, placing her in the top three highest scores among English teachers in Bandung. (E2)

The findings indicated that both employers evaluated the pre-service teachers to possess not only high levels of English proficiency, but also strong classroom language skills. The results also showed that they were able to scaffold students' learning effectively, providing language input not only through the prescribed learning materials. Interview excerpts further indicated that, despite her already strong proficiency, Teacher Y actively pursued professional development through teacher training, which supported her professional growth. In addition to English proficiency, E2 commended Teacher Y's classroom language use, particularly her ability to give instructions and explanations that were 'simple yet complete'. E2 noted:

- (9) Teacher Y can explain the materials in an easy way for students to understand, and her instructions are simple yet complete. (E2)

This skill demonstrated good understanding and awareness about the importance of language adjustment, helping Teacher Y to deliver complex material with accessible language in order to support the students' comprehension. Additionally, this use of a 'simple yet complete' strategy helped prevent students from feeling overwhelmed, ensuring that they were neither left

guessing nor struggling to understand the delivered materials. As a result, Teacher Y was able to maintain a steady pace that supported clarity and confidence among students.

4.4.2 *Perspective on pre-service teachers' pedagogical competencies and materials development*

The employers further reported that the pre-service teachers possessed high-quality pedagogical capacity and strong skills in developing engaging learning materials. They were capable of designing learning activities that involved the students in the learning process as well as providing them with the environment to produce the target language, while also ensuring the students' engagement. E1 and E2 noted:

- (10) As far as I can tell, Teacher X has good teaching capabilities. She is also skillful in developing learning media that students like. (E1)
- (11) Well, Teacher Y is a very capable teacher. She uses projects and performance in the students' learning. She is also close to the students. (E2)

In both cases, the pre-service teachers have shown their competency in pedagogical content knowledge through their ability to provide meaningful and engaging learning experiences, complemented by their scaffolding processes. As a result, both employers were satisfied with their performance. Furthermore, both pre-service teachers also demonstrated creativity in developing the learning materials, as evaluated by E1 and E2:

- (12) Teacher X is very creative. She designs a lot of teaching media such as PowerPoint, traditional games, songs, and many others. Students like it very much. (E1)
- (13) The learning media that she develops are very good and interactive. She can use Canva, Kahoot, and many others. (E2)

The findings showed that the participants were capable of supporting the students' learning with materials that were both multimodal and engaging. It also showed that their awareness of catering to the students' learning preferences accounted for the students' learning outcomes. This further suggests that their pedagogical practices made use of varied instructional modes and deliberately matched them to the students' needs, promoting better engagement and acquisition.

4.4.3 *Perspective on pre-service teachers' technology usage*

The interviews also revealed that both pre-service teachers were capable of integrating technology in their learning activities, as noted by the employers:

- (14) During the COVID-19 pandemic, Teacher X was able to use Zoom and the facilities in Zoom. She also developed the learning materials by using Canva. She used a Google Form to assess students. (E1)
- (15) She (Teacher Y) is very skillful in using technology. She uses Kahoot and Quizzes to make the learning more interesting. (E2)

Both excerpts revealed that the use of digital platforms demonstrated the pre-service teachers' awareness of how technology integration can elevate students' learning experiences. The findings further suggested that their use of technology went beyond classroom modernization for its own sake as they thoughtfully harmonized learning objectives and students' preferences with appropriate technological tools. This approach not only catered to students' interests but also stimulated the development of their multimodal literacy. However, Teacher X's employer noted the potential areas for further improvement with E1, suggesting:

- (16) Perhaps, she (Teacher X) can use online games to make her learning more interesting. (E1)

While Teacher X's creativity in developing learning materials and using technology was recognized, her employer (E1) suggested that the use of online games could further boost students' interest and participation. This recommendation highlighted the potential of game-based learning as a tool for engagement. It also provided useful insights for teacher education institutions in preparing future pre-service teachers for digital-based pedagogy.

4.5 Proposed Quality Benchmark for Pre-Service Teachers

Although pre-service teachers' perspectives on the courses were generally positive, and employers' evaluations reflected satisfaction with their performance, the ever-changing nature of education warrants ongoing curriculum reform, engaging all relevant stakeholders in the process. The FGD further revealed that pre-service teachers in English Language Education programs should demonstrate mastery of Technological Pedagogical Content Knowledge (TPACK) as the foundation for purposeful technology use, supported by formal technological competence certifications to validate their technical abilities.

They were also expected to hold official English proficiency certification (e.g., TOEFL or IELTS) to demonstrate standardized language competence, use artificial intelligence (AI) tools responsibly and effectively in line with AI's growing role in education, and possess leadership skills to manage classrooms confidently and guide learning communities. Furthermore, competence in multiliteracies and the application of multimodal pedagogies was identified as key for engaging students through diverse approaches that respond to contemporary communication practices and meet the *Kurikulum Merdeka's* emphasis on multimodal and multiliteracy competencies.

5. DISCUSSION

The data on pre-service teachers' English proficiency levels, with most of them achieving a B2 or higher CEFR level, serve as one of the indicators suggesting that the pre-service teachers possess adequate language skills. This finding differs positively from the results of [Nugroho \(2017\)](#), [Hadi \(2019\)](#), and [Kawuryan et al. \(2021\)](#). Their studies reported that pre-service EFL teachers experienced difficulty in English proficiency, with most participants demonstrating low levels of competence, whereas the present study indicates the reverse. [Hadi \(2019\)](#) further argued that such low proficiency stemmed from the inability of teacher education institutions to provide a curriculum that supports language development and from the limited support offered by teacher educators to help pre-service teachers improve their skills. In contrast, the present study shows that the participants possessed adequate language abilities, which, we argue, may be attributed to the quality of the curriculum offered during their education. This interpretation is also supported by data on the participants' perceptions of the courses.

While the perception of the overall course reflected positive evaluations, some pre-service teachers expressed concerns that courses, such as Copywriting and Business English, did not benefit their professional needs in their current profession. This finding reinforces the findings of [Tom-Lawyer \(2014\)](#) and [Le and Tran \(2021\)](#), who reported that the curricula of English language majors at universities have not yet been fully developed to address the demands of the professional field as identified by graduates. These results suggest that pre-service teachers are seeking coursework that is more directly relevant to their anticipated career contexts. Therefore, this feedback emphasizes the importance of ongoing review and revision of teacher education curricula, with particular attention to the perspectives of pre-service teachers, whose experiences place them at the forefront of future classroom practice.

Classroom observations, supported by employer interviews, indicated that the pre-service teachers demonstrated good English proficiency, consistent with their self-reported scores. The practices of Teacher X and Teacher Y indicate that proficiency-focused courses, such as listening, reading, speaking, and writing, play an important role in preparing future pre-service English teachers not only to use the language effectively, but also to make informed instructional decisions

that support meaningful learning. As evidenced, Teacher X's use of both English and the students' first language (*Bahasa Indonesia*) reflected an understanding of how strategic use of learners' L1 can support the learning process (Rasman, 2018; Zein, 2022). Teacher X's practice also echoes previous research (Adam & Sailuddin, 2024; Rahmayanti et al., 2024), which suggested that the judicious use of L1 in foreign language classrooms can facilitate comprehension and cater to student engagement. On the other hand, Teacher Y's decision to use English exclusively deserves appreciation. Beyond employing the target language, she demonstrated a capacity to adjust her speech to ensure that students could follow her instructions, a skill noted by her employer. This kind of responsiveness requires advanced understanding of the language, as teaching English through English demands simultaneous attention to both content delivery and pedagogical clarity (Freeman, 2002, 2017; Freeman et al., 2015; Richards, 2017). These findings are consistent with the study by Richards (2010) and van Canh and Renandya (2017), who emphasized that advanced language proficiency allows teachers to communicate clearly and confidently, while also modeling effective language use for their students.

The observations and employer interviews further revealed that the pre-service teachers not only demonstrated good English proficiency but also possessed the ability to design diverse, engaging, and meaningful learning experiences. As Shulman (1987, 2013) explained, teachers require more than comprehensive content knowledge, including pedagogical content knowledge, curriculum knowledge, an understanding of learners and their characteristics, and an awareness of educational contexts and purposes. In this study, for example, Teacher X's adaptation of a Monopoly game and Teacher Y's integration of digital technology tools illustrate how courses, such as learning materials development and technology-driven pedagogy, can equip future pre-service teachers to create learning activities and resources that actively engage students. Previous research further suggests that integrating technology into classroom practice can enhance instructional quality (Garet et al., 2001; Pamuk, 2011). Therefore, teachers need to develop not only sufficient technological knowledge but also the ability to integrate it effectively into pedagogy to deliver content knowledge (Kessler, 2006). This can be achieved through courses that engage pre-service teachers in developing technology skills (Diamah et al., 2022).

In addition, establishing a quality benchmark for future pre-service teachers is also important as quality assurance. Such standards would help ensure that pre-service English teachers across Indonesia possess good professional capacity, addressing the persistent inequality in teacher quality across Indonesia (Lengkanawati, 2005; Musthafa & Hamied, 2014; Zein, 2011, 2012, 2016, 2017; Zein et al., 2020). According to the FGD, key competencies to consider for future benchmarks included TPACK, responsible use of artificial intelligence (AI) tools, leadership skills, and competence in multiliteracies and multimodal pedagogies.

The FGD results further suggest that as technology assumes a central role in education, the skills to harmonize TPACK gain significance, with Koehler and Mishra (2005) and Koehler et al. (2007) emphasizing that effective teaching emerges at the intersection of technology, pedagogy, and content. Moreover, with the increasing application of AI in education, which influences and automates pedagogical decision-making (Adams & Thompson, 2016; Shen & Su, 2020), pre-service teachers should develop AI literacy or what Barad (2003) calls ethico-onto-epistemological awareness. By possessing this awareness, pre-service teachers will approach AI use in education by considering its fundamental nature, the knowledge it generates, and the moral responsibilities it entails. Lastly, stakeholders also consider that having multiliteracies and multimodal pedagogical competencies is important for pre-service teachers. Through these competencies, pre-service teachers will be able to support students in interpreting and creating meaning through images, sounds, gestures, and other communicative modes, since literacy extends beyond reading and writing (Cazden et al., 1996).

6. CONCLUSION

The findings of this study indicate that the pre-service English teachers are generally well-prepared for teaching, with most achieving B2 or higher proficiency level and receiving positive

evaluations from employers for their pedagogical skills, creativity, and use of technology. In terms of their perspective on the offered courses, they valued English for Young Learners and general pedagogy courses, though improvements were needed in ESP and digital literacy courses. Moreover, classroom observations showed diverse and effective strategies for using classroom language, managing the classroom, and nurturing higher-order thinking skills. The employers also affirmed the pre-service teachers' strong competencies while suggesting deeper technology integration. Although the pre-service teachers are well-equipped, ongoing curriculum development, such as emphasizing TPACK, technological certification, official proficiency tests, AI literacy, leadership, and multiliteracies, is necessary to meet the evolving educational demands. These findings suggest that teacher education institutions should redesign their curricula with classroom demands by offering courses built around technology-rich pedagogies, AI literacy, leadership, and multiliteracy competencies. They should also maintain partnerships with employers to gather real-world feedback and refine course content to meet employers' expectations.

This study is subject to limitations that need to be taken into consideration when interpreting the findings. First, the participants of the study are pre-service teachers from an English language study program at one teacher education university, limiting the generalizability of the findings to other contexts. Second, the limited number of classroom observations and stakeholder interviews further limits the study's ability to capture the full range of pre-service teachers' quality and teaching competencies. Future research should aim to involve wider participants to capture a more comprehensive view of the pre-service teachers' quality. Future research could also explore the impact of specific courses offered by the department, such as TPACK-based coursework, on pre-service teachers' teaching practicum. Additionally, exploring the role of advanced English proficiency (C1 and C2) in enhancing teaching quality and student outcomes could further strengthen the proficiency targets for teacher education programs. Another area worth conducting research on is how integrating ethical AI literacy into teacher education influences teachers' decision-making and classroom practices.

REFERENCES

- Adam, S., & Sailuddin, S. P. (2024). Kelas pesisir untuk meningkatkan kemampuan Bahasa Inggris siswa sekolah dasar [Coastal class to improve primary school students' English proficiency]. *ADMA: Jurnal Pengabdian dan Pemberdayaan Masyarakat*, 4(2), 395-404. <https://doi.org/10.30812/adma.v4i2.3400>
- Adams, C., & Thompson, T. L. (2016). *Researching a posthuman world: Interviews with digital objects*. Palgrave Macmillan UK. <http://dx.doi.org/10.1057/978-1-137-57162-5>
- Akiba, M., LeTendre, G. K., & Scribner, J. P. (2007). Teacher quality, opportunity gap, and national achievement in 46 countries. *Educational Researcher*, 36(7), 369-387. <https://doi.org/10.3102/0013189X07308739>
- André, S., Maulana, R., Helms-Lorenz, M., Telli, S., Chun, S., Fernández-García, C. M., de Jager, T., Irnidayanti, Y., Inda-Caro, M., Lee, O., Safrina, R., Coetzee, T., & Jeon, M. (2020). Student perceptions in measuring teaching behavior across six countries: A multi-group confirmatory factor analysis approach to measurement invariance. *Frontiers in Psychology*, 11, 273. <https://doi.org/10.3389/fpsyg.2020.00273>
- Baffoe-Djan, J. B., & Smith, S. A. (2019). Descriptive statistics in data analysis. In J. McKinley & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 398-414). Routledge. <https://dx.doi.org/10.4324/9780367824471-34>
- Barad, K. (2003). Posthumanist performativity: Toward an understanding of how matter comes to matter. *Signs: Journal of Women in Culture and Society*, 28(3), 801-831. <https://doi.org/10.1086/345321>
- Barnes, A. E., Zuilkowski, S. S., Mekonnen, D., & Ramos-Mattoussi, F. (2018). Improving teacher training in Ethiopia: Shifting the content and approach of pre-service teacher

- education. *Teaching and Teacher Education*, 70, 1-11. <https://doi.org/10.1016/j.tate.2017.11.004>
- Barnes, M., & Cross, R. (2020). Teacher education policy to improve teacher quality: Substantive reform or just another hurdle? *Teachers and Teaching*, 26(3-4), 307-325. <https://doi.org/10.1080/13540602.2020.1832061>
- Beteille, T., & Evans, D. (2019, January 30). *Successful teachers, successful students: A new approach paper on teachers*. World Bank Publications. <https://blogs.worldbank.org/en/impac evaluations/successful-teachers-successful-students-new-approach-paper-teachers>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <http://dx.doi.org/10.1191/1478088706qp063oa>
- Burns, A. (2009). Mixed methods. In J. Heigham & R. A. Croker (Eds.), *Qualitative research in applied linguistics: A practical introduction* (pp. 135-161). Palgrave Macmillan. https://doi.org/10.1057/9780230239517_7
- Cazden, C., Cope, B., Fairclough, N., Gee, J., Kalantzis, M., Kress, G., Luke, A., Luke, C., Michaels, S., & Nakata, M. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92. <http://hdl.handle.net/10453/13882>
- Chang, M. C., Shaeffer, S., Al-Samarrai, S., Ragatz, A. B., de Ree, J., & Stevenson, R. (2013). *Teacher reform in Indonesia: The role of politics and evidence in policy making*. World Bank Publications. <https://hdl.handle.net/10986/16355>
- Clarke, A., Triggs, V., & Nielsen, W. (2014). Cooperating teacher participation in teacher education: A review of the literature. *Review of Educational Research*, 84(2), 163-202. <https://doi.org/10.3102/0034654313499618>
- Creswell, J. (2009). Editorial: Mapping the field of mixed methods research. *Journal of Mixed Methods Research*, 3(2), 95-108. <https://doi.org/10.1177/1558689808330883>
- Creswell, J., & Clark, V. P. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage Publications.
- Damayanti, I. L., Rodliyah, R. S., Nurlaelawati, I., Rozimela, Y., Tresnadewi, S., & Suryatama, K. (2024). In-service EFL teachers' self-perceived receptive skills. *Indonesian Journal of Applied Linguistics*, 13(3), 524-534. <https://doi.org/10.17509/ijal.v13i3.66938>
- Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Heilig, J. V. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Education Policy Analysis Archives*, 13, 42. <https://doi.org/10.14507/epaa.v13n42.2005>
- Darling-Hammond, L., & Lieberman, A. (Eds.). (2012). *Teacher education around the world: Changing policies and practices* (1st ed.). Routledge. <https://doi.org/10.4324/9780203817551>
- Diamah, A., Rahmawati, Y., Paristiowati, M., Fitriani, E., Irwanto, I., Dobson, S., & Sevilla, D. (2022). Evaluating the effectiveness of technological pedagogical content knowledge-based training program in enhancing pre-service teachers' perceptions of technological pedagogical content knowledge. *Frontiers in Education*, 7, 897447. <https://doi.org/10.3389/educ.2022.897447>
- Drajati, N. A., Rakerda, H., Sulistyawati, H., Nurkamto, J., & Ilmi, M. (2021). Investigating the adoption of TPACK-21CL by English pre-service teachers in a COVID-19 teaching practicum. *Indonesian Journal of Applied Linguistics*, 11(1), 124-133. <https://doi.org/10.17509/ijal.v11i1.34625>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4. <http://dx.doi.org/10.11648/j.ajtas.20160501.11>
- Faridah, F., Retnaningdyah, P., & Mustofa, A. (2023). Exploring novice teachers' professional identity in the Indonesian EFL context. In *Proceedings of the 4th International Conference on English Language Teaching (ICON-ELT 2023)* (pp. 56-70). Atlantis Press. https://doi.org/10.2991/978-2-38476-120-3_7

- Florida, N. A., & Mbato, C. L. (2020). Novice versus experienced teachers: How they transform their vulnerability into professional identity in an Indonesian junior high school. *Journal of Education Research and Evaluation*, 4(1), 8-16. <https://doi.org/10.23887/jere.v4i1.23959>
- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. A perspective from North American educational research on teacher education in English language teaching. *Language Teaching*, 35(1), 1-13. <https://doi.org/10.1017/S0261444801001720>
- Freeman, D. (2017). The case for teachers' classroom English proficiency. *RELC Journal*, 48(1), 31-52. <https://doi.org/10.1177/0033688217691073>
- Freeman, D., Katz, A., Garcia Gomez, P., & Burns, A. (2015). English-for-teaching: Rethinking teacher proficiency in the classroom. *ELT Journal*, 69(2), 129-139. <https://doi.org/10.1093/elt/ccu074>
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945. <https://doi.org/10.3102/00028312038004915>
- Graves, K. (2009). The curriculum of second language teacher education. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 115-124). Cambridge University Press. <http://dx.doi.org/10.1017/9781139042710.016>
- Hadi, A. (2019). Exploring preparation of pre-service teachers' English proficiency and pedagogy: Stories from an EFL teacher education program. *The Qualitative Report*, 24(8), 1946-1966. <https://doi.org/10.46743/2160-3715/2019.3771>
- Harits, I. W., Chudy, S., & Plische, J. (2016). Empowering social capital through Indonesia Mengajar (Indonesia Teaching) movement, embracing the remote island students. *Global Journal for Research Analysis*, 5(2), 130-132.
- Hedstrom, B. (2019). *Checklist for observing a world language classroom*. Hedstrom Language Resources, LLC. <https://www.brycehedstrom.com/wp-content/uploads/Checklist-for-Observing-a-WL-Classroom-1.pdf>
- Irnidayanti, Y., & Fadhilah, N. (2023). Teaching quality in Indonesia: What needs to be improved? In R. Maulana, M. Helms-Lorenz, & R. M. Klassen (Eds.), *Effective teaching around the world: Theoretical, empirical, methodological and practical insights* (pp. 225-244). Springer International Publishing. http://dx.doi.org/10.1007/978-3-031-31678-4_10
- Jalal, F., Samani, M., Chang, M. C., Stevenson, R., Ragatz, A. B., & Negara, S. D. (2009). *Teacher certification in Indonesia: A strategy for teacher quality improvement*. World Bank Publications. <http://documents.worldbank.org/curated/en/705901468283513711>
- Kawuryan, S. P., Sayuti, S. A., Aman, & Dwiningrum, S. I. A. (2021). Teachers' quality and educational equality achievements in Indonesia. *International Journal of Instruction*, 14(2), 811-830. <http://dx.doi.org/10.29333/iji.2021.14245a>
- Kelly, S. E. (2010). Qualitative interviewing techniques and styles. In I. Bourgeault, R. Dingwall, & R. de Vries (Eds.), *The Sage handbook of qualitative methods in health research* (pp. 307-326). Sage Publications. <https://doi.org/10.4135/9781446268247.n17>
- Kessler, G. (2006). Assessing CALL teacher training: What are we doing and what could we do better? In P. Hubbard & M. Levy (Eds.), *Teacher education in CALL* (pp. 23-42). John Benjamins. <https://doi.org/10.1075/lllt.14.05kes>
- Khalisa, F. P., Mirizon, S., & Eryansyah, E. (2022). Challenges and strategies in early teaching experience: Voice of novice EFL Indonesian lecturers. *Voices of English Language Education Society*, 6(2), 417-428. <https://doi.org/10.29408/veles.v6i2.6135>
- Koehler, M. J., & Mishra, P. (2005). What happens when teachers design educational technology? The development of technological pedagogical content knowledge. *Journal of Educational Computing Research*, 32(2), 131-152. <https://doi.org/10.2190/0EW7-01WB-BKHL-QDYV>

- Koehler, M. J., Mishra, P., & Yahya, K. (2007). Tracing the development of teacher knowledge in a design seminar: Integrating content, pedagogy and technology. *Computers & Education*, 49(3), 740-762. <https://doi.org/10.1016/j.compedu.2005.11.012>
- Koning, M. (2012, November 9). *Reforming teacher education in Indonesia: Are they taking the quality out of education?* Education International. <https://www.ei-ie.org/en/item/21028:reforming-teacher-education-in-indonesia>
- Kusumawardhani, P. N. (2017). Does teacher certification program lead to better quality teachers? Evidence from Indonesia. *Education Economics*, 25(6), 590-618. <https://doi.org/10.1080/09645292.2017.1329405>
- Le, T., & Tran, T. (2021). English language training curriculum: An evaluation from learners' perceptions. *Open Journal of Social Sciences*, 9(3), 40-57. <https://doi.org/10.4236/jss.2021.93004>
- Lengkanawati, N. S. (2005). EFL teachers' competence in the context of English curriculum 2004: Implications for EFL teacher education. *TEFLIN Journal*, 16(1), 79-92. <https://doi.org/10.15639/teflinjournal.v16i1/79-92>
- Livingston, K. (2017). The complexity of learning and teaching: Challenges for teacher education. *European Journal of Teacher Education*, 40(2), 141-143. <https://doi.org/10.1080/02619768.2017.1296535>
- Maulana, R., André, S., Helms-Lorenz, M., Ko, J., Chun, S., Shahzad, A., Irnidayanti, Y., Lee, O., de Jager, T., Coetzee, T., & Fadhilah, N. (2020). Observed teaching behaviour in secondary education across six countries: Measurement invariance and indication of cross-national variations. *School Effectiveness and School Improvement*, 32(1), 64-95. <https://doi.org/10.1080/09243453.2020.1777170>
- Maulana, R., Helms-Lorenz, M., & van de Grift, W. (2015). Pupils' perceptions of teaching behaviour: Evaluation of an instrument and importance for academic motivation in Indonesian secondary education. *International Journal of Educational Research*, 69, 98-112. <https://doi.org/10.1016/j.ijer.2014.11.002>
- Menter, I., & Hulme, M. (2011). Teacher education reform in Scotland: National and global influences. *Journal of Education for Teaching*, 37(4), 387-397. <https://doi.org/10.1080/02607476.2011.610991>
- Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2024). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 19 Tahun 2024 tentang pendidikan profesi guru* [Regulation of the Minister of Education, Culture, Research, and Technology Number 19 Year 2024 concerning teacher professional education program]. <https://peraturan.bpk.go.id/Details/287342/permendikbudriset-no-19-tahun-2024>
- Ministry of Research, Technology, and Higher Education of the Republic of Indonesia. (2017). *Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 55 Tahun 2017 tentang standar pendidikan guru* [Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning teacher education standards]. <https://peraturan.bpk.go.id/Details/140978/permen-ristekdikti-no-55-tahun-2017>
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054. <https://doi.org/10.1111/j.1467-9620.2006.00684.x>
- Musthafa, B., & Hamied, F. A. (2014). Teaching English as a foreign language in Indonesian schools in the reform era: What do teachers have to say? *The New English Teacher*, 8(2), 286. <http://www.assumptionjournal.au.edu/index.php/newEnglishTeacher/article/view/286>
- Nielsen, H. D. (1998). Reforms to teacher education in Indonesia: Does more mean better? *Asia Pacific Journal of Education*, 18(2), 9-25. <https://doi.org/10.1080/0218879980180203>
- Nugroho, H. A. (2017). Pre-service EFL teachers' self-efficacy, their English proficiency, and their preparedness for teaching practicum program. *Premise: Journal of English Education and Applied Linguistics*, 6(2), 1-11. <http://dx.doi.org/10.24127/pj.v6i2.997>

- OECD. (2018, June 11). *Effective teacher policies: Insights from PISA*. OECD Publishing. <https://doi.org/10.1787/9789264301603-en>
- Pamuk, S. (2011). Understanding preservice teachers' technology use through TPACK framework. *Journal of Computer Assisted Learning*, 28(5), 425-439. <https://doi.org/10.1111/j.1365-2729.2011.00447.x>
- Rahmayanti, Mubarak, H., & Fitria, B. A. (2024). The use of L1 in teaching English to young learners at the elementary school. *CENDEKIA: Jurnal Ilmiah Pendidikan*, 12(1), 119-127. <https://ejurnal.stkip-pb.ac.id/index.php/jurnal/article/view/330>
- Raihani, R., & Sumintono, B. (2010). Teacher education in Indonesia: Development and challenges. In K. G. Karras & C. C. Wolhuter (Eds.), *International handbook on teacher education worldwide* (pp. 181-197). Atrapos Editions.
- Rasman, R. (2018). To translanguaging or not to translanguaging? The multilingual practice in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 7(3), 687-694. <http://dx.doi.org/10.17509/ijal.v7i3.9819>
- Richards, J. C. (2010). Competence and performance in language teaching. *RELC Journal*, 41(2), 101-122. <https://doi.org/10.1177/0033688210372953>
- Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. *RELC Journal*, 48(1), 7-30. <https://doi.org/10.1177/0033688217690059>
- Schwartzbeck, T. D., Prince, C. D., Redfield, D., Morris, H., & Hammer, P. (2003). *How are rural districts meeting the teacher quality requirements of No Child Left Behind?* Appalachia Educational Laboratory.
- Shen, L., & Su, A. (2020). The changing roles of teachers with AI. In M. K. Habib (Ed.), *Revolutionizing education in the age of AI and machine learning* (pp. 1-25). IGI Global. <http://dx.doi.org/10.4018/978-1-5225-7793-5.ch001>
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-23. <http://dx.doi.org/10.17763/haer.57.1.j463w79r56455411>
- Shulman, L. (2013). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14. <https://doi.org/10.3102/0013189X015002004>
- Suryani, A. (2020). "I chose teacher education because...": A look into Indonesian future teachers. *Asia Pacific Journal of Education*, 41(1), 70-88. <https://doi.org/10.1080/02188791.2020.1783202>
- Suwignyo, A. (2017). The American influence in Indonesian teacher training, 1956–1964. *History of Education*, 46(5), 653-673. <https://doi.org/10.1080/0046760X.2017.1328614>
- The promise of education in Indonesia*. (2020, November 18). World Bank Publications. <https://documents1.worldbank.org/curated/en/658151605203420126/pdf/The-Promise-of-Education-in-Indonesia.pdf>
- Tobias, J., Wales, J., Syamsulhakim, E., & Suharti. (2014). *Towards better education quality: Indonesia's promising path, development progress*. Overseas Development Institute.
- Tom-Lawyer, O. (2014). An evaluation of the English Language Curriculum of the Nigeria Certificate in Education: A case study of a college of education. *Open Journal of Social Sciences*, 2, 69-79. <https://doi.org/10.4236/jss.2014.27011>
- Tutyandari, C. (2022). English language pre-service teachers' sense of preparedness for teaching: An Indonesian case. *TEFLIN Journal*, 33(2), 367-385. <http://dx.doi.org/10.15639/teflinjournal.v33i2/367-385>
- Utami, I. G. A. L. P. (2015). Teacher certification program in Indonesia: Problems and recommendations for the betterment of the program. *International Journal of English and Education*, 4(2), 471-481.
- Valencia, S. W., Martin, S. D., Place, N. A., & Grossman, P. (2009). Complex interactions in student teaching: Lost opportunities for learning. *Journal of Teacher Education*, 60(3), 304-322. <https://doi.org/10.1177/0022487109336543>
- van Canh, L., & Renandya, W. A. (2017). Teachers' English proficiency and classroom language use: A conversations analysis study. *RELC Journal*, 48(1), 67-81. <https://doi.org/10.1177/0033688217690935>

- Wijaya, K. F. (2022). Investigating Indonesian novice EFL teachers' perceptions of their identity construction. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 12(1), 9-19. <https://doi.org/10.24246/j.js.2022.v12.i1.p9-19>
- Yi, Y., & Angay-Crowder, T. (2016). Multimodal pedagogies for teacher education in TESOL. *TESOL Quarterly*, 50(4), 988-998. <http://www.jstor.org/stable/44984730>
- Yin, J. (2019). Connecting theory and practice in teacher education: English-as-a-foreign-language pre-service teachers' perceptions of practicum experience. *Innovation and Education*, 1(1), 1-8. <https://doi.org/10.1186/s42862-019-0003-z>
- Zakiah, P., & Mutiara, R. (2024). Challenges and supports of novice English teachers in initial year of teaching. *Education and Linguistics Knowledge Journal*, 6(1), 93-115. <https://doi.org/10.32503/edulink.v6i1.5178>
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of Teacher Education*, 61(1-2), 89-99. <https://doi.org/10.1177/0022487109347671>
- Zein, S. (2011). One size does not fit all: Unravelling the needs of English teachers in primary schools in Indonesia. In *Proceedings of the International Conference of Language, Linguistics, and Literature* (pp. 112-116). IACSIT Press. <https://www.researchgate.net/publication/279177231>
- Zein, S. (2012). The contexts of English language teaching at primary level in Indonesia. *Journal of Teaching and Education*, 1(3), 85-90. <https://researchportalplus.anu.edu.au/en/publications/the-contexts-of-english-language-teaching-at-primary-level-in-ind>
- Zein, S. (2016). Pre-service education for primary school English teachers in Indonesia: Policy implications. *Asia Pacific Journal of Education*, 36(S1), 119-134. <https://doi.org/10.1080/02188791.2014.961899>
- Zein, S. (2017). Elementary English education in Indonesia: Policy developments, current practices, and future prospects. *English Today*, 129, 3(1), 53-59. <https://doi.org/10.1017/S0266078416000407>
- Zein, S. (2022). Translanguaging and multiliteracies in the English to Speakers of Other Languages (ESOL) classroom. *English Teaching*, 77(S), 3-24. <http://dx.doi.org/10.15858/engtea.77.s1.202209.3>
- Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching*, 53(4), 491-523. <http://dx.doi.org/10.1017/S0261444820000208>

APPENDIX

Pre-Service Teachers' Perspective Survey

Constructs	No. of questions	Sample questions	VH	H	N	U	VU
English language proficiency	4	1. Does the course cluster on listening skills offered by the program help prepare you for your current teaching practice? 2. Does the course cluster on reading skills offered by the program help prepare you for your current teaching practice? 3. Does the course cluster on writing skills offered by the program help prepare you for your current teaching practice? 4. Does the course cluster on speaking skills offered by the program help prepare you for your current teaching practice?					
General pedagogies	5	5. Does the course 'ICT Literacy and Instructional Media' offered by the program help prepare you for your current teaching practice?					

Appendix continued...

		<p>6. Does the course 'Digital Tools in Language Learning' offered by the program help prepare you for your current teaching practice?</p> <p>7. Does the course 'Language Learning Evaluation' offered by the program help prepare you for your current teaching practice?</p> <p>8. Does the course 'Teaching English in the New Media Age' offered by the program help prepare you for your current teaching practice?</p> <p>9. Does the course 'Curriculum and Learning' offered by the program help prepare you for your current teaching practice?</p>					
English for young learners	5	<p>10. Does the course 'EYL Course Design' offered by the program help prepare you for your current teaching practice?</p> <p>11. Does the course 'EYL Theoretical Bases of English to Young Learners' offered by the program help prepare you for your current teaching practice?</p> <p>12. Does the course 'EYL Material Development' offered by the program help prepare you for your current teaching practice?</p> <p>13. Does the course 'Practice of Teaching EYL: Lower Primary' offered by the program help prepare you for your current teaching practice?</p> <p>14. Does the course 'Practice of Teaching EYL: Upper Primary' offered by the program help prepare you for your current teaching practice?</p>					
English for specific purposes	5	<p>15. Does the course 'ESP: Theoretical Bases' offered by the program help prepare you for your current teaching practice?</p> <p>16. Does the course 'ESP-Based Project' offered by the program help prepare you for your current teaching practice?</p> <p>17. Does the course 'ESP: Public Speaking' offered by the program help prepare you for your current teaching practice?</p> <p>18. Does the course 'ESP-Copywriting' offered by the program help prepare you for your current teaching practice?</p> <p>19. Does the course 'ESP-Content Writing' offered by the program help prepare you for your current teaching practice?</p>					
Total	19						

Note. VH=Very Helpful, H=Helpful, N=Neutral, U=Unhelpful, VU=Very Unhelpful