
**AN EXAMINATION OF THE PEDAGOGICAL ELEMENTS IMPACTING THE
CLASSROOM PRACTICES OF ENGLISH AS A FOREIGN LANGUAGE
INSTRUCTORS**

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Abstract

Pedagogic competence is the ability or skill teachers must possess to recognize the characteristics of their students from various aspects of life, such as moral, emotional, and intellectual. This article analyzes teachers' linguistic ego, views on their teaching role, and attitudes toward English as factors that influence English language teaching and relate to teacher education. This article presents the results of a qualitative research study on pedagogic factors influencing English teaching in three public schools. Three linguistics principles were discussed with five EFL teachers during interviews: interlanguage communication, native language effect, and communicative competence. They all had an undergraduate degree in English and had been teaching English for approximately 3 years. It was concluded that teacher's classroom instructional practice should capitalize on these factors so that teachers can evaluate their teaching skills in the classroom effectively and adapt their methods to ensure high-quality instruction.

Keywords: Linguistics Principle, Pedagogical Factors, EFL Teaching, Instructional Practice in the Classroom

INTRODUCTION

Learning relies heavily on the pedagogical instructor (Kadarisma et al., 2019). According to Ghavifekr and Rosdy (2015), they play a vital role in accomplishing the goals of national education. To carry out their work effectively, educators need to possess certain skills. A good teacher needs to be competent in four areas: pedagogy, personality, professionalism, and social skills. Pedagogical competence consists of two parts. The first is the ability to exert control over one's students. My second point is the efficiency with which educators oversee student progress (According to Wardoyo (2013).

According to research by Abad (2013) on the professional development of English teachers in Colombia, instructors' beliefs about the language they teach greatly impact their methods of instruction. He went on to say that students may pick up the target language faster if teachers used methods that promoted language acquisition. Above all, it is not the teachers' command of the English language that determines whether or not their lessons are effective. Rather, it is equally critical for qualified teachers to have knowledge of effective methods of instruction and to have mastered the educational abilities required for the position. Also, according to (Karim et al., 2019), professional development programs for teachers have mostly focused on expanding educators' pedagogical understanding. Class projects that include students' prior knowledge and personal experiences help to strike a balance between theoretical understanding and practical application. Regarding this matter, very few English teachers merely refer to the school-issued textbooks without making an effort to supplement and clarify the content. An English instructor carries out this condition concurrently. Teachers of English as a foreign language (EFL) use a variety of strategies and techniques to help their students learn the language, but when these methods aren't engaging, the class becomes

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unappealing and students get bored learning English. An effective learning environment and the promotion of language acquisition are the goals of these activities, which include a variety of approaches, methods, and procedures. This agrees with what Yook and Lee (2016) say, that the practical curriculum they learnt in a ministry teacher training program is the main influence on their teaching. Due to the impending ELT reforms, there has been a surge in the need for English as a Foreign Language (EFL) teacher training program. An innovative approach to curriculum development and student instruction is essential if teacher educators are to transcend their roles as mere "pedagogical authorities" and become active agents of change in the field of education. It is imperative that they take an active role in the reform of education.

Susanto and Rachmadtullah (2019) state that the ability to effectively manage a classroom is a key component of pedagogic competence. Given its direct correlation to the ways in which classroom instruction may assist students in reaching their full academic potential, it ranks high among the most important components of the educational process. According to Andrini (2016), educators are paid to do their jobs professionally and play the role of guides who may impart knowledge to their students. It is the duty of educators to ensure that their pupils receive both academically beneficial instruction and emotionally supportive learning environments. Teachers need to be well-versed in their subject matter in order to effectively guide student learning in the classroom. Also, educators need to know how to help their students learn and apply what they've learnt. Skilled educators are necessary to carry out the educational process and ensure that students learn what they need to in a way that is conducive to their individual goals (Panev & Barakoska, 2015). Proficiency in the aforementioned areas is a necessary condition for a teacher to be considered competent in their work.

Every educator needs pedagogic competence, which is defined as the capacity to understand and accommodate the diverse moral, emotional, and intellectual backgrounds of their students. It is the process of making sure that students learn by using one's own set of beliefs, values, and expertise in the field of education. To be competent as a teacher, one must know how to pick, arrange, and modify lesson plans and instructional strategies to cater to the unique interests and needs of each student. It agrees with (G, 2022), who says that classroom instruction and student engagement are affected by a teacher's pedagogic competency. It is important for educators to have a personal understanding of their students. They ought to be self-reliant in terms of deciding how they educate and meeting the conscious demands of their students throughout class activities. Şentürk and Zeybek (2019) found an intriguing thing: teachers' views of their own pedagogical competency are heavily impacted by their own ideas about teaching and learning. Therefore, at the heart of instructors' pedagogic abilities has always been the capacity to manage learning and teaching activities, including preparation, execution, and assessment of student progress. Teachers should be able to do more than just teach their students; they should also set a good example by applying what they learn in the classroom to real-world situations.

It is recommended that educators integrate educational and dialogic learning strategies into their lessons (Callander, 2013). Students engage in dialogic learning when they are supported and encouraged to use conversation in a safe learning environment. This conversation can be between students or between teachers and students. It should include questions that are not too presumptuous, reflections, trades of ideas that broaden the discourse, constructive criticism, and taking up and building upon the ideas of others (Flecha & Soler, 2013). This suggests that in order to help students improve their understanding of the educational process,

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instructors and students should establish a communication process. So, we settled on three linguistic principles: competent communication to kick off our conversations with educators about their views on classroom instruction and student achievement, and the interlanguage and native language effects.

The quality of the language that EFL students learn in class is directly related to the proficiency of their professors. Pre- and in-service teachers are expected to get professional qualifications and training through ESL/EFL teacher education, which is expected to substantially impact their professional growth and classroom instruction (Darling-Hammond, 2017). In their studies to become EFL educators, both future and current educators study the theories, methods, and practices that are thought to be crucial for EFL instruction and student learning. This agrees with what Yook and Lee (2016) say, that the practical curriculum they learned in a ministry teacher training program is the main influence on their teaching. Due to the impending ELT reforms, there has been a surge in the need for English as a Foreign Language (EFL) teacher training program.

A teacher educator's toolbox should include contextual awareness, subject matter expertise in education, and social awareness (Goodwin & Kosnik, 2013). In the classroom, school, and student community, teacher educators gain context knowledge. It also asks the student teachers about themselves, their knowledge, their growth as individuals, and how their life experiences have influenced their views on education. Pedagogical knowledge comprises mastery of the teaching principles, which are essential for educator-to-teachers to possess in order to teach with the character and skills that are gained from personal experience. This information is crucial for teacher educators to have on hand while they are training future educators. An innovative approach to curriculum development and student instruction is essential if teacher educators are to transcend their roles as mere

"pedagogical authorities" and become active agents of change in the field of education. They must take an active role in the reform of education.

To back up the drive to improve teacher quality, a study was carried out by (Goh & Wong, 2014). The study aimed to assess the impact on educational policy and teacher training in Malaysia of first-year educators' perceptions of competency. Teachers should take part in quality improvement initiatives, and programs for both current and future educators should stress the importance of continuous professional development for educators. The perceptions of novice instructors' pedagogical knowledge and abilities were investigated in a study by Choy et al. (2013). This showed that at the end of their third year of teaching, first-year teachers' pedagogical knowledge and skills had greatly improved in areas such as lesson planning, instructional techniques, and classroom management. According to the results, the first three years of a teacher's degree program are just the beginning of a profession-long journey.

Ultimately, it is the responsibility of teacher preparation programs to ensure that their student teachers graduate with adequate language abilities, including fluency in English. Additionally, these programs should help student teachers gain a basic understanding of the school's administrative processes, culture, and expectations (Nguyen, 2013). More time should also be devoted to authentic teaching in these programs so that pre-service teachers gain enough practical knowledge (Dang et al., 2013). With this information in hand, future educators will be better prepared to meet the challenges of the classroom. Courses in these programs should focus on both theory and practice since instructors' sense of self is shaped by their familiarity with the theory-practice interaction (Yazan & Peercy, 2016).

The use of English as a lingua franca has resulted in the development of effective instructional practices in different countries, and its status as the second most widely spoken language has contributed to this trend (O'Conner et al., 2012). Both native and non-native English speakers can benefit from instructional techniques that center on constructivism, like teaching and zones of proximal development (ZPD) (VanTassel-Baska, 2012). A lot of these strategies end up being used all the time in classrooms. On the other hand, it could be challenging for educators to integrate these strategies into their regular lesson plans. By carefully following this approach, students can greatly enhance their learning outcomes and achievements.

Studies have demonstrated that teachers' pedagogical techniques are impacted by differentiation in the classroom. Notably, based on the several guidance standards they accept to guide educators in their work, (Baecher et al., 2012) provide ten criteria for effective educational practice. The amount of time spent on differentiating and highlighting principles should be carefully recorded. Research shows that students benefit academically when teachers tailor their lessons to their requirements through the use of differentiated teaching (Orosco & O'Connor, 2014). Research on the actualization of various forms of education provides credence to humanistic learning methodologies. Students, in particular, will benefit from teachers using a variety of strategies to tailor their lessons to their individual needs. The zone of proximal development, which refers to the amount of support teachers offer kids, is one method of differentiating education. The goal of this well-known strategy is to help students identify their learning objectives and scaffolds through the provision of feedback.

Another aspect that contributes to effective classroom instruction is teachers' expectations of their students' abilities and learning skills. It is common for

teachers to employ the established curriculum's objectives at lower-than-average levels when they have low expectations of student achievement. The degree to which instructors believe in their own expertise and the significance of their claim to fame might have an impact on their teaching style. Expertise can be evaluated based on the preparedness for instruction. How prepared a teacher is to teach depends on factors such as their level of preparation, their certification, and their years of experience in the classroom. How well teachers believe they can instruct their students is correlated with how well their students do academically. Students' motivation to learn could be impacted by teachers' perceptions of their own incapacity and lack of efficacy.

In light of the above, the researchers aimed to get reliable data by studying effective English teachers. This was done so that researchers could get reliable information about the English teacher's credibility and competence. Thus, this study aims to answer the following question: How do characteristics such as instructors' linguistic egos, perspectives on their teaching roles, and attitudes toward English impact ESL instruction and teacher preparation programs.

LITERATURE REVIEW

Pedagogical Approaches in EFL Classrooms

Brown (2007) in *Teaching by Principles: An Interactive Approach to Language Pedagogy* states that foreign language teaching practices are influenced by various pedagogical methods such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content-Based Instruction (CBI). Research by Richards & Rodgers (2014) also shows that the communicative approach is increasingly dominant in EFL classes because it emphasizes interaction and language use in real contexts.

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Teacher Beliefs and Their Influence on Classroom Practices

Borg (2006) in *Teacher Cognition and Language Education* explains that teachers' beliefs about language learning greatly influence the strategies used in the classroom. Research by Farrell & Bennis (2013) found that teachers who believe in the importance of speaking skills tend to apply communication-based methods more often than teachers who emphasize grammar.

The Role of Technology in EFL Teaching

The use of technology in teaching English has been widely studied. Warschauer & Meskill (2000) stated that technology-based learning such as the use of Learning Management Systems (LMS), mobile applications, and social media increasingly increase student interaction and motivation in learning a foreign language. In the context of EFL classes, research by Al-Saadi (2019) highlighted that technology integration can increase student engagement, especially in independent and collaborative learning.

Classroom Interaction and Student Engagement

According to Long's (1996) research on the Interaction Hypothesis, classroom interaction greatly influences language acquisition. Swain (2005) added that the Output Hypothesis emphasizes the importance of language production by students to improve their competence. Recent research by Mercer & Dörnyei (2020) highlighted that interpersonal relationships between teachers and students play an important role in increasing engagement and motivation to learn.

Teacher Professional Development and Pedagogical Practices

Shulman (1987) introduced the concept of Pedagogical Content Knowledge (PCK) which states that the success of language teaching depends on the teacher's understanding of the content of the material and its delivery strategies. Research

by Richards & Farrell (2005) shows that ongoing professional training is essential in improving EFL teachers' pedagogical practices, especially in adapting teaching methods to students' needs.

RESEARCH METHOD

In this piece, qualitative research is utilized. This study uses a qualitative approach since we are interested in learning what pedagogical aspects impact EFL teachers' classroom practices. Also, qualitative studies must be carried out in the actual setting where the participants are, in this case, the classroom. To maximize the likelihood that all pupils originate from the same socioeconomic background, the researchers selected these three public schools. All teachers have the chance to further their careers, and all students get the same amount of help with English both in and out of class. For this investigation, three educational institutions gave their consent. The instructors were required to fill out a consent form and demographic survey before they could take part in the data gathering. Afterward, the experts used a semi-structured interview (see Supplement) to identify the educational factors influencing English teaching in the participating schools. The interview probed teachers' beliefs and perceptions regarding their teaching and their student's understanding of the three etymological standards mentioned earlier. Several scientists met with each participating school individually to conduct interviews over 20 to 30 minutes. As a first step in the data analysis process, interviews were recorded and analyzed. We next reviewed the transcripts. We used a deductive model to codify the pre-existing categories and an inductive approach to classify the fresh categories as they emerged. Group discussions ensued after the two categories were defined and described; it was from these conversations that the final interpretations were derived.

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Participants

The participants of this study were 5 EFL teachers, with three from grade 8 and 2 from grade 9. They had all completed tertiary education with an English Education Department. They have been teaching English for three to eight years.

Instrument

The researchers carried out semi-structured interviews to inquire about the beliefs and perceptions of teachers about how they teach and how their students learn to collect data and identify pedagogical factors influencing English instruction in the schools that were participating. This interview has 14 items.

Procedure

In terms of data analysis, the interviews were first recorded and transcribed. The researchers conducted interviews in 20- to 30-minute sessions in each school. Then, the transcripts were analyzed. Specialists applied a logical model to systematize the pre-laid-out classifications and an inductive model to group the arising ones. Following identifying and describing both categories, group discussions led to the final interpretation. We ensured the validity and reliability of the study.

Analysis

Communication Competence, Interlanguage Effect, and Native Language Effect

Within the constraints of the school's curriculum and available resources, the educators surveyed here have modified their pedagogical practices to better suit their students' individual needs. They see a lack of understanding of vocabulary, pronunciation, sentence structure, and spelling as flaws in their class, and they think that engaging learning methods and learning vocabulary are instructional variables that can help students learn English. A vital component in comprehending language acquisition, according to these educators, is the capacity

to spell, think critically, and identify terminology. For example, they may see that they need to work on their sentence construction and pronunciation before they can move on to assessing and enhancing their communication abilities.

There is consensus among educators regarding the value of students' native languages in facilitating second language acquisition, particularly in the areas of conceptual understanding and application. Students can gain a better grasp of the L2's structure and function by comparing their L1 with their L2 and drawing comparisons between the two. The teachers who took part in the study all agreed that a person's native language has a significant impact on their linguistic competence, particularly when it comes to learning English. The vocabulary will be more difficult for pupils whose first language is not English to understand because it is not in their L1. It may impact their capacity to understand written material and express themselves in English. Pronunciation in one's native language may differ from that in English. This can exacerbate the problem of pupils not just not knowing how to spell English words properly, but also having trouble understanding sentences that are not written in English. On top of that, students might require some clarification on the many rules of English grammar.

Classroom Techniques, Learning Strategies, and Internal Aspects

Some educators exhibit a lack of linguistic ego, according to an analysis of interview data. They recognize the importance of enhancing their English proficiency and believe they require more formal pedagogical and linguistic training. Several educators who participated in the survey felt they lacked the necessary pedagogical and linguistic preparation to teach English as a second language. Despite having completed multiple English classes, they still feel they could use some work to be effective language instructors. Some of them said they didn't know much about teaching foreign languages, even though they had taken

general education classes.

Teachers often avoid communicating with pupils in English when they feel the need to enhance their English skills. For instance, when students struggle with English pronunciation, they often resort to learning in Indonesian and reducing the amount of time spent teaching in class. Nevertheless, for the most part, they relied on technology, mass media, or extracurricular activities to compensate for their shortcomings and ensure that their students received essential skills (Abad, 2013). We intend to refer to these measures as compensatory instructional techniques.

On the flip side, educators who hold a poor view of English are more prone to prioritize the use of Indonesian in their classrooms. Additionally, they lean towards pedagogical practices that emphasize on Indonesian, such as conducting lessons in Indonesian or making use of learning materials written in Indonesian. The egotism of language teachers can also influence how they feel about the English language. Teachers who have a healthy dose of linguistic ego are more likely to use English with confidence and make the language a central focus of their lessons. Teachers who are humble about their language skills are more likely to prioritize the use of Indonesian in the classroom and less likely to be comfortable speaking English.

The instructional readiness of teachers is affected by factors such as their level of preparation, their certification, and their years of experience in the classroom. Students learning English and those learning a second language can both benefit from instructional techniques that center on constructivist concepts like instruction and the zone of proximal development (ZPD). Many of these strategies see heavy usage in today's classrooms. One way to distinguish teaching is by considering the zone of proximal development, which refers to the amount

of support a teacher offers to children. This well-known educator hopes to help pupils set learning goals and learn to scaffold by giving them feedback. Students are more likely to be engaged and enthusiastic about learning when they use engaging learning media. Both the pupils' motivation and the results of their learning can be enhanced in this way. Students can benefit from engaging learning media in several ways, including improved comprehension of new concepts, improved memorization of received information, and a more dynamic, enjoyable, and productive use of classroom technology. So, engaging learning materials and the use of technology in the classroom can serve as instructional components that facilitate the acquisition of English in English language courses.

RESULTS AND DISCUSSION

The essay suggests that public elementary school teachers might benefit from being educated on the nebulous elements that make up communicative competency. However, they are also aware that to cater to their pupils' interests and requirements, they will need to instruct them in a wide range of language abilities. How well pupils can communicate between languages depends on their individual attitudes and psycholinguistic talents. Students learning techniques, which are evaluated by teachers' comments on their effectiveness and frequency of use, may be related to the abilities they develop over time. As an example, translation is a useful tool for language acquisition because it allows students to compare and contrast the structures and meanings of words and phrases in other languages. Say, nevertheless, that the instructor explicitly forbids the use of translation. Then they won't be able to fully grasp the subtleties of the languages they're studying and may even be discouraged from adopting this method. Teachers should guide and train students on how to use translation efficiently

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while also encouraging them to use it as a learning tool. Nevertheless, educators must acknowledge and value the many learning styles employed by their pupils (Kutluturk & Yumru, 2017). Teachers can use this information to assess the learning environment and determine what works for their students. Teachers can improve their students' learning by adjusting their approach based on what they know about effective tactics.

The classroom climate and the way teachers present the language they are teaching are both affected by their own personal views and attitudes about the subject. Government policies, school management, and students' backgrounds and cultures are external variables that also impact their instruction. Teachers need to be able to negotiate and adapt to these outside influences to effectively teach their pupils since they can shape curriculum, resources, and expectations for learning and instruction. The way English is perceived and taught within a society can be greatly impacted by cultural waves. A wide range of global and regional economic, political, cultural, and historical factors influence EFL instruction. Depending on their perspective on these factors and their society's use of English, English teachers may approach their work differently and have varied views on how to best teach the language. The English teachers in Medellin's public schools are a prime example of this; they might be reluctant to teach English. However, other students may be more open to the idea, and this disparity in perspective might influence how lessons are taught and the atmosphere in the classroom.

Our analysis of this tendency revealed a strong correlation between the importance teachers placed on L1 in the classroom and their linguistic egos and attitudes towards L2. Keep in mind that many public-school instructors in Indonesia juggle many responsibilities. Regardless of their personal feelings about the subject, they are typically responsible for teaching English along with every

other required course. Here, educators who lacked linguistic egos but were culturally resilient towards English were more inclined to prioritize native-language instruction and see it as a necessary step towards acquiring English. Furthermore, as instructors embrace an accepting and open-minded approach to English and the class dynamic changes, some of them may stop caring about language instruction entirely due to this line of thinking. Since they consider the acquisition of a second language and one's native language as processes that can coexist when faced with limits in their linguistic knowledge, they are more prone to adopt compensating teaching tactics to guarantee their students' learning. To compensate for what they don't have and make sure their pupils improve their skills, they often employ visual media like films, photos, or presentations to help clarify concepts or materials. They also use educational materials offered by publishers with audio or subtitles in English. Students' acquisition of the English language can benefit from the engaging medium of instruction and the incorporation of technology into the classroom. Regular assessments and comments are also part of effective educational approaches. They allow students to track their progress and identify areas where they can improve.

CONCLUSION

Teachers' linguistic egos, ideas about the role of English in local culture, and professional work as English teachers all play a role in ESL instruction. Some educators shun working with pupils who are linguistically challenged because they have a poor linguistic ego. So, many English teachers in Indonesian public schools may put more emphasis on written than spoken and theoretical understanding than practical experience. But other teachers use compensatory strategies to make sure pupils learn the language skills they don't have, driven by

an admirable moral imperative.

Also influenced by how teachers feel and think about English is the original language's place in the classroom. The majority of language instructors use translation and other low-linguistic-ego strategies because they believe that proficiency in the target language is necessary for proficiency in the target language. In contrast, educators who are both attentive and possess a healthy dose of linguistic ego are less likely to rely on translation and more likely to see the acquisition of both languages as mutually beneficial. Regardless, most EFL instructors learn to assess and verify their students' tactics on their own, since their comments have a lasting impact on how often and well their students utilize such strategies.

The role that teachers perceive English play in their community's culture and their sense of identity as English teachers impact their views towards the language. Teachers who hold strong unfavorable attitudes towards the English language may choose not to teach it, despite the expectation that they do so. Teachers with a favorable outlook on the English language are more likely to actively seek out and implement instructional practices that aid students' English language development, regardless of their linguistic ego. Officials in charge of education and school administration should think about these things when they hire English teachers.

The amount of knowledge and the teacher's confidence in their claim to fame both have an impact on the way students learn. One way to measure competence is by looking at how prepared a person is to learn. Teacher readiness is hindered by factors such as certification and years of experience in the classroom. How well teachers believe they can instruct their kids is a direct correlation between the two. A teacher's inadequacy and lack of effectiveness can

impact a student's motivation to learn. To sidestep this problem, educators might employ engaging teaching methods, make use of instructional resources offered by publishers with English audio or subtitles, or incorporate visual media like videos, photos, or presentations to better explain concepts or materials. To compensate for their shortfall and guarantee that their students greatly enhance their current abilities. Preparation, certification, and years of experience in the classroom all work against teachers being well-prepared. Improved student outcomes can be the result of instructors who actively engage in professional development opportunities that allow them to remain current on the latest research and best practices in education.

Research like this helps clarify the educational elements that play a role in ESL classrooms. Pedagogical knowledge, linguistic ego, and attitudes toward English are all aspects of a teacher's competency that have a substantial influence on the way they teach. To adequately prepare future educators, teacher preparation programs should emphasize students' language skills, subject area expertise, and classroom management abilities. To boost educators' self-assurance and efficacy in the classroom, continuous professional development is essential. Additional elements and strategies that can improve the outcomes of English language teaching should be investigated in future studies. The study's limitations lie in its emphasis on qualitative research and its very small sample size. A more thorough comprehension of the pedagogical elements impacting ESL instruction can be achieved through future studies using mixed-method approaches and bigger samples.

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