

An analysis of pedagogical factors influencing efl teachers' instructional practices in the classroom

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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..



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1. INTRODUCTION

The pedagogical teacher is very important in the learning process (Kadarisma et al., 2019). They even have a central role in achieving national education's objectives (Ghavifekr & Rosdy, 2015). Teachers must have competencies that will support their professional duties. Four competencies must be possessed by a teacher, namely: pedagogic competence, personality competence, professional competence, and social competence. There are two components that make up pedagogical competence: first, how the teachers can control their students. Second, how teachers are able to effectively manage learning. (Wardoyo, 2015).

A study by Abad (2013) on English teachers' professional development in Colombia has found that teachers' attitudes towards the language they practice play a crucial part in determining their practice in the classroom. He further stated that teaching strategies that encourage language learning could help learners learn the target language more efficiently. As mentioned above, the success of the teaching and learning process does not rely only on the teachers' use of English. Instead, acquiring knowledge of teaching and learning techniques and mastery of educational competencies in teacher qualifications is also important. In addition, (Karim et al., 2019) states that teacher knowledge to improve pedagogic competence has been the main focus of teacher development programs. Encouraging students to bring their own experiences and skills into the classroom is a manifestation of classroom management and class projects that balance the knowledge and experience learned. In this regard, only a few English teachers study the books provided by the school without trying to develop and provide explanations for the material being taught. This condition is carried out simultaneously by an English teacher. As a result, it makes the

class unattractive, whereby students feel bored learning English due to a lack of creativity during the class.

EFL teachers' instructional practices in the classroom refer to the strategies and techniques employed by English as a Foreign Language (EFL) teachers to facilitate language learning among their students. These practices encompass a range of approaches, methods, and techniques used to create an effective learning environment and promote language acquisition. This is consistent with (Yook & Lee, 2016), who state that their experience in a ministry teacher training program with a practical curriculum primarily influences their teaching. As a direct consequence, there has been an increase in the demand for EFL teacher training in preparation for ELT reforms. Teacher educators must be creative with the curriculum and its application to become "pedagogical authorities" for their students rather than just passive implementers of education policy in a demanding profession. They should participate actively in education reform.

According to Susanto & Rachmadtullah (2019), pedagogic competence is teachers' skills in managing the classroom. It is one of the most critical aspects of the learning and teaching process in the classroom, as it is directly related to how teaching in the classroom could help students achieve the best learning goals. Andriani (2016) stated that teachers act as facilitators who have the ability to transfer knowledge to students and are expected to be able to carry out their duties professionally. Teachers are responsible for providing students with highly effective instruction and positive affective experiences that contribute to their academic success. Therefore, effective teaching requires teachers to have the necessary knowledge and skills to facilitate learning in the classroom. Additionally, teachers must possess the necessary skills to effectively guide and support their students in the learning process. According to (Panev & Barakoska, 2015), teaching skills, as part of pedagogic competence, require skilled teachers as actors who carry out the educational process, which is able to achieve the objectives of teaching and learning activities. Teachers who can carry out their duties according to what has been mentioned above are called competent teachers.

Pedagogic competence is the ability or skill teachers must possess to recognize the traits of their students who come from various life experiences, including moral, emotional, and intellectual characteristics. It is the application of educational and professional knowledge, values, and skills to ensure student learning. Effective pedagogical competence involves understanding how to select, organize, and adapt educational content and methods to meet students' diverse learning needs and interests. It is in line with (G, 2022), who states that a teacher's pedagogic competence influences classroom teaching and student enthusiasm. Teachers need to know the characteristics of their students. They should be able to determine how they teach and respond to students' conscious needs in classroom learning activities. Meanwhile, research (Şentürk & Zeybek, 2019) reveals that teachers' perceptions of their pedagogical competence are significantly influenced by their conception of teaching and learning, which is an interesting finding. Therefore, the ability of teachers to manage teaching and learning activities, such as planning, implementation, and determining student learning outcomes, has always been the core of teachers' pedagogic competencies. However, teachers should not only be able to impart value and knowledge to students but also act as role models by practicing what they learn with students in class.

Teachers should incorporate educational and dialogic learning into the teaching and learning process (Callander, 2013). Dialogic learning includes students being extended and encouraged to use conversation (including both teacher-to-student and student-to-student cooperations) that incorporates unassuming inquiries, reflections, broadened discourse trades, valid criticism, and take-up/expanding on the thoughts of others to participate in information development in a safe learning environment cooperatively (Flecha & Soler, 2013). This indicates that teachers and students ought to develop a communicative process to assist students in developing their comprehension of the educational process. Therefore, we chose three linguistic principles: competent communication as a starting point for discussing with teachers their perceptions of teaching and learning in their classroom and the interlanguage and native language effect.

The competence of EFL teachers is crucial in terms of the language students receive in the classroom. According to (Darling-Hammond, 2017), it is anticipated that ESL/EFL teacher

education will provide pre- and in-service educators with professional qualifications and training that will significantly impact their classroom instruction and professional development. Pre- and in-service EFL teachers learn to teach by being exposed to theories, methods, and practices considered important for teaching and learning EFL in teacher education. This is consistent with (Yook & Lee, 2016), who state that their experience in a ministry teacher training program with a practical curriculum primarily influences their teaching. As a direct consequence, there has been an increase in the demand for EFL teacher training in preparation for ELT reforms.

According to (Goodwin & Kosnik, 2013), teacher educators must possess at least three knowledge sets: knowledge of the context, education knowledge, and social knowledge. For teacher educators, context knowledge begins in the classrooms, schools, and student communities. It also includes questions about who the student teachers are, their knowledge; how they develop over time; and how their lives have shaped how they think about, define, and approach education. For educators of teachers to teach with the necessary skills and character derived from personal experience, pedagogical knowledge entails mastering the teaching principles. Teacher educators rely heavily on this knowledge when preparing student teachers to become teachers. Teacher educators must be creative with the curriculum and its application to become "pedagogical authorities" for their students rather than just passive implementers of education policy in a demanding profession. They should participate actively in education reform.

A study was conducted by (Goh & Wong, 2014) to support the effort to raise teacher quality. It examined how novice teachers viewed competency and how this might affect Malaysia's educational policy and teacher training. It suggested that teachers should participate in quality improvement measures, and in-service and pre-service teacher programs should emphasize ongoing professional learning as a key method for improving teachers' competency. (Choy et al., 2013) looked into how novice teachers viewed their pedagogical skills and knowledge. This demonstrated that novice teachers' pedagogical knowledge and abilities in lesson planning, instructional strategies, and classroom management had significantly improved by the end of their third year of teaching. The findings indicate that teaching is a lifelong process that begins during the first three years of a teacher education program.

In conclusion, pre-service teachers' language knowledge and skills must be developed in teacher education programs in order to prepare student teachers for English proficiency. These programs must also develop initial contextual knowledge of schools, administrative procedures, school cultures, and expectations by student teachers (Nguyen, 2013). Additionally, these programs need to spend more time on authentic teaching to provide pre-service teachers with sufficient practical teaching knowledge (Dang et al., 2013). Pre-service teachers can function effectively in their teaching context thanks to this knowledge. As teachers' identification will be influenced by their understanding of the theory–practice relationship, it is important to explore theory and practice in these programs' courses (Yazan & Percy, 2016).

According to (O'Conner et al., 2012), there has been a significant increase in the use of the English language in several countries over the past several decades, and the status of the English language as a lingua franca has led to the development of effective instructional practices in different countries. According to (VanTassel-Baska, 2012), instructional practices that focus on constructivist construction, such as instruction and zones of proximal development (ZPD), can benefit both English and non-English learners. In classrooms, many of these methods are routinely and frequently used. However, teachers may find incorporating these methods into their daily instruction difficult. Students learning outcomes and accomplishments can be significantly improved by paying close attention to this strategy.

Differentiation has been shown to influence teachers' classroom learning practices in studies. Outstandingly, (Baecher et al., 2012) report 10 standards for successful educational practice in view of the various guidance standards they accept to direct educators in their educational practice. It is important to note how much time is actually spent on differentiation in addition to emphasizing principles. According to (Orosco & O'Connor, 2014), there is evidence that teachers who use differentiated instruction to meet the needs of their students achieve educational gains. Humanistic learning approaches and other instructional practices are supported

by implementation research. Therefore, utilizing a variety of practices to differentiate instruction will be beneficial, particularly for students. The level of support teachers provide students, or the zone of proximal development is one way to differentiate instruction. By providing feedback, teachers in this well-known practice aim to assist students in determining their learning objectives and scaffolds.

Teachers' expectation of their student's abilities and learning skills is another factor that is helpful to their classroom instructional practices. When a teacher has a low expectation of student performance, they are likelier to use the established curriculum's objectives at lower than typical levels. Teachers' conviction about their claim to fame and level of information may also affect the instructional method. The readiness for instruction can be used as a basis for evaluating expertise. Teacher readiness, teacher certification, and the amount of teaching experience a teacher has impacted the teacher's instructional readiness. Teachers' perceptions of their abilities to teach have an impact on the quality of their instruction as well as the abilities of their students. Teachers' feelings of incompetence and ineffectiveness may affect students' eagerness to learn.

Based on the earlier reasons and the problems, the researchers wanted to obtain valid data by researching competent English teachers. Researchers did this to obtain accurate data to determine whether the same English teacher has a credible ability or vice versa. Therefore, this research question is: What are the teachers' linguistic ego, views on their teaching role, and attitudes toward English as factors that influence English language teaching and relate to teacher education?

2. RESEARCH METHOD

Qualitative research is used in this article. Due to our focus on determining the pedagogical factors that influence the teaching practice of EFL teachers in the classroom, the current study employs the qualitative method. In addition, qualitative research needs to conduct research in the participant's environment, namely the classroom. The researchers chose these three public schools to increase the probability that all students come from the same socioeconomic background. Equal opportunities for professional development, and students receive the same amount of English instruction inside and outside the classroom. Three schools agreed to participate in this study. Before the teachers participated in the data collection, they completed a demographic survey and signed a consent form. Then, to recognize the educational variables that impact English showing in the partaking schools, the specialists applied a semi-organized interview (see Supplement) that examined the educators' convictions and discernments about their own educating and their understudies' getting the hang of in regards to the three etymological standards portrayed previously. Interviews were completed in meetings of 20 to 30 minutes by various scientists on a one-on-one premise at every one of the taking part schools. Concerning the information investigation, interviews were at first recorded and deciphered. Then, the transcripts were looked at. The pre-established categories were codified using a deductive model, and the emerging categories were categorized using an inductive model. Following the identification and description of both categories, they were the subject of group discussions, from which the final interpretations emerged.

2.1 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.

2.2 Instrument

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

2.3 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.

2.4 Analysis

Communication Competence, Interlanguage Effect, and Native Language Effect

The teachers in this study have adapted their instruction methods to meet their students' needs while adhering to the limits established by the school's curriculum and resources. They consider interesting learning methods and learning vocabulary as instructional factors that can support learning English in class and regard aspects such as lack of knowledge about vocabulary, pronunciation, sentence structure, and spelling as weaknesses in their class. These teachers consider the ability to spell, think critically, and recognize vocabulary as a key factor in understanding language learning. They often make observations in these learning strategy skills, such as composing and pronouncing a sentence and then analyzing and improving communication skills.

The perceptions and views of one teacher to another have something in common, namely that L1 can play an important role because it can be used to aid L2 teaching, especially to help students understand new concepts and relate them to what they already know. L1 can be used to compare the similarities and differences between L1 and L2, which can help students understand language structure and how the L2 language works. When the participating teachers were asked how to see the effect of L1 on the student's mother's language in learning English, the teachers indicated a strong influence between L1 and one's ability to learn foreign languages, including English. For example, students whose L1 differs from English will find it more challenging to understand the vocabulary, not in their L1. It can affect their ability to comprehend texts and communicate in English. Pronunciation in L1 can be different from pronunciation in English. This can make it difficult for students to understand and spell English words correctly and to comprehend sentence structures that are also different from English. In addition, they may need help understanding the different English grammar rules.

Internal factors, learning strategies and instructional practices in the classroom

Analysis of the results of teacher interviews demonstrates that some teachers have a low linguistic ego. They do feel they need to be more confident in their knowledge and skills in English and feel they need to be sufficiently trained linguistically and pedagogically. Some teachers interviewed did not believe they received sufficient linguistic and pedagogical training to work as English teachers. Even though they have taken several English classes, they think their English skills need to be improved to teach the language. Although they had received general education training, some admitted they lacked knowledge about foreign language teaching.

When teachers feel that their ability to speak English needs to be improved, they usually avoid interacting with students in English. For example, if pronunciation in English is lacking, they tend to use Indonesian as the language of instruction in learning and minimize teaching in class. However, most of the time, out of a strong sense of moral obligation (Abad, 2013), they depended on different means like technology, mass media, or outer school helps to make up for their own lacks and thus guarantee that their understudies got critical contribution to the abilities they needed. We have called these actions Compensatory Instructing Techniques.

Conversely, teachers with a negative attitude towards English are more likely to give Indonesian a greater role in their class's teaching and learning process. They also prefer to use teaching strategies that prioritize Indonesian, such as learning with Indonesian as the language of instruction or using Indonesian learning resources. Teachers' linguistic ego can also affect their attitude towards English. Teachers with a high linguistic ego tend to be more confident in using English and are more likely to give English a more prominent role in their class's teaching and learning process. In contrast, teachers with a low linguistic ego tend to be less

confident in using English and are more likely to give Indonesian a more significant role in their class's teaching and learning process.

Teacher readiness, teacher certification, and the amount of teaching experience a teacher has impact teacher instructional readiness. Instructional practices focusing on constructivist constructs, such as instruction and the zone of proximal development (ZPD), can benefit both English and non-English learners. In the classroom, many of these methods are used regularly and frequently. The level of support a teacher provides to students, or the zone of proximal development, is one way to differentiate teaching. By providing feedback, this renowned teacher-in-practice aims to assist students in determining learning goals and learning to scaffold. Enjoyable learning media can make students more interested and involved in learning. This can increase students' motivation and improve learning outcomes. Engaging learning media can also help students to understand new concepts better and assist in remembering information received and using technology in the classroom in a more interactive, fun, and effective way. Thus, exciting learning media and the use of technology in class can be instructional factors that support learning English in English classes.

3. RESULTS AND DISCUSSION

As this article explains, teachers in public elementary schools may need to be made aware of the components of communication competence, which is difficult to define. On the other hand, they know that they must teach their students various language skills to meet their needs and interests. Personal attitudes and psycholinguistic abilities influence the development of students' interlanguage skills. There may be a connection between the skills students acquire over time and the learning strategies they employ, whose efficacy and recurrence are determined based on the comments they receive from their teachers. For instance, students can compare and contrast the structures and meanings of words and phrases in various languages using translation, making it a helpful tool for language learning. However, suppose the teacher bans the use of translation outright. In that case, it can discourage students from using this technique and limit their ability to understand the nuances of the languages they are learning thoroughly. Teachers need to balance encouraging students to use translation as a learning tool while providing guidance and instruction on how to use it effectively. However, in consonance with other authors (Kutlurk & Yumru, 2017), teachers must pay attention to and appreciate students' learning strategies. This can help teachers evaluate conditions supporting learning and understand how students learn effectively. By knowing the strategies to use, teachers can adapt their approach to helping students learn better.

Teachers' image and attitude toward the language they are teaching can significantly influence their teaching methods and the class environment. However, their teaching is also influenced by external factors such as government policy, school administration, and the background and culture of students. These external factors can form curriculum, resources, and expectations for teaching and learning, and teachers must navigate and adapt to these influences to teach their students effectively. Cultural tides can significantly influence the way English is viewed and taught within a society. English as a foreign language is shaped by various economic, political, cultural, and historical forces at both the local and global levels. English teachers may have different attitudes towards these forces and how they have positioned English within their society, which can influence how they see themselves as English teachers and how they teach. A good illustration of this is the English teachers in public schools in Medellin, who may be resistant to teaching English. In contrast, others may be more receptive to it, and this difference in attitude can affect the teaching methods and classroom environment.

By analyzing this trend, we found that teachers' linguistic ego and personal attitude toward L2 were directly linked to the role they gave to L1 in class. It is important to remember that teachers at a public school in Indonesia often do various teaching roles. They usually teach English

and all the other subjects in the curriculum, regardless of whether they like it. In this context, teachers with low linguistic egos and high cultural resilience toward English were more likely to place a high value on instruction in their native language and view it as a prerequisite for learning English. In addition, this thinking may cause some of them to neglect language teaching altogether as teachers approach English with openness and acceptance and the dynamic class shifts. They are more likely to employ compensation teaching strategies to ensure their students' learning because they see L1 and L2 learning as processes that can coincide when they are confronted with personal linguistic knowledge limitations. They usually use visual media such as videos, pictures, or presentations to help explain concepts or materials and use the teaching materials provided by publishers who have audio or subtitled in English to make up for what they lack and make sure their students improve their skills. Thus, the fascinating medium of learning and the use of technology in class can contribute to English learning in English class. Effective instructional practices also include regular assessments and feedback to help students monitor their progress and identify areas for improvement.

4. CONCLUSION

Teaching English as a foreign language involves teachers' linguistic egos, self-perceptions of their beliefs regarding the significance of English in local culture, and their work as English teachers. Teachers with a low linguistic ego avoid teaching students who lack language skills. Consequently, numerous English teachers in Indonesian public schools may prioritize textual skills over oral and organizational knowledge over practical knowledge. However, out of a commendable sense of moral obligation, some educators employ compensatory teaching methods to ensure that students receive instruction in language areas where they lack proficiency.

The role that the native language plays in the classroom is also determined by teachers' attitudes and perceptions of English. Teachers of foreign languages typically employ a low linguistic ego strategy such as translation and see learning L1 as a prerequisite for learning L2. On the other hand, teachers with a responsive attitude and a high linguistic ego tend to minimize the use of translation and view the process of learning both languages as complementary. In any case, the majority of EFL teachers acquire the ability to independently evaluate and validate the strategies used by their students because teachers' feedback influences the frequency and efficacy of students' use of those strategies over time.

Teachers' attitudes toward English are influenced by how they see themselves as English teachers and how they see the role of English in their community's culture. Even though they are expected to teach English, teachers who have strong negative feelings toward it may not do so. However, regardless of their low linguistic ego, teachers are more likely to seek out and employ instructional strategies that assist students in learning English if they have a positive attitude toward the language. These factors should be taken into consideration by educational authorities and school administrators when selecting and appointing English teachers for their schools.

A teacher's belief in their claim of fame and the level of information can also influence the learning method. Readiness for instruction can be used as a basis for evaluating expertise. Teacher preparedness, certification, and extensive teaching experience impair teacher preparedness. Teachers' perception of their ability to teach affects their teaching quality and students' ability. A student's desire to learn can be affected by the feelings of an incompetent and ineffective teacher. To avoid that happening, they may use visual media such as videos, pictures, or presentations to help explain concepts or materials, use the teaching materials provided by publishers who have audio or subtitled in English, and use interesting teaching methods. To offset their deficiency and ensure their students significantly improve their existing skills. Teacher preparedness, teacher certification, and extensive teaching experience impair teacher preparedness. Effective teacher-learning practices can help teachers stay up-to-date with new research and the best education practice, eventually leading to better student results.

This study sheds light on the pedagogical factors influencing English language teaching. Teachers' competencies, including pedagogical knowledge, linguistic ego, and attitudes toward English, significantly impact instructional practices. Teacher education programs should emphasize language proficiency, contextual knowledge, and practical teaching skills to prepare pre-service teachers effectively. Ongoing professional development is crucial to enhance teachers' confidence and effectiveness in teaching English. Future research should explore additional factors and interventions to improve English language teaching outcomes. Limitations of this study include the small sample size and focus on qualitative research. Further research with larger samples and mixed-method approaches can provide a more comprehensive understanding of the pedagogical factors influencing English language teaching.

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