| RESEARCH ARTICLE

Essential Knowledge for English Student Teachers: Core Competencies and Pedagogical Skills Needed for Effective Classroom Teaching

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| ABSTRACT

This study aimed to identify the essential knowledge and teaching competencies English student teachers should possess before beginning their in-school teaching practice. The study involved 24 English student teachers from the College of Teacher Education at Phranakhon Rajabhat University. All participants were in their 4th year of study and were actively engaged in their practicum during the academic year 2024. The data was collected using a Google form survey, designed based on the suggestions of three education specialists. The results of the Google form questionnaire were interpreted, categorized and tabulated on computer sheets and were calculated into the statistical values, Mean. The findings revealed that the participants demonstrated the highest confidence in integrating technology into English teaching, with a mean score of 4.34, reflecting their preparedness to utilize digital tools to enhance instruction. Confidence in pronunciation and phonetics (mean 4.27) and classroom management techniques (mean 4.20) also ranked highly, indicating their readiness to model accurate language and maintain an effective learning environment. Moreover, the highest-rated competencies include Classroom Management and Technology Integration (mean 4.37), highlighting confidence in managing classroom environments and integrating digital tools to support learning.

1. Introduction

English student teachers are individuals undergoing training to become certified English teachers. They are typically enrolled in teacher education programs that include theoretical coursework and practical teaching experiences aimed at equipping them with the skills, knowledge, and competencies needed for the English language classroom. Many English student teachers are not only learning the structure and usage of the English language but are also studying effective instructional methods, classroom management, and learner engagement strategies. They often undertake teaching practicums, where they gain hands-on experience in real classrooms under the supervision of mentor teachers. These experiences are crucial in developing their ability to foster an effective learning environment, adapting to various learners' needs, and handling diverse classroom situations. Research suggests that teacher preparation is key to teacher efficacy and positively impacts student outcomes (Darling-Hammond, 2000; Richards, 2017). Thus, the experiences and training English student teachers undergo are essential to their future success as educators.

The role of English student teachers in schools is increasingly significant in today's globalized world. English has become a lingua franca, facilitating communication and exchange across borders, industries, and cultures. Student teachers who specialize in English bring fresh perspectives, innovative teaching methods, and an enthusiasm that can invigorate classrooms. As they develop their skills, they play a key role in cultivating students' language abilities, which are essential for academic and professional success. English student teachers help bridge language barriers and prepare students for diverse opportunities in both local and international contexts.

Student teachers preparing for their practicum in English teaching need to develop a strong foundation in both theoretical and practical aspects of education. Preparation often begins with a thorough review of pedagogical theories and teaching methodologies, such as communicative language teaching (CLT) or task-based learning (Richards and Rodgers, 2014). They must also familiarize themselves with the curriculum, standards, and objectives of the school where they will be teaching. Engaging in microteaching sessions allows them to practice lesson planning, classroom management, and instructional delivery in a controlled setting (Allen and Ryan, 1969). Additionally, observing experienced teachers provides insight into effective teaching strategies and real-world classroom dynamics. Building strong communication and organizational skills is crucial to managing diverse student needs and maintaining professionalism. Many also focus on enhancing their own language proficiency to model accurate usage for students. Reflective practices, such as journaling or seeking feedback from peers and mentors, play a key role in identifying areas for improvement (Schön, 1983). By balancing theoretical knowledge with practical experience, student teachers can enter their practicum with greater confidence and readiness to teach effectively.

English student teachers contribute positively to the learning environment in various ways. They introduce new teaching methods and are often trained with current pedagogical trends that promote engagement, interactivity, and inclusivity. Studies show that English language proficiency is linked to increased career opportunities and better cognitive skills, which further emphasizes the importance of high-quality language instruction (Crystal, 2003; Graddol, 2006). By observing experienced teachers, English student teachers acquire practical experience and adapt theoretical knowledge into actionable skills (Richards and Farrell, 2011). This hands-on training enriches students' language acquisition, as it aligns academic goals with the demands of the modern world, equipping them with language proficiency that has become crucial in global communication and business sectors.

Teaching English as a second language (ESL) presents various challenges, especially for student teachers who are still building their skills. English student teachers often face difficulties related to language proficiency, instructional methods, and classroom management. Additionally, they encounter obstacles in engaging students and addressing diverse learning needs. These challenges can be amplified by factors such as limited resources, large class sizes, and a lack of administrative support. The struggles that student teachers face in classrooms impact their confidence and efficacy, influencing both their teaching performance and students' language acquisition. Understanding these problems is essential for developing supportive training programs and resources that equip future teachers to succeed in diverse classroom environments.

Student teachers of English frequently confront issues related to their own proficiency and the effectiveness of their teaching methods. Student teachers may struggle with pronunciation, vocabulary, and grammar, potentially leading to misunderstandings or low credibility among students (Farrell, 2016). Additionally, lack of confidence in classroom management often makes it difficult for student teachers to maintain control or foster a productive learning environment. Classroom challenges are compounded by student disengagement and low motivation, especially if students find English difficult or irrelevant to their everyday lives (Lightbown and Spada, 2013). Another significant problem is the limited training or experience student teachers have in addressing diverse learning needs, which can create a barrier to inclusive teaching (Richards and Rodgers, 2014).

Research is essential in developing English student teachers' competency, enhancing their skills, and preparing them to teach effectively. Through engaging in research, student teachers are exposed to best practices, pedagogical theories, and emerging trends, which deepen their understanding of language instruction and broaden their teaching repertoire (Richards & Farrell, 2005). Conducting research encourages reflective thinking, allowing future teachers to critically assess their own teaching practices and make improvements where necessary (Farrell, 2019). Moreover, research-based training helps student teachers adapt to diverse classroom environments, address various learning needs, and utilize appropriate strategies to support students' language acquisition (Johnson, 2009). This focus on evidence-based practices is crucial, as it not only fosters teaching proficiency but also equips teachers with the skills to keep improving over time, responding effectively to the dynamic needs of English learners (Borg, 2015). Consequently, research empowers English student teachers to become more confident, competent, and adaptable educators, prepared for the challenges of today's educational landscape.

2. The objective

This research aimed to identify the essential knowledge and teaching competencies English student teachers should possess before beginning their in-school teaching practice.

3. Literature Review
3.1 Essential Knowledge for English Student Teachers

In the field of English language teaching, essential knowledge for student teachers encompasses various domains critical to effective pedagogy, including language proficiency, linguistic knowledge, pedagogical skills, and cultural awareness. Language

proficiency is foundational; student teachers need to possess high competence in English to be able to model the language effectively and understand its complexities (Richards, 2017). Linguistic knowledge, or an understanding of the structures and functions of language, enables teachers to explain grammar, syntax, and phonetics, aiding students in achieving accurate and fluent communication. Additionally, Freeman and Johnson (1998) highlight the importance of knowledge of language acquisition theories, which provides teachers with insights into how learners progress through different stages of language development, allowing for more tailored and supportive instruction.

Pedagogical knowledge is equally essential, as it includes an understanding of teaching methodologies and the ability to design and implement effective lessons (Shulman, 1987). For English student teachers, familiarity with communicative language teaching, task-based learning, and other learner-centered approaches is critical in promoting student engagement and language retention (Harmer, 2015). Furthermore, intercultural competence plays a significant role, as English is often taught in diverse, multicultural classrooms. Student teachers should be prepared to address the needs of students from varied cultural backgrounds, which not only aids in language acquisition but also fosters a positive, inclusive learning environment (Byram, 1997). Altogether, these foundational areas of knowledge help to equip English student teachers with the necessary tools to facilitate effective language learning.

3.2 Teaching and Learning Techniques for English Student Teacher

Recent literature emphasizes the importance of incorporating communicative language teaching (CLT) in training English student teachers. CLT, a method that encourages interaction and real-life language use, is seen as highly effective in preparing teachers to foster language skills in students. Richards and Rodgers (2014) highlight how CLT promotes fluency over accuracy, enabling student teachers to engage in meaningful language use. Another key technique is task-based learning (TBL), where Willis (1996) argues that real-world tasks help teachers-in-training apply theoretical knowledge to practical scenarios, making learning more relevant and impactful. According to Littlewood (2019), these interactive and task-based approaches are increasingly necessary in training contexts as they better equip teachers with the skills needed for a student-centered classroom.

Reflective practice is another essential component in the development of English student teachers. Moon (2004) explains that reflection allows teachers to analyze their teaching methods, identify areas for improvement, and adapt to varied classroom environments. According to Farrell (2018), reflective practices, such as journaling or peer feedback, help novice teachers build self-awareness and adaptability, leading to more effective teaching strategies. Studies by Schön (1983) have demonstrated that student teachers who engage in reflective exercises develop stronger critical thinking and decision-making skills. By encouraging self-assessment and continuous improvement, reflective practice ensures that English student teachers become more adaptable and responsive educators, ultimately benefiting their future classrooms.

3.3 Core Competencies and Pedagogical Skills Needed for Effective Classroom Teaching
3.3.1 Core Competencies for Effective Classroom Teaching

Core competencies in teaching are the essential skills, knowledge, and dispositions that educators need to facilitate effective learning experiences. A study by Darling-Hammond (2006) emphasizes that a teacher's understanding of their subject matter, combined with the ability to convey it clearly, is foundational for student success. This includes not only mastery of the subject but also cognitive and social understanding to connect with students on multiple levels (Shulman, 1987). Core competencies extend to classroom management, cultural responsiveness, and the ability to adapt instruction to meet diverse needs (Tomlinson, 2001). In a rapidly evolving educational landscape, competencies such as critical thinking, digital literacy, and collaboration are increasingly valued. Teachers who demonstrate these competencies tend to create an inclusive and dynamic classroom environment that supports various learning styles, which is particularly crucial in today's global and digital age (Mishra and Koehler, 2006).

3.3.2 Pedagogical Skills for Effective Teaching

Pedagogical skills are specific teaching practices and approaches that enable educators to deliver content in an accessible and engaging manner. As argued by Ball, Thames, and Phelps (2008), these skills are not merely about subject expertise but include methods that support knowledge retention, understanding, and application among students. For example, formative assessment, differentiated instruction, and scaffolding are pedagogical skills that allow teachers to gauge student understanding and adjust their teaching strategies accordingly (Black and Wiliam, 1998). Furthermore, teachers' ability to engage students through interactive teaching methods, such as project-based and inquiry-based learning, has shown positive impacts on student achievement (Barron and Darling-Hammond, 2008). Effective use of technology in pedagogy also enhances student engagement and can tailor learning experiences to individual needs, a skill that has become essential as education increasingly integrates digital tools (Mishra and Koehler, 2006).

3.3.3 Integrating Core Competencies and Pedagogical Skills in the Classroom

Integrating core competencies and pedagogical skills is essential for effective classroom teaching, fostering an environment where students can thrive. Research by Darling-Hammond et al. (2005) suggests that teachers who combine content

mastery with strong pedagogical approaches significantly enhance student outcomes. For instance, educators skilled in culturally responsive teaching, as discussed by Gay (2002), can connect with diverse students more effectively, creating a more inclusive classroom atmosphere. Furthermore, teachers with solid classroom management skills can facilitate a learning environment that minimizes disruptions and maximizes learning time (Marzano, 2003). The synergy between these competencies and pedagogical skills contributes to a holistic teaching approach, where students are encouraged to explore, question, and engage deeply with the subject matter. The fusion of these elements is critical in preparing students for complex, real-world challenges, thus highlighting the importance of ongoing professional development for teachers to refine both competencies and pedagogical skills (Desimone, 2009).

4. Methodology

4.1 The Participants

The study involved 24 English student teachers from the College of Teacher Education at Phranakhon Rajabhat University. All participants were in their 4th year of study and were actively engaged in their practicum during the academic year 2024. The participants were selected to provide insights into the competencies of student teachers as they transition from theoretical knowledge to practical teaching experience. Data were collected using a questionnaire designed to assess various teaching competencies, and the results reflect the respondents' self-reported confidence across key areas of English language teaching.

4.2 Method of Data Collection

The data for this study was collected using a Google Form survey, designed based on the suggestions of three education specialists. The survey was administered to a group of 24 student teachers during the last week of the 1st semester of 2024. The participants were given one week to complete the questionnaire, which assessed their self-reported competencies in various areas related to English language teaching. The responses were then analyzed to identify trends and areas of strength or improvement in the participants' teaching competencies. This method allowed for efficient data collection and ensured the survey reached all participants within the specified time frame.

4.3 Instruments of Data Collection

The data for this research was collected using a Google Form, which included three sections. The first section gathered general information about the types of schools and the teaching levels of the participants. The second section focused on the Essential Knowledge of English Student Teachers Before School Practicum, consisting of 15 items designed to assess the respondents' foundational understanding of teaching English. The third section, titled Teaching Competencies for English Student Teachers, also comprised 15 items, aimed at evaluating the teachers' confidence in their teaching abilities across various competencies. These instruments provided a comprehensive overview of both the demographic characteristics and the professional skills of the English student teachers.

4.4 Method of Data Analysis

The sequences applied to analyze the data are as follows: The results of the Google form questionnaire were interpreted, categorized and tabulated on computer sheets and were calculated into the statistical values as follows:

(a) The data concerning English student teachers' Essential Knowledge of English Student Teachers Before School Practicum and Teaching Competencies for English Student Teachers
were presented in Mean.

)b (A five-point Likert scale was used to score English student teachers' Essential Knowledge of English Student Teachers Before School Practicum and Teaching Competencies for English Student Teachers .It is a scale used in questionnaires to specify the level of agreement or disagreement based on the following criteria of Rensis Likert)1932:(

Scale	Opinion	Mean Range
5	Very Confident	4.50 -5.00
4	Confident	3.50 -4.49
3	Moderately Confident	2.50 -3.49
2	Slightly Confident	1.50 -2.49
1	Not Confident at All	1.00 -1.49

(c) Mean was used to interpret the average English student teachers' Essential Knowledge of English Student Teachers Before School Practicum and Teaching Competencies for English Student Teachers based on the criteria of John W. Best (1970). The higher mean score of each activity indicates higher agreement. On the other hand, the lower mean score indicates less agreement in performing the same activity.

5. Findings

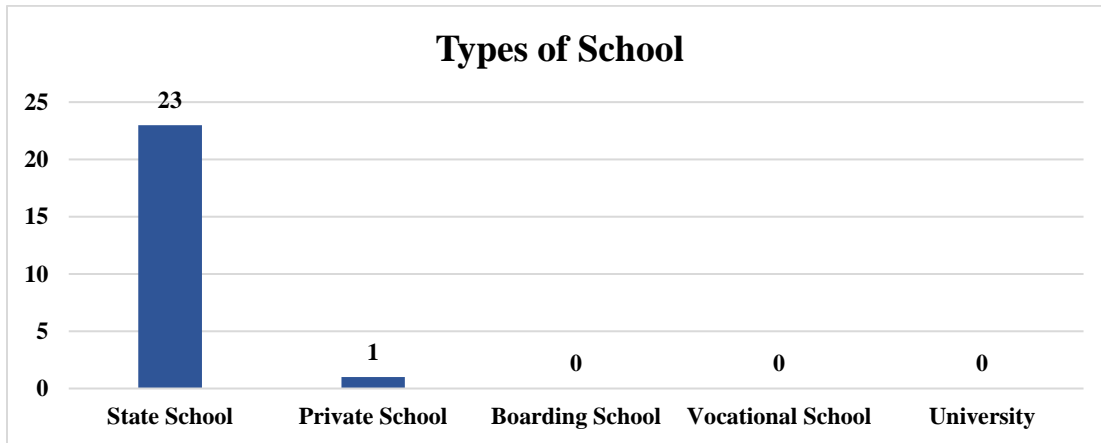**Part I: General Information**

Figure 1 Types of School

The data reveals significant trends in the types of schools in the given sample. State schools dominate the educational landscape, accounting for 23 institutions, which represents the majority of the total. This indicates a strong reliance on publicly funded education. In contrast, private schools are rare, with only one recorded institution, highlighting a limited role for private education in this context. Boarding schools and vocational colleges are entirely absent from the data set, with zero representation in either category.
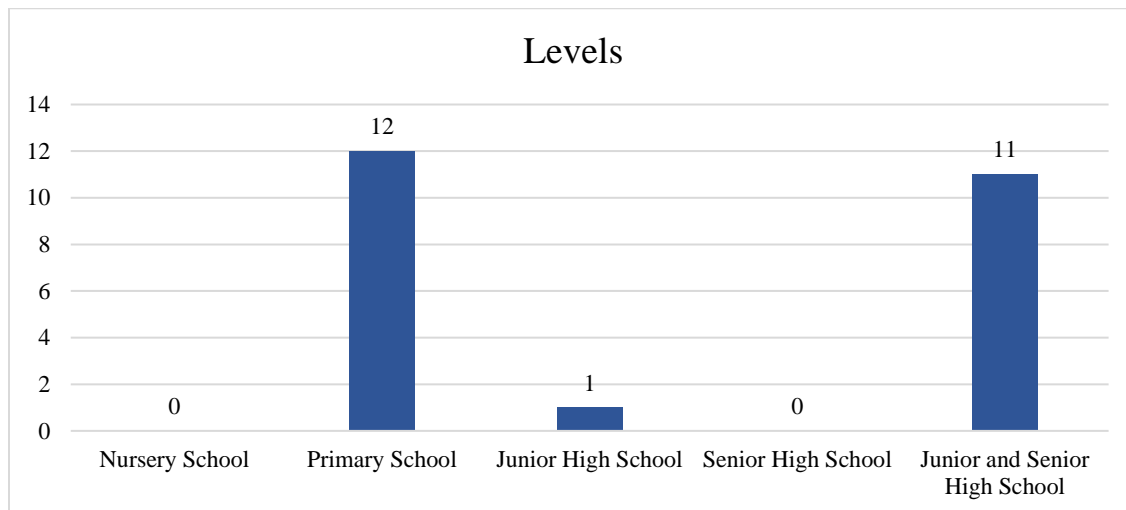

Figure 2 Levels

Based on the data collected, the majority of participants were from Primary School, with 12 respondents, making it the largest group represented. This indicates a significant interest or relevance of the study to this level of education. The Junior and Senior High School category also showed notable participation, with 11 respondents, suggesting a combined relevance to older student groups. Meanwhile, Junior High School had only one respondent, reflecting minimal engagement or applicability at this level. Interestingly, Nursery School and Senior High School both had zero respondents, indicating no representation from these groups.

Table 1: Essential Knowledge of English Student Teachers Before School Practicum

No.	Criteria	x	Mean Range
1	Understanding of English Grammar - How confident are you in explaining and teaching English grammar concepts (e.g., tenses, sentence structure)?	3.96	Confident
2	Vocabulary and Language Use - How prepared are you to teach vocabulary effectively and accurately in diverse classroom contexts?	4.17	Confident
3	Pronunciation and Phonetics - How confident are you in modeling correct pronunciation and helping students improve their pronunciation?	4.27	Confident
4	Classroom Management Techniques - How familiar are you with classroom management strategies to maintain an orderly learning environment?	4.20	Confident
5	Lesson Planning Skills - How confident are you in planning lessons that meet learning objectives and engage students?	4.13	Confident
6	Knowledge of English Language Teaching Methods - How knowledgeable are you about different English language teaching methods, such as communicative language teaching or task-based learning?	4.06	Confident
7	Ability to Differentiate Instruction - How prepared are you to modify instruction to cater to students with varying levels of English proficiency?	4.03	Confident
8	Assessment and Evaluation Skills - How comfortable are you with designing and implementing assessments to evaluate student learning?	4.06	Confident
9	Technological Integration in English Teaching - How confident are you in using technology (e.g., digital tools, online resources) to enhance English language instruction?	4.34	Confident
10	Understanding of Cultural Differences - How knowledgeable are you about incorporating cultural awareness into your teaching to respect diverse backgrounds?	3.96	Confident
11	Error Correction and Feedback Techniques - How confident are you in providing constructive feedback on language errors without discouraging students?	4.10	Confident
12	Student Engagement Strategies - How familiar are you with strategies to keep students engaged and motivated during English lessons?	4.20	Confident
13	Awareness of Curriculum Standards - How knowledgeable are you about national or local curriculum standards and expectations for English language teaching?	4.06	Confident
14	Professionalism and Ethical Conduct - How prepared are you to demonstrate professionalism, including punctuality, appropriate attire, and ethical conduct in the classroom?	4.17	Confident
15	Self-Reflection and Continuous Improvement - How confident are you in your ability to reflect on your teaching practice and make improvements based on feedback?	4.13	Confident

The data collected from the questionnaire on the essential knowledge of English student teachers before their school practicum reveals overall confidence in various teaching competencies. The participants demonstrated the highest confidence in integrating technology into English teaching, with a mean score of 4.34, reflecting their preparedness to utilize digital tools to enhance instruction. Confidence in pronunciation and phonetics (mean 4.27) and classroom management techniques (mean 4.20) also ranked highly, indicating their readiness to model accurate language and maintain an effective learning environment.

Student teachers expressed strong preparedness in teaching vocabulary (mean 4.17) and maintaining professionalism and ethical conduct (mean 4.17), emphasizing their adherence to teaching standards and values. Key teaching practices such as lesson planning, engagement strategies, and self-reflection received mean scores above 4.0, signifying consistent confidence.

The lowest scores, though still in the "Confident" range, were for understanding English grammar and cultural differences (both with a mean of 3.96). This suggests potential areas for further focus to strengthen their ability to teach grammar concepts effectively and address cultural diversity in classrooms. Overall, the findings highlight that the student teachers are well-prepared for their practicum, with opportunities for refinement in specific areas to ensure comprehensive teaching proficiency.

The analysis of the questionnaire results reveals the top five areas of confidence among English student teachers preparing for their school practicum:

1. Technological Integration in English Teaching (Mean = 4.34): Student teachers show the highest confidence in using digital tools and online resources to enhance English instruction. This indicates strong preparedness to incorporate technology into their teaching practices.
2. Pronunciation and Phonetics (Mean = 4.27): They are highly confident in modeling correct pronunciation and assisting students in improving their phonetic accuracy, reflecting a strong grasp of fundamental speaking skills.
3. Classroom Management Techniques (Mean = 4.20): Managing classroom dynamics effectively is another strength, showing that they are well-prepared to maintain an orderly and engaging learning environment.
4. Student Engagement Strategies (Mean = 4.20): Familiarity with methods to keep students motivated and engaged during lessons highlights their ability to foster active participation in learning activities.
5. Vocabulary and Language Use (Mean = 4.17): High confidence in teaching vocabulary accurately and effectively demonstrates their readiness to address one of the core aspects of English instruction.

These findings suggest that English student teachers are generally well-prepared in areas critical for effective teaching, particularly in leveraging technology, engaging students, and ensuring clear communication through pronunciation and vocabulary teaching. These strengths can serve as foundational skills as they transition into their practicum experience.

Table 2: Teaching Competencies for English Student Teachers

No.	Criteria	x	Mean Range
1	English Language Proficiency - I feel confident in my ability to communicate fluently and accurately in English, both in spoken and written forms.	3.86	Confident
2	Grammar and Language Structure - I am proficient in explaining English grammar rules and language structures clearly to students.	4.00	Confident
3	Phonetics and Pronunciation - I can model accurate English pronunciation and teach phonetic principles to students effectively.	4.17	Confident
4	Lesson Planning - I can design and structure engaging lesson plans with clear objectives and adaptable activities for various student levels.	4.03	Confident
5	Cultural Awareness - I am prepared to incorporate cultural aspects of English-speaking countries into lessons to enrich students' learning experiences.	4.03	Confident
6	Classroom Management - I have strategies for managing classroom behavior and maintaining a positive, organized learning environment.	4.37	Confident
7	Differentiation - I am skilled at adjusting my teaching methods to meet diverse learning needs and levels in a single classroom.	4.20	Confident
8	Instructional Methods - I can effectively implement various instructional strategies, such as group work, individual practice, and direct instruction, to enhance learning.	4.10	Confident
9	Interactive Teaching Techniques - I am prepared to use interactive techniques, like role-playing and debates, to encourage active student participation in English learning.	4.10	Confident
10	Technology Integration	4.37	Confident

	- I am confident in using educational technology and digital tools to support English learning in the classroom.		
11	Assessment Design - I can design formative and summative assessments that accurately measure students' English proficiency and learning progress.	4.06	Confident
12	Feedback Techniques - I am skilled in providing constructive, clear, and motivational feedback to help students improve their English skills.	4.06	Confident
13	Reflective Practice - I understand the importance of reflective teaching and am prepared to evaluate and improve my teaching practices regularly.	4.24	Confident
14	Curriculum Familiarity - I am familiar with the English language curriculum standards and guidelines for the grade level(s) I will be teaching.	3.96	Confident
15	Professionalism and Ethics - I am aware of the professional and ethical responsibilities of a teacher and am prepared to uphold them in my interactions with students, parents, and colleagues.	4.34	Confident

The findings of the research on teaching competencies for English student teachers reveal that respondents rated their abilities across various competencies within the "Confident" range, with mean scores spanning from 3.86 to 4.37. The highest-rated competencies include **Classroom Management** and **Technology Integration** (mean = 4.37), highlighting confidence in managing classroom environments and integrating digital tools to support learning. This is followed by **Differentiation** (mean = 4.20), emphasizing adaptability to diverse student needs, and **Reflective Practice** (mean = 4.24), showing an understanding of the importance of evaluating and improving teaching practices.

Phonetics and Pronunciation (mean = 4.17) and **Instructional Methods** (mean = 4.10) also scored highly, reflecting the ability to model accurate pronunciation and employ effective teaching strategies. **Professionalism and Ethics** (mean = 4.34) and **Lesson Planning** (mean = 4.03) further underscore strong ethical awareness and planning skills.

While all criteria indicate overall confidence, **English Language Proficiency** (mean = 3.86) and **Curriculum Familiarity** (mean = 3.96) have relatively lower scores, suggesting potential areas for targeted professional development. The findings emphasize that the respondents possess well-rounded competencies essential for effective English teaching, with opportunities to strengthen specific areas for greater impact.

The data from the questionnaire on teaching competencies for English student teachers highlights key areas where respondents reported high confidence levels. The top five competencies based on their mean scores are as follows:
1. Classroom Management (4.37): Respondents demonstrated strong confidence in managing classroom behavior and maintaining an organized, positive learning environment.
2. Technology Integration (4.37): The ability to incorporate educational technology and digital tools to support English learning also scored the highest, emphasizing the importance of tech-savviness in modern classrooms.
3. Differentiation (4.20): Teachers displayed notable competence in adapting their methods to meet diverse student needs within the classroom.
4. Reflective Practice (4.24): Respondents valued reflective teaching practices, indicating readiness to evaluate and refine their teaching strategies regularly.
5. Professionalism and Ethics (4.34): A strong commitment to upholding professional and ethical responsibilities in interactions with students, parents, and colleagues was evident.

These findings suggest that English student teachers feel particularly well-prepared in areas requiring adaptability, reflective skills, and the integration of technology, all crucial for effective teaching in diverse and dynamic educational settings. However, areas like English language proficiency (3.86) and curriculum familiarity (3.96) received comparatively lower scores, suggesting opportunities for targeted development.

6. Discussions

According to the research objective which aimed to identify the essential knowledge and teaching competencies English student teachers should possess before beginning their in-school teaching practice because teacher preparation is key to teacher efficacy and positively impacts student outcomes (Darling-Hammond, 2000; Richards, 2017). The findings reveal that English student teachers exhibit a high level of confidence across various essential teaching competencies, signaling strong preparedness for their school practicum. Their highest confidence lies in integrating technology into English instruction, with a mean score of 4.34, underscoring their readiness to utilize digital tools for enhancing learning. Similarly, their proficiency in pronunciation and phonetics (mean 4.27) and classroom management (mean 4.20) demonstrates their ability to model accurate language and

maintain effective learning environments. High confidence in vocabulary instruction and professional conduct (both with a mean of 4.17) further reflects their adherence to core teaching standards. While these strengths position them as capable educators, the relatively lower scores in understanding English grammar and cultural differences (mean 3.96) suggest areas for further professional development because English language proficiency is linked to increased career opportunities and better cognitive skills, which further emphasizes the importance of high-quality language instruction (Crystal, 2003; Graddol, 2006). Addressing these gaps will help them achieve a well-rounded teaching proficiency, ensuring that they can confidently handle diverse classroom scenarios and foster inclusive, comprehensive language learning experiences.

In a rapidly evolving educational landscape, competencies such as critical thinking, digital literacy, and collaboration are increasingly valued. Teachers who demonstrate these competencies tend to create an inclusive and dynamic classroom environment that supports various learning styles, which is particularly crucial in today's global and digital age (Mishra and Koehler, 2006). Based on teaching competencies for English student teachers, the research findings indicate that English student teachers feel confident across various teaching competencies, with the highest levels of confidence in Classroom Management and Technology Integration, both scoring 4.37. This suggests that respondents are well-equipped to create positive, organized learning environments and effectively use digital tools to enhance instruction, both crucial for modern teaching. Additionally, competencies such as Differentiation (4.20) and Reflective Practice (4.24) highlight the teachers' adaptability and commitment to continuous professional growth. Despite these strengths, areas such as English Language Proficiency (3.86) and Curriculum Familiarity (3.96) show relatively lower levels of confidence, pointing to potential gaps that may require further development. Overall, while the respondents demonstrate a well-rounded skill set, the findings suggest that targeted support in language proficiency and curriculum knowledge could strengthen their teaching effectiveness even further because a teacher's understanding of their subject matter, combined with the ability to convey it clearly, is foundational for student success (Darling-Hammond, 2006).

7. Limitations of the Study

One limitation of this study is the reliance on self-reported data, which may introduce bias as respondents might overestimate their competencies in certain areas. The sample size and scope are also limited, as the findings are based on a small group of English student teachers, which may not be representative of the larger population. Additionally, the study does not account for external factors such as teaching experience, classroom context, or access to resources, all of which could influence the respondents' competencies. The absence of qualitative data also restricts a deeper understanding of the underlying reasons behind the respondents' confidence levels. Furthermore, the relatively lower scores in English Language Proficiency and Curriculum Familiarity suggest that these aspects may not have been adequately addressed in the questionnaire or could reflect gaps in teacher preparation programs.

8. Suggestions

Based on the findings of this study, it is recommended that English student teachers receive targeted professional development in areas where they reported relatively lower confidence, such as English Language Proficiency and Curriculum Familiarity. Workshops or courses aimed at enhancing language skills and deepening understanding of curriculum standards could be beneficial in strengthening these areas. Additionally, fostering further opportunities for reflection on teaching practices and collaboration among peers may help to reinforce the already strong competencies in areas like Differentiation and Reflective Practice. Given the high confidence in Technology Integration, training programs that focus on innovative uses of digital tools could further enhance teaching effectiveness. Ongoing support in these areas will better equip future teachers to address the diverse needs of students and improve their overall teaching competency.

9. Conclusion

In conclusion, the study on teaching competencies for English student teachers reveals a generally high level of confidence across key teaching areas, particularly in Classroom Management, Technology Integration, Differentiation, and Reflective Practice. These results suggest that the respondents are well-prepared to manage diverse classroom environments, leverage technology, adapt their teaching methods, and continuously improve their practice. However, the relatively lower scores in English Language Proficiency and Curriculum Familiarity indicate areas that may benefit from targeted professional development. Overall, the findings highlight the strengths of English student teachers in essential teaching competencies, while also identifying specific areas for further enhancement to support their growth as effective educators.

Conflicts of Interest: The authors declare no conflict of interest.
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