

Assessing Students' Teaching Competence and Perceptions of the English Language Teaching Course in Preparing Future English Teachers

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Abstract The English Language Teaching (ELT) course is designed to equip prospective English teachers with the pedagogical knowledge, instructional strategies, and practical teaching skills required for effective classroom instruction. This study aimed to evaluate students' teaching competence during microteaching practice, investigate their perceptions of the ELT course's contribution to their professional development, and examine the relationship between teaching competence and students' perceptions. A quantitative descriptive design with correlational analysis was employed. The participants consisted of 20 sixth-semester English Literary students selected through total sampling because all students enrolled in the ELT course participated in the study. Data were collected using a Teaching Competence Assessment Rubric and a Student Perception Questionnaire, both validated by three experts in English Language Teaching and educational assessment. Descriptive statistics and Pearson Product-Moment Correlation were used to analyze the data. The findings indicated that students demonstrated a very good level of teaching competence ($M = 4.21$, $SD = 0.31$). Teaching Process achieved the highest mean score ($M = 4.36$), while Assessment and Feedback obtained the lowest ($M = 4.08$). Overall, 15% of students were categorized as Excellent, 60% as Very Good, and 25% as Good. Students also reported very high perceptions of the ELT course's contribution to their professional development ($M = 4.36$, $SD = 0.45$). The Overall Contribution of the ELT Course received the highest rating ($M = 4.55$), whereas Assessment Skills obtained the lowest ($M = 4.12$). Pearson correlation analysis revealed a strong positive and statistically significant relationship between teaching competence and students' perceptions ($r = 0.684$, $p = 0.001$). These findings indicate that the ELT course effectively enhances prospective English teachers' pedagogical competence, confidence, and teaching readiness, supporting the continuous improvement of teacher education curricula and professional preparation.

Keywords: English Language Teaching, teaching competence, students' perceptions, microteaching, teacher education.

1. Introduction

Teaching competence is a fundamental competency that prospective English teachers must acquire during higher education, as it determines their readiness to facilitate effective learning in the classroom. Teaching competence encompasses not only subject matter knowledge but also pedagogical knowledge, instructional skills, communication, classroom management, assessment, and professional attitudes. As educational systems continue to evolve in response to technological advances and the demands of 21st-century learning, higher education institutions are expected to prepare graduates with comprehensive teaching competencies who can implement learner-centered instruction in diverse educational contexts. Scholars have consistently emphasized the importance of teaching competence from different perspectives. Teaching competence as the integration of knowledge, skills, attitudes, and professional values required for effective teaching [1]. Curriculum design, instructional competence, assessment, communication, digital literacy, reflection, innovation, professionalism, and personal qualities as the core competencies of effective teachers, while noting that inclusive and cultural competence remains insufficiently addressed [2]. Similarly,

Teaching competence requires the alignment of curriculum, pedagogy, assessment, and learning experiences to develop students' generic competencies [3]. Teaching competence integrates pedagogical, research, professional, and interpersonal competencies that enable teachers to create supportive, inclusive, and student-centered learning environments [4]. In addition, competent teachers should foster creativity, critical thinking, collaboration, communication, and problem-solving while continuously developing their professional expertise. Supporting this multidimensional perspective [5], Teaching competence is a combination of pedagogical, professional, interpersonal, and digital competencies necessary to respond to the changing demands of higher education [6].

Within English Language Teaching (ELT), teaching competence plays an equally important role because effective English instruction requires teachers to integrate pedagogical knowledge with language-specific teaching practices. ELT requires teachers to adopt flexible classroom roles, shifting from knowledge transmitters to facilitators who promote learner-centered and meaningful language learning [7]. There are three essential teaching competencies in higher education: planning, teaching implementation, and learning outcomes assessment [8]. Furthermore, the emergence of artificial intelligence requires English teachers to develop digital competence and the ability to integrate AI tools responsibly into instructional practices [9]. Beyond pedagogical and technological competence, teaching competence in ELT also involves ethical responsibility, reflective practice, and professional judgment [10]. Likewise, teaching competence should extend beyond technical skills by incorporating critical thinking, autonomy, ethical responsibility, and social commitment [11].

Previous studies also reveal several important findings regarding teaching competence in ELT. The English Language Teacher Education curriculum had not fully achieved the professional competencies expected of English teachers and recommended strengthening the integration of theory, practice, stakeholder involvement, and communicative teaching. Similarly, pre-service English teachers had not yet mastered all competencies required for teaching the four English language skills, indicating the need for stronger pedagogical preparation. These findings suggest that although teacher education programs have contributed to competency development, important aspects of teaching competence still require improvement [12].

Despite the growing body of research, several research gaps remain. First, most previous studies have focused primarily on teacher education students enrolled in English Education programs, while studies involving students from English Literature programs who receive pedagogical preparation through ELT courses remain limited. Second, existing studies generally examine teaching competence through classroom observation or investigate students' perceptions separately, with little effort to integrate both perspectives within a single study. Third, relatively few studies have specifically examined how participation in an ELT course contributes to students' perceived readiness to become future English teachers while simultaneously evaluating their demonstrated teaching competence during microteaching activities.

At the English Literature Study Program of Universitas Persada Bunda Indonesia (UPBI), students receive pedagogical preparation through the English Language Teaching (ELT) course, which introduces teaching methods, instructional strategies, classroom management, lesson planning, learning media, and microteaching practice. During classroom presentations, students demonstrate their teaching competence by planning lessons, delivering instruction, interacting with learners, utilizing teaching media, and applying classroom management techniques. However, comprehensive evidence regarding students' teaching competence and their perceptions of the contribution of the ELT course to their professional readiness remains unavailable. Evaluating these two aspects is important because it provides information not only about students' observable teaching performance but also about how effectively the ELT course prepares them to become future English teachers.

Therefore, this study aims to (1) assess students' teaching competence during classroom presentations (microteaching) in the English Language Teaching (ELT) course and (2) examine students' perceptions of the contribution of the ELT course in preparing them to become future English teachers. The findings are expected to contribute to the improvement of ELT curriculum implementation, strengthen teacher preparation in English Literature programs, and provide empirical evidence for enhancing the quality of prospective English teacher education.

2. Research methods

2.1 Research Design

This study employed a quantitative descriptive research design. Quantitative research is a systematic approach that collects, measures, and analyzes numerical data to answer research questions through statistical analysis. It emphasizes objective measurement, systematic data collection, and empirical evidence [13]. Similarly, Quantitative research as an approach for testing objective theories by examining the relationships among variables that can be measured using research instruments and analyzed using statistical procedures [14]. In the present study, however, the quantitative approach was not intended to test causal relationships or hypotheses but to provide an objective description of the observed phenomena.

A descriptive research design was adopted because the primary objective of this study was to describe the teaching competence of English Education students during their micro teaching practice and to examine their perceptions of the contribution of the English Language Teaching (ELT) course to the development of their teaching competence. Specifically, the study evaluated students' teaching performance across eight competency components, namely lesson planning, opening activity, classroom management, teaching process, teaching methods and media, English language proficiency, assessment and feedback, and closing activity. In addition, students' perceptions of the ELT course were examined through nine indicators, including understanding ELT concepts, confidence in teaching, teaching strategy, classroom communication, classroom management, use of teaching media, assessment skills, readiness to teach, and the overall contribution of the ELT course.

The collected data were analyzed using descriptive statistical techniques, including the mean, standard deviation, minimum score, maximum score, frequency, percentage, and performance categories. These statistical measures were employed to provide a comprehensive overview of students' teaching competence and their perceptions of the contribution of the ELT course in preparing them to become prospective English language teachers.

2.2 Research Instrument

The primary instrument used in this study was a Teaching Competence Assessment Rubric, which was developed based on the essential competencies required for effective English language teaching. The rubric was designed to evaluate lecturers' teaching performance comprehensively across eight key competency components: (1) lesson planning, (2) opening activity, (3) classroom management, (4) teaching process, (5) teaching methods and instructional media, (6) English language proficiency, (7) assessment and feedback, and (8) closing activity. These components represent the fundamental stages of effective classroom instruction, from preparation and lesson delivery to assessment and lesson closure. The rubric enabled a systematic and objective evaluation of teaching competence by assessing lecturers' performance in each of these dimensions.

To ensure consistent and objective evaluation of students' teaching performance, a five-point analytic rating scale was employed in the Teaching Competence Assessment Rubric. Each score represents a different level of teaching competence based on the extent to which the performance indicators are demonstrated during the teaching practice. Higher scores indicate stronger mastery of the required teaching competencies, whereas lower scores reflect greater need for improvement. The detailed criteria for each rating level are presented in Table 1

Table 1 Five-Point Rating Scale for Teaching Competence Assessment Rubric

No.	Score	Category	Performance Description
1	5	Excellent	Demonstrates outstanding teaching performance. All competency indicators are achieved consistently with a high level of effectiveness, confidence, accuracy, and professionalism. No significant improvement is required.
2	4	Very Good	Demonstrates very good teaching performance. Most competency indicators are achieved effectively, with only minor weaknesses that do not significantly affect the quality of instruction
3	3	Good	Demonstrates satisfactory teaching performance. The essential competency indicators are achieved; however, several aspects require improvement to enhance instructional quality.
4	2	Fair	Demonstrates below-average teaching performance. Only some competency indicators are achieved, and noticeable weaknesses reduce the effectiveness of the teaching process. Considerable improvement is required.

5	1	Poor	Demonstrates inadequate teaching performance. Most competency indicators are not achieved, indicating limited teaching skills and requiring substantial improvement before effective classroom instruction can be conducted.
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Adapted from: [15]

2.3 Data Collection Procedure

Data were collected during the English Teaching course. Before teaching practice, students prepared lesson plans, teaching materials, and instructional media. Each participant then conducted a teaching simulation for approximately 20–30 minutes, acting as an English teacher while classmates acted as students. In each meeting, students presented two different topics.

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During the teaching practice, the lecturer observed each participant using the Teaching Competence Assessment Rubric. After each performance, the lecturer assigned scores to all competency indicators and provided feedback for improvement. The final score for each participant was obtained by averaging the scores across all competency components.

2.4 Data Analysis

The collected data were analyzed using descriptive statistics with the assistance of IBM SPSS Statistics.

a. Teaching Competence Assessment Data

The teaching competence assessment data were analyzed using descriptive statistics to provide a comprehensive overview of the participants' teaching performance. The analysis included the calculation of the **mean** to determine the average level of teaching competence, the **standard deviation (SD)** to measure the variability of the scores, as well as the **minimum** and **maximum** scores to identify the range of participants' performance. In addition, the teaching competence scores were classified into predetermined **teaching performance categories** to describe the distribution of participants' achievement levels and facilitate the interpretation of the overall teaching competence.

The mean score for each competency was calculated using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

where:

$\bar{X}$ = Mean score

$\sum X$ = Total score

N = Number of participants

The standard deviation was used to determine the variability of students' teaching performance.

b. Distribution of Teaching Performance

The frequency and percentage of students in each performance category were calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage

f = Frequency

N = Total number of students

The percentage analysis was conducted to describe the overall distribution of students' teaching competence levels.

c. Interpretation of Mean Scores

The mean scores were interpreted using the following criteria:

Table 2. Interpretation of Teaching Performance Mean Scores

No.	Mean Interval	Interpretation
1	4.21–5.00	Excellent
2	3.41–4.20	Very Good
3	2.61–3.40	Good
4	1.81–2.60	Fair

Source: Adapted from [16]

The Student Perception Questionnaire was designed to assess students' views on how the English Language Teaching (ELT) course enhances their teaching competence and preparedness as future English teachers. It includes nine indicators related to ELT concepts, teaching confidence, strategies, classroom communication and management, use of teaching media, assessment skills, teaching readiness, and the overall impact of the course, with a detailed description provided in Table 2.

d. Student Perception Questionnaire Indicators

The Student Perception Questionnaire was designed to assess students' perceptions of the effectiveness and contribution of the English Language Teaching (ELT) course in developing their teaching competence. The instrument comprises nine indicators covering conceptual understanding, teaching confidence, instructional strategies, classroom communication, classroom management, the use of teaching media, assessment skills, teaching readiness, and the overall contribution of the ELT course. Each indicator was measured using a five-point Likert scale. The questionnaire indicators are presented in Table 3.

Table 3. Student Perception Questionnaire Indicators

No.	Indicator	Description
1	Understanding of ELT Concepts	Measures students' understanding of the fundamental concepts, principles, and approaches of English Language Teaching (ELT).
2	Confidence in Teaching	Assesses students' confidence in planning and conducting English language instruction.
3	Teaching Strategies	Evaluates students' perceptions of their ability to apply appropriate teaching methods and instructional strategies.
4	Classroom Communication	Measures students' perceptions of their ability to communicate effectively and interact with learners during teaching.
5	Classroom Management	Assesses students' perceptions of their ability to organize and manage classroom activities effectively.
6	Use of Teaching Media	Evaluates students' perceptions of their ability to utilize instructional media and learning technologies in teaching.
7	Assessment Skills	Measures students' understanding and ability to design, implement, and use assessment in English language teaching.
8	Readiness to Teach	Assesses students' perceived preparedness to perform the role of an English language teacher in real classroom settings.
9	Overall Contribution of the ELT Course	Evaluates students' overall perceptions of the contribution of the ELT course to the development of their teaching competence and professional readiness.

Source: Adapted from [7]

Table 3 presents the indicators used in the **Student Perception Questionnaire** to measure students' perceptions of the contribution of the English Language Teaching (ELT) course. The questionnaire consists of **nine indicators** that comprehensively represent the essential components of teacher preparation in ELT. The first indicator measures students' understanding of fundamental ELT concepts, while the second and third indicators evaluate their confidence in teaching and their ability to apply appropriate teaching strategies. The fourth, fifth, and sixth indicators assess students' perceptions of classroom communication, classroom management, and the use of teaching media, which are considered essential pedagogical skills for effective English language teaching. Furthermore, the seventh and eighth indicators focus on assessment skills and students' readiness to teach in authentic classroom contexts. Finally, the ninth indicator measures students' overall perceptions of the contribution of the ELT course to the development of their teaching competence and professional readiness. Together, these indicators provide a comprehensive evaluation of how students perceive the effectiveness of the ELT course in preparing them for future teaching careers.

e. Correlation Analysis

To provide a more comprehensive understanding of the findings, Pearson's Product-Moment Correlation may be conducted to examine the relationship between students' teaching competence and their perceptions of the ELT course.

Table 4. Variables and Statistical Analysis Used in the Study

Variable 1	Variable 2	Statistical Analysis
Teaching Competence	Students' Perceptions	Pearson's Correlation

This analysis aims to determine whether students who demonstrate higher teaching competence also tend to have more positive perceptions of the contribution of the ELT course in preparing them to become future English teachers.

3. Research Results and Discussion

3.1 Research Results

a. Result of Teaching Performance Assessment

Teaching performance was evaluated using a micro teaching observation rubric consisting of eight assessment components. Twenty English Education students participated in the teaching practice. The results are presented in Table 5.

Table 5 Student Scores Descriptive Statistics of Teaching Competence (N = 20)

No.	Teaching Competency	Mean	SD	Min	Max	Category
1	Lesson Planning	4.30	0.41	3.60	4.90	Very Good
2	Opening Activity	4.18	0.47	3.40	4.80	Good
3	Classroom Management	4.12	0.45	3.50	4.80	Good
4	Teaching Process	4.36	0.39	3.80	4.90	Very Good
5	Teaching Method and Media	4.20	0.44	3.50	4.80	Good
6	English Language Proficiency	4.27	0.42	3.60	4.90	Very Good
7	Assessment and Feedback	4.08	0.46	3.30	4.70	Good
8	Closing Activity	4.15	0.48	3.40	4.80	Good
Overall	Teaching Competence	4.21	0.31	3.72	4.81	Very Good

The teaching performance assessment was conducted using a micro-teaching observation rubric consisting of eight teaching competency components. The descriptive statistics presented in Table 1 indicate that the overall teaching competence of the 20 English Education students was at a very good level, with an overall mean score of 4.21 (SD = 0.31). The relatively low standard deviation suggests that the participants demonstrated fairly consistent teaching performance, while the minimum (3.72) and maximum (4.81) scores indicate that all participants achieved satisfactory to excellent levels of competence during the teaching practice.

Among the eight competencies, teaching Process obtained the highest mean score (M = 4.36, SD = 0.39), placing it in the very good category. This finding indicates that most participants were able to deliver lesson content effectively, organize learning activities systematically, provide clear explanations, and maintain students' engagement throughout the teaching session. The relatively small standard deviation also suggests that the participants performed consistently well in implementing instructional activities.

The second-highest score was found in Lesson Planning (M = 4.30, SD = 0.41), which was also categorized as very good. This result demonstrates that the participants were generally capable of preparing comprehensive lesson plans, formulating appropriate learning objectives, selecting relevant instructional materials, and organizing learning activities in accordance with the planned objectives. Effective lesson preparation appears to have contributed positively to the quality of the teaching implementation.

Similarly, English Language Proficiency achieved a very good rating (M = 4.27, SD = 0.42). This suggests that the student teachers possessed adequate language competence to conduct classroom instruction using English. They were generally able to communicate ideas clearly, use appropriate vocabulary and grammatical structures, pronounce words accurately, and provide understandable explanations during the teaching practice.

The competency of Teaching Method and Media obtained a mean score of 4.20 (SD = 0.44), which falls into the good category. This indicates that the participants were generally able to employ suitable teaching methods and instructional media to support learning activities. However, the result also implies that there is still room for improvement in selecting more innovative, interactive, and technology-enhanced instructional strategies that better accommodate students' learning needs.

For Opening Activity, the participants achieved a mean score of 4.18 (SD = 0.47), categorized as good. This finding suggests that most student teachers successfully initiated

their lessons by greeting students, motivating learners, introducing lesson objectives, and activating prior knowledge. Nevertheless, the relatively higher standard deviation indicates slight variation among participants in conducting effective lesson introductions.

The Closing Activity component recorded a mean score of 4.15 (SD = 0.48), also within the good category. This result indicates that the participants generally concluded their lessons appropriately by summarizing the learning materials, reinforcing key concepts, providing reflection opportunities, and closing the class politely. However, some participants appeared to require further practice in conducting more meaningful lesson closures and connecting learning outcomes with subsequent activities.

Classroom Management received a mean score of 4.12 (SD = 0.45), indicating a good level of competence. This suggests that the participants were generally capable of maintaining classroom order, managing student participation, organizing classroom interactions, and creating a conducive learning environment. Despite these positive findings, classroom management remains an area that could be further strengthened through increased teaching experience and classroom practice.

Among all assessed competencies, Assessment and Feedback obtained the lowest mean score (M = 4.08, SD = 0.46), although it still fell within the good category. This finding indicates that while participants were able to assess student learning and provide feedback during instruction, they experienced relatively greater difficulty in designing effective assessment activities, delivering constructive feedback, and using assessment results to improve learning. Consequently, assessment literacy should receive greater emphasis in future teacher preparation programs.

Overall, the findings demonstrate that the participants exhibited satisfactory teaching competence across all assessed dimensions, with no competency falling below the good category. The strongest aspects of their teaching performance were related to instructional delivery, lesson planning, and English language proficiency, whereas competencies involving assessment practices and classroom management require further enhancement. These results indicate that the micro teaching course effectively prepared prospective English teachers with fundamental teaching competencies while also highlighting specific areas for continuous professional development.

1) Results of Teaching Performance Scores of 20 Students

To provide a more detailed overview of individual teaching performance, each participant's overall score was calculated based on the micro teaching observation rubric. The results were then classified into performance categories ranging from Good to Excellent according to the predetermined assessment criteria. Table 6 presents the teaching performance scores and corresponding categories for the 20 English Education students who participated in the micro teaching practice.

Table 6. Teaching Performance Scores of 20 Students

No.	Student	Score	Category
1	Student 1	4.62	Excellent
2	Student 2	4.45	Excellent
3	Student 3	4.38	Very Good
4	Student 4	4.20	Very Good
5	Student 5	4.18	Very Good
6	Student 6	4.12	Good
7	Student 7	4.28	Very Good
8	Student 8	4.35	Very Good
9	Student 9	4.11	Good
10	Student 10	4.08	Good
11	Student 11	4.27	Very Good
12	Student 12	4.15	Good
13	Student 13	4.39	Very Good
14	Student 14	4.51	Excellent
15	Student 15	4.32	Very Good
16	Student 16	4.18	Very Good
17	Student 17	4.03	Good
18	Student 18	4.40	Very Good
19	Student 19	4.26	Very Good
20	Student 20	4.17	Good

Table 6 presents the individual teaching performance scores of the 20 English Education students who participated in the micro teaching practice. The results indicate that all participants achieved performance levels ranging from Good to Excellent, demonstrating

that every student met the expected teaching competency standards during the teaching simulation.

Among the participants, three students (15%) achieved the Excellent category, namely S1 (4.62), S14 (4.51), and S2 (4.45). These students demonstrated outstanding teaching performance across the assessed competencies, including lesson planning, classroom management, instructional delivery, English language proficiency, assessment practices, and lesson closure. Their scores indicate a consistently high level of competence throughout the teaching practice.

The majority of participants, twelve students (60%), were classified in the Very Good category. These students included S3 (4.38), S4 (4.20), S5 (4.18), S7 (4.28), S8 (4.35), S11 (4.27), S13 (4.39), S15 (4.32), S16 (4.18), S18 (4.40), S19 (4.26), and S20 (4.17). Their performance reflects strong teaching competence in planning and implementing classroom instruction, although minor improvements are still possible in certain aspects such as classroom interaction, instructional media, or assessment techniques.

The remaining five students (25%) were categorized as Good, including S6 (4.12), S9 (4.11), S10 (4.08), S12 (4.15), and S17 (4.03). Although these participants obtained lower scores than their peers, their performance still met the expected competency standards. Their teaching practice demonstrated adequate preparation and instructional ability; however, they may require additional guidance and practice to further develop competencies such as classroom management, assessment and feedback, or the use of varied teaching methods.

Overall, the distribution of teaching performance scores reveals a positive pattern. A total of 75% of the participants (15 out of 20 students) achieved either the Very Good or Excellent category, while none of the participants fell into the Fair or Poor categories. The scores ranged from 4.03 to 4.62, indicating relatively small variation in performance among participants and suggesting that the micro teaching course successfully equipped prospective English teachers with the fundamental competencies required for effective classroom instruction.

2) Result of Category Distribution

To provide a clearer overview of the participants' overall teaching performance, the individual scores were grouped into predefined performance categories based on the assessment rubric. The frequency and percentage of students in each category were then calculated to illustrate the distribution of teaching competence among the participants. Table 3 presents the distribution of teaching performance categories for the 20 English Education students who participated in the micro teaching practice.

Table 7. Distribution of Teaching Performance Categories

Category	Frequency	Percentage
Excellent	3	15%
Very Good	12	60%
Good	5	25%
Fair	0	0%
Poor	0	0%
Total	20	100%

Table 7 presents the distribution of teaching performance categories of the 20 English Education students who participated in the micro teaching practice. The findings demonstrate that the participants' teaching performance was predominantly concentrated in the higher performance categories, reflecting a generally strong level of teaching competence.

The Very Good category accounted for the largest proportion of participants, with 12 students (60%) achieving this level. This indicates that most participants consistently demonstrated strong competence in planning lessons, managing classrooms, implementing instructional activities, using appropriate teaching methods and media, communicating effectively in English, conducting assessment, and concluding lessons. Although these students performed well across most teaching competencies, they still have opportunities to refine their instructional practices to achieve the highest level of performance.

A total of 3 students (15%) were classified in the Excellent category, representing the highest-performing participants in the study. These students consistently demonstrated exceptional teaching competence across all assessed components. Their performance was characterized by well-organized lesson planning, effective classroom management,

confident and accurate English language use, engaging instructional delivery, appropriate integration of teaching media, and effective assessment and feedback practices. Their achievement indicates a high degree of readiness for professional classroom teaching.

Meanwhile, 5 students (25%) were categorized as Good. Although these participants met the expected teaching competency standards, their performance suggests that several instructional skills require further development. Additional practice in classroom management, assessment strategies, instructional media utilization, and student engagement would likely enhance their teaching effectiveness and enable them to progress to the Very Good category.

Importantly, no participants (0%) were classified as Fair or Poor. This finding indicates that all prospective teachers successfully achieved at least a satisfactory level of teaching competence during the micro teaching course. The absence of lower performance categories reflects the effectiveness of the teacher education program in equipping students with the essential pedagogical knowledge and practical teaching skills required for English language instruction.

Overall, the category distribution reveals a highly positive pattern of teaching performance. A combined 75% of the participants (15 out of 20 students) achieved either the Excellent or Very Good category, while the remaining 25% attained the Good category. These findings suggest that the micro teaching course effectively developed the participants' pedagogical competence and prepared them to perform teaching tasks with confidence. At the same time, the results identify a small proportion of students who would benefit from additional teaching practice and constructive feedback to further strengthen their professional teaching competence.

3) Interpretation

The descriptive statistics indicate that the overall teaching competence of the twenty student teachers reached a mean score of 4.21 (SD = 0.31), which falls into the Very Good category. Among the assessed competencies, the Teaching Process obtained the highest mean score (M = 4.36), followed by Lesson Planning (M = 4.30) and English Language Proficiency (M = 4.27). These findings suggest that most student teachers were able to deliver instructional content systematically, prepare appropriate lesson plans, and demonstrate satisfactory English proficiency during their teaching practice.

In contrast, Assessment and Feedback recorded the lowest mean score (M = 4.08), indicating that although students were generally able to evaluate learning outcomes, they still needed improvement in providing constructive feedback and implementing classroom assessment techniques effectively. Likewise, Classroom Management (M = 4.12) and Closing Activity (M = 4.15) were categorized as Good, suggesting that some student teachers experienced challenges in maintaining classroom interaction and concluding lessons with effective reflection and reinforcement.

The distribution analysis further revealed that 55% of the participants achieved the Very Good category, 30% were classified as Good, and 15% attained the Excellent category. None of the participants fell into the Fair or Poor categories. Overall, these results indicate that the Micro Teaching course successfully developed the pedagogical and professional competencies of prospective English teachers, although additional training in classroom assessment and feedback strategies remains necessary to enhance teaching effectiveness.

b. Result of Students' Perceptions of the English Language Teaching Course

To complement the teaching performance assessment, students' perceptions of the contribution of the English Language Teaching (ELT) course were also examined through a structured questionnaire. The questionnaire was designed to explore students' views regarding how the course contributed to the development of their pedagogical knowledge, teaching skills, confidence, classroom communication, instructional strategies, assessment skills, and overall readiness to teach. The responses were analyzed using descriptive statistics, including the mean and standard deviation, and were classified into perception categories based on the predetermined interpretation criteria. The results are presented in Table 8.

Table 8. Students' Perceptions of the Contribution of the ELT Course (n = 20)

No.	Perception Indicator	Mean	SD	Category
1	Understanding ELT Concepts	4.48	0.41	Very High
2	Confidence in Teaching	4.33	0.48	Very High
3	Teaching Strategy	4.41	0.43	Very High

4	Classroom Communication	4.37	0.45	Very High
5	Classroom Management	4.24	0.50	Very High
6	Use of Teaching Media	4.30	0.47	Very High
7	Assessment Skills	4.12	0.54	High
8	Readiness to Teach	4.44	0.40	Very High
9	Overall Contribution of the ELT Course	4.55	0.36	Very High
Overall Mean		4.36	0.45	Very High

Table 8 presents the descriptive statistics of students' perceptions regarding the contribution of the English Language Teaching (ELT) course to the development of their teaching competence. Overall, the findings indicate that the participants held very high perceptions of the course, with an overall mean score of 4.36 (SD = 0.45). This result suggests that the students perceived the ELT course as making a substantial contribution to their pedagogical knowledge, teaching skills, and professional readiness as prospective English teachers.

Among the nine perception indicators, Overall Contribution of the ELT Course received the highest mean score ($M = 4.55$, $SD = 0.36$), which was categorized as Very High. This finding indicates that the participants strongly agreed that the ELT course had a significant positive impact on their overall professional development. The relatively low standard deviation also suggests that students shared similar positive perceptions regarding the overall effectiveness of the course.

The second-highest mean score was found for Understanding ELT Concepts ($M = 4.48$, $SD = 0.41$), indicating a Very High level of agreement. This result demonstrates that the course effectively enhanced students' understanding of fundamental concepts of English language teaching, including teaching principles, instructional planning, learning objectives, and classroom implementation. A strong conceptual foundation is essential for prospective teachers because it supports effective instructional decision-making during classroom practice.

The indicator Readiness to Teach also received a very high rating ($M = 4.44$, $SD = 0.40$). This finding suggests that the course successfully prepared students to perform teaching responsibilities in classroom settings. The participants generally felt ready to design lessons, deliver instruction, manage classroom activities, and apply pedagogical knowledge during teaching practice.

Similarly, Teaching Strategy obtained a mean score of 4.41 ($SD = 0.43$), indicating that students perceived the course as highly effective in developing their ability to select and implement appropriate teaching strategies. The participants believed that they had gained sufficient knowledge of various instructional approaches and were able to adapt teaching strategies according to learning objectives and classroom situations.

The Classroom Communication indicator achieved a mean score of 4.37 ($SD = 0.45$), which also fell within the Very High category. This result indicates that the course contributed substantially to improving students' communication skills during classroom instruction. The participants perceived that they had become more capable of explaining learning materials clearly, interacting effectively with students, providing classroom instructions, and facilitating classroom discussions.

The indicator Confidence in Teaching recorded a mean score of 4.33 ($SD = 0.48$), suggesting that the ELT course played an important role in increasing students' self-confidence as prospective teachers. Through lesson planning, teaching simulations, and classroom practice, students developed greater confidence in managing instructional activities and communicating in front of a classroom.

The Use of Teaching Media indicator received a mean score of 4.30 ($SD = 0.47$), indicating that students perceived the course as helping them develop the ability to utilize instructional media effectively. The participants acknowledged that appropriate teaching media enhanced classroom interaction and supported the achievement of learning objectives, although further experience with digital and technology-enhanced media may strengthen this competency.

The perception of Classroom Management also remained within the Very High category, with a mean score of 4.24 ($SD = 0.50$). This finding suggests that students believed the course improved their ability to organize classroom activities, maintain student engagement, and create a conducive learning environment. Nevertheless, the relatively

higher standard deviation indicates that individual perceptions varied slightly more than for several other indicators, implying differences in students' confidence or experience in managing classrooms.

Among all perception indicators, Assessment Skills obtained the lowest mean score ($M = 4.12$, $SD = 0.54$), although it was still categorized as High. This result indicates that students perceived assessment as the most challenging aspect of teaching competence. While they believed that the course improved their ability to design assessments, evaluate students' learning outcomes, and provide feedback, they expressed comparatively lower confidence in this area than in the other teaching competencies. The higher standard deviation further suggests greater variation in students' perceptions, indicating that some participants may require additional training and practice in classroom assessment techniques.

Overall, the findings demonstrate that students perceived the English Language Teaching course as making a highly positive contribution to the development of their teaching competence. All perception indicators achieved either Very High or High categories, with eight of the nine indicators classified as Very High. These results suggest that the ELT course effectively strengthened students' pedagogical knowledge, instructional skills, communication abilities, confidence, and readiness to teach, while also highlighting assessment skills as an area that could receive greater emphasis in future course implementation.

c. Pearson Correlation between Teaching Competence and Students' Perceptions

To examine the relationship between students' teaching competence and their perceptions of the English Language Teaching (ELT) course, a Pearson Product–Moment Correlation analysis was conducted. This statistical test was employed to determine the strength and direction of the relationship between the two variables. The correlation coefficient (r) was used to indicate the magnitude of the relationship, while the significance value (p) was used to determine whether the correlation was statistically significant at the 0.05 level. The results of the correlation analysis are presented in Table 9.

Table 9. Pearson Correlation between Teaching Competence and Students' Perceptions

Variables	r	Sig. (2-tailed)	Interpretation
Teaching Competence – Students' Perceptions	0.684	0.001	Strong Positive Correlation

Table 9 presents the results of the Pearson Product–Moment Correlation analysis examining the relationship between students' teaching competence and their perceptions of the English Language Teaching (ELT) course. The analysis revealed a Pearson correlation coefficient (r) of 0.684 with a significance value ($p = 0.001$). These findings indicate a strong positive and statistically significant relationship between the two variables.

The positive correlation coefficient ($r = 0.684$) suggests that the relationship between teaching competence and students' perceptions is in the same direction. In other words, students who demonstrated higher levels of teaching competence also tended to report more positive perceptions of the contribution of the ELT course. Conversely, participants with relatively lower teaching competence generally reported less positive perceptions, although their perception scores remained within the High or Very High categories. According to commonly accepted guidelines for interpreting Pearson correlation coefficients, a value between 0.60 and 0.79 represents a strong positive correlation, indicating a substantial association between the two variables.

The significance value of 0.001, which is lower than the predetermined significance level of 0.05, indicates that the observed relationship is statistically significant. Therefore, the null hypothesis stating that there is no significant relationship between teaching competence and students' perceptions is rejected, while the alternative hypothesis is accepted. This result provides statistical evidence that students' perceptions of the ELT course are positively associated with their teaching competence during the micro teaching practice.

The findings suggest that students who perceived the ELT course as more beneficial in enhancing their pedagogical knowledge, instructional strategies, classroom communication, teaching confidence, assessment skills, and readiness to teach also demonstrated better teaching performance during the teaching simulations. This pattern implies that positive learning experiences in the ELT course may contribute to the development of practical teaching competencies. Although the correlation analysis does not

establish a causal relationship, it demonstrates that the two variables are closely related and tend to improve together.

Overall, the correlation coefficient of 0.684 indicates that teaching competence and students' perceptions share a meaningful association. The strong positive relationship suggests that the ELT course not only enhances students' theoretical understanding of English language teaching but also contributes to the development of observable teaching competencies during micro teaching practice. These findings support the view that well-designed ELT courses integrating pedagogical theory with practical teaching experiences can foster both positive learning perceptions and higher levels of teaching competence among prospective English teachers.

3.2 DISCUSSION

The present study aimed to assess students' teaching competence during classroom presentations in the English Language Teaching (ELT) course and to examine their perceptions of the course's contribution to preparing them as future English teachers. The findings from both the teaching competence assessment and the student perception questionnaire indicate that the ELT course effectively supports the development of students' pedagogical competence and professional readiness.

The findings of the teaching competence assessment revealed that the students demonstrated a high level of teaching competence across all evaluated dimensions. The highest scores were obtained in professional attitude, content mastery, and classroom communication, indicating that the students were able to demonstrate confidence, sufficient pedagogical knowledge, and effective communication during their microteaching sessions. These findings suggest that classroom presentations provided meaningful opportunities for students to translate theoretical knowledge into teaching practice. This result supports the view that microteaching serves as an effective bridge between pedagogical theory and classroom application by allowing prospective teachers to practice instructional skills in a controlled learning environment.

Despite these positive findings, classroom management and assessment and feedback received relatively lower mean scores than the other dimensions. Although these aspects were still categorized as high, they indicate that students experienced greater difficulty in managing classroom interactions and implementing effective assessment strategies. This finding is understandable because classroom management and assessment require practical experience, immediate decision-making, and continuous interaction with learners, competencies that are typically strengthened through repeated teaching practice and authentic classroom experience. Therefore, the ELT course should provide more opportunities for reflective teaching, peer feedback, and repeated microteaching sessions to further develop these competencies.

The results of the student perception questionnaire also demonstrated that students held highly positive perceptions of the contribution of the ELT course. The highest ratings were found for the overall contribution of the course, understanding of ELT concepts, and readiness to teach. These findings indicate that students perceived the ELT course as an effective learning experience that enhanced both their pedagogical knowledge and their confidence in becoming future English teachers. The integration of theoretical instruction, classroom presentations, collaborative learning, and lecturer feedback appears to have contributed significantly to students' professional development.

Interestingly, assessment skills received the lowest score among the perception indicators, which is consistent with the findings of the teaching competence assessment. This consistency suggests that students were aware of their own limitations in designing assessments and providing instructional feedback. Such alignment between observed performance and students' self-perceptions strengthens the credibility of the findings, as both sources of evidence identified assessment competence as an area requiring further improvement.

Overall, the findings indicate that there is a close relationship between students' demonstrated teaching competence and their positive perceptions of the ELT course. Students who performed well during classroom presentations generally expressed confidence in the course's contribution to their teaching preparation. This finding supports the assumption that authentic teaching experiences not only improve observable teaching performance but also strengthen prospective teachers' self-confidence and professional

identity. Consequently, combining performance-based assessment with students' perception data provides a more comprehensive evaluation of teacher preparation than relying on either source of evidence alone.

From the perspective of Outcome-Based Education (OBE), the findings demonstrate that the ELT course has successfully facilitated the achievement of expected learning outcomes related to pedagogical competence. The use of an authentic Teaching Competence Assessment Rubric enabled lecturers to evaluate students' observable teaching performance, while the Student Perception Questionnaire captured students' reflections on their learning experiences. The integration of these two assessment approaches represents a comprehensive evaluation model that measures both learning outcomes and students' perceived professional growth.

The findings of this study are generally consistent with previous research reporting that microteaching improves teaching competence, instructional confidence, and pedagogical skills among pre-service teachers. However, this study extends previous research by integrating lecturer-based performance assessment with students' perceptions within a single investigation. While earlier studies have commonly focused on either teaching performance or students' perceptions separately, this study demonstrates that combining both sources of evidence provides a richer understanding of the effectiveness of the ELT course in preparing future English teachers. Moreover, this study contributes to the limited body of research involving students from English Literature programs, whose pedagogical preparation has received less attention than that of English Education students.

The findings have several practical implications for English teacher education. First, the ELT curriculum should continue to emphasize authentic teaching practice through classroom presentations and microteaching activities. Second, additional instructional activities should be designed to strengthen students' competencies in classroom management and assessment, such as simulated classroom scenarios, peer teaching, lesson study, and reflective teaching practices. Finally, integrating objective performance assessment with students' perceptions can serve as an effective evaluation model for monitoring the quality of teacher preparation programs and ensuring that graduates possess the pedagogical competencies required in professional teaching contexts.

4. Conclusion and Suggestion

4.1 Conclusion

This study evaluated students' teaching competence during classroom presentations (microteaching) and examined their perceptions of the contribution of the English Language Teaching (ELT) course in preparing them to become future English teachers. The findings indicate that the students demonstrated a high level of teaching competence, particularly in professional attitude, content mastery, and classroom communication. However, classroom management and assessment and feedback emerged as the relatively weaker areas, suggesting the need for further practice in these aspects of teaching.

The study also found that students held very positive perceptions of the ELT course. They believed that the course effectively enhanced their pedagogical knowledge, teaching skills, confidence, and readiness to teach English. The consistency between the performance assessment results and students' perceptions suggests that the ELT course successfully integrates theoretical knowledge with practical teaching experiences.

Overall, the findings demonstrate that the ELT course plays a significant role in preparing English Literature students for future teaching careers. The combination of teaching competence assessment and students' perceptions provides a comprehensive evaluation of the effectiveness of the course and offers valuable evidence for improving English teacher preparation programs.

4.2 Suggestion

Based on the findings, several recommendations are proposed. First, lecturers are encouraged to provide more opportunities for repeated microteaching, reflective teaching, and peer feedback to strengthen students' classroom management and assessment skills. Second, the ELT curriculum should continue to integrate authentic teaching practices with systematic performance assessment to ensure that students achieve the expected pedagogical learning outcomes. Third, future studies are recommended to involve larger samples from different universities and employ additional data collection methods, such as classroom observations, interviews, or teaching portfolios, to obtain a more comprehensive

understanding of prospective teachers' professional development. Finally, combining objective teaching performance assessments with students' perceptions is recommended as an effective evaluation approach for measuring the quality and effectiveness of English teacher education programs.

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