

PRE-SERVICE EFL TEACHERS' PERCEPTION OF TEACHING COMPETENCY DEVELOPMENT OVER THE TESOL COURSE

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Received 24 July 2023

Revised 16 August 2023; Accepted 26 August 2023

Abstract: The English teaching practice is an essential part of a TESOL methodology course as it can offer TESOL students or pre-service English as a foreign language (EFL) teachers valuable experience in actual teaching environments. Additionally, TESOL methodology courses play a crucial role in providing pre-service EFL teachers with excellent chances to master their professional knowledge to become competent language teachers in the future. In this regard, pre-service teachers' improvement in knowledge, attitudes, and professional skills in teaching English is of vital importance to their teaching career since they assist pre-service EFL teachers in displaying teaching abilities. This study aimed at examining pre-service teachers' perception of their teaching competency development after taking 45 periods of the English teaching course, which is a compulsory course in the MA program. 121 pre-service EFL teachers, whose majors are TESOL methodology, answered the self-assessment questionnaire survey in this study. The SPSS software was utilized for data analysis. The findings disclosed that pre-service EFL teachers believed that their teaching competencies were developed after learning the teaching practice course. Specifically, they improved their knowledge and teaching skills so as to attract students to their lessons. Pedagogical implications are suggested for policymakers and teacher trainers to enhance pre-service EFL teachers' teaching competencies based on the preliminary results of the current study.

Keywords: English teaching practice, pre-service EFL teachers, teaching competency, TESOL courses

1. Introduction

It is generally agreed that teaching competency performs a vital role in the process of teaching since it assists teachers to demonstrate their confidence in their abilities. Thus, teachers' teaching competency may contribute to the efficacy of classroom practice (Dignath, 2021). Accordingly, the English teaching practice (ETP) is vital for teachers to gain their competencies in teaching so that their teaching quality can be improved. Additionally, the ETP enables language teachers to enhance their professional competence and teaching skills as well in order to become effective and qualified teachers.

Apart from that, the ETP is one of the key components of the training process, which provides teachers with wonderful opportunities to bring theories to actual classroom settings (Azeem, 2011; Foncha et al., 2015). In addition, Komba and Kira (2013) stated that the ETP provides student teachers with a great opportunity to increase their exposure to real teaching contexts, which helps them gain teaching competence. Thus, acquiring teaching abilities has a

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significant impact on the enhancement of teaching and learning quality (Alqiawi & Ezzeldin, 2015; Bhargava & Pathy, 2011). Hence, pre-service teachers are offered a chance in order to attempt the art of teaching before embarking on their real teaching career (Kiggundu & Nayimuli, 2009).

Additionally, Blašková et al. (2014) highlight that university teachers' competency in teaching the English language benefits their university and students. Therefore, training teachers is prioritized by training institutions as it helps teachers to achieve academic standards (Tran, 2020). In fact, it is important that teachers should have considerable skills as well as competencies to meet the demands of today's education reforms (Zhumash et al., 2021). According to Sadeghi and Richards (2021), teacher training approaches provide the necessary skills for teachers to gain new teaching experiences in the classroom. In a similar vein, in the Vietnamese context, training pre-service EFL teachers to be skilled teachers in the future is important to language teachers and educators in recent years. Apart from that, Bhargava and Pathy (2011) stated that pre-service teachers' attitudes toward teaching professions are crucial as positive attitudes can lead to their motivation for improving their teaching capabilities so that they are able to become adept teachers.

Regarding the significance of this study, it will make a valuable contribution toward the understanding of pre-service teachers' perception about developing their teaching competency after taking the teaching practice course. In fact, comprehending their attitudes and beliefs in terms of their teaching competency development (TCD) is critical as they can help university administrations and teacher trainers provide appropriate training programs and efficient teaching methods, which is beneficial to pre-service EFL teachers' TCD. Besides, this study is significant as it contributes to a vast body of research on pre-service teachers' assessment of their TCD after learning MA programs. What is more, the findings of this study could provide deep insights into pre-service EFL teachers' invaluable experience in putting theory into practice.

In the context of Vietnam, it can be observed that training EFL teachers to achieve the academic standards of English language teaching (ELT) has been stimulated to date. In this line, fiats and directions for high standards on teaching competency among Vietnamese EFL teachers are provided by Vietnam's Ministry of Education and Training (MOET) in order to help EFL teachers reach such standards. In respect of ELT, MOET (2014) offered Vietnamese EFL teachers a general teaching competency framework including five key areas: knowledge of the subject and the curriculum, knowledge of ELT, knowledge of language learners, ethics and values in language teaching, and collaboration and practice in teaching the English language. Regarding knowledge of the subject and curriculum, it involves English capacity, a deep understanding of the English language system and foreign culture, and the ability to make use of teaching materials. In terms of knowledge of teaching English, it includes teaching methodology, the capability of designing lessons, organizing learning activities, evaluating students' performances, selecting teaching resources, and applying technology to teaching English. Knowledge of language learners embraces an understanding of students' attitudes toward their English language learning and the ability to increase students' creativity and critical thinking. With respect to ethics and values in the teaching profession, it encompasses teachers' competency in teaching English, the cooperation between teachers and students, teachers' capacity for teaching English, and teachers' contributions to the field. Finally, in terms of collaboration and English language teaching practice, it involves closer cooperation among schools as well as teachers' self-evaluation of their teaching competency.

Thus, this framework is essential to teacher training programs as it provides schools and universities with explicit guidelines so as to evaluate teaching competency among pre-service teachers, high school teachers, and tertiary teachers so that the quality of ELT is enhanced. Nevertheless, teacher training program in Vietnam encounters considerable problems, which prevents the development of students' discipline and practice teaching ability (Le & Tran, 2022). One of the key issues of teacher development programs is that they are not of high quality (Dede et al., 2009), which results in teachers' lack of subject knowledge or suitable skills (Khan et al., 2016). Another problem is that universities do not provide students with a sufficient environment to enhance their soft skills as well as the teaching practice is ineffective (Tran, 2012). The third problem concerns the improvement in the quality of training programs that help pre-service EFL teachers to use English and apply knowledge to their teaching.

Therefore, this paper attempts to scrutinize pre-service EFL teachers' perception of their ELT competence enhancement after completing the course in English teaching practice at a higher institution in Ho Chi Minh City (HCMC), Vietnam. To this end, this study seeks to respond to the following research question:

What is pre-service teachers' perception of their language teaching competency development after the English teaching practice course?

2. Literature Review

2.1. Definitions of Teaching Competency

Nemet (2018) defined teaching competency as the ability of teachers to apply their knowledge, attitudes, and teaching skills to stimulate students to their learning. In addition, teaching competency refers to teachers' ability to manage the process of teaching and learning activities (Aulia, 2021; Channa & Sahito, 2022; Ghufroon et al., 2022). Moreover, teaching competency is defined as skills and abilities that are possessed by teachers so as to make the learning environment effective (Sekar, 2016). From the aforementioned definitions, teaching competency is regarded as teachers' capabilities for sharing their academic knowledge and employing efficient methods of teaching so as to engage students in the learning process.

2.2. Components of Teaching Competency

Numerous researchers and practitioners (e.g., Brosh, 1996; McDiarmid & Clevenger-Bright, 2008; Paramanik & Barman, 2019; Pramatarindya & Sukidjo, 2018; Sekar 2016; Zeichner, 2010) have asserted that teaching competency involves fundamental components such as knowledge, skills, and attitudes. Teachers' knowledge involves "an understanding of the relationship between content knowledge and pedagogical content knowledge" (Grant, 2008, p. 127). According to Bardakci and Ünalı (2021), content knowledge refers to teachers' knowledge of the subject matter that they are teaching while pedagogical content knowledge is knowledge that forms a basis for language teaching and learning activities. Particularly, pedagogical content knowledge embraces curriculum planning, material designs, evaluation, reflective teaching, classroom management, and teaching four language skills (Aulia, 2021; Richards, 2011). With respect to skills, they are performances by teachers in order to organize their lectures including interpreting tasks, checking students' understanding, and guiding students' practice (Richards, 2010). Concerning attitudes, they refer to the relationship between teachers and students so as to help students achieve their learning goals (Mullock, 2003).

In this light, three principal components of pre-service EFL teachers' perception of teaching competency after the English teaching practice periods in this study encompass

knowledge, skills, and attitudes.

2.3. Pre-service Teachers' Perception of Teaching Competency Development After the English Teaching Practice Course

There have been several studies that have investigated the views of pre-service teachers on developing teaching competencies during teaching practice periods in various settings. In foreign contexts, a study by Freeman et al. (2014) disclosed that pre-service language teachers found that it was challenging for them to manage classrooms efficiently in order to complete their teacher preparation program. In addition, Yüksel (2014) explored pre-service teachers' appraisal of their teaching competency. The results showed that they believed that they acquired professional competence in terms of teaching. In 2018, Castañeda-Trujillo and Aguirre-Hernández examined pre-service EFL teachers' conceptualizations of their ELT. The findings indicated that pre-service language teachers had an awareness of their teaching practice's significance and they believed that their mentor provided theory and valuable experience for their teaching competence improvement. Besides, Özdaş (2018) concluded that pre-service language teachers gained considerable experience in teaching through the teaching practice course. Karim et al. (2019) have pinpointed that pre-service teachers believed that teacher training courses could enhance their pedagogical and linguistic competence. Yin (2019) explored attitudes to experiences among pre-service teachers in a teacher training course. The findings indicated that participants perceived that the university course provided them with various necessary skills to prepare for lectures and reflect on their teaching practice.

In 2020, Afalla and Fabelico explored pre-service teachers' teaching competency. The findings revealed that teachers increased their teaching capability. Kihwele and Mtandi (2020) confirmed that pre-service teachers perceived clearly the significance of teacher practice since it assists them to sharpen their pedagogical skills. Furthermore, Uzun (2022) investigated opinions on pronunciation teaching among Turkish pre-service teachers. This study involved 150 pre-service EFL teachers who completed a survey. The findings showed that participants viewed pronunciation as a crucial part of language learning as well as further training in teaching pronunciation was needed.

Within the context of Vietnam, Ly and Tran (2019) investigated pre-service teachers' perceptions of their identity establishment after the teaching practicum in Vietnam. The results indicated that participants developed their professional identities after practicing their English teaching. In 2021, Nguyen and Nguyen explored pre-service language teachers' perceptions of the standard of a training course. There were 39 teachers who participated in the interviews. It was indicated that pre-service language teachers agreed that this course was of very high quality. Trinh et al. (2022) examined EFL teachers' self-efficacy and their classroom management in the Mekong Delta. This study employed a mixed methods design including a questionnaire, interviews, and classroom observations. This study involved 46 teachers from three high schools who answered the questionnaire. There were 12 teachers who attended the interviews and 6 teachers who allowed the researchers to observe their classes. The findings revealed that teachers who had a higher level of self-efficacy could manage their classes more skillfully than those with a lower level of self-efficacy.

Thus, it is noticeable that there is a scarcity of scholarship that explored pre-service EFL teachers' viewpoints on TCD over the course of English teaching practice in the Vietnamese context. Hence, it is vital to come under the scrutiny of pre-service EFL teachers' perception of teaching competency enhancement after completing an English teaching practice course in their

MA program at a university in HCMC, Vietnam.

3. Methodology

3.1. Research Setting

This quantitative study was carried out at the Faculty of English Language in a college which is situated in Ho Chi Minh City, Vietnam. Particularly, this institution provides different training programs such as Bachelor's program and MA in the TESOL program so that students can choose their majors easily. The TESOL program focuses on three specialized courses, namely Translation and Interpretation, Business English, and TESOL Methodology. It is observed that numerous students, who did not have experience in ELT, participated in the TESOL methodology course. However, they were able to gain knowledge of the subject and curriculum, have positive attitudes toward their teaching career, and improve their teaching skills after studying the ETP course.

Graduate students who choose the TESOL Methodology major should take four courses including Teaching Methodology I, Teaching Methodology II, Classroom Management Strategies, and Contrastive Linguistic Analysis and Language Teaching. Each course involves 3 credits, hence TESOL students have to complete 12 credits for these courses. In particular, the course of ETP is a principal part of Teaching Methodology II, which was taught within 45 periods. The main objectives of the course involve the skills to design lesson plans for different language skills, the skills to perform different teaching lessons with the assistance of teaching aids, and the skills to observe other teachers' teaching and offer comments on their teaching. Additionally, there are 9 sessions that are involved in this course. During the ETP course, TESOL students had to study lectures on teaching techniques, followed by classroom observations (five sections). Concerning the four last sections, participants practiced their teaching in small groups twice during their course. Each group had to deliver their lessons within 1 hour. Other students played the role of learners and completed an observation form. TESOL students received feedback and comments on their performance from their teacher trainers and classmates after exhibiting their teaching ability.

3.2. Research Participants

The current study aimed to explore pre-service EFL teachers' perception of their teaching competency development after the ETP course. To this end, a cohort of 121 pre-service EFL teachers, who pursued their MA in the TESOL Methodology course, was involved in this study. This study employed convenience sampling as it is a non-probability sample strategy which is appropriate for research that required simple access to participants (Creswell, 2014). The participants majored in the TESOL methodology at an institution in Ho Chi Minh City. Specifically, there were 35 males (28.9 %) and 86 females (71.1 %). Regarding their age, 59 participants (48.7%) were under 22, 55 participants (45.5 %) were between 22-24, and 7 participants (5.8%) were over 24. Concerning teaching experience, nearly 52% of participants had teaching experience at various posts, namely tutor (27.3 %), teaching assistant (19.8 %), and full-time teacher (4.1 %). However, there were 59 participants (48.8 %) who have not had experience in teaching English.

3.3. Research Instrument

A quantitative method was employed in the present study so as to explore pre-service teachers' perception of their English teaching competency enhancement after studying the ETP

course. The questionnaire, which was constructed on the basis of MOET's framework (2014) and adapted from Paramanik and Barman's (2019) questionnaire due to its reliability, involves two sections. Section A asked about participants' demographic information. Section B involves 24 items which are divided into three groups including pre-service teachers' perception of teaching competency in terms of knowledge (10 items), pre-service teachers' perception of teaching competency regarding skills (10 items), and pre-service teachers' perception of teaching competency in terms of attitudes (4 items). Those items were designed based on a 5-point Likert scale, from strongly disagree to strongly agree. The questionnaire was prepared in English. Next, such a questionnaire was translated into Vietnamese in order to help the participants grasp the questions completely. The Cronbach's alpha of the questionnaire is .89 (24 items). This indicated that the questionnaire was highly reliable.

3.4. Data Collection and Data Analysis Procedures

In terms of data collection, before conducting the main study, the questionnaire was piloted with five pre-service teachers to ensure instrument reliability. To that end, the Cronbach's alpha is run to assure the reliability of the piloted questionnaire then a follow-up insignificant modification is carried out. In this study, the values of the researcher are impartial and objective as the researcher remains independent of the data as well as holds a neutral viewpoint; therefore, the findings are a reliable and objective indicator of pre-service teachers' perception of teaching competency development. The questionnaire then was delivered to 121 pre-service teachers via Google Forms after they finished the course of English teaching practice. It took them about 25 minutes to fill in the questionnaire. Regarding data analysis, the software Statistical Package for the Social Sciences (SPSS) version 20 was employed to analyze data in relation to descriptive statistics (Mean: M, Standard deviation: SD). The interval scale of the mean scores is comprehended as 1.00-1.80: strongly disagree; 1.81-2.60: disagree; 2.61-3.40: neutral; 3.41-4.20: agree; and 4.21-5.00: strongly agree.

4. Results and Discussion

4.1. Results

4.1.1. Pre-service Teachers' Perception of Language Teaching Competency After Studying the English Teaching Practice Course

As illustrated in Table 1, the average mean score of pre-service teachers' perception of teaching competency after the teaching practice session is 4.26 (SD=.60) out of five. This means that they strongly agreed that their teaching competencies were developed after learning the teaching practice course. Among the three components of language teaching competency, the mean score of knowledge (M=4.28; SD=.59) reached the highest level while that of skills (M=4.26; SD=.64) took the second place. However, attitudes achieved a lower average mean score (M=4.23; SD=.70). This is understood that pre-service EFL teachers perceived their knowledge, skills, and attitudes toward their teaching competence at a significant level.

Table 1*Pre-service Teachers' Perception of Teaching Competency After the Teaching Practice Course*

Content	N=121	
	M	SD
Knowledge	4.28	.59
Skills	4.26	.64
Attitudes	4.23	.70
Total	4.26	.60

4.1.2. Components of Pre-service EFL Teachers' Perception of Teaching Competency After the Teaching Practice Course

Table 2 demonstrates that participants heartily agreed that after the English teaching practice course, they have had the capability to “design lesson plans for different skills” (item 1: M=4.52, SD=.53), “write an observation form” (item 2: M=4.43, SD=.68), “give comments and evaluate a teaching class” (item 3: M=4.21, SD=.76), “teach vocabulary” (item 4: M=4.47, SD=.69), and “teaching pronunciation” (item 5: M=4.23, SD=.76). In addition, they were in agreement that they had the ability to “teach grammar” (item 6: M=4.10, SD=.76), “teaching speaking skill” (item 8: M=4.19, SD=.75), and “teaching writing skill” (item 10: M=4.11, SD=.76). Nevertheless, they strongly concurred that after taking the English teaching practice course, they were able to “teach listening skill” (item 7: M=4.21, SD=.73), “teaching reading skill” (item 9: M=4.28, SD=.71). In brief, the findings show that pre-service EFL teachers agreed that they gained detailed knowledge of teaching competence after such course.

Table 2*Pre-service EFL Teachers' Perception of Teaching Competency in Relation to Knowledge*

No.	After the English teaching practice course, I have had the ability to....	N=121	
		M	SD
1	design lesson plans for different skills.	4.52	.53
2	write an observation form.	4.43	.68
3	give comments and evaluate a teaching class.	4.21	.76
4	teach vocabulary.	4.47	.69
5	teach pronunciation.	4.23	.76
6	teach grammar.	4.10	.76
7	teach listening skill.	4.21	.73
8	teach speaking skill.	4.19	.75
9	teach reading skill.	4.28	.71
10	teach writing skill.	4.11	.76

Table 3 indicates that pre-service EFL teachers strongly agreed that they had the ability to “organize teaching activities effectively” (item 11: M=4.35, SD=.76), “manage teaching time

effectively” (item 12: $M=4.28$, $SD=.75$), “use teaching techniques efficiently” (item 13: $M=4.23$, $SD=.75$), “ask questions to increase the learners’ interaction” (item 14: $M=4.22$, $SD=.81$), “use teaching aids effectively” (item 15: $M=4.38$, $SD=.71$), “give instructions for learning activities effectively” (item 16: $M=4.28$, $SD=.73$), “have a passion for my teaching career” (item 18: $M=4.38$, $SD=.79$). Apart from that, they agreed that acquired the competence to “give feedback on learners’ learning activities effectively” (item 17: $M=4.17$, $SD=.76$), “control my voice suitably for each lesson” (item 19: $M=4.16$, $SD=.78$), “use English for my teaching effectively” (item 20: $M=4.16$, $SD=.76$) after the teaching practice sessions. In general, such findings give information about participants’ awareness of their skill development after the English teaching course.

Table 3

Pre-service EFL Teachers’ Perception of Teaching Competency in Relation to Skills

No.	After the English teaching practice course, I have had the ability to....	N=121	
		M	SD
11	organize teaching activities effectively.	4.35	.76
12	manage teaching time effectively.	4.28	.75
13	use teaching techniques efficiently.	4.23	.75
14	ask questions to increase the learners’ interaction.	4.22	.81
15	use teaching aids effectively.	4.38	.71
16	give instructions for learning activities effectively.	4.28	.73
17	give feedback on learners’ learning activities effectively.	4.17	.76
18	have a passion for my teaching career.	4.38	.79
19	control my voice suitably for each lesson.	4.16	.78
20	use English for my teaching effectively.	4.16	.76

As displayed in Table 4, pre-service EFL teachers strongly concurred that after taking the English teaching practice course, they were able to treat all learners equally” (item 24: $M=4.38$, $SD=.74$). Nevertheless, they believed that they had the ability to “use teaching methods to engage learners in the lectures” (item 21: $M=4.17$, $SD=.83$), “manage the classroom effectively” (item 22: $M=4.16$, $SD=.73$), and “motivate learners to study actively” (item 23: $M=4.20$, $SD=.81$). Generally, research participants had positive attitudes toward their teaching competency development after the teaching practice course.

Table 4

Pre-service EFL Teachers’ Perception of Teaching Competency in Relation to Attitudes

No.	After the English teaching practice course, I have had the ability to....	N=121	
		M	SD
21	use teaching methods to engage learners in the lessons.	4.17	.83

22	manage the classroom effectively.	4.16	.73
23	treat all learners equally.	4.38	.74
24	motivate learners to study actively.	4.20	.81

4.2. Discussion

This study revealed some key findings. Pre-service teachers perceived that learning the English teaching practice course could enhance their capabilities of teaching the English language. This finding was in alignment with Afalla and Fabelico (2020), Karim et al. (2019), Kihwele and Mtandi (2020), and Yüksel (2014) who asserted that pre-service language teachers developed their capacity for ELT as well as mastered their skills thanks to teacher training courses. A plausible explanation for this finding could be that participants had a great awareness of the requirements for the ELT career. Therefore, they attempted to enhance their knowledge, skills, and attitudes toward teaching competency in order to satisfy the professional standards of ELT. Another possible explanation for this could be that participants may find the teaching practice course helpful as it could assist them to gain knowledge and skills so that they were confident in their competence in teaching English. Besides, they could develop their teaching methods during the teaching practice periods. Moreover, it can be implied that participants received strong support from their universities and teacher trainers.

With respect to knowledge, pre-service teachers hold positive views about their competencies in designing lesson plans for their lectures after studying the teaching practice course. This finding was aligned with Yin's (2019) study on perceptions of pre-service language teachers' practical experiences during a teacher training course, which indicated that the course offered them essential skills at preparing their lectures. It can be implied that pre-service language teachers acknowledged the importance of acquiring knowledge of the subject and teaching the English language, hence they acquired pedagogical knowledge of their subject after the ETP course. Consequently, they were skilled in preparing their lesson plans, which engage students in the learning process. Besides, pre-service teachers realized that their pronunciation teaching was enhanced after the ETP course. This finding was different from Uzun's (2022) study which disclosed that pre-service teachers should attend advanced training in teaching pronunciation. It can be explained that Vietnamese pre-service EFL teachers recognized the critical importance of pronunciation in ELT and learning. Hence, they have spent considerable time on English phonetics and phonology practice in order to have excellent pronunciation, which can help them have the capacity for correcting their students' pronunciation so that their students are able to have proper English pronunciation.

In terms of skills, pre-service language teachers believed that they organized their teaching activities effectively. This finding of the study was similar to that of Özdaş (2018) who confirmed that pre-service language teachers gained considerable experience in teaching English through the teaching practice course. This can be explained that pre-service EFL teachers comprehended their students' needs as well as they had tremendous opportunities to be exposed to sufficient teaching practice sessions when attending the course, which resulted in their ability to arrange various activities for their classes effectively. In addition, pre-service teachers developed an abiding passion for their teaching career after the ETP course. This finding was aligned with Castañeda-Trujillo and Aguirre-Hernández's (2018) study, which indicated that pre-service teachers perceived the significance of the ETP course. A possible explanation for this could be the ETP course performs a pivotal role in inspiring pre-service teachers' devotion to ELT. In fact, pre-service EFL teachers' passionate interest in ELT is

developed after taking the ETP course, which helps them have immense enthusiasm for ELT.

Regarding attitudes, pre-service language teachers also held a firm belief that the English teaching practice course could enhance their classroom management skills. This finding was dissimilar from Freeman et al. This study (2014) uncovered that pre-service teachers could not manage their classes effectively, which is deemed a new finding of this study as it may contribute to a body of research on classroom management skills among pre-service language teachers during their ELT practice. It can be inferred that pre-service EFL teachers recognized the critical importance of professional ethics and values in ELT, which resulted in their considerable effort to manage classroom activities successfully.

5. Conclusions

The present study indicated that pre-service EFL teachers firmly believed that their teaching competencies were developed after taking the English teaching practice course, which is a significant course in their MA program. In addition, knowledge, skills, and attitudes were considered as three core components that led to their TCD after the English teaching practice periods. Therefore, some pedagogical implications are proposed. First of all, teacher trainers should provide pre-service teachers with clear directions for adopting effective strategies for teaching English language skills as well as employ a wide range of teaching methods when teaching pre-service teachers so that pre-service teachers can broaden their horizons in terms of teaching approaches and their ability to teach language skills can be enhanced. Second, it is imperative that teacher trainers raise an awareness of the importance of gaining thorough knowledge of English grammar among pre-service teachers, which assists them in improving their English grammar teaching. Third, it is teacher trainers who instruct pre-service learners to give detailed comments and evaluate their classes effectively so that pre-service teachers are able to provide valuable feedback on their students' performance and assess their teaching classes accurately. Fourth, it is necessary for teacher trainers to offer pre-service teachers constructive advice on how to interact well with students in the classrooms so that pre-service teachers can build a close rapport with their students; therefore, students' active engagement in the lessons can be promoted.

What is more, policymakers and curriculum designers should offer various courses on effective teaching techniques so that pre-service teachers' teaching abilities can be developed. Moreover, it is vital for university administrations to invite some experts in ELT to share their hands-on experience in teaching the English language, which helps pre-service teachers improve their ELT efficiently. Furthermore, diverse training programs should be provided in order to help pre-service EFL teachers have confidence in ELT capacities.

Besides, pre-service teachers should cultivate positive attitudes toward their teaching career so that they can make every endeavor to improve their teaching skills in order to be successful in their English teaching and become skillful language teachers. Finally, not only do pre-service EFL teachers use English for their teaching effectively, but they also need to be aware of how they control their tone of voice suitably for each lesson in order to facilitate a pleasant environment and motivate learners to the lessons.

Nonetheless, this study imposes some limitations. First of all, this study adopted solely the quantitative method. Therefore, future studies should adopt a mixed-methods approach in order to have more reliable results. In particular, interviews should be employed in order to triangulate the findings from the questionnaire so that insights into pre-service teachers' perception of teaching competence development can be gained. Secondly, this study only

recruited 121 pre-service teachers at one university in Ho Chi Minh City, which is considered a small sample. Hence, future research should involve more participants and explore more universities to generalize the results. Thirdly, this study merely focuses on pre-service EFL teachers' perception of their TCD after the English teaching practice course, which is difficult to make generalizations about the findings. Hence, future research should involve EFL teachers' and teacher trainers' perception of teaching competence development after the ELT course.

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NHẬN THỨC CỦA GIÁO SINH NGOẠI NGỮ VỀ SỰ PHÁT TRIỂN NĂNG LỰC GIẢNG DẠY QUA KHÓA HỌC TESOL

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Tóm tắt: Tập giảng tiếng Anh là một phần quan trọng của khóa học TESOL vì buổi tập giảng cung cấp cho học viên TESOL hoặc giáo sinh ngoại ngữ những kinh nghiệm quý báu về môi trường giảng dạy thực tế. Thêm vào đó, những khóa học TESOL góp phần quan trọng giúp giáo sinh có nhiều cơ hội trau dồi kiến thức chuyên môn và trải nghiệm thực tế để trở thành giáo viên tiếng Anh có năng lực trong tương lai. Về mặt này, sự cải thiện về kiến thức, thái độ, và kỹ năng trong giảng dạy tiếng Anh rất quan trọng đối với giáo sinh vì điều này giúp họ thể hiện năng lực giảng dạy của mình. Nghiên cứu này khảo sát nhận thức của 121 giáo sinh chuyên ngành TESOL về sự cải thiện năng lực giảng dạy của họ sau khóa học tập giảng tiếng Anh thông qua bảng câu hỏi khảo sát tự đánh giá năng lực. Phần mềm SPSS được sử dụng để phân tích dữ liệu. Kết quả của nghiên cứu cho thấy những giáo sinh này tin rằng năng lực giảng dạy của họ đã được nâng cao sau khóa học. Cụ thể là họ đã cải thiện kiến thức và kỹ năng để thu hút người học vào bài tập giảng của mình. Những khuyến nghị đã được đề xuất dành cho những người thực hiện chính sách cũng như giảng viên hướng dẫn nhằm giúp giáo sinh phát triển năng lực giảng dạy.

Từ khóa: tập giảng Tiếng Anh, giáo sinh ngoại ngữ, năng lực giảng dạy, khóa học TESOL