The Influence of Continued Teacher Education on the Overall Performance of Local Non-Native English Teachers[1]

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Abstract

This study investigated the influence of continued teacher education on the overall performance levels of local non-native teachers of English in the Kutai Kartanegara Government Regency of East Kalimantan, Indonesia. The study aimed to appraise teachers' overall performance levels by examining three perceived indicators (English teaching confidence, English language proficiency, and attitude toward English). The study, employing a retrospective design, applied a developed questionnaire as a research instrument to gather quantitative data. The total sample was 72 participants: forty local Indonesian English teacher-participants and thirty-two administrator-participants who served in direct supervisory positions. This study revealed that participation in the continued teacher education program produced a significant perceived improvement in the teachers' English teaching confidence, English language proficiency, attitude toward English of the teachers, thereby leading to an overall enhancement of teacher performance. Due to the essential need for qualified English teachers in Southeast Asia, continued teacher education programs must become a primary focus of English teacher knowledge and English as a foreign language curriculum.

Resumen

El presente estudio investigó la influencia de la formación docente continua en los niveles generales de rendimiento de los profesores locales de inglés no nativos en la Regencia del Gobierno de Kutai Kartanegara en Kalimantan Oriental, Indonesia. El estudio tuvo como objetivo evaluar los niveles de desempeño general de los maestros mediante el examen de tres indicadores percibidos (confianza en la enseñanza del inglés, dominio del idioma inglés y actitud hacia el inglés). El estudio, empleando un diseño retrospectivo, aplicó un cuestionario desarrollado como instrumento de investigación para recopilar datos cuantitativos. La muestra total fue de 72 participantes: cuarenta participantes-maestros de inglés indonesios locales y treinta y dos participantes-administradores que ocuparon puestos de supervisión directa. Este estudio reveló que la participación en el programa de formación docente continua produjo una mejora significativa percibida en la confianza de los docentes en la enseñanza del inglés, el dominio del idioma inglés, la actitud hacia el inglés de los docentes, lo que condujo a una mejora general del desempeño docente. Debido a la necesidad esencial de maestros de inglés calificados en el sudeste asiático, los programas de formación continua de maestros deben convertirse en el enfoque principal del conocimiento de los maestros de inglés y del plan de estudios de inglés como idioma extranjero.

Introduction

Some studies have revealed that teacher education programs commonly have limited influence on shaping the performance of local non-native English teachers (Bjork, 2013; Klassen & Tze, 2014; Sapril et al., 2018; Setiawan, 2009). However, other research has emphasized that functional teacher education programs based on relevant empirical evidence in teaching English as a foreign language from a multicultural or global perspective could provide wide-ranging sustainable opportunities for local non-native English teachers to increase their performance in teaching English by developing and practicing learned pedagogical knowledge (Bjork, 2013; Darling-Hammond et al., 2009; Guerriero, 2014; Yoon et al., 2007). Yet, most contemporary English as a foreign language teacher education programs have not been developed with the requirements mentioned above (Guerriero, 2014; Mueller, 2012; Sapril et al., 2018; Weng & McGuire, 2021).

Teacher education programs with a global perspective that focus on instilling a strong sense of teacher efficacy through multicultural experiences have been found to lead to more outstanding performance in teaching English as a foreign language (Casinader, 2018; Howard, 2021; Khurram et al., 2021; Lee, 2021; Ruiz & Baird, 2013). Teacher performance is a teacher's demonstrated efficacy established through achievement scores, administrator, and student assessments, and observed use of language and pedagogical practices (Amzat, 2017; Cash, 2016). Therefore, teacher education programs should predominately focus on increasing the performance of the teacher participants by enhancing their perceived English teaching confidence and English language proficiency and instilling a more favorable attitude toward English.

A lack of English proficiency has been associated with low teaching quality, and equally low confidence in teaching English (Nunan, 2003).. Therefore, teacher education programs should regularly incorporate models or examples of other similar non-native English teachers from various countries who have successfully reached a higher level of English proficiency and motivation in employing English in teaching (Abdullah, 2015; Braine, 2018; Ruiz & Baird, 2013; Sapril et al., 2018; Weng & McGuire, 2021; Wulyani et al., 2019). These programs should also involve an aspect of intercultural inclusion that alters the teachers' attitude and belief towards using English in teaching (Keengwe, 2010; Lowe, 2012; Schwartz et al., 2010; Wati, 2011). This study, therefore, is focused on providing insight into the influence of continued teacher education on the perceived English teaching confidence, proficiency in English, and attitude toward English, and the relationship between these factors and the performance levels of local non-native Indonesian teachers of English within the Kutai Kartanegara Government Regency of East Kalimantan, Indonesia.

Global situation of teacher education

Numerous studies into the effects of teacher education on various indicators of general teacher performance have been carried out, yet research into the influence of teacher education on overall teacher performance of local non-native teachers of English is scarce (Agudo, 2017; Prihatin, 2019; Reid & Kleinhenz, 2015; Sulistiyo et al., 2016). Studies have focused on the perceived English teaching confidence of non-native English teachers in teaching English as a foreign language (Orr, 2012; Uchida & Sugimoto, 2019; Wati, 2011). Studies have likewise emphasized the feeling of neglect felt by non-native teachers when they fail to develop necessary English proficiency skills. It has led to concerns of adverse effects on the performance. At the same time, other research has established that in addition to a perceived level of English proficiency, a lack of multicultural exposure of contemporary teacher education has taken to some uncertainty in the English teaching performance of non-native English teachers (Keengwe, 2010; Klassen & Tze, 2014; Schwartz et al., 2010; Tangen, 2007; Yoon et al., 2007). Yet, there has not been any study regarding the influence of teacher education on the combined mentioned factors of perceived English teaching confidence, English language proficiency, and attitude toward English, and the relationship between the quantification of such elements on the overall performance levels of local non-native English teachers in Indonesia.

Teacher education in Indonesia

Regardless of limited opportunities due to financial constraints and cultural barriers, teacher education has become a primary focus of governments in developing countries where English is taught as a foreign language (Karea, 2016; Mulkeen, 2013; Yoon et al., 2007). Accordingly, governments in certain Southeast Asian countries are presently engaging in large-scale teacher development programs, as in the Kutai Kartanegara Government Regency (Kukar) in East Kalimantan, Indonesia (World Bank, 2010).

The observations of school principals and veteran teachers alike across Indonesia indicated that novice local non-native teachers of English had not been professionally developed with regards to the needs of global English language teaching (Chang et al., 2014; Karea, 2016; Setiawan, 2009; Sulistiyo et al., 2016; Wati, 2011). Hence, teacher education programs are essential in equipping novice and experienced teachers alike to increase their English language skills and enhance their global knowledge of English and the language content they should teach (Bjork, 2013; Rahmadi et al., 2010; Sulistiyo et al., 2016). Professional teacher education programs must then meet the demand for and expectations of the current teaching profession and contribute to developing a positive view of teaching and learning English in Indonesia (Howard, 2021; Marzulina et al., 2019; Wati, 2011).

Even though Indonesia, a developing Southeast Asian nation and a member of the Association of Southeast Asian Nations (ASEAN), has accomplished much in providing greater access to primary English education in recent decades, the quality of English education in the country is still considered deficient (EF Education First, 2020; World Bank, 2010). There is a significant concern within the Indonesian education sector about the lack of quality of English education and worries about subject knowledge, pedagogical competence, and academic aptitude of local non-native Indonesian teachers of English. In addition to low levels of professional knowledge and skills, teachers' motivation and effort in Indonesia are also areas of serious concern (Lie et al., 2019; World Bank, 2010; Wulyani et al., 2019).

Researchers have pointed out that the Indonesian educational system is not consistently producing university graduates with high-quality knowledge and practical English teaching skills (Marzulina et al., 2019; Prihatin, 2019; Reid & Kleinhenz, 2015). For an improvement in student learning outcomes to take

place in Indonesia, a higher caliber of teaching candidates must be recruited, and the efficacy of the current local teachers of English must be improved through appropriate pedagogically concentrated teacher education programs (Bjork, 2013; Chang et al., 2014; Khurram et al., 2021; Lie et al., 2019). Although many challenges are facing Indonesia in overcoming the established antiquated practices of teaching English (Prihatin, 2019; Rahmadi et al., 2010), the Ministry of Education is in the process of an educational reform implementation with one of the primary objectives in increasing the number of qualified novice teachers of English, and enhancing the quality of the veteran teachers of English through professional development programs (Chang et al., 2014; Karea, 2016; Setiawan, 2009; Sulistiyo et al., 2016).

Teacher development within East Kalimantan, Indonesia

Isolated school districts within East Kalimantan, Indonesia, have restricted access to valuable teacher resources leading to overwhelming challenges in educating the learners in those districts (Rahmadi et al., 2010; Sapril et al., 2018). Local non-native teachers of English in these districts, although they are exceedingly dedicated to their teaching responsibility, do not have adequate teaching competence, nor do they have sufficient teaching resources to be effective English teachers (Rachman et al., 2019). Therefore, researchers have recommended that by increasing incentives for the local teachers of English, incorporating more regular pre-service and in-service education, deploying new local and globally focused curricula, and lastly, constructing better education facilities may lead to the enhancement of the quality of English education in these more remote areas of Indonesia (Rachman et al., 2019; Rahmadi et al., 2010; Sapril et al., 2018).

To address the need for improving teacher quality, the Kutai Kartanegara Government Regency (Kukar) of East Kalimantan, Indonesia, recently allocated a sizeable portion of the total Regency budget towards teacher education for the development of local non-native English teachers (Guru Kukar Akan Ikuti Pelatihan Ke Cambridge University Press, 2016). For that reason, this study will examine the relationship between the perceived English teaching confidence, English language proficiency, and attitude toward English from both before and after a teacher education program with the local non-native Indonesian teachers' performance levels of teaching English.

Methods

This retrospective study used a validated supplied-type developed survey questionnaire to gather data in response to the above research focus.

Research environment

The study was conducted in the Kutai Kartanegara Government Regency (Kukar), located in the Indonesian province of East Kalimantan in the eastern portion of Borneo.

Participants

The target population (N=72) for this study was forty Indonesian teachers of English (n=40) and thirty-two administrators (n=32) who were in direct supervisory positions of the teachers at thirty-two schools composed of fifteen junior high schools, eleven high schools, and six vocational schools. The teachers in this group were selected from a larger group of 333 local Indonesian teachers of English based on the Cambridge English Placement Test (CEPT) and IELTS (International English Language Testing System) exam scores. The group of teachers was chosen to participate in a one-month pre-departure transitional teacher education in the latter part of 2016 conducted by a qualified instructor from a country where English is the first language (Khurram et al., 2021), followed by a two-month teacher capacity building program held at the Bell School of Languages in Cambridge, the United Kingdom. The programs focused on improving English teaching confidence, English proficiency, and attitude toward English of the local non-native English teacher participants (*Guru Kukar Akan Ikuti Pelatihan Ke Cambridge University Press*, 2016).

Data gathering tools

The study adopted a validated supplied-type developed questionnaire from a previous analysis by Lee (2009) and adapted the questionnaire to fit the English teaching context in Indonesia (See Appendix 1). The items for the original research instrument used by Lee (2009) were developed and evaluated by a group of seven experts and field-tested for appropriateness and clarity to establish both appearance validity and content validity.

The questionnaire was delivered in English, considering the minimum English language proficiency level was a CEFR B2 level for the teachers and their direct supervisors. In addition, the researcher or a trained Indonesian research assistant was made available to answer any questions that may have occurred to alleviate any misunderstanding of the questionnaire items. Also, consent was obtained from all participants before responding to the survey questionnaires.

The questionnaire contained four sections and sought to address the research focus. The first section gathered personal and professional background information on the participants. The second section used thirty-six Likert scale items to collect information on the teacher participants' perceived sense of confidence in teaching English before and after the teacher education program. The third section employed five Likert scale items to gather information on the teacher participants' perceived English language proficiency in each of the four language skills, including listening, speaking, reading, and writing, before and after the teacher education program. Finally, the fourth part utilized eighteen Likert-type scale items to gather information on the participants' perceived attitude toward the English language before and after the teacher education program.

Data gathering techniques

This study employed a retrospective study approach (Salkind, 2010). In a retrospective study, the outcome information is identified retrospectively from a collection of data used by or relating to the administration of an organization or through reviews of interviews, surveys, and questionnaires. Retrospective studies are primarily used in healthcare, as in disease or medicine research, and in other sociological studies as a tool for recalled (before) and current outcomes comparison in qualitative and quantitative type research. Therefore, seeing as the outcome had already occurred at the time the study was initiated, this research was compelled to employ an adoptive retrospective study approach (Salkind, 2010).

Retrospective studies are not without limitations; for instance, recall bias and recall error are considered their main limitations (Beckett et al., 2001). To minimize recall bias and recall error, participants and administrators who were in immediate supervisory positions of the participants, were approached soon after the teacher education program.

Prior ethical approval was requested and received from the Department of Education and Culture in East Kalimantan, Indonesia. This approval likewise provided unimpeded access to the target population, allowing all members of both groups to be measured, thereby ensuring a complete enumeration.

Statistical procedure

Modified questionnaires were sent to all seventy-two participants: forty local Indonesian English teacher participants and thirty-two administrators who served in direct supervisory positions. All questionnaires were returned, and responses were usable. The modified questionnaire consisted of five-point Likert scale items as those traditionally found in teacher performance scales (Tangen, 2007). The same statistical measure for treatment of the data as the original research instrument questionnaire utilized by Lee (2009) was adopted to analyze the modified questionnaire, namely using the following statistical tools: the one-way analysis of variance (ANOVA), independent and pair t-test, Pearson Correlation, frequency, percent, and Standard Deviation.

Statistical treatment

The organization of levels of measurement ranges or interpretation for the statistical treatment of the data per section as presented in Table 1 below, was divided into five equal rankings: Rank 1 (1.00 – 1.49); Rank 2 (1.50 – 2.49); Rank 3 (2.50 – 3.49); Rank 4 (3.50 – 4.49); and Rank 5 (4.50 – 5.00).

Rank	Interpretation	English Teaching Confidence	English Language Proficiency	Attitude Toward English	Performance Levels
1	1.00 – 1.49	Not Confidently	Elementary	Oppose	Unsatisfactory
2	1.50 – 2.49	Slightly Confidently	Pre-Intermediate	Slightly Oppose	Improvement Needed
3	2.50 – 3.49	Moderately Confidently	Intermediate	Neutral	Meets Expectations
4	3.50 – 4.49	Highly Confidently	Upper-Intermediate	Slightly Favor	Exceeds Expectations
5	4.50 – 5.00	Completely Confidently	Advanced	Favor	Exceptional

Table 1. Scale of rank or interpretation of data

Frequency count and percentage were used to describe the profile of the teachers and administrators. Means and standard deviations were used to determine the self-reported levels of perceived English teaching confidence, English proficiency, attitude toward English, and the teachers' perceived overall performance levels before and after the teacher education program. An independent t-test was used for two data groups, with a p-value greater than .05 (p<.05.), indicating there is not any significant difference detected between the variances of the two before and after samples (Lowry, 2014). The data reported from the above factors were then quantified using a one-way analysis of variance (ANOVA). The inclusive performance levels of local non-native Indonesian teachers of English were then identified (Lowry, 2014).

Findings

Profiles of teachers and administrators

The majority of teachers were in their thirties to late forties. There were no active teachers above 60 years old as 60 is the retirement age for civil servants in Indonesia. In Indonesia, civil servants tend to serve in administrator roles, such as principals and assistant principals ,after retirement age (Chang et al., 2014). The teachers revealed a somewhat similar age distribution pattern as the Organization for Economic Co-operation and Development (Organization for Economic Cooperation and Development, & Asian Development Bank, 2014). As with the administrators, the better part (69%) of the total administrator group was between 50 and 60 years old, thereby substantiating Chang et al.'s (2014) claim.

The teachers reported an average of 10.75 years of teaching experience. This finding is similar to the reported average of ten years of teaching experience of the active teaching force in public junior high school, high school, and vocational school teachers in Indonesia (OECD & Asian Development Bank, 2015). The data showed an average teaching experience for the administrators of 23.5 years since most administrators were principals and assistant principals in the later stage of their career.

A small percentage of the teachers were classified Guru Kelas [Regular/ Classroom Teacher], with the more significant part classified as Guru Mata Pelajaran [Subject Teacher]. Accordingly, a lesser percentage of the administrators indicated that even though they served in a senior teacher position, they were still classified as Guru Kelas [Regular/Classroom Teacher]. The administrators stated a similar response, with a few functioning as either English Supervisor or School Supervisor, but they are still classified Guru Mata Pelajaran [Subject Teacher]. Some indicated that they were Wakil Kepala Sekola [Assistant Principal], while most indicated that they are Kepala Sekolah [Principal].

The majority of the teachers held a bachelor's degree, with a smaller percentage held a master's degree, and one had a doctoral degree. Furthermore, the majority of bachelor's degree holders completed a bachelor's in education with a specialization in English or English Language Teaching, the master's degree holders completed a master's in education with majors in Applied Linguistics and English, and the single doctoral degree holder completed a Doctor of Education in Educational Administration. In addition, the collected data showed that many of the administrators held a bachelor's degree, with the most substantial portion of the group held master's degrees, and two held a Doctoral degree. Out of the bachelor's degree holders, most bachelor's degrees were in Education specializing in English, English Language Teaching, Islamic Education, or Mathematics. Four respondents held a Bachelor of Science specializing in Physics, Biology, Technology, or Economics. Most of the master's degrees were in Education, with majors in Educational Management, with a few in Applied Linguistics, Science, Educational Administration, Finance, and Economics. The major for the two Doctoral degree holders was Educational Management.

Levels of English teaching confidence

As shown in Table 2, the findings indicated that the teachers perceived their English teaching confidence level before the teacher education program as Moderately Confidently, with the administrators corroborating the same interpretation. The data also indicated that the teachers' perceived their English teaching confidence level after the teacher education program as Highly Confidently. The administrators independently observed the teachers' confidence level as Completely Confidently. The data indicated a significant difference (t = -8.773, p = .006) in the teachers' perceived English teaching confidence level from before and after the teacher education program.

English Teaching Confidence		M	SD	Confidence Level	t	p	Interpretation
Before	Teachers	3.09	.774	Moderately			
	Administrators	2.74	.351	Moderately	-8.773	.006	Significant
After	Teachers	4.45	.555	Highly			
	Administrators	4.53	.370	Completely			

Note: Teachers (n = 40); Administrators (n = 32)

Table 2. English Teaching confidence levels of teachers before and after the teacher education program

Levels of English language proficiency

As shown in Table 3, the findings indicated that the teachers' perceived level of English language proficiency before the teacher education program in the categories of listening, speaking, and reading skills were Intermediate, and writing skill was Pre-Intermediate. The administrators observed that all categorical skills were Pre-Intermediate. The findings further indicated that the teachers' perceived English language proficiency level after the teacher education program in all categories was Upper-Intermediate, with the administrators independently corroborating the same interpretation. The collected data regarding the teachers' perceived English language proficiency indicated a significant difference (t = -12.420, p = .000) between before and after the teacher education program.

		Components	M	SD	Proficiency Level	t	p	Interpretation
Before	Teachers	Listening	2.73	.721	Intermediate			
		Speaking	2.55	.643	Intermediate			
		Reading	2.97	.661	Intermediate			
		Writing	2.40	.718	Pre-Intermediate			
	Administrators	Listening	2.40	.632	Pre-Intermediate			
		Speaking	2.33	.526	Pre-Intermediate			
		Reading	2.20	.687	Pre-Intermediate			
		Writing	2.33	.526	Pre-Intermediate	-12.420	.000	Significant
After	Teachers	Listening	3.92	.663	Upper-Intermediate			
		Speaking	3.75	.632	Upper-Intermediate			
		Reading	4.13	.614	Upper-Intermediate			
		Writing	3.57	.686	Upper-Intermediate			
	Administrators	Listening	4.00	.641	Upper-Intermediate			
		Speaking	3.98	.620	Upper-Intermediate			
		Reading	3.70	.608	Upper-Intermediate			
		Writing	3.80	.823	Upper-Intermediate			

Note: Teachers (n = 40); Administrators (n = 32)

Table 3. English language proficiency levels of teachers before and after the teacher education program

Levels of attitude towards English

As shown in Table 4, the teachers regarded their attitude towards the English language before the teacher education program as Slightly Favor. In comparison, data collected from the administrators' observation of the teachers' level of attitude towards English was interpreted as Neutral. Likewise, data collected from both the teachers and administrators about the perceived level of attitude towards the English language after the teacher education program was interpreted as Slightly Favor. The collected data from both the teachers and the administrators regarding the teachers' perceived attitude towards English indicated a significant difference (t = -3.029, p = .047) between before and after the teacher education program.

		M	SD	Attitude Level	t	p	Interpretation
Before	Teachers	3.58	.232	Slightly Favor			
	Administrators	3.01	.547	Neutral	-3.029	.047	Significant
After	Teachers	4.11	.355	Slightly Favor			
	Administrators	4.30	.383	Slightly Favor			

Note: Teachers (n = 40); Administrators (n = 32)

Table 4. Levels of attitude of teachers before and after the teacher education program

Performance levels of the teachers

As shown in Table 5, the findings indicated that the teachers' perceived overall performance level before the teacher education program was reported as Meets Expectations. The corroborating data from the administrators' observations were likewise reported as Meets Expectations. The findings further indicated that the teachers' perceived performance level after the teacher education program was reported as Exceeds Expectations, with the administrators corroborating the same interpretation. The collected data from both the teachers and the administrators regarding the teachers' perceived overall performance levels indicated a significant difference (t = -7.723, p = .008) in performance levels before and after the teacher education.

		M	SD	Performance Level	t	p	Interpretation
Before	Teachers	2.98	.465	Meets Expectations	-7.723	.008	Significant
	Administrators	2.74	.341	Meets Expectations			
After	Teachers	4.12	.353	Exceeds Expectations			
	Administrators	4.39	.311	Exceeds Expectations			

Note: Teachers (n = 40); Administrators (n = 32)

Table 5. Overall performance levels of the teachers before and after the teacher education program

Discussion

Studies have shown that an English teachers' perceived performance substantially impacts their teaching practices and student learning. Lee (2009) determined that local non-native English teachers' perceived level of English proficiency, and their perceived attitude toward the English language, were substantial predictors for teachers' English beliefs or confidence in teaching English. Although investigations in the field of teaching English as a second or foreign language by local non-native English teachers are common, it is rare to focus on the influence of teacher education on the combined factors of English teaching confidence, English language proficiency, and attitude toward English, and the relationship between the quantification of such elements on the perceived performance levels of local non-native English teachers in East Kalimantan, Indonesia.

In this study, data was collected in terms of age, gender, teaching experience, current position, current school or level assignment, and highest educational attainment of the teachers and administrators. The majority of teachers were female in their thirties or forties and had primarily five to fourteen years of teaching experience. They held at least a minimum of an undergraduate degree in education with the highest concentration of major in either English or English Language Teaching, and were assigned to public junior high, high schools, and vocational schools, thereby showing a distribution of secondary school assignment contrasting the government statistics report.

The data showed a significant improvement in the perceived level of English teaching confidence, English language proficiency, and the attitude toward the English language of the local non-native English teachers after the teacher education program. The data also showed a significant improvement in the teachers' perceived overall performance rating following the teacher education program. The data demonstrated that local non-native Indonesian teachers of English could overcome their perceived teaching limitations through professional development.

Prior studies examined the relationship between teacher education and perceived teacher performance. They found that the teachers who were receptive to continued teacher education reported the program's perceived effectiveness in their classroom teaching performance. A well-designed teacher education program was found to improve a teacher's perceived English teaching performance and effectiveness. Thus, quality teacher education programs should be introduced as an essential factor in teacher professional development.

The present study suggests that teacher education's evident benefits and effectiveness regarding the perceived confidence in teaching English, proficiency in English, attitude toward English, and local non-native English teachers' perceived overall performance should receive more attention in future education planning. In conclusion, this study, in concurrence with Darling-Hammond et al. (2009) and Tangen (2007), established that the success of a teacher education program is directly correlated to various factors such as the teachers' perceived confidence in teaching English, proficiency in English, and attitude toward English.

Conclusion

This study found that teacher education programs influenced perceived confidence in teaching English, English proficiency, attitude toward English, and the performance of local non-native English teachers in East Kalimantan, Indonesia. The data showed a significant improvement in perceived English teaching confidence among the teachers in line with previous research. The data showed a significant perceived improvement across every proficiency category, demonstrating that teacher education positively influenced the teachers' English language proficiency level. Then, the data showed a substantial improvement in the perceived attitude toward English of the teachers. Finally, this study's findings showed that the education program effectively increased the teachers' perceived performance in teaching English.

Financial and cultural limitations need to be considered in providing a teacher education program. Considering the financial constraints, the cost of travel and accommodations for teachers to participate in a teacher education program at an educational institution in a country where English is the first language may be impracticable. Considering the cultural limitations, most local non-native Indonesian English teachers have never ventured outside of their local areas, much less outside of Indonesia. These limitations may be alleviated if a qualified teacher trainer or instructor from a country where English is the first language could be employed.

The generalizability of the findings may be applied to quality teacher education programs worldwide. Teacher professional development is a part of every education system, and the necessity of improved teacher education programs has been discussed in great depth. Therefore, it would be prudent for education administrators and education ministers to consider suitable teacher education programs.

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Appendix 1

PART I: Background Information

This section asks about your personal and professional information. Please take your time to respond to every question.

1. I am in my: _____ 20's   _____ 30's   _____ 40's   _____ 50's   _____ 60's

2. My gender is: _____ Male   _____ Female

3. My teaching experience is: _____ years   _____ months

4. My current school is: _____ and is located in _____.

5. My current position is:
- ____ *Guru Kelas* (Regular / Classroom Teacher)
- ____ *Guru Mata Pelajaran* (Subject Teacher)
- ____ *Wakil Kepala Sekola* (Assistant Principal)
- ____ *Kepala Sekolah* (Principal)
- ____ Other _____

6. My current school/level assignment is:
- ____ *Sekolah Dasar* / Primary (Grades 1-6)
- ____ *Sekolah Menengah Pertama* / Junior High School (Grades 7-9)
- ____ *Sekolah Menengah Atas* / High School (Grades 10-12)
- ____ *Sekolah Menengah Kejuruan* / Vocational School
- ____ Other _____

7. My highest degree earned and specialization:
- ____ *Sarjana 1* (Bachelor's) in _____
- ____ *Sarjana 2* (Master's) in _____
- ____ *Sarjana 3* (Doctoral) in _____
- ____ Other _____

8. Please check all that apply to you (Experience in [Years / Months]):
- _____ I am now teaching English as a homeroom /classroom teacher. (____/____)
- _____ I am now teaching English as a subject teacher. (____/____)
- _____ I do not teach English now, but I have as a homeroom /classroom teacher before. (____/____)
- _____ I do not teach now, but I have taught English as a subject teacher before. (____/____)
- _____ I have never taught English, but I would be interested if I had an opportunity.
- _____ I have never taught English, and I would NOT be interested in teaching English in the future.

9. Approximately how much English do you normally use in a period of English class? If you are *not* currently teaching but have teaching experience, please respond according to your recollection. If you have not taught English so far, please check here (_____) and respond with how much English you think you would use in an English class.

____ 0%	____ 1-29%	____ 30-39%	____ 40-49%	____50-59%
____60-69%	____ 70-79%	____ 80-89%	____ 90-99%	____ 100%

10. Please choose your most preferred system of English teaching and provide a reason for your preference in the box below. (ONLY ONE CHOICE)
- _____ Homeroom teacher system
- _____ Exchange teacher system
- _____ Subject teacher system
- _____ Either homeroom or specialist / temporary system
- _____ Homeroom teacher + Native English Speaker teacher team teaching system
- _____ Subject teacher + Native English Speaker team teacher teaching system
- _____ Either homeroom or subject teacher + Native English Speaker team-teaching system

PART II: English Teaching Confidence

Part II contains statements about the difficulties you encounter when teaching ENGLISH before and after the teacher education program.

Answer the questions based on your usual way of teaching English. If you are *NOT* currently teaching English, then answer recalling your prior English teaching experience or assuming you would teach English to your students.

Please refer to the below key and choose the number that best expresses your opinion about each statement.

1	2	3	4	5
Not Confidently	Slightly Confidently	Moderately Confidently	Highly Confidently	Completely Confidently

	1 2 3 4 5
1. How did you control disruptive behavior in your English class BEFORE your teacher education experience?	
2. How can you control disruptive behavior in your English class AFTER your teacher education experience?	
3. How did you motivate your students who showed low interest in learning English BEFORE your teacher education experience?	
4. How can you motivate your students who show low interest in learning English AFTER your teacher education experience?	
5. How did you get your students to believe they can do well in English BEFORE your teacher education experience?	
6. How can you get your students to believe they can do well in English AFTER your teacher education experience?	
7. How did you help your students to value learning English BEFORE your teacher education experience?	
8. How can you help your students to value learning English AFTER your teacher education experience?	
9. How did you use classroom English without great difficulty BEFORE your teacher education experience?	
10. How can you use classroom English without great difficulty AFTER your teacher education experience?	
11. How did you craft good questions for eliciting responses from your students in English class BEFORE your teacher education experience?	
12. How can you craft good questions for eliciting responses from your students in English class AFTER your teacher education experience?	
13. How did you get your students to follow classroom rules in your English class BEFORE your teacher education experience?	
14. How can you get your students to follow classroom rules in your English class AFTER your teacher education experience?	
15. How did you effectively teach oral language skills (listening, speaking) to your students BEFORE your teacher education experience?	
16. How can you effectively teach oral language skills (listening, speaking) to your students AFTER your teacher education experience?	

17.   How did you effectively teach written language skills (reading, and writing) to your students BEFORE your teacher education experience?

18.   How can you effectively teach written language skills (reading, and writing) to your students AFTER your teacher education experience?

19.   How did you calm a student who is disruptive or noisy in your English class BEFORE your teacher education experience?

20.   How can you calm a student who is disruptive or noisy in your English class AFTER your teacher education experience?

21.   How did you establish a classroom management system with your students in English class BEFORE your teacher education experience?

22.   How can you establish a classroom management system with your students in English class AFTER your teacher education experience?

23.   How did you use a variety of assessment strategies in your English class BEFORE your teacher education experience?

24.   How can you use a variety of assessment strategies in your English class AFTER your teacher education experience?

25.   How did you provide an alternative explanation or an example in English class when students were confused BEFORE your teacher education experience?

26.   How can you provide an alternative explanation or an example in English class when students are confused AFTER your teacher education experience?

27.   How did you assist parents in helping their children learn English BEFORE your teacher education experience?

28.   How can you assist parents in helping their children learn English AFTER your teacher education experience?

29.   How did you implement alternative teaching and learning strategies in your English class BEFORE your teacher education experience?

30.   How can you implement alternative teaching and learning strategies in your English class AFTER your teacher education experience?

31.   How did you help your students understand foreign countries' culture(s) related to their English learning BEFORE your teacher education experience?

32.   How can you help your students understand foreign countries' culture(s) related to their English learning AFTER your teacher education experience?

33.   How did you help your students achieve their English learning objectives BEFORE your teacher education experience?

34.   How can you help your students achieve their English learning objectives AFTER your teacher education experience?

35.   How did you teach English using English as a medium of instruction BEFORE your teacher education experience?

36.   How can you teach English using English only AFTER your teacher education experience?

PART III: English Language Proficiency

Part III is designed to ask about 1) your level of English proficiency prior to the teacher education program, and 2) your current level of English proficiency.

Read the description for each level carefully in each of the four language skills, and choose 1) your prior level, and 2) the current level necessary for effectively carrying out teaching tasks. Then, circle the matching number in "Prior Level" and "Current Level," respectively.

1	2	3	4	5
Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced

Listening

Descriptors

1	I can understand simple questions and statements in short dialogues or passages in English if they are repeated at a slower-than-normal speed.
2	I can understand the main point(s) of a short dialogue or passage in English if spoken at a slower-than-normal speed. I may need some repetition.
3	I can understand most of what is said (all main points and most details) in English at a near-average speed.
4	I can understand nearly everything at an average speed in English, although occasional repetition may be necessary.
5	I can understand everything in English at an average speed like a native speaker.

Prior Level:	1	2	3	4	5
Current Level:	1	2	3	4	5

Speaking

Descriptors

1	I can participate in a simple conversation in English on familiar everyday topics at a slower-than-normal speed. I must frequently pause during a conversation.
2	I can express myself using simple language in English but make mistakes and pause a lot when I try to communicate complex ideas.
3	I can effortlessly express myself in English at near average speed. Occasionally, I have to slow down when expressing complex ideas and less common expressions.
4	I am generally fluent in English but occasionally have minor pauses when I search for the correct manner of expression.
5	I have native-like fluency in English.

Prior Level:	1	2	3	4	5
Current Level:	1	2	3	4	5

Reading

Descriptors

1	I can understand simple directions and statements in short passages written in general English if they are written in simple sentences.
2	I can understand the main point(s) of a short passage written in ordinary English if I can have some assistance, such as using a dictionary and a grammar book. However, there are usually some parts that remain unclear to me.
3	I can read and understand most of what is written in regular English texts, although depending on the genre of the texts, I may encounter some unclear words and may need to consult a dictionary in order to comprehend the texts.

4	I can read nearly everything with ease, although it is still slower for me to read in English than in Indonesian; occasionally, I may encounter unfamiliar words and expressions.
5	I can read various kinds of English texts at an average speed and with ease, just like I read in Indonesian.

Prior Level:	1	2	3	4	5
Current Level:	1	2	3	4	5

Writing

Descriptors

1	I can write a short paragraph using simple sentences with basic structures in English, but I frequently make mistakes in grammar and vocabulary.
2	I can write letters and light essays using relatively simple language in English. I can produce a few complex sentence constructions but with noticeable mistakes in grammar and vocabulary. I usually take a long time to write when I try to express complex ideas.
3	I have enough vocabulary and grammatical knowledge to write English with relative ease; however, I occasionally make noticeable grammar and vocabulary mistakes.
4	I can write English almost like a native speaker, but occasionally I may have minor unconventional uses of vocabulary and expressions.
5	I can write in English just like I can write in Indonesian.

Prior Level:	1	2	3	4	5
Current Level:	1	2	3	4	5

PART IV: Attitude Toward English

Part IV contains items that ask about your thoughts regarding the English language before and after the teacher education program.

Respond to the statements based on your usual way of teaching English. If you are *NOT* currently teaching English, then answer recalling your prior English teaching experience or assuming you would teach English to your students.

Please choose the number that best describes the degree of your agreement with each statement.

1	2	3	4	5
Oppose	Slightly Oppose	Neutral	Slightly Favor	Favor

                   1   2   3   4   5

1. BEFORE my teacher education experience, I felt that in Indonesia, knowing English is more useful than learning any other foreign language.

2. AFTER my teacher education experience, I feel that in Indonesia, knowing English is more useful than learning any other foreign language.

3. BEFORE my teacher education experience, I felt that English is an international lingua franca.

4. AFTER my teacher education experience, I feel that English is an international lingua franca.

5. BEFORE my teacher education experience, I felt that I wanted to pronounce English like a Native English Speaker.

6. AFTER my teacher education experience, I feel that I want to pronounce English like a Native English Speaker.

7. BEFORE my teacher education experience, I felt that the English spoken in countries such as India or the Philippines is not authentic English.

8. AFTER my teacher education experience, I feel that the English spoken in countries such as India or the Philippines is not authentic English.

9. BEFORE my teacher education experience, I felt it was acceptable not to speak like a Native English Speaker because English is an international language.

10. AFTER my teacher education experience, I feel it is acceptable not to speak like a Native English Speaker because English is an international language.

11. BEFORE my teacher education experience, I felt that American or British English are the best models for Indonesian learners of English.

12. AFTER my teacher education experience, I feel that American or British English are the best models for Indonesian learners of English.

13. BEFORE my teacher education experience, I felt that a good command of English is important in understanding people from other countries and their cultures.

14. AFTER my teacher education experience, I feel that a good command of English is important in understanding people from other countries and their cultures.

15. BEFORE my teacher education experience, I did not feel embarrassed with my Indonesian accent when I spoke English.

16. AFTER my teacher education experience, I do not feel embarrassed with my Indonesian accent when I speak English.