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Revisiting The Content and Instruction of TEFL Methodology Course: A Needs Analysis

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Abstract

TEFL Methodology is one of the main courses designed to provide English pre-service teachers with several newest methodologies in teaching English at different levels and learning contexts. However, to achieve good quality of them, the English education department needs to evaluate, arrange and formulate the course. In the process of developing a course, needs analysis takes a big part in setting the result to be achieved by the learners. This study offers a needs analysis data to use as a framework for designing the TEFL Methodology course. The method of the study was a survey. Data were gathered through questionnaires and document analysis. The findings are: 1) English teachers believe that language proficiency is as important as their pedagogical competence, 2) Pre-service English teachers view that the current course needs to give more attention to student teachers' professional growth both in language and pedagogic competence, 3) there is no balance in theory and practice provided in the current course, and 4) the current course did not improve their knowledge and skills to develop a lesson plan, select and adapt teaching materials, to select and design assessment, conduct classroom observation, and to demonstrate reflective teaching. The results mean that the course should be revised to fulfil the needs of pre-service English teachers. It is also recommended for future research to focus on how to develop TEFL Methodology lesson design and textbook which meets with Indonesian Curriculum.

Keywords: teachers' competencies, pre-service teachers, need analysis, TEFL Methodology

Introduction

In Indonesia, English has been classified as a compulsory subject in secondary schools and has been practically taught for many years. Students learn English for three years in junior high schools, another three years in senior high schools, and another couple of years in university (Darmawan et al., 2020; Oktavia et al., 2021). However, English teaching and learning in Indonesia has experienced complicated curricular developments (Daud & Gunawan, 2019; Dzulkifli Isadaud et al., 2022; Mappiasse & Bin Sihes, 2014; Zein et al., 2020). In this country, the Grammar Translation Method (GTM) was implemented as the first methodology in English language teaching, then in 1975 the Structural Approach (focus on repetition of sounds, words and expressions) was introduced. In 1984, the curriculum was influenced by a communicative approach. The curriculum was then replaced by the 1994 Curriculum that emphasized the communicative notion of meaningfulness. In 2004, Indonesia used the Kurikulum Berbasis Kompetensi (KBK) or Competence-Based Curriculum to develop communicative competence, self-awareness of acquiring English as a foreign language, and a solid understanding of the close relationship between language and culture. In 2006, KBK was revised and replaced by Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum which was still framed under Systemic Functional Linguistics (SFL) and Genre-Based Approach (GBA).

In 2013, the educational ministry developed the 2013 Curriculum which SFL and GBA were maintained to develop students' communicative competence. In 2018, the government implemented the Revised 2013 Curriculum which requires all subjects, including English, to put an emphasis on character building (Pajarwati et al., 2021; Riadi, 2019; Zein et al., 2020). Finally, in 2020 the government launched Merdeka Belajar Kampus Merdeka (MBKM) or Freedom to Learn as the newest curriculum in Indonesia. The curriculum emphasizes that learning should not always take place in the classroom. Freedom to learn means providing students with opportunity to explore their competencies by applying directly to either societies or workplaces, to have a new mindset that can respond to life's challenges, increase creativity, and innovate in various aspects of life, and to lead them to be independent and strong individuals (Fachruddin & Iswanto, 2021; Maipita

et al., 2021; Sukirman, 2022). Supriyoko et al., (2022) said that the MBKM program has been implemented by several universities. However, to implement this policy, they proposed that universities must prepare themselves to be able to run this program under the characteristics of universities and their resources.

Dynamic curriculum changes sometimes lead to frustration, lack of recognition, and additional work for teachers. It also challenges them to improve their personality and professionalism. Gasva et al., (2019) identified that teachers often encounter challenges in implementing a curricular which was designed or changed with their limited involvement, and not be adequately adapted to the local context. In implementing a new curriculum, the teachers also highlighted an intense ground work to comprehend curriculum content which took additional time (Mathura, 2019) and they encountered hardships as they view it as competence- based and self-empowering skills (Ngwenya, 2020).

Several previous researchers have revealed that the implementation of the national curriculum in Indonesia has been fraught with difficulties (Adiantika, 2021; Sakkir et al., 2021; Suryadi et al., 2019). They found that teachers lack knowledge of the curriculum and have different points of view on the regulation from other teachers, school principals, and other stakeholders. Consequently, they spent their time interpreting the regulation contents rather than making teaching preparation. They also identified that many workshops held by the government were not run successfully in improving their teaching competence. In fact, they still use conventional teaching methods. The changes of curriculum force teachers to comprehend the way to provide teaching methodology, teaching resources, assessment and evaluation, and the use of technology in the classroom. Not only the teachers should be aware of the impact of the changes of curriculum, but also the Education Departments need to adapt to changes in their curriculum.

To prepare students for employment and to provide professional pre-service teachers, the university needs to revise or change the curriculum that meets students' needs and is sustainable over time. The revision aims to fulfil the national demand and can compete in the globalized world as well (Hartono et al., 2020; Mufidah, 2019). Lock & Redmond, (2010) said that preparing today's pre-service teachers to be tomorrow's teachers can be a daunting task, hence; it is needed to transform the curriculum to best meet the needs of pre-service teachers so they are prepared for tomorrow's classrooms. In several Asian countries, educating pre-service teachers for competency in teaching English is a highly crucial issue.

For instance, in China, pre-service teacher qualities and classroom performance have far-reaching effects on the development of English competence and performance (Ping,

2015). It likely occurs because professional development programs do not seem to provide lasting effects and continuity between what teachers learn and what goes on in the classroom, use outdated course contents, demonstrate poor applicability and practicality, and conduct administration-driven curriculum evaluation (Reynolds et al., 2021; Zhang & Jiang, 2016)little is known about the beliefs of pre-service teachers in the pre-primary English as a foreign language (EFL. Furthermore, students in a certain number of colleges, in general, have not been trained for the profession, so the courses may need to equip them with sufficient hands-on and reflective activities in order that they can be well-prepared for their subsequent practicum and teaching (Jing, 2010).

In Japan, the current EFL pre-service teacher education program is inadequate to support the development of English language teaching. It also lacks vision and depth of instruction in teaching methodology and does not provide sufficient teaching practice experiences (Gorsuch, 2001). Concerning pre-service teacher training courses, they should be revised in accordance with the new pedagogical objectives. The changes should focus on ensuring lifelong professional development, prolonging the teaching practice, and introducing such programs as short-term learning at schools in foreign countries and observing lessons at a school in other countries (Masako, 2016; Yamamoto, 2021). Likewise, in Thailand, the English teacher-education programs contain inadequate courses for specific English skills, an outdated curriculum, and inapplicable content for real-world communication. Consequently, pre-service teachers have low language proficiency levels and lack confidence and experience in giving instructions (Loan, 2019; Nguyen, 2021; Oeamoum & Sriwichai, 2020)and teacher-education programs are essential for enabling pre-service teachers to achieve that success. In Thailand, despite the commonly reported problems regarding Thai students' English writing abilities, a few studies have been conducted on how pre-service student teachers learn to teach this specific language skill. This study aims to explore the views of 47 Thai pre-service teachers on the importance of teaching English as Foreign Language (EFL.

Similar to those countries, preparing English pre-service teachers in Indonesia is a challenging endeavour. Hadi (2019) argued that the curriculum of English Education Programs in Indonesia is inadequate in preparing pre-service teachers' English proficiency and pedagogy. He found that the curriculum contains a lack of balance in theory and practice, facilitation for relevant, contextual, and integrated learning experiences in learning to teach English. In addition, pre-teachers have poor English proficiency. Several studies also showed that the pre-service teachers have low understanding in addressing students' different abilities and needs. They have psychological barriers to teaching; feeling nervous, less confident, less motivated, and anxious when performing

teaching the class, and they face difficulties in lesson planning, classroom management, and lesson implementation (Ohorella, 2019; D. Rachmawati, 2017; Serliana et al., 2021; Widiati et al., 2018). Widiati et al. (2018) added most of the pre-service teachers thought that the pedagogical knowledge and skills they received during the course were not sufficient in terms of content and time. Consequently, they are likely to steer their future students into the same type of activities they were engaged in during their training process (Pusparini et al., 2021). They argued that helping these prospective teachers eliminate any detrimental beliefs before they start their careers as EFL teachers is needed.

With regard to the importance of providing prospective teachers with professional competencies, appropriate learning materials and teaching experiences, universities have to ensure that the course or program meets the school's needs. To achieve the intended results, changes in subject matter become a necessity. Most studies that focused on the issue of pre-service teachers highlighted their challenges, readiness, and experiences in teaching practicum. They also suggested the teachers of education programs and educational policymakers to be aware of the importance of career perceptions and motivations in teaching. (Lomi & Mbato, 2021). Nue & Manara (2022) added that English linguistics and pedagogical knowledge were seen as valuable resources that equipped the pre-service teachers to participate in the periphery circle of teaching community of practice during their practicum at schools.

Besides the changes of curriculum, today's current issue is about the use of the Common European Framework for Languages (CEFR). It has been adopted as a framework for English teaching, learning, and evaluation in several Asian countries. In Vietnam, the teachers and the learners use CEFR as references for their teaching and learning, and the private educational sectors will always target the qualifications from the CEFR (Khang, 2018), however, it was not frequently integrated in English teaching at the university; neither did lecturers nor students master it adequately (Tiep, 2017). In Thailand, the CEFR has been introduced in 2014 as a practical guidebook for teaching English in a Thai context and it has been promoted for all English skills and levels at schools to benchmark Thai students' communicative language ability in all four skills (Phaisannan et al., 2019; Phoolaikao & Sukying, 2021). In Malaysia, the implementation of the CEFR started in 2013 and the adaptation of the CEFR-aligned curriculum began with the Primary One and the Secondary One in Malaysian schools in 2016. The curriculum reform adopted the CEFR levels (A1, A2, B1, B2, C1, and C2) as a guiding framework for curriculum development; teaching and learning (including learning materials) and assessment (Kaur & Jian, 2022; Mohtar & Sadhasivam, 2022; Sidhu et al., 2018). Then, in early 2021, CEFR was introduced to upper secondary education

(Chong & Yamat, 2021; Nii & Yunus, 2022). Different from those countries, the use of CEFR in Indonesia is not officially stipulated by the government. Hence, the implementation and impacts of CEFR in the Indonesian context are still largely unknown. However, some schools or colleges use CEFR as a standard for foreign language learning and to develop ELT materials (Korompot, 2018; Maryo, 2021). To align with international standards and prepare the pre-service teachers to have internationally recognized qualifications, CEFR possible to be adapted and seems to be able as a framework to use in the curriculum in English education department.

Since CEFR has been successfully used in many countries, linking CEFR to fit in Indonesian context is needed. The departments can provide teachers with CEFR competencies about learning and the learner, planning language learning, using language-learning resources and materials, managing language learning, teaching language systems, teaching language skills, assessing language learning, increasing professional development and values, and encouraging language knowledge and awareness. In Indonesia, there are English Education Departments develop CEFR- based competencies courses. For instance, Sulistyaningrum & Purnawati, (2021) conducted research on grammar course in eight universities in Indonesia, the result found that the existing grammar syllabuses incorporated CEFR bands in language skills, language learning, and assessment. Ulya, (2020) develop CEFR-based teaching materials for a Writing for Professional Context subject in English Department in Universitas Pekalongan. Furthermore, Renandya et al., (2018) suggested that the universities or English teacher education providers to relook the curriculum, find ways to help student teachers develop a higher level of proficiency before they complete their pre-service education, and collaborate to design and develop a CEFR-based proficiency test which include two components: General Proficiency and Pedagogical Language Proficiency.

This study focuses on the TEFL Methodology course which is designed to provide pre-service teachers with several newest methodologies in teaching English in different levels and learning contexts. The course planned for the fifth semester students who will join a school-teaching practice. It also offers students opportunities to develop both content and experiential knowledge in teaching English. The current syllabus of TEFL Methodology contains issues and challenges in TEFL, the place of the course in the ELT curriculum, EFL teachers' competencies, the principles of foreign language learning, 21st Century Learning, traditional method, designer method, scientific approach, teaching receptive skills, and teaching productive skills.

To determine if an existing course adequately addresses the needs of students, collects information about learners' experiences, and identifies a gap between what students are able

to do and what they need to be able to do (Richards, 2001), the researchers need to conduct a needs analysis. Therefore, this needs analysis study is essential in revising and redesigning the syllabus of TEFL Methodology to meet the national curriculum standards.

Method

Participants

53 English teachers who have experience as internship supervisors and 50 students who have enrolled in the TEFL methods course participated in this survey research. The demographic information of the participants is given in Table 1.

To select the English teachers as participants, the researchers used a purposive sampling technique. The participants were chosen based on some criteria; the participants were teachers with adequate experience as supervisors in-school teaching practicum for EFL students; they were voluntarily willing to take part in this study; and they were easily reached via online communication. Furthermore, the pre-service teachers were selected based on their experience in the TEFL methods course and in-school teaching practicum.

Data Collection Tools

In collecting data, the researchers used two questionnaires. The first questionnaire was used to identify English teachers' views on English teacher competence. It was divided into three parts; part one was about demographic data of the participants; part two was employed to elicit participants' views on linguistics competence; and part three was used to require the participants to express their needs on pedagogic competence. The second questionnaire was used to find out students' experience in joining the TEFL Methodology class.

Before being distributed, two experts in ELT validated the questionnaires. The researchers also made a tryout of the questionnaires to ten English teachers and ten students

to check if the content was confusing or if those who read it could easily understand the questions and made some revisions based on their feedback. Then the validated questionnaire was distributed to all participants of this study. The supplementary data is TEFL Methodology course syllabus. The data from this course analysis was reported to support the major findings from the primary data.

Data Analysis

The data collected from the respondents were gathered to be analyzed using qualitative analysis of interactive models covering data reduction, data display, and conclusion drawing. The researchers transcribed, selected and focused the data by referring to the research problems, they also provided field note in the form of narrative description. Then, they made final conclusion which supported by sufficient data in the field.

Findings

In this section, the findings are delivered into three main sections based on the research questions. The first section reveals the English teachers' view on teacher competencies. The second section is continued with pre-service teachers' perception of the TEFL Methodology course, and the last section discloses the existing course syllabus analysis.

English teachers' view on teacher competences

Teachers, in order to be able to teach English to learners, should be competent in the system and the use of language (linguistics competence) and the teaching of language (pedagogic competence). Table 2 provides the findings of teachers' views on teacher competencies.

The findings reveal English teachers' similar views on linguistics and pedagogic competence. They believed that language proficiency is as important as their pedagogical competence. Concerning linguistic competence, English teachers need to use as much of the target language as possible.

Table 1: Demographic information of English teachers

Indicators	Criteria	Number	%
Gender	Male	14	26
	Female	39	74
Teaching experiences	0-5 years	8	15
	6-10 years	5	9
	ears	8	15
	>15 years	32	61
Educational background	Bachelor of Education	47	90
	Bachelor of Arts	1	2
	Master of Arts	3	6
	Doctor of Education	1	2

Table 2: English teachers' view on teacher competence

Teacher Competences	Answer Yes	Answer No
An English teacher needs to have the ability to …		
use classroom English effectively in opening the lessons	91 %	9 %
use classroom English effectively in teaching learning activity	75 %	25 %
use classroom English effectively in closing the lessons	91 %	9 %
identify students' language errors	94 %	6 %
provide feedback on student work effectively	96 %	4 %
An English teacher needs to have knowledge and understanding of…		
principles and techniques for teaching listening in accordance with the learning objectives	100 %	0 %
principles and techniques for teaching speaking in accordance with the learning objectives	100 %	0 %
principles and techniques for teaching reading in accordance with the learning objectives	100 %	0 %
principles and techniques for teaching writing in accordance with the learning objectives	100 %	0 %
principles and techniques for teaching vocabulary	98 %	2 %
principles and techniques for teaching phonology	94 %	6 %
An English teacher needs to have knowledge and skills of…		
how to select and adapt teaching materials in accordance with the learning objectives	100 %	0 %
how to select and adapt supplementary materials in accordance with the learning objectives	98 %	2 %
how to select and design assessment in accordance with the learning objectives	98 %	2 %
how to develop a lesson plan	98 %	2 %
how to conduct classroom observation	98 %	2 %
how to reflect teaching and learning	100 %	0 %
An English teacher needs to be able to …		
demonstrate how to teach listening	98 %	2 %
demonstrate how to teach speaking	98 %	2 %
demonstrate how to teach reading	98 %	2 %
demonstrate how to teach writing	96 %	4 %
demonstrate how to teach vocabulary	96 %	4 %
demonstrate how to teach grammar	96 %	4 %
demonstrate how to teach phonology	90 %	10 %

They can take the opportunity to maximize their language proficiency by using the classroom language effectively in pre-teaching, while teaching, and post-teaching. However, having good language proficiency alone is insufficient for teaching a language. They argued that they need pedagogical competence to develop a lesson plan, conduct classroom observation and reflection on teaching and learning activities, select and adapt teaching materials, and teach language skills, vocabulary, grammar, and phonology.

Students' perceptions of TEFL Methodology course

Approaches and methods of language teaching and learning have always been created and developed over time and from classroom to classroom. The development challenges the

teachers to teach differently and to modify their practice. TEFL Methodology course is designed to develop students' knowledge and skills in teaching English. Table 3 provides the pre-service teachers' view and experience on the TEFL Methodology course.

Based on the data illustrated in Table 3, most pre-service teachers used classroom language effectively in opening the lesson. However, they rarely used classroom English in teaching learning activity and in closing the class. Regarding the TEFL Methodology course, the participants shared a similar view of course materials. They argued that the course gave them a model and knowledge of principles and techniques for teaching four language skills, grammar and vocabulary. However, half of the participants asserted that they did not get

Table 3: Pre-service teachers' perception on TEFL Methodology course

	Answer	
	Yes	*No*
In school-teaching practicum, I …		
used classroom English effectively in opening the lessons	90 %	10 %
used classroom English effectively in teaching learning activity	55 %	45 %
used classroom English effectively in closing the lessons	77 %	23 %
identified students' language errors	93 %	7 %
provided feedback on student work effectively	90 %	10 %
The TEFL Methodology course was provided with:		
knowledge of principles and techniques for teaching listening in accordance with the learning objectives	95 %	5 %
knowledge of principles and techniques for teaching speaking in accordance with the learning objectives	88 %	12 %
knowledge of principles and techniques for teaching reading in accordance with the learning objectives	93 %	7 %
knowledge of principles and techniques for teaching writing in accordance with the learning objectives	78 %	22 %
knowledge of principles and techniques for teaching vocabulary	85 %	15 %
knowledge of principles and techniques for teaching grammar	75 %	25 %
knowledge of principles and techniques for teaching phonology	46 %	54 %
a model of how to teach listening	80 %	20 %
a model of how to teach speaking	78 %	22 %
a model of how to teach reading	85 %	15 %
a model of how to teach writing	76 %	24 %
a model of how to teach vocabulary	88 %	12 %
a model of how to teach grammar	76 %	24 %
a model of how to teach phonology	46 %	54 %
knowledge and skills of how to select and adapt teaching materials in accordance with the learning objectives	10 %	90 %
knowledge and skills of how to select and adapt supplementary materials in accordance with the learning objectives	15 %	85 %
knowledge and skills of how to select and design assessment in accordance with the learning objectives	25 %	75 %
knowledge and skills of how to develop a lesson plan	10 %	90 %
knowledge and skills of how to conduct classroom observation	17 %	83 %
knowledge and skills of how to reflect teaching and learning	13 %	87 %

knowledge and a model for teaching phonology in the TEFL Methodology course. The data also proved that the course only focused on giving theories of teaching methodology and the teaching were less authentic. The majority of participants indicated that they need the knowledge to use the teaching methods in accordance with the learning objectives, skills to develop those teaching methods in a lesson plan, and strategies to select or adapt teaching materials and assessments. They also need the skill to conduct classroom observation and teaching reflection in order to find out that the activity reaches the goal of teaching.

TEFL Methodology Course Syllabus Analysis

The course syllabus was analyzed based on several components such as rationale, identity, course description, course objective, session, an indicator of course learning outcomes (CLOs), material, learning activities time allotment, assessment,

and resources (Tanjung, 2019). Table 4 shows that some components require ful lment.

was not a textbook-driven course. e activity of teaching tended to use student-centered learning. It used Project-Based Learning (PBL) and Communicative Language Teaching (CLT). However, the activity had limited opportunities for students to practice teaching English. e course also had limited and outdated resources. Moreover, the course materials did not prepare students with the competencies needed to perform appropriately in the classroom. erefore, to meet the challenges of the 21st century, students need to enhance their digital literacy skills and re ect and refresh teaching. In this course, there was no practicum, so students learned more theories of teaching than practice in using the teaching methods learned.

Based on the analysis, it was found that the course was not a textbook-driven course. e activity of teaching tended to use student-centered learning. It used Project-Based

<div align="center">**Table 4**: Analysis of TEFL Methodology Syllabus</div>

Components	Available	Not available	Findings
Rationale		√	
Identity	√		The syllabus provides information of the course title, the lecturer, and the course credit.
Course description	√		This course is designed for the fifth semester students. This is a basic course on the concepts of approaches, methods, and techniques of teaching English. Teaching materials that are taught in this course include issues, problems, and the latest knowledge in language teaching English.
Course objective		√	
Session	√		The course will be held in sixteen meeting
Indicator of CLO	√		Course learning outcomes: In the end of the course, students will be able to analyse approaches, methods, and techniques of teaching English, able to teach English in accordance with theories and concepts of language and language education, and able to provide solutions and ideas of teaching English.
Material	√		There are ten teaching materials in this course. They are: Current issues, problems and challenges in the evaluation of TEFL process and achievement, The place of the course in the ELT curriculum, Competencies required of EFL teachers, Principles of foreign language learning, 21st Century Learning, Traditional Method, Designer method, Scientific approach, Teaching Receptive Skills, Teaching Productive Skills
Learning activities	√		Most learning activities offered in the course is Project-based learning and communicative language teaching. The stage of the activity is not clearly elaborated in the syllabus.
Time Allotment	√		100 minutes/meeting
Assessment		√	
Resources	√		Brown, D.H. (2001). Teaching by principles. Englewood Cliffs, N.J.: Prentice Hall. Brown, D.H. (2001). Teaching by principles. Englewood Cliffs, N.J.: Prentice Hall. Harmer, J. (2007). The Practice of English Language Teaching, Fourth Edition. Essex, England: Pearson Education Ltd. Nunan, D. (1999). Second Language Teaching & Learning. Massachusetts, USA: Heinle & Heinle Publishers Nunan, D. (2003). Practical English Language Teaching. New York: McGraw-Hill Companies Richard, Jack C., & Rodgers, Theodore S. (2001). Approaches and Methods in Language Teaching. New York: Cambridge University Press

Learning (PBL) and Communicative Language Teaching (CLT). However, the activity had limited opportunities for students to practice teaching English. The course also had limited and outdated resources. Moreover, the course materials did not prepare students with the competencies needed to perform appropriately in the classroom. Therefore, to meet the challenges of the 21st century, students need to enhance their digital literacy skills and reflect and refresh teaching. In this course, there was no practicum, so students learned more theories of teaching than practice in using the teaching methods learned.

DISCUSSION

This study reveals that the English teachers argued about the importance of linguistic competence and pedagogic competence for them. It is interesting to note that teachers should have greater language competence and be more progressive in using English than their learners. Some previous studies claimed that language competence has an influence on pedagogic competence. They stated that there is a complex relationship between language proficiency and the way they use the target language to interact and support the students.

If the teachers have a high language proficiency level, they will have high self-efficacy, high self-esteem, and high classroom-management satisfaction (Rachmawati & Purwati, 2021; Syahrial et al., 2019). Besides, the participants also believed that teachers should also be competent in teaching language. Competence in teaching language is the ability to understand the students, plan the lesson, implement the teaching, and evaluate students' learning outcomes (Hasriani, 2022)in section 28, sub-section 3 point a. The researcher employed descriptive evaluative method. The subjects of this research were four English teachers from different schools of Madrasah Aliyah in Kabupaten Enrekang. The purpose of the research was to describe the teachers' pedagogical competence in understanding the students. Based on the result and discussion, the four teachers have different quality in terms of pedagogical competence especially in understanding the students. The score of teacher 1 and teacher 4 was 3 (good. It also relates to teaching methodologies and approaches, including knowledge in teaching and classroom management, assessment, evaluation, development of lesson plans and student learning (Akmal, 2017)Indonesia is determined to have a golden generation in order to improve the nation's competitiveness. However, in reality the condition of teenagers today is very alarming. The data show about 93 out of 100 elementary school students have already consumed pornography; about 21 out of 100 young women have abortions; some 135 teenagers become victims of violence every day; 5 out of 100 adolescents contract sexually transmitted diseases; 63 out of 100 teens have sex before marriage. School teachers should take active roles in minimizing such unhappy figure and prepare the golden generation. This article proposes local culture and local moral to complete the Technological Pedagogical Content Knowledge (TPCK+.

In the English education department, TEFL Methodology is one of the essential courses which offers students the theories and principles of approach, methods, techniques, and strategies that would help them to teach language skills. This course aims to help students to identify principles and strategies for teaching integrated language skills, and develop effective activities for listening, speaking, reading, writing, grammar, vocabulary, and phonology learning. Regarding the questionnaire data of pre-service teachers' perceptions of the TEFL Methodology course, most of the participants had adequate language competence. They used classroom English in opening the lesson, they could identify students' language errors, and give their students feedback effectively. However, in a teaching-learning activity, half of them did not use classroom English. They code mixed or used students' first language in the activity. This finding indicates that they faced difficulty in teaching. The problems might come from their lack of linguistic competence.

The second set of this present study's findings addresses the experience of joining the TEFL Methodology course. This study revealed that most of the participants argued that they had more knowledge of principles and techniques for teaching receptive skills (95% for teaching listening and 93% for teaching reading) than productive skills (88% for teaching speaking and 78% for teaching writing). This occurred because, in the course, their lecturer gave them more models of how to teach receptive skills (80% for teaching listening and 85% for teaching reading) than a model of teaching productive skills (78% for teaching speaking and 76 % for teaching writing). Irma, (2020) and Zahin & Zannat, (2020) reported the result of their investigation on the difficulties of teaching productive skills. The findings indicated that there are some difficulties encountered by teachers in teaching speaking and writing; 1) difficulty to determine teaching method and materials, 2) lack of confidence and motivation, 3) pronunciation problems, 4) insufficient vocabulary, 5) poor knowledge of grammar, and 6) difficulty in understanding long sentences.

The data in Table 3 also supports prior studies regarding teachers' pedagogic competence (Akmal, 2017; Irina, 2011; Purnama et al., 2021)Indonesia is determined to have a golden generation in order to improve the nation's competitiveness. However, in reality the condition of teenagers today is very alarming. The data show about 93 out of 100 elementary school students have already consumed pornography; about 21 out of 100 young women have abortions; some 135 teenagers become victims of violence every day; 5 out of 100 adolescents contract sexually transmitted diseases; 63 out of 100 teens have sex before marriage. School teachers should take active roles in minimizing such unhappy figure and prepare the golden generation. This article proposes local culture and local moral to complete the Technological Pedagogical Content Knowledge (TPCK+. The participants asserted that the TEFL Methodology course did not improve their knowledge and skills to develop a lesson plan (10%), to select and to adapt teaching materials (10%), to select and to design assessments (25%), to conduct classroom observation (17%) and to use reflective teaching (13%). This finding indicates that the course needs to give more attention to student teachers' professional growth both in language and pedagogic competence.

A clear implication arising from this study is that the course needs to be revised. Based on the course syllabus analysis results, it was found that the current syllabus does not prepare the growth of pre-service teachers' competence and there is no balance in theory and practice provided in the course. Finally, lecturers or educators need to focus their attention on the following questions: 1) what teacher ought we to provide? 2) what teacher do we provide? 3) what teacher can we provide? 4) what syllabus can I provide? 5) what syllabus should I provide? and 6) what syllabus will I provide? (Bowers, 1987).

Conclusion

Prior research has strongly highlighted the pre-service teachers' problems and challenges in teaching experience (Marav, 2022; Maulimora, 2019; Nguyen, 2021; Serliana et al., 2021; Syamdianita & Cahyono, 2021). Most of the findings deal with their pedagogical com0petence. This study highlights that developing a TEFL Methodology course is needed to improve pre-service teachers' pedagogical competence.

The reason for revising or changing the syllabus comes from the teachers' views on the importance of linguistics and pedagogic competence, pre-service teachers' views on the current TEFL Methodology course, and the course syllabus analysis. The findings showed that the existing course does not meet students' needs, seems outdated and is irrelevant to their need in this digital era. As the provider of future English teachers, the English Education Department has a responsibility to provide an appropriate and relevant course for them. Moreover, the English education department is the first place where pre-service teachers learn, understand, explore, and showcase their competences. The course will significantly shape the students' competences and get themselves ready to become a competent English teacher.

In short, providing pre-service English teachers with adequate activities which engage their pedagogy and linguistics competencies would be an advantage for the pre-service themselves as initial practice before facing real school. Therefore, the English education departments need to evaluate the course or the curriculum that meets the needs of their students.

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