

TEACHERS WITH LIMITED ENGLISH PROFICIENCY IN TEACHING READING: FELLOW TEACHERS' PERCEPTION

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Abstract

English Language proficiency refers to one's ability to use English for various communicative purposes. This study aimed to investigate the teacher's method, strategy, lesson plan, teaching resources, and teaching aids on teaching reading with limited English proficiency. This study used the qualitative survey research design with 4 fellow teachers as participants of this study. The instruments of this study were questionnaire and participants' self-reflection used to collect data. The results indicate that teachers with limited English proficiency found some difficulties in teaching reading. The finding provided important insight to teach reading with appropriate support and strategies so that they can still effectively teach reading skills to their students. This study may have implications for language teaching and learning process, particularly in teacher professional development.

Keywords: *English Proficiency, teaching reading, reading skills, teachers' perception*

INTRODUCTION

The notion of 'English language proficiency' as a learning outcome in a second language context has engaged the interest of teachers, administrators, curriculum developers, test constructors, researchers, parents, and students for several decades now (Yasin & Mustafa, 2022, Ghasemboland & Hashim, 2013). It is well known that English proficiency refers to one's ability to use language for various communicative purposes (Renandya et al., 2018). The ability to learn English Languages is a common condition that considerably impacts English teaching and learning. Good English proficiency will positively impact students' input and output processes (Habibi & Sofwan, 2015). English teachers in Indonesia experienced difficulties practicing good classroom management because many students misbehaved. The students who misbehave usually do not fully understand the material or tasks (Acker & Talbott, 2010, Souriyavongsa et al., 2013), which relates to the teacher's English proficiency in English teaching and learning.

The previous study shows that most teachers are not qualified in English proficiency and lack training in Teaching English to Foreign Learners (Habibi & Sofwan, 2015, Imelwaty, 2014, Souriyavongsa et al., 2013). Teachers are the main reason school graduates have low English proficiency (Al-Mahrooqi, 2012). In addition, some teachers only feel more confident in their reading skills than in writing in English (Wulyani et al., 2019), or in productive skills (speaking and writing) as weaker than those in receptive skills (listening and reading) (Butler,

2004). It is irrelevant to their obligation to teach all skills in English, and the level of teacher has a level between B2 to C1 on CEFR.

Several factors are obtained why the teacher's English proficiency is not as balanced as it should be. As (Akram et al., 2020) state, the lack of proper training, limited exposure to English, insufficient resources and support, lack of motivation and interest, and communication barriers are some factors that impact low English teacher proficiency. The main factor is not well-trained; for instance, they use their mother tongue language when teaching, so they cannot perform well to attract the interest of the students.

Previous work has only focused on English teacher proficiency in general, but this study will discuss English proficiency in reading skills. According to (Jaya, 2019) in his research, Indonesia is ranked as the country with the ability to read at no. 57. Most research on English proficiency has been carried out in surveys, quasi-experiment, and mixed methods (Pangket, 2019, Ler, 2012). Researchers have been able to collect the data as well as needed in this approach.

Due to a lack of English teachers' proficiency and limited past research on English with low proficiency in reading context has prompted researchers to investigate their teaching method, strategy, teaching plan, teaching resources, and teaching aid in teaching reading. This study aims to find out the teacher's method, strategy, lesson plan, teaching resources, and teaching aids for teaching reading with limited English proficiency.

METHODS

The method used in this research was survey research design (Leavy, 2017). This method was used because it provides a more robust, detailed, and contextualized study (Creswell, 2012). The participants of this study were selected from six fellow teachers in a magister program of a public university in Jakarta. There were 4 fellow teachers participated in this research under the criteria of having low level of English proficiency in reading skills. They were students of the same university and they work at different schools. They taught different level of education.

Two main instruments were used in this study. The first instrument was their self-reflection in doing tests, and the second is questionnaires. To collect the data, some research procedures were taken. The first procedure was taking data from their self-reflection based on some aspects. The aspects were reading comprehension from A2 until C2 level. The following tests of A2 are Shopping, Accommodation, Daily Routine, Free Time, Transport, and Sport. The following test of B1 are Job Application, Education, Free Time, Travel and Madagascar. The B2 level test are Sport, Place, File Sharing, Job Adverts, and Business Announcement. The C1 level test are TOEFL in reading 2 and 3, CAE in reading 1, PTE in reading 4, and Reading Comprehension. The last level is C2, and the following test are CAE reading

1, CPE reading 1, reading 2, reading 3 and IELTS academic reading. The second procedure was taking data from questionnaire consisting of ten questions in an open ended-questions. In comparison, the data were fellow teachers' perceptions from questionnaire and self-reflection.

RESULTS AND DISCUSSION

Levels of Fellow Teachers' Self-Reflection in English Language Proficiency

The fellow teacher had done tests to assess their proficiency in all skills and levels from A2 to C2. They took the same test in the same subject, English Proficiency for Teachers. The table below illustrated the EFL Fellow teachers' self-reflection; it showed a wide range of scores from very low to a very high, at all test levels from A2 to C2. Excel calculated the mean score of each test reading level to examine the teachers' reading skill level in the English language.

Table 1: The result of English language proficiency

Reading Level/Topics		Total Question	Max	Min	Mean
Reading A2	- Shopping	10	10	7	8,5
	- Accommodation	8	8	6	7,3
	- Daily Routine	12	11	7	9,3
	-Free Time	10	10	7	9,3
	- Transport	10	10	8	9,3
	- Weather	10	9	6	8,2
Reading B1	- Job App	14	12	6	10,3
	- Education 1	10	10	7	8,5
	- Free Time	10	10	8	9,0
	- Travel	14	14	10	11,8
	- Madagascar	10	10	6	8,3
Reading B2	- Sport	10	10	7	9,2
	- Place	10	10	7	8,8
	- File Sharing	3	3	2	2,5
	- Job Adverts	14	14	10	11,5
	- Business Announcement	7	7	7	7,0
Reading C1	- TOEFL (Reading 2)	10	10	8	9,0
	- TOEFL (Reading 3)	9	9	7	7,5
	- CAE (Reading 1)	6	6	6	6,0

	- PTE (Level 4 Reading)	5	5	5	5,0
	- Reading Comprehension	40	39	30	34,5
Reading C2	CAE - Reading 1	6	6	2	4,0
	CPE (Reading 1)	18	16	14	15,0
	CPE (Reading 2)	8	8	5	6,3
	IELTS (Academic Reading 4)	9	7	4	6,2
	CPE (Reading 3)	7	7	5	6,5

The next chapter discusses their method, strategies, aims, and difficulties while teaching reading.

Fellow Teacher's Perception for Teachers with Limited English Proficiency

The researcher also made a questionnaire to share with fellow teachers to answer the research question. Based on the result of first question in the questionnaire, the English proficiency is essential thing that should the teacher have since the teacher is a role model of their students. It is also significant given the impact on the quality of instruction, student engagement, language development, and learning outcomes in the classroom. It is a critical factor in creating an effective and conducive learning environment for students. They also felt that their method or strategies in the way of teaching are effective. Since the students are pretty hard to read, the teacher should find an effective way to make the students interest in reading.

It is turning to the method of teaching reading. An actual example of the method for teaching reading is students' centered learning (SCL). Because when reading material, students must be more active in the learning process to read the existing text. In addition, some of participants suggest the method used, namely: Know – Want to know – Learned (KWL) strategy, suitable methods such as jigsaw, retelling the story based on their words, guided reading and also shared reading. The teacher can use while she practices the teaching reading.

Turning to the teaching lesson, no extraordinary things need to be considered in the lesson plan. When the teacher makes lesson plan, it started with the learning objective, considering the text selection, reading strategies, and technology tools used. Moreover, the researcher found that all of the fellow teachers will provide text material related to reading material that is relevant and an exciting topic. One of my interests here is that the teacher has to prepare or give a spare time to allow students get their time to read then discuss in pairs.

They were got their difficulties teaching reading skills. Many factors that support this difficulty. Such as students lacking focus and getting distracted, their motivation to read less, difficulty trying to get the main ideas because of limited vocabularies, and limited reading time. Due to that, there were technology or

software that can support the teaching of reading. It can be accessed free or paid, according to the needs. The fellow teachers can give some software as reading test in TOEIC, Quizzes applications, E-books, Audiobooks, or Let's Read Applications.

In addition, the teaching resources can be one of the elements to support the reading material. Some participants suggest looking for online media resources such as digital videos, Leveled Reading Materials, Audio, and Video Resources; maximizing literacy by reading various topics; reading English newspapers or magazines; and providing English textbooks from American or English Publishers. In comparison, the aids the teachers can use are videos related to the material, online reading quizzes, Visuals, Flashcards, Realia and Props, pictures, graphs, timetables.

There were some suggestions to improve an English teacher's reading skill. It can be started by reading books, watching English movies without subtitles, and collaborating with English-speaking collages. Some felt that the teachers must keep practicing and keep trying any methods. Based on the result of the last question, three fellow teachers were not given any support or training to follow up their teaching method. Nevertheless, they keep practicing by themselves. They have to read journals and articles related to the teaching reading. The most exciting result is that one participant has support and training from Cambridge Publisher. It improves her, and she has some strategies to apply in her teaching reading.

Discussion

Most fellow teachers have taught for at least two years at different education levels, from Elementary School to University Level. Of course, English proficiency is essential in the learning process because students affect proficiency (Nel & Müller, 2010). In this case, fellow teachers also agree with the importance of English proficiency that they must have because they are role models for students. English proficiency teachers are an issue in Indonesia and several other countries (Renandya et al., 2018). Due to the lack of time and participants, the researcher suggests it can be a problem for further research to find English proficiency teachers in another country.

The result of this study found that Student Centered learning (SCL) and Know – Want to know – Learning (KWL) is the most method suggested by fellow teachers to teach reading. This finding is consistent with (Dong et al., 2019) who claimed that Students Centered learning contribute more to reading comprehension. The center of student-centered learning is the students, not the teacher or the materials (Jacob & Renandya, n.d.). The know – Want-Learning (KWL) strategy was developed by Ogle that has been implemented in classrooms and teaching reading skills (Katemba & Sihombing, 2023, Aprillia, 2015).

Regarding the teaching lesson, the lesson plan is a necessary product of Lesson Study (Fujii, 2016). In the finding, there are no extraordinary things that need to include. All of my fellow teachers made it by the learning objective, considering

the text selection, reading strategies, and technology tools used, as well as the others. In contrast, making a lesson plan is not easy; crafting a lesson plan takes a lot of energy and time. The lesson plan must be clear, understood, and compared to the research lesson.

Turning now to the teaching resources, some of the participants suggest looking for the resources an online media such as digital videos, Leveled Reading Materials, Audio and Video Resources; Maximizing literacy by reading various topics; reading English newspapers or magazines; and providing English textbooks from American or English Publishers. This finding is consistent with (Olagbaju & Popoola, 2020) which states that Audio Visual because it presents the lessons in a simple, effective and interactive way to students. The Audio Visual is affordable and timely because of the proliferation of smart phones and other internet enabled devices in classroom (ODE, 2014). In comparison, the aids the teachers can use are videos related to the material, online reading quizzes, Visuals, Flashcards, Realia and Props, pictures, graphs, timetables.

However, fellow teachers have difficulties while they are teaching reading. In this study, students lack focus and get distracted, their motivation to read is low, and they feel it difficult to get the main ideas because of limited vocabularies and the limited time to read our teachers' difficulties while teaching reading. However, these results were not very encouraging because fellow teachers have a challenging and still in 'low category' English proficiency level. The finding suggests improving an English teacher's reading skill as soon as possible. It can be done by themselves or get support to develop their English proficiency.

CONCLUSION

This paper has argued that English proficiency teacher is the essential things. Based on their self-reflection, this study has identified that fellow teachers have low English language proficiency. The results of this research support that English teachers should improve their English proficiency by themselves or get support from any institution. The findings of this study also provide new insights regarding methods, strategies, teaching aids, teaching resources, and lesson plans that teachers can use when teaching reading skills.

The study is limited by the teacher's lack of information on English proficiency in other skills. Due to time and participant constraints, it is hoped that the further research will examine English proficiency from English teacher levels with different skills for further research. Of course, this is very useful for measuring the quality of teachers for schools. It is expected to be a benchmark for improving the quality of teachers' English proficiency.

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