



INDONESIAN EFL TEACHERS' TRAINING NEEDS AND PERCEPTIONS OF CONTEMPORARY ELT APPROACHES

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengalaman guru bahasa Inggris dalam mengikuti pelatihan dalam jabatan serta mengidentifikasi kebutuhan guru bahasa Inggris terhadap pelatihan yang berkaitan dengan pendekatan pembelajaran bahasa Inggris kontemporer. Pengembangan profesional guru adalah faktor penting dalam meningkatkan kualitas pembelajaran, khususnya dalam menghadapi abad ke-21 yang menekankan pembelajaran dengan menggunakan pendekatan yang komunikatif, kolaboratif, serta penggunaan teknologi dalam proses belajar mengajar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei dan melibatkan guru Bahasa Inggris sebagai responden penelitian. Data penelitian dikumpulkan menggunakan kuesioner yang telah dirancang untuk memperoleh informasi terkait pengalaman pelatihan guru, lembaga penyelenggara pelatihan, kebutuhan pelatihan, dan tingkat pengetahuan guru terhadap berbagai pendekatan pembelajaran bahasa Inggris kontemporer. Data yang sudah didapatkan kemudian dianalisis secara deskriptif untuk menggambarkan kondisi pelatihan serta kebutuhan pengembangan profesional guru. Hasil dari penelitian ini menunjukkan bahwa partisipasi guru Bahasa Inggris dalam mengikuti pelatihan masih relatif terbatas, meskipun pelatihan diselenggarakan oleh berbagai lembaga. Selain itu, guru juga didalam penelitian menunjukkan kebutuhan yang cukup tinggi terhadap pelatihan mengenai pendekatan pembelajaran kontemporer, khususnya yang berkaitan dengan penggunaan teknologi dalam pembelajaran bahasa Inggris. Temuan penelitian ini menunjukkan bahwa guru memiliki tingkat pengetahuan yang cukup baik terhadap beberapa pendekatan, seperti Project-Based Learning, Student-Centered Approach, Task-Based Language Teaching, dan Communicative Language Teaching, meskipun pemahaman terhadap pendekatan berbasis teknologi masih relatif lebih rendah. Oleh sebab itu, penelitian ini menegaskan pentingnya penyediaan program pelatihan guru yang lebih sistematis, berkelanjutan, serta berkaitan dengan kebutuhan pembelajaran.

Kata Kunci: *Pengembangan Profesional Guru, Pelatihan Guru, Pendekatan Pembelajaran Bahasa Inggris, Teknologi Pembelajaran*

ABSTRACT

This study aims to analyze English teachers' experiences in participating in in-service training and identify their training needs related to contemporary English language learning approaches. Teacher professional development is a crucial factor in improving the quality of learning, particularly in facing the 21st century, which emphasizes learning using communicative, collaborative approaches, and the use of technology in the teaching and learning process. This study employed a quantitative approach with a survey method and involved English teachers as research respondents. Research data were collected using a questionnaire designed to obtain information related to teacher training experiences, training providers, training needs, and teachers' level of knowledge regarding various contemporary English language learning



approaches. The obtained data were then analyzed descriptively to describe the training conditions and teachers' professional development needs. The results of this study indicate that English teachers' participation in training is still relatively limited, even though the training is organized by various institutions. In addition, teachers also demonstrated a high need for training on contemporary learning approaches, particularly those related to the use of technology in English language learning. The findings of this study indicate that teachers have a fairly good level of knowledge of several approaches, such as Project-Based learning, Student-Centered Approach, Task-Based Language teaching, although their understanding of technology-based approaches is still relatively low. Therefore, this study emphasizes the importance of providing more systematic, sustainable, and relevant teacher training programs that are aligned with learning needs.

Keywords: *Teacher Professional Development, Teacher Training, English Language Learning Approaches, Learning Technology*

INTRODUCTION

Twenty-first-century education demands a highly significant transformation across all instructional processes to become more adaptive, innovative, and capable of optimally utilizing technological advancements, particularly in the context of English as a Foreign Language (EFL) instruction. The paradigm shift from teacher-centered to student-centered learning compels educators to promptly implement strategies that are more communicative, collaborative, and closely integrated with today's digital ecosystem. In this new landscape, teachers play a vital role as facilitators tasked with developing students' essential competencies, including communication, creativity, critical thinking, and profound digital literacy. The use of technology is no longer merely a supplement but a fundamental necessity to address increasingly dynamic and complex global challenges. Thus, the integration of pedagogical methodologies and information technology tools is the primary key to creating an inspiring and relevant learning environment for future generations. The ultimate goal is for every student to compete on the international stage with proficient language mastery and technical skills that support their productivity in various sectors of modern society, which relies heavily on fast-paced global connectivity (Ibrahim & Hashemifardnia, 2024; Jantassova et al., 2026; Orak & Al-khresheh, 2021; Thooyibah, 2026).

Modern language learning approaches offer various effective frameworks to comprehensively enhance students' linguistic competence in this digital era. Methods such as Task-Based Language Teaching (TBLT) have proven effective in honing pragmatic competence through contextual and meaningful assignments. Furthermore, the concepts of Communicative Language Teaching (CLT) and Project-Based Learning (PjBL) provide space for students to explore language through authentic interactions and the completion of projects relevant to their daily lives. Other models, such as the Flipped Classroom and Blended Learning, combine the flexibility of online instruction with intensive face-to-face interaction to significantly boost motivation and learning outcomes. Technology integration has also become more specialized through Mobile-Assisted Language Learning (MALL) and Computer-Assisted Language Learning (CALL), which facilitate access to materials without time constraints. The relevance of these technology-based models has strengthened, especially in the post-pandemic educational context, where learning autonomy and digital accessibility have become top priorities. Through the implementation of these innovative methods, foreign language mastery is expected to transcend mere grammatical understanding and reach a level of functional proficiency that enables students to communicate effectively in various



competitive social and professional situations (Ai-jun, 2024; Bolshak & Voloshina, 2020; Digtyar et al., 2023; Namestiuk et al., 2020; Salmanova, 2025).

Ideally, English teachers are expected to possess the professional capacity to implement these modern learning approaches effectively, in line with rapidly evolving curricular demands. However, in reality, there remains a sharp discrepancy between educational policy expectations and the actual conditions of classroom instruction today. Instructional activities tend to be dominated by monotonous traditional methods, intensive use of textbooks without creative modification, and a lack of technological integration at every stage of teaching. This concerning condition is visibly observed at SMP 1 Surabaya during the 2025/2026 academic year, where a dependency on conventional teaching patterns remains strong among educators. The minimal utilization of digital devices as interactive media results in low student participation and a classroom atmosphere that is insufficiently challenging for cognitive development. This indicates an urgent need for sustainable professional development for teachers to bridge the gap between progressive curricular theory and field practices that remain trapped in outdated and increasingly irrelevant paradigms (Dhungana et al., 2021; Kaize et al., 2026; Kusmini et al., 2025; Redman et al., 2021).

Teacher Professional Development (TPD) is a crucial determinant in the effort to improve the quality of EFL instruction across all educational levels. The recent global pandemic accelerated the need for pedagogical and digital adaptation for all educators without exception. Various studies indicate that teachers' perceptions and experiences in professional training significantly influence their daily teaching practices. Nevertheless, research specifically exploring training experiences, competency needs, and teachers' knowledge levels regarding contemporary learning approaches within the Indonesian context remains relatively limited and lacks depth. This is a serious issue because, without accurate needs mapping, training programs organized by the government or institutions often fail to achieve their intended targets. In fact, a deep understanding of the obstacles faced by teachers in the field—such as those at SMP 1 Surabaya in the 2025/2026 academic year—is essential for designing a more comprehensive capacity-building strategy. These efforts must be undertaken immediately so that teacher competency standards in Indonesia can align with the qualification standards of educators in developed nations (Lim et al., 2020; Rasmitadila et al., 2025; Sabariah et al., 2023; Safrizal et al., 2022; Yawan et al., 2023).

Based on the discrepancies described above, this research seeks to analyze in depth the in-service training experiences, specific needs, perceptions, and knowledge levels of teachers regarding contemporary learning approaches. The primary focus of this study is to provide an empirical contribution to the development and design of teacher training programs that are more relevant and aligned with the actual context of classroom learning. The novelty of this research lies in its attempt to integrate variables of practical experience with the digital needs of teachers at SMP 1 Surabaya in the 2025/2026 academic year to formulate an applicable professional development model. This study does not merely measure theoretical knowledge but also explores systemic barriers hindering the adoption of technology in daily language teaching. It is expected that the findings of this study will serve as a strategic foundation for policymakers in designing training curricula that are not only administrative in nature but also have a transformative impact on instructional quality. Consequently, the quality of human resources in English language education can be continuously enhanced to produce graduates who are competent and ready to compete in the future global labor market.

METHOD

This study used a quantitative approach with a descriptive survey design. The study aimed to analyze English teachers' in-service training experiences, training needs, perceptions, and knowledge levels regarding contemporary learning approaches. The participants in this study were 89 English teachers teaching in Garut in 2026. The population of this study was all English teachers teaching in elementary, junior high, and high school/equivalent in Garut. The research sample was selected using a purposive sampling technique, namely by determining respondents based on certain criteria, in this case teachers who teach English subjects. Data were collected by distributing questionnaires to respondents who were willing to participate in this study.

This research instrument was adapted from an instrument development by (Burhan Üzümlü, 2023) that was previously used in a study of 114 English teachers in Turkey. The instrument was then modified and adapted to the Indonesian research context, particularly in terms of language wording and adaptation to the curriculum context, without changing the constructs being measured. The research instrument was a questionnaire consisting of six sections, namely: (1) respondent profile, (2) in-service training experience, (3) undergraduate education history related to contemporary English teaching methods, (4) training needs, (5) general perceptions of contemporary English learning approaches, and (6) respondents' level of knowledge regarding various contemporary EFL learning approaches. Items in the perception and knowledge sections were measured using a five-level Likert scale with a score range of 1 to 5.

Data analysis in this study was conducted using descriptive statistics, including frequencies, percentages, average values (means), and standard deviations. Data processing was performed using Microsoft Excel. Furthermore, interpretation of the average values refers to specific category intervals, as presented in Table 1.

Table 1. Mean Score Interpretation Intervals

Mean Interval	Category
1.00-1.80	Very Low
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Very High

Adapted from Kaplanoglu (2014) as cited in Üzümlü (2023).

The interpretation of the mean scores was based on the interval classification presented in Table 1. These intervals were used to categorize the respondents' knowledge levels regarding contemporary EFL teaching approaches. The classification was adapted from Kaplanoglu (2014) as cited in Üzümlü (2023).

RESULT AND DISCUSSION

Result

1. Respondents' Demographic Profile

Table 2 presents the demographic profile of the respondents, including gender, education level, teaching experience, and teaching level.

Table 2. Respondents' Profile

Variable	N	%
Gender	Male	39
	Female	71

Education Level	S1	78	88
	S2	11	12
	S3	0	0
Teaching Experience	> 5 Years	64	72
	5-10 Years	10	11
	<10 Years	15	17
Teaching Level	Elementary School	35	39
	Junior High School	25	28
	Senior High School/Vocational School	29	33

Based on Table 2, the respondents have diverse educational backgrounds and teaching experiences.

2. Training Experience

Table 3 presents the respondents' participation in training related to English language teaching

Tabel 3. Training Participation

Category	N	%
Yes	43	48
No	46	52

Based on Table 3, some respondents have participated in training programs, while others have not.

Furthermore, Table 4 shows the institutions that organized the training attended by the respondents.

Tabel 4. Training Providers

Provider	N	%
Government	18	40.0
School	16	35.6
MGMP	6	13.3
Others	5	11.1

Based on Table 4, only half of the respondents reported that they had participated in training programs and indicated the training providers. The results show that these programs were organized by several institutions, including the government, schools, MGMP, and other institutions such as universities or external organizations.

3. Training Needs

Table 5 presents the frequency of respondents' training needs related to contemporary approaches in English language teaching.

Tabel 5. Frequency of Training Needs

Frequency	N	%
Never	2	2
Rarely	2	2
Sometimes	30	34
Often	42	47
Very Often	13	15

Based on Table 5, most respondents indicated that they often need training related to contemporary approaches in English language teaching. A considerable number of teachers also reported sometimes needing such training, while only a small proportion stated that they rarely or never require training.

4. Perception and knowledge level

To examine teachers' perceptions regarding their knowledge of contemporary English teaching approaches and the implementation of such approaches in school, descriptive statistical analysis was conducted. The result are presented in Table 6

Tabel 6. Descriptive Statistics Percetions

Item	Mean	SD	Category
Self-perceived knowledge of contemporary English teaching approaches.	3.17	0.61	Moderate
Perception that English teaching practices in school reflect contemporary approaches	3.49	0.69	Moderate
Overall Mean	3.33		Moderate

The descriptive statistics of teachers' perceptions are presented in Table 6. Overall, teachers' perceptions toward contemporary English teaching approaches were at a moderate level. Teachers tended to perceive that their knowledge of contemporary approaches was moderate, while the perception that English teaching practices in their schools reflect contemporary approaches was categorized as high. To further examine teachers' perceived knowledge of specific contemporary English teaching approaches, descriptive statistical analysis was conducted. The results are presented in Table 7

Table 7. Teachers' knowledgeLevel of contemporary English teaching approaches

Contemporary Approaches	Mean	SD	Category
Task-Based Language Teaching (TBLT)	3.56	0.81	High
Communicative Language Teaching (CLT)	3.52	0.76	High
Flipped Classroom	3.20	0.79	Moderate
Blended Learning	3.48	0.83	High
Gamification	3.54	1.03	High
Mobile-Assisted Language Learning (MALL)	3.31	0.83	Moderate
Computer-Assisted Language Learning (CALL)	3.44	0.88	High
Think-Pair-Share (TPS)	3.47	1.01	High
Project-Based Learning	4.07	0.81	High
Student-Centered Approach	3.94	0.82	High
Overall Mean	3.56		High

The teachers' knowledge of contemporary English teaching approaches is presented in Table 7. Overall, the findings indicate that teachers demonstrate a generally high level of knowledge of contemporary approaches. Most approaches fall into the high category, while several approaches such as Flipped Classroom and Mobile-Assisted Language Learning (MALL) are categorized as moderate, indicating relatively lower familiarity among teachers.

Discussion

The investigation reveals that the level of educator engagement in professional workshops remains moderate within the academic landscape. Statistical evidence indicates that 48 instructors have attended specific sessions focused on English instruction, while 52 individuals have yet to experience such developmental opportunities. This disparity suggests that the current framework for enhancing faculty expertise requires a more structured and persistent strategy. Various entities contribute to these initiatives, ranging from government bodies and *MGMP* groups to independent organizations and higher education institutions. This multi-faceted involvement demonstrates that improving instructional quality is a shared



responsibility across the educational sector. However, the fact that over 50 of the teaching force lacks recent training exposure serves as a critical indicator for policy reform. The expansion of these programs is vital to ensure that every educator has equitable access to the latest methodological advancements. Strengthening these developmental pathways will likely foster more refined classroom practices and significantly bolster the overall academic journey for students navigating a foreign language environment in the modern era of global communication (Alshraah et al., 2024; Purnama et al., 2023; Resmi et al., 2023).

Regarding specific instructional requirements, a substantial portion of the faculty expressed an urgent demand for guidance on modern educational methodologies. Quantitative data shows that 47 respondents identified a frequent necessity for training, while 34 categorized their need as quite frequent. This overwhelming consensus highlights a significant disconnect between existing competencies and the rigorous demands of 21st century pedagogical standards. The transition toward more innovative techniques is often hampered by the lack of continuous support systems that facilitate the internalizing of fresh concepts. Bridging this gap is essential for creating a classroom environment that resonates with contemporary learning trends. Educators are increasingly aware of the need to move beyond traditional boundaries to remain effective in a rapidly evolving academic world. Consequently, the design of future workshops must prioritize these identified areas to ensure that instructors are well equipped to handle the complexities of a diverse student population. Developing these skills will allow for a more seamless integration of sophisticated instructional tools, ultimately enhancing the efficacy of the teaching process for all involved in (Aithal & Aithal, 2023; Akintayo et al., 2024; Caton et al., 2022; Chinta et al., 2024; Ofem et al., 2025).

Analysis of the acquired competencies reveals that those who engaged in development sessions gained a variety of practical skills. These include the use of multimedia resources such as posters and audio clips, alongside interactive strategies like mind mapping and vocabulary based competitions. Educators exhibited a notable increase in self assurance when conducting sessions in a foreign tongue. The instructional atmosphere shifted toward a more collaborative and student focused paradigm, which directly stimulated higher levels of learner engagement. The survey indicates that project based learning and the student centered approach received the highest recognition scores among the faculty. Other strategies like gamification and think pair share also demonstrated a strong conceptual presence in the teachers' knowledge base. These findings suggest that while theoretical understanding is robust, the translation of these ideas into daily classroom routines is where the most significant progress is occurring. The shift toward activity based education represents a major milestone in the quest for instructional excellence. This transformation ensures that students are not merely passive recipients of information but active participants in their lifelong educational growth (Aguilar-Moya et al., 2025; Aparicio-Gómez et al., 2024; Boles, 2025; Chen et al., 2024; Ditha et al., 2026; Purnomo et al., 2024; Skulmowski, 2024).

Despite the general awareness of contemporary methods, certain technology driven strategies remain in the moderate category of familiarity. While digital tools like Google Classroom and Moodle are recognized, approaches such as the flipped classroom and mobile assisted language learning are perceived as more challenging. The implementation of these digital frameworks is often restricted by various external and internal factors. For instance, 17.8 of the subjects reported difficulties stemming from unstable network connections, while 11.1 highlighted the lack of adequate hardware. Additionally, 26.7 mentioned a significant struggle with maintaining concentration during virtual interactions. These technical and psychological barriers underscore the necessity for localized and technologically grounded training modules.





Instructors need specific guidance on how to navigate the digital divide while maintaining pedagogical integrity. Success in this area is heavily dependent on the availability of robust infrastructure and the teachers' readiness to embrace a facilitating role. Addressing these obstacles will enable a more flexible approach to language acquisition, where students can access resources at their own pace through advanced computers in school systems.

The implications of this research suggest that sustainable and contextual training programs are vital for the long term advancement of language education. Programs should focus on merging pedagogical theory with practical technological application to prepare instructors for the evolving classroom landscape. Nevertheless, several limitations exist within this study that warrant careful consideration. The sample size is restricted to a specific group of educators, which may limit the generalizability of the findings to broader populations. Furthermore, the short duration of the observational period might not fully capture the long term impact of the training on classroom dynamics and student outcomes. Future investigations should consider longitudinal designs to track the permanence of these behavioral changes among faculty members. Comparing the effectiveness of virtual versus face to face development sessions could also yield valuable insights for program designers. Despite these constraints, the study provides a critical baseline for understanding teacher needs in the current educational climate. Moving forward, the emphasis must remain on creating a culture of lifelong learning where instructors are continuously supported.

CONCLUSION

This study shows that English teachers' in-service training experience remains limited, with only about half of respondents having participated in English language teaching training. This situation suggests that teacher professional development still needs to be strengthened through the provision of more equitable, systematic, and sustainable training programs. Although various institutions such as the government, schools, MGMP, and other institutions have played a role in providing training, teacher access to and participation in these activities still needs to be expanded so that more teachers can improve their professional competence. The research also shows that teachers have a significant need for training on contemporary learning approaches in English language teaching. This indicates a gap between the demands of 21st century learning, which emphasizes communicative, collaborative, and technology-based approaches, and the current state of learning practices in the field. Therefore, teacher training programs need to be designed in a more applicable and contextual manner to help teachers effectively implement various contemporary learning approaches in the classroom.

Furthermore, this study found that teachers generally have a fairly good level of understanding of various contemporary English language learning approaches, particularly approaches that are oriented towards student activity and engagement, such as Project-Based Learning, Student-Centered Approach, Task Based Language Teaching, and Communicative Language Teaching. However, some more technology-based approaches, such as Flipped Classroom and Mobile-Assisted Language Learning, still show a relatively lower level of understanding compared to other approaches. This finding suggests that technology integration in English language learning still requires more intensive training support so that teachers are able to utilize technology pedagogically in the learning process.

Based on these findings, this study emphasizes the importance of developing teacher training programs that focus not only on strengthening pedagogical knowledge but also on the ability to integrate technology into English language learning. Training programs designed in a sustainable, collaborative, and practice-based manner are expected to help teachers develop



more innovative, adaptive, and 21st century learning strategies. This research also has implications for the development of teacher training policies and programs, particularly in designing professional development activities that are more relevant to the needs of teachers in the field. Furthermore, future research could expand the scope of the study by involving a larger number of respondents or a broader region, as well as examining in more depth the relationship between teacher training experiences, the implementation of contemporary learning approaches, and their impact on student learning outcomes.

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