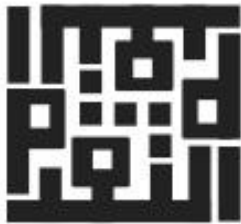# Exploring Female Pre-Service EFL Teacher's Experiences with Content-Based Instruction: A Narrative Inquiry

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A B S T R A C T

The common problem of primary teachers in class situation is to create an effective learning environment by involving their competence to connect rational understanding, conceptual approaches, and adaptive considerations in delivering content material. In addition, the implementation of CBI in the context of teaching foreign languages requires teachers to have the ability to design content-based lesson planning and emphasize language skills. The study involved narrative research to explore the pre-working EFL female teacher experience with content-based instruction during the teacher preparation program. The study is based on theoretical concepts related to the professional knowledge of teachers about EFL and PCK (Pedagogical Content Knowledge) as the way EFL teachers describe their pedagogical knowledge. Data is obtained from various sources like: interviews, post-observation, learning diary, autobiography, and personal accounts. The data is then analyzed to generate evidence of how the participant actively applies CBI in teaching practice placement, how he creates class situation, and his aspirations about the future career of CBI. Three experience teachers of foreign language students with content-based instruction: exploring the identity/innovation interface" claim that the PCK enables students-teachers to implement CBI successfully.

Introduction

Since the 1835s, English education has been introduced to establish English-dominated culture and to create a medium for education. English was learned by some institutions in Western Europe with particular limitations until it was introduced into school curricula worldwide in the mid-eighteenth century (Howatt & Smith, 2014). Considering this, many research studies related to the English education period and its development, generating evidence that English education was increasingly in demand for every period in order by many institutions. In recent years, many research studies have found that English has become a second language to be learned by students at various levels of school, and it poses increasing demand for ESP.

Thus, it takes multiple methods and approaches in teaching practice (Johns & Dudley-Evans, 1991).

Some institutions have implemented English education by applying transmission pedagogy. However, It argued to limit students' authority and activity since it centered on the teacher and textbook. In contrast, most English language educators have supported the argument for student-centered pedagogy by providing active learning-based social interaction tailored to students' preferences and interests (Brass, 2010). In response to that issue, teacher professional knowledge began to be discussed. Several institutions often assume that teacher professional knowledge is a general principle that refers to concrete problem-solving to manage skill-attitudinal competence to avoid ambiguous situations. In addition, the delivery of subject matter policy that emerged in the 1980s sharply contrasts teacher evaluation. So they suggest emphasizing research on teaching effectiveness to bring up research-based teacher competence. It is intended for teachers to have a level of understanding of content quality.

Moreover, language teaching innovation has emerged. This innovation is carried out by integrating language teaching and content, and it puts English as the primary media in learning, where English is considered ESL rather than EFL (Baecher et al., 2014). Content-based instruction may facilitate contextual learning with content sources that connect students' prior knowledge to motivate their learning by relating to new ideas and concepts (Salataci et al., 2010). Besides, this approach may assist young learners in finding out their motivation to master English since a lack of stimulation causes an obstacle in the language acquisition process.

Even though CBI has been used for a long time, most teachers, especially pre-service teachers, have not been equipped with courses or preparations appropriate to the CBI model. Therefore, teacher training is required to grasp the CBI theoretical principles and procedures for integrating language and content. Content language within instructional planning is the most challenging thing for the teacher. Baecher et al. (2014) pointed out, "One of the major challenges for English language teachers is that the medium of instruction is also the object of instruction. Therefore, the lesson comprises the lesson activities, instructions for carrying out those activities, and the language required to engage in them." In this case, most teachers find it difficult to consider whether they should focus on content or language in their lesson plans.

Moreover, teachers tend to consider the language learning model in which concepts from regular school subjects (e.g., science, geography, maths, art) still interest students. In addition, the lack of teacher's knowledge concerning Pedagogical Content Knowledge (PCK) makes another obstacle to implementing CBI (König et al., 2017). Thus, the difficulty of traditional language teachers in implementing CBI is due to the lack of content knowledge and target language proficiency, so a teacher preparation program is required.

While CBI implementation in foreign language learning continues to increase, as

evidenced by (Huang, 2011). However, it must prepare foreign language learners to acquire general language skills by using the target language in a particular context. Furthermore, many pre-service EFL teachers are experiencing deviations from their typical practice and challenging them. Notably, they are expected to be able to deliver a curriculum design that generates a structure of linguistics as a curriculum organizing principle that focuses on content development, such as school subject matter (Martel, 2018).

Literature Review

EFL Teacher Preparation Program and Feminist Perspective

The emergence of an information and technology environment that takes students to the top of the educational pyramid makes the educational system evolve in teaching and learning, such as a student-centered autonomous approach. It considers foreign language proficiency essential to deal with current phenomena (Alzubi, 2021). In this case, it needs to consider the attributes of English learning for EFL learning to help improve their language proficiency. Therefore, the wonder of EFL teacher characteristics has become an exciting topic for many researchers for the last two decades.

The foreign language teacher is crucial to achieving foreign language learning proficiency. They have at least a high level of language mastery, critical thinking to reflect on the target language, learning methods, creativity, and enthusiasm to communicate with students (Al-Mahrooqi et al., 2015). Additionally, many researchers are fascinated by exploring the meaning of good teaching as part of

foreign language teaching, which is related to the characteristics stem from the views and awareness of the teachers that enable them to identify the needs and expectations of students. Onwuegbuzie et al. (2003) pointed out that good teacher characteristics are divided into personality, instructional competence, and the teacher-student relationship.

Furthermore, the demand for learning English has increased because English is currently the international lingua franca. In that case, many countries considering English as EFL are trying to reform the ELT. Johnson (2016) emphasizes English as a Second Language. Therefore, a language teacher's training and professional qualifications, both pre/in-service EFL/ESL, should be considered to influence their teaching and professional development significantly. He divides the ESL teacher education dimension into engagement, substance, and influence. In three of them, the effect dimension indicates the evidence of the researcher's interest in delving deeper into the effect of training programs run by pre/in-service EFL teachers for their professional development. In addition, many researchers are beginning to realize that teachers are essential to increasing the quality of English Language Teaching.

Yook & Lee (2016) indicated that a teacher preparation program is a filter that shapes teacher beliefs to perceive, process, and practice. So they attempted to investigate the impact of EFL teacher education programs and aspects of professional development in Korea. Approximately six volunteers participated in the study, with a gender division of four females and two males. The finding

showed that pre/in-service teachers' memories of their teacher preparation program impact the courses and learning they implement when running the program. Additionally, he reported that teachers' experiences greatly influenced their teaching practice.

In contrast, Al-Hazmi, (2003) stated that neither adequate program for EFL teacher's preparation. He suggested the enhancement quality of teacher education programs to provide pedagogical knowledge with a systematic approach for pre-service EFL teachers. Indeed EFL graduates primarily do not meet the needs of prospective EFL teachers due to the inconsiderable EFL teaching methodology courses.

In addition, Al-Mahrooqi et al. (2015) reported that a teacher's linguistic and gender perception might be considered essential for EFL learners since the learner's gender is one of the vital factors that impact the teacher's value. For instance, Hsiao et al. (2011) research study of male and female secondary school EFL students in Taiwan showed the different perceptions between female and male students of effective ELT. Notably, female students tend to have a good relationship personality, a motivator person, and a cross-cultural understanding of English-native countries. In contrast, male students tend to have ethical traits of teacher personality that are considered notable and likely to respect students more.

Content-based instruction

Content Based-Instruction is "a curricular and instructional approach in which nonlinguistic content is taught to students through the medium of a language they are learning as a second, heritage, indigenous, or foreign language" (Tedick & Cammarata, 2012). Another term used to refer to a content-based approach is Content-Based Language Teaching (CBLT). Some others also refer to the term Content and Language Integrated Learning (CLIL), mainly used in Europe. This approach is similar to an immersion program that uses two languages at the same time to teach a variety of topics. Recently, content-based language learning has interested various institutions as immersion programs, especially in America. This approach is considered to be able to increase the encouragement and motivation of students in academic success where they learn subject matter combined with English as the primary media in teaching and learning (Waller, 2018). It is supported by Spenader et al. (2020) in their research findings concerning CBI practice in the secondary history class in the Midwest of the USA. They argue that CBI involves interpreting the concept of historical meaning, which may help students to develop their focus and critical awareness of language.

Several studies by Kasper (1997) indicated that the material used in the content-based ESL course is designed to connect language and performance content. The programs provided in the content course make it easy for students to face college courses through the program that contains material from one or more major academic disciplines associated with English as a language of instruction. Despite the material covering performance and language proficiency, it is still not based on an academic discipline

and only covers topics related to the job or even world issues. He also pointed out that Content-Based Instruction may facilitate students' complete articulation standards, allowing them to accelerate their entry into the academic mainstream. Kasper (1995) believed that content-based learning is sufficient to help students cope with the material in university-level subject areas because it only has a primary focus on one subject area of a term. Thus, it enables students to gain knowledge at an adequate level.

In contrast, many researchers consider that CBI is ineffectively implemented in several American institutions. An approach with two focuses and goals simultaneously creates a gap between content and language. In that case, students must use more decontextualized language to convey their ideas. Moreover, English is considered a foreign language for students with their native language. Indeed they will find it challenging to communicate their ideas or even have difficulty understanding the material presented in English. Dupuy (2000) suggested that content teachers should be aware of the linkage between language and content issues. That awareness-raising is also required in the relationship between language teachers and content teachers.

Most of the problems teachers face dealing with content learning classrooms, for instance, teacher difficulties in dealing with challenges when developing content objectives that are integrated with language. They tend to be more inclined towards developing content objectives than language objectives. Furthermore, Martel (2018) also stated that the participants studied found it challenging

to integrate content with language directly. In this case, student teachers must execute a teacher preparation program before facing the classroom situation.

Conversely, Takagaki & Tanabe (2004) suggested that designing courses using content-based instruction is effortless. In their research study conducted at secondary schools in Japan, students were tested in terms of student level of understanding and satisfaction, listening skills, and writing skills in an English comment. Those tests are intended to compare the student in Home Economics, Politics, and Economics. The research showed that students in Home Economics subjects have higher levels of learning satisfaction than in Politics and Economics. In other words, using CBI depends on the teacher's English proficiency and course content. Although, they argued that it is difficult for a student to follow the English teacher. So the teacher's English ability is a consideration for success in CBI.

In the same way, Chapple & Curtis (2000) attempted to explore Chinese students' perceptions of their academic development and language skills at Chinese University of Hongkong. They use film as content and ask students to respond based on their perceptions. They provide conclusive evidence of the CBI's effectiveness in language improvement. In particular, the point of using CBI is an equilibrium between content subject and content language. In other words, the teacher should provide opportunities for students to engage in English in academic and social contexts.

Pedagogical Content Knowledge

One type of knowledge that is essential for teachers to integrate their pedagogical knowledge and the subject matter knowledge they teach is called PCK (Pedagogical Content Knowledge). Pedagogical Content Knowledge is a logical combination of pedagogy and pedagogical content knowledge value. Gudmundsdottir (1990) defined PCK as a transformation consisting of two constituent knowledge domains: General pedagogical knowledge and subject matter knowledge. Those domains would determine the material quality to be delivered by the teacher, which consists of two components: general pedagogical knowledge and personal pedagogical knowledge. "General pedagogical knowledge, obtained from research and scientific literature on classroom organization and management, instructional models and strategies, and classroom communication and discourse, and usually presented in teacher preparation programs, is combined with personal pedagogical knowledge, including personal beliefs and perceptions about teaching"

Moreover, Newsome & Lederman (1999) argues that the existence of content knowledge for teachers is motivated by the teacher problems who ignore the conception of the subject matter they teach. Teachers are only involved in the classroom to fulfill their desires, interests, and passions. Previous research studies have shown that one constituent is unlikely to determine students' achievement. Furthermore, the teacher's role is multi-dimensional, providing students with knowledge, motivation, interest, and interaction. In addition,

teaching an orientation involves adopting some teaching methods and rejecting others. It means the teachers are more involved in designing the curriculum and learning models they will develop in the classroom. Shulman's (1987) "Model of Pedagogical Reasoning and Action" stated the critical role of a knowledge value that the teacher owns. In addition, this model shows the knowledge base to guide teachers in successfully dealing with classroom situations. The knowledge base includes values, beliefs, and pedagogical processes.

Teaching is an action that involves delivery, assessment, evaluation, and selection. In this case, a teacher must have a particular model derived from their core pedagogical content knowledge that would give impact aspects and their teaching quality, including the materials and curriculum design they bring to the classroom. PCK is a construct that provides insight into teachers' professional knowledge and potentially allows teachers to know how they teach and how their students learn science. The quality of teacher education determines student achievement. Somewhat later, Zepke (2013) offered another concept of PCK that unifies the threshold concept. Indeed, a teacher is considered successful in dealing with classroom situations seen from their subject understanding of the ability to change students' views about the content they teach. In addition, he explained that bringing pedagogy and content would result in adequate learning. Content involves selecting, organizing, and assessing the process of learning activities. On the other hand, pedagogy requires design and use in learning

contexts. In other words, content and pedagogy will result in a theory that teachers teach content and a coordinated learning environment while students engage with content and learning environments.

Recently, many researchers have sought to show evidence that PCK scores measure teachers' knowledge and practice of their teaching. Moreover, Abell (2008) shows that a teacher's high PCK score will contribute to student learning outcomes. For this reason, students need quality content to measure their learning achievement determined by the teacher's quality content knowledge. In many research studies, the function of familiarity with a particular domain was investigated primarily in teaching practice. This study yielded similar findings, which showed that EFL teachers have difficulty understanding unfamiliar topics and choosing the proper representation of subject matter that might influence students' potential and certain prejudices. The research project of Van Driel et al. (1998) resulted in an empirical study interpreting science teacher PCK from the point of view of craft knowledge. His research indicates that the classroom practice of experienced science teachers guided by integrated knowledge and beliefs will affect multi-dimensional, including representation of subject matter, specific learning difficulties, and students' conceptions of a particular topic.

In several studies, many researchers argued the importance of a thorough and integrated knowledge of the subject matter and the need for teaching experience. Therefore, Keller et al. (2017) argued teacher training guidelines for developing PCK. In particular, the program should provide a specific subject matter from a teaching perspective. In this case, teachers' professional knowledge may be increased by studying the structure and development of students. In addition, teacher education programs should provide opportunities to use PCK in the classroom.

Research Method

The study

The present study is designed to explore the experiences of a female pre-service EFL teacher with CBI in teaching and learning activities as her teacher preparation and to find out the responses and assumptions of the pre-service teacher regarding the implementation of CBI in the classroom. Supported with teacher preparation programs for pre-service EFL teachers provided by the institution through learning opportunities that contribute to providing a more profound understanding to pre-service EFL teachers when developing content knowledge (König et al., 2017). Pre-service teachers need to discover their self-esteem in classroom placement. Barbre & Buckner (2013) suggested that teachers use professional knowledge as a priority to increase comprehension of the content subject and teaching style and also to acquire an answer to whether students may accept and relate to the content matter in which they taught it. The following research questions were presented in the present study:

What were female pre-service EFL teachers' experiences with CBI?

To what extent did the female pre-service

EFL teacher implement CBI teaching practices in the classroom?

How did a female pre-service EFL teacher respond to the implementation of CBI?

The Context

The present study occurred at Mijen Senior High School Semarang Central Java, a secondary school used as a participant's teaching practice provided by the institution. The data collection lasted for two months. For teaching practice placements, a participant was placed in the second grade of senior high school. In particular, she only teaches twice weekly, scheduled in her teaching practice place. While in her teaching placement, the participant generally teaches on Wednesdays to Fridays (part-time placement). However, for one week, she remained in school all day (called a 'full-time' placement).

Since the school has used an independent curriculum, thus, she must create specific educational innovations in foreign language learning. The participant finally decided to consider CBI implementation for teaching practice in her classroom. CBI references appear in a lesson plan designed to determine student learning activities and achievements and are also practiced in specific discourses as measurement objectives in the context of EFL and ESL. This study used the 'unit plan overview' concept, consisting of customized learning materials, summative and formative assessments, and consecutive instructional materials such as PowerPoint slides and class handouts.

Participants

All female EFL students undergoing a teacher preparation program (practical field) in 2022 were invited via WhatsApp to participate in this research. Ultimately, one participant volunteered and could eventually join the present study. She is Ervina, the EFL student of UIN Walisongo Semarang from Sragen. The sample thus combined both a purposive and a convenience sample. In this research study, we attempt to generalize the populations to easily accessible populations from which the sample was drawn. As a side note, 'accessible' the study's research findings may only be generalized to the participants of that institution. This research study was also almost conducted on a purposive sample. As Samples, (2021) argued, a purposive sample is a sample whose criteria have been defined for research-related purposes. The sample was selected since it was considered appropriate for the study and could provide the required information.

Data Collection

This research used a narrative inquiry with qualitative approaches to explore what the female pre-service EFL teacher has experienced and her meanings. To highlight analyses of women's experiences thus, this research produces a narrative from a combination of autobiography, personal accounts, and feminist perspectives. The data were obtained from various sources. A semi-structured interview was taken to describe the teaching-learning experience, how the participant creates a classroom situation, her opinion on CBI, and further thoughts concerning CBI in her future career.

We attempt to do semi-structured interviews with the participant. This

Interview was conducted before, during, and after teaching practice placement. It was intended to describe the extent of her learning-to-teach experiences. Semi-structured interviews included:

1. 1st Interview: A statement concerning the teacher preparation program, a statement concerning CBI, and feeling about teaching practice placement experiences;
2. 2nd Interview: progress in the English language teaching practice placement, thoughts concerning pedagogical content knowledge in language teaching;
3. 3rd Interview: a wrap-up of English language teaching placement, a further statement concerning pedagogical content knowledge in ELT, a statement concerning CBI;
4. 4th Interview: further statement of teacher preparation program, a further statement of CBI, and a statement of CBI in the career future.

Furthermore, In-depth Interview was conducted to find out the responses and assumptions of the female pre-service teacher regarding CBI implementation in the classroom. After the focus of the research turned out clear, it would probably develop a simple instrument, which is expected to complete the data and compare it with the data found post-observation. Post-observations were made once a month to observe the participants' teaching during teaching practice placement. It aimed to collect research data on how female pre-service teacher implement CBI in her teaching activities. The present study also collected documents, such as prepared lesson plans, class handouts from the teaching placements of the participating students, and a learning diary. Following (Barkhuizen et al., 2014) that the learning diary is an autobiographical note to investigate and grasp the participant's perceptions of teaching strategies, affective factors, and language teaching learning through information recorded when the participant actively engaged in the teaching process. These documents were collected to compare the information with the perspectives obtained during the interviews.

Data Analysis

As (Liu & Xu, 2011) argues, narrative inquiry is a method that focuses on personal and social human experiences and stories. Then these stories are analyzed in practical knowledge to verify essential stories. We analyzed the entire study built from high-quality data sources to avoid misinterpretation in the story. It focuses on the specifics of participation to create a strong narrative. The data were analyzed after the first data was collected. Then the entire process of data analysis occurred in four stages:

1. Making sense of the narrative
This stage is called transcribing data. First, we attempt to interpret the narrative data taken from the Interview to produce a narrative story. Then, through this narrative, we noted exciting points intending to know the opinions of female pre-service EFL teacher on subjective experiences in her teacher preparation programs.
2. Coding for themes
At this stage, we began to identify broad themes regarding the

experiences of female pre-service teacher. This procedure is identical to the three steps of textual coding in thematic analysis: open, axial, and selective coding

3. Reconstructing the narratives for a storyline

This procedure emphasizes more in-depth data analysis following the themes that have been identified and connecting them with data from the results of re-reading the original narratives and learning diary. With this data, we could develop the participant storyline.

4. Restoring (telling and retelling the stories)

Restoring is the final stage in narrative analysis to collect stories in chronological sequences (Ollerenshaw & Creswell, 2002). This process involves collecting stories, analyzing elements of the story, and then rewriting the stories "reflect on, share and experience together" (Liu & Xu, 2011)

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Result and Discussion

Results

Various data have been analyzed, generating three main themes: Ervina's teaching journey stories and her perspective on CBI, CBI applicability, and Future-related perspective

Ervina's teaching journey stories and her perspective on CBI

Throughout her teacher preparation program, Ervina actively explored various sources and references to determine the materials, media, and learning methods she would use in the classroom. Before her teaching practice placement, when asked what method would be suitable to be applied in the classroom, she answered, 'I want to know my language skills, so I will try to apply the CBI method combined with a scientific approach' [INT #1]. And also, during the post-observation Interview, Ervina's supervisor teacher said, 'Our school has implemented an independent curriculum, so I would be pleased if Miss Ervina takes the initiative to apply a method that I have not applied before. I invite Miss Ervina to apply any method. It would be better if you used English as the primary media of your teaching. 'At the end of her teaching practice, Ervina gave her opinion about CBI, 'it's not too bad to implement it anyway. I can control the class properly. However, this method is still too difficult to apply in the classroom because most students are still at the basic English language skills level [INT #5]'.

A further perspective and understanding of CBI involve curiosity about content knowledge. Ervina argued that CBI would be more attractive to students if the content followed the student's level of understanding and interest. 'The skills I emphasize are speaking, writing, and listening. Besides, I want to explore more deeply how to incorporate authentic materials that are accessible and effortless to understand' [INT #2].

.....Because I had the task of delivering invitation materials in the form of oral and written invitations, I thought of giving a video with an English-language invitation dialogue. I also provided pictures that matched the learning topic, and students were asked to explain in

English. To discover their speaking skills, I did a learning evaluation by asking students to role-play conversations such as some expressions were an invitation, like inviting and refusing. (pg. 12)

Here Ervina validated that content learning depends on the content choice, the student's level, the mastery of public speaking, and English language proficiency.

CBI Applicability

We may indicate that the participant's practice place has supported and implemented an independent learning curriculum. The Merdeka curriculum emphasizes diverse intracurricular learning where content will be optimized so students have enough time to explore concepts and strengthen competencies. In that case, supervisor teachers want student teachers to promote ELT innovation in the classroom as a participant has established herself to attempt to apply CBI in her classrooms. Data analysis showed significant results of participants' ability to use CBI combined with scientific learning methods.

Ervina demonstrated her ability to apply CBI in the classroom emerging from a subject that Ervina had designed. She compared the results of her teaching abilities with the CBI implementation by looking at the results of student evaluations. In grade 11, she received an invitation topic that emphasized writing and speaking skills. First, she considered herself to attract students' interest at the beginning by showing exciting things under the learning theme through videos or pictures. 'I have prepared formal and informal invitation pictures without giving any clue to them' [INT #3]. Because she used a scientific approach as a learning method, she asked her student. Ervina as a teacher could ask questions that make students want to participate. 'After I showed the picture on the slide screen, I asked the students if they should respond in English. It aims to involve students actively giving their opinion' [INT #3]. Then Ervina received the information from the students and summarized it into notes.

Furthermore, Ervina compiled information from students into meaningful information and processed it together to carry out an English activity. To hone students' English skills, Ervina asked students to communicate the information results in English. Besides, Ervina wanted to know the students' learning achievements through their speaking since speaking may connect students' ideas and thoughts so that the level of understanding can be measured. In the end, she asked students to role-play conversations by demonstrating the invitation dialogue (inviting, refusing) in pairs. For writing skills, Ervina measured the ability of her students by giving assignments to students to write formal invitation letters.

In the last Interview, Ervina said:

It seemed that I was more inclined to apply GTM than CBI. I thought it was impossible to carry out learning activities using English completely. First, I am a Javanese, so it will be challenging to distinguish three languages simultaneously. Sometimes I accidentally use Indonesian because I didn't have much vocabulary yet. Not only that, I considered not using English during

teaching-learning activities because my students didn't understand what I said [INT #4].

This comment indicated that she thought CBI was challenging because it emphasized English as a second language. 'The learning atmosphere is more complicated when most of my students only know some vocabulary without being able to communicate it. Sometimes I also like to take a long time to string words together and communicate them in English' [INT #3]. She gave his opinion on PCK. 'Honestly, I just knew how to prepare for the course properly. I mean that PCK and CBI are interconnected. They support each other in producing high-quality courses' [INT #3]. This comment indicates that PCK and CBI are related, and then she gives her opinion on CBI 'I think I'm still too new to this kind of method, or did I just find out recently? How can I focus on four skills and knowledge in English simultaneously? Maybe I will apply it to other materials. Would it be better?' [INT #3].

What needs to be highlighted here is the assessment domain. It will not be accessible if one material requires mastering four skills at once, so it might be challenging for primary English learners.

..... So I tried to write it in my learning diary. It seems like I didn't do anything what I should undertake in class. But I have tried hard, really, really hard. I have been attempting to learn the content to get a bigger idea than just gathering a million vocabularies. But my students didn't understand the learning context I conveyed because of their level. Maybe it's my fault for not designing the proper

scaffolding. I will explore appropriate media to attract my students, like film? or I'd rather emphasize their writing skills first. An authentic text? And.... I felt that the institution has not fully provided an effective strategy for prospective teachers. So I am interested in looking back at my score when I was standing in the micro-teaching lab because I have committed to teaching practice with various exciting content ideas (pg.22).

Despite Ervina having difficulty conveying her material content to students, she actively questioned whether CBI would be suitable with engaging learning media or whether authentic materials would be appropriate. She also reflects on his teaching abilities which is referring to the teacher preparation program she received at the institution.

Future-related perspective

The last theme to be examined in greater depth was the participant's opinion concerning CBI application for his future career as an EFL teacher. At the end of the Interview, Ervina revealed she wanted to re-implement CBI in foreign language classes and break it down into multimodal learning.

Since I have applied CBI by combining other learning methods, I want to apply it by looking at the learning environment's situation conditions and the student's language skills. I would apply it like multimodal learning by using various technologies and media so that learning activities don't emphasize English language skills. [INT #4]

The exciting thing here is how Ervina's ideas about CBI are folded into a method of multimodal learning. In the classroom,

she implements CBI by utilizing all existing facilities, such as an LCD, to display the material designs and English videos she has made. In the future, she wants to increase his CBI level by making it multimodal learning.

In the last chapter of her learning diary, Ervina wrote a short message about her experiences and all the challenges she faced during her teaching practice in trying to implement CBI.

........Hopefully, I will have the opportunity could to improve my language skills. I have many weaknesses while running my teaching practice. Moreover, my PCK comprehension still needs to be improved. I mean CBI is complicated, indeed. It emphasized English language skills and considered it as a second language. (pg.35)

This comment stated that Ervina has a severe issue with her language proficiency. She felt unsure about the demand for English to be considered as a second language in teaching-learning activities

Honestly, I was still confused about how to apply this method appropriately. I was having trouble designing my lesson plan. Should I focus on the student's language skills? Whether the ability to understand the subject material? For instance, when we tried to liven up the class atmosphere during the apperception by watching an English video, students could not reach the contents of the discussion in the video. Moreover, as an EFL teacher, it was still quite difficult for me to communicate in English. Additionally, to provide an understanding of all material to students using English, the point is that I used to native language more often than

the target language. I would likely try it several times and design a CBI lesson plan. Implementing CBI without adequate preparation and understanding to handle classroom situations was too tricky [INT #5].

Finally, Ervina expressed her teaching practice experience using the CBI method in a foreign language class. What stands out here is that Ervina has not successfully implemented the CBI method in her language class. She expressed "something to think about and be well prepared", particularly for lesson plan design and learning objectives. What she expected to teach English as a foreign language was fun learning without any pressure. She expected ELT without emphasizing the ability of all English skills but the students' English comprehension level.

Discussion

The present study explored the experiences of a female pre-service EFL teacher with CBI in teaching and learning activities in the practical field of teaching placement. It yielded three significant themes: the teaching journey story, CBI applicability, and the assumption of CBI in the career future. The study was framed with theoretical concepts related to teachers' professional knowledge an extraordinary language teaching opportunities for EFL and ESL to theorize to what extent student teachers manage a classroom situation effectively. Ervina's teaching experience with the CBI implementation capability and a future-related perspective indicated that her PCK understanding is relatively low. The climax was when she designed the appropriate lesson plan to balance content and

language achievements and prioritized content delivery more than language.

This finding is wrapped in the Shulman model theory that teachers have at least Teacher Professional Knowledge awareness which includes: academic knowledge, subject content knowledge, curriculum knowledge, and academic content knowledge. Afterward, an EFL teacher must understand the learning objectives, cognitive demands and language use, the coding process, and students' background knowledge (Lambani, 2015). Ervina has implemented at least half of these principles of teacher professional knowledge, which relates to her achievements in CBI implementation in a foreign language context.

Back to (Martel, 2018) 's work, the study emerges significant content knowledge for participants in implementing CBI because it allows them to decide what is considered content. He argued, "CBI would be more appealing if the content corresponded with students' interests and what they need to know". In other words, what stands out here is the relationship between teachers' pedagogical content comprehension and the content quality they will bring into the classroom, which will affect student satisfaction. These phenomena can be validated in the example of Martel, (2018)'s study. Claire, one of the participants, defined "culture as content". She argued that current cultural issues are an interesting topic for discussion. She presented it in a video and picture, then asked her students to think about and conclude the video and picture content in English. Thus, she has selected the appropriate content to bring into the classroom with students' interests in mind.

In the same way, Ervina attempted to design the invitation topic as exciting content. She did the same thing by presenting a video, and then the students responded. However, she has not yet successfully implemented CBI in her foreign language class for several reasons.

First, she was still quite an amateur in content-based lesson plan design, which is apt to focus on the content rather than language skills achievement. The primary reason for this issue is that there was no primary source, for instance, practical experience of her teacher training program curriculum while at the university that influences teaching. She declared that the practical experience might help her become more familiar with various teaching methods and various learning plans to design. In fact, she neglected language achievements that should have involved learning grammar and vocabulary to encourage students as non-native speakers to learn foreign languages. That is, even though she realized how to focus on learning objectives and the grammatical approach that has been learned, the content she brings within the scope of classic CBI content tends to go beyond the goals of language learning. The finding is aligned with (Baecher et al., 2014) concerning pre/in-service teachers to design content-based lesson planning in New York. The finding showed that the participants in their study are apt to have constraints in designing language goals rather than content goals. In their research conclusion they declared "our participants also tended to write language objectives that focused heavily on the four language skills and on vocabulary, and considerably less often on grammatical structures,

functions, or language learning strategies".

Second, the participant acknowledged that her language class activities did not fully use English as the L2 form. Two factors that caused this situation were the teacher's english proficiency and student resistance to interacting using English. This finding is not aligned with the constraints investigated by previous research studies

The findings presented in this study support Martel's (2018) claim that PCK will determine the quality of content and enable teachers' success in dealing with classroom situations. Moreover, the demand for language proficiency casts doubt on applying CBI in foreign language classes. Student-teacher, therefore, must be exposed to practice delivering and designing the different models of content-based lesson planning and pedagogy multiple times before commencing teaching placement. It aimed for student teachers to be more familiar with the various lesson plan models she will teach. In this case, the institution must provide a teacher's professional knowledge in a micro-teaching course as teaching preparation before student teachers are placed in teaching practice placement.

As these research findings related to foreign language teacher education, this research also supports Mead (2019) 's claim that teacher professional knowledge is essential for professional development and sustainability, including personal moral and political values that impact pre/in-service teachers' competence. He goes on argues "such competences are needed to encourage in teachers and their learners an understanding of the interdependence of relationships in addressing real-world issues, as well as skills in engagement with different groups, negotiating alternative futures and learning to make moral judgments in uncertain situations". He suggested that pre-service teachers consider their pedagogical knowledge due to the globalization impact on the national curriculum. Ervina's experience examined here indicated that the successful CBI implementation relies on teacher's pedagogical knowledge, which has implications for the content to be taught in the classroom.

Conclusion

Based on the results of analysis and discussion shows that students-teachers need to emphasize the design of content-based pedagogical models and the planning of lessons for the various contexts in which they plan to teach while they are at the university. In addition, they deserve the opportunity to practice delivering content-based learning activities in micro-teaching sessions before facing a teaching practice placement. Our research findings have significant implications: teacher preparation programs, knowledge of pedagogical content, and language skills. These three factors have a significant impact on the implementation of CBI in foreign language teaching. Therefore, teachers should have language expertise in integrating language with content simultaneously.

Recommendation

The study examined the experience of pre-working female EFL teachers with

content-based instruction in teaching and learning activities during the teacher preparation program. The study contributes to unpromising research on foreign language teaching practices that consider pedagogical knowledge, mainly because it offends the implementation of CBI. It also produces evidence of the student's teacher's ability to design content-based lesson planning and its responses to the future effectiveness of CBI. It is expected that there will be more other research related to the implementation of learning methods in foreign language teaching.

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