Journal of English Education Program (JEEP)
e-Mail: jurnaljeep@gmail.com P-ISSN: 2460-4046 E-ISSN: 2830-0327

https://jurnal.unigal.ac.id/index.php/jeep
P-ISSN: 2460-4046 E-ISSN: 2830-0327
Journal of English Education Program (JEEP), Vol. 13 No. 2, July 2026

Pedagogical English Proficiency Requirements for Elementary EFL Teachers

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APA Citation: Zakiyah, A., Islam, M. H, & Zainuddin (2026). Pedagogical English Proficiency Requirements for Elementary EFL Teachers, *Journal of English Education Program (JEEP)*, 13 (2), 130-140.
DOI: http://dx.doi.org/10.25157/(jeep).v13i2.24566

Received: 03-04-2026 Accepted: 02-06-2026 Published: 01-07-2026

Abstract: English proficiency plays a crucial role in supporting effective English as a Foreign Language (EFL) instruction at the elementary school level. However, in many elementary schools, English is taught by teachers whose educational backgrounds are not specifically related to English education and whose levels of English proficiency vary considerably. This study aimed to explore the English proficiency requirements needed by elementary school teachers in conducting EFL teaching and to examine how these competencies are manifested in instructional and interactional classroom practices at SDN Sindetanyar. The study was conducted to provide a deeper understanding of the competencies required for effective EFL instruction in elementary school contexts and the challenges associated with their implementation. Employing a qualitative case study design, data were collected through semi-structured interviews with three teachers who were purposively selected because they were responsible for teaching English in grades four, five, and six, complemented by classroom observations and document analysis. The data were analyzed using Saldaña's first-cycle and second-cycle coding procedures. The findings revealed five key English proficiency requirements: instructional language, interactional competence, pronunciation, vocabulary explanation and simplification skills, and bilingual communication competence. The study also identified a discrepancy between teachers' perceived understanding of these competencies and their actual classroom enactment. The findings suggest that teacher proficiency should be understood as the interaction of professional knowledge, pedagogical enactment, and contextual support within elementary EFL settings.

Keywords: *classroom practice; EFL instruction; elementary school; English proficiency; English-for-teaching*

INTRODUCTION

English plays an important role as a global language that supports international communication, access to knowledge, and educational advancement. In Indonesia, English is taught as a foreign language (EFL), where students generally learn the language through formal classroom settings rather than daily social interaction (Faisal, 2025). At the elementary school level, English instruction is increasingly considered important to provide early exposure and

support the development of students' basic communication skills (Hipkins, 2006; Herrera-Pavo, 2021); although its implementation remains varied and highly dependent on institutional conditions and teacher competence (Freeman, 2017). Meanwhile, Walsh (2022) asserts that classroom interaction is the major medium during language learning activity. For this reason, institution can encourage teachers to build classroom interaction in English classroom.

The current implementation of *Kurikulum Merdeka* further strengthens the position of English in basic education by emphasizing flexibility, competency-based learning, and the adaptation of teaching materials to students' characteristics *(Perubahan Atas Peraturan Menteri Pendidikan Kebudayaan Riset Dan Teknologi Nomor 12 Tahun 2024 Tentang Kurikulum Pada Pendidikan Anak Usia Dini Jenjang Pendidikan Dasar Dan Jenjang Pendidikan Menengah, 2025)*. In addition, current policy directions increasingly encourage the strengthening of teachers' English skills through professional development programs and proficiency assessment standards such as the CEFR (*Ribuan Guru SD Akan Mengikuti Program Pilot Uji Kemahiran Bahasa Inggris*, n.d.).

In principle, effective elementary EFL teaching requires teachers to possess adequate English proficiency as part of their pedagogical competence. It can increase classroom language use, improved instructional confidence, and more effective student engagement (Alenezi et al. 2022). This can be achieved through the interaction of individual competence and contextual resources (Eun, 2023). Previous EFL pedagogy studies consistently emphasize that teachers' mastery of the target language is essential for modeling language use, explaining linguistic features, and facilitating age-appropriate learning tasks for young learners (Alfadley et al. 2020). This expectation is theoretically aligned with Shulman's Pedagogical Content Knowledge (PCK), which emphasizes the relationship between subject mastery and effective instructional delivery (Shulman, 1986ab). In elementary classrooms, where young learners rely strongly on teacher guidance, verbal explanation, pronunciation models, and repeated classroom interaction, English proficiency in practical domains such as speaking, vocabulary, grammar, pronunciation, and classroom communication (Bovkun-Saass et al., 2025) becomes highly essential for successful learning.

Despite these assumptions, the reality of primary EFL instruction frequently deviates from policy objectives. Many primary schools continue to encounter issues such as teacher readiness, poor English competence, insufficient instructional resources, and a lack of professional English teachers (Falah et al. 2023; Songbatumis, 2012). As a result, English instruction is commonly offered by classroom teachers with diverse educational backgrounds and language competencies. The intended of language competencies in English instructional language comprises questioning tactics, feedback giving, pronunciation modelling, and vocabulary explanation (Hasriani, 2022). This circumstance causes a disparity between the expected norms of English education and actual classroom practices.

To address these issues, experts have suggested that teachers improve their pedagogical English proficiency rather than relying only on general language comprehension. Studies conducted by Freeman et al. (2015) established the notion of English-for-Teaching, which focuses on teachers' capacity to utilise English for instructional and interactional objectives in the classroom. Similarly, Shulman (1986ab) emphasised the significance of combining subject matter expertise and pedagogical competence. Other research has found that competences like as classroom instructional language, interactional competence, pronunciation modelling, and vocabulary explanation are critical in aiding young learners' comprehension and participation (Alfadley et al. 2020) and (Zein, 2017). These skills are valued because they allow teachers to offer comprehensible input, maintain classroom interaction, and generate relevant learning opportunities for primary pupils.

Several prior studies explored English teacher competency in EFL settings. Freeman (2017) contended that classroom English competency is an essential component of effective language education because it allows teachers to manage instruction and support learning.

Freeman et al. (2015) expanded on the English-for-Teaching approach, emphasising pedagogical use of language rather than generic proficiency. Studies conducted by Alfadley et al. (2020) discovered that elementary EFL teachers regarded instructional language, communication skills, and classroom engagement as critical elements of effective teaching. According to Angraeni & Yusuf (2022), many Indonesian primary school teachers have obstacles in terms of preparedness and confidence when teaching English. Meanwhile, Noor et al. (2023) identified insufficient teacher competency and instructional resources as significant impediments to primary English instruction. Furthermore, Zein (2017) noted that English teaching in Indonesian elementary schools is typically carried out by classroom instructors rather than expert English teachers, resulting in variations in instructional quality and language exposure. Collectively, these studies highlight the significance of teacher competence in primary EFL education.

However, some studies have focused on the pedagogical English competency requirements for classroom teachers who are responsible for teaching English in primary schools without expert English teachers. Most previous research has concentrated on teacher readiness, confidence, barriers, or general language proficiency, with little attention paid to identifying the specific language competencies required to perform actual EFL teaching tasks and how these competencies manifest in classroom practice. In addition, a result, the study's novelty lies in identifying context-specific pedagogical English proficiency requirements for elementary school teachers and investigating how these competencies are embodied in instructional and interactional classroom practices within a school where English is taught by classroom teachers rather than English specialists.

This issue is particularly relevant at SDN Sindetanyar, a public elementary school in Besuk District, Probolinggo Regency, East Java, which currently implements *Kurikulum Merdeka*. At this school, English lessons for grades four to six are taught by homeroom teachers because no specialist English teacher is available. Preliminary observations showed varying levels of English proficiency among the assigned teachers, where some teachers were able to deliver English material appropriately, while others faced limitations in using English consistently, providing linguistic examples, and explaining vocabulary or simple expressions. These conditions raise an important research problem regarding what aspects and level of English proficiency are actually required for elementary school teachers to teach EFL effectively in classroom practice (Angraeni & Yusuf, 2022; Noor et al., 2023)

Based on the identified research gap, the purpose of this study is to explore the pedagogical English proficiency requirements for elementary school teachers when conducting EFL instruction, as well as to examine how these competencies manifest in teachers' instructional and interactional classroom practices at SDN Sindetanyar. This study addresses the following research questions: (1) What English proficiency criteria do elementary school teachers need to meet when teaching EFL at SDN Sindetanyar?; and (2) How do teachers' instructional and interactional classroom techniques at SDN Sindetanyar reflect these English competency requirements?

METHOD

This study used a qualitative case study design to ensure the pedagogical English proficiency requirements necessary for primary school teachers to perform EFL instruction and to look at how these abilities were reflected in classroom practices (Salmona & Kaczynski, 2024). The choice of a case study technique was made because it allows for a thorough examination of a modern phenomenon in its actual setting, especially in situations when it is difficult to distinguish between the phenomenon and its context (Yin, 2018). The study was carried out at SDN Sindetanyar in East Java's Probolinggo Regency's Besuk District.

Three classroom teachers who teach English to students in Grades 4, 5, and 6 made up the participants. Purposive sampling was used to choose participants because, although not being specialised English teachers, they were actively involved in English instruction. Participants had

to meet three requirements in order to be included: (1) teaching English in upper elementary grades; (2) actively participating in classroom instruction; and (3) having prior experience teaching English using Merdeka Curriculum. Throughout this study, participants are referred to as Grade 4 Teachers, Grade 5 Teachers, and Grade 6 Teachers in order to safeguard confidentiality.

Three instruments were used to gather data. First, a semi-structured interview guide was utilised as the major tool 1) to investigate teachers' perspectives of the English competency required for EFL instruction, as well as the obstacles they faced in classroom practice; and 2) to assess teachers' grasp of the English abilities required for primary EFL education (Akbar, 2026). Second, an observation checklist and field notes were carried out in Grades 4, 5, and 6 1) to record instructional and interactional activities in English classes; and 2) to see how these competencies were demonstrated during teaching and learning activities.. Third, a document analysis technique was used 1) to review teaching materials, student worksheets (LKS), and other pertinent instructional papers available at the school; 2) to determine the instructional resources utilised by instructors; and 3) to investigate the availability of English teaching texts in the school setting. The utilisation of numerous data sources enabled methodological triangulation, which increased the trustworthiness of the conclusions.

The data was analysed with Saldaña (2016) coding scheme. During the data preparation step, interview recordings were transcribed verbatim, observations were organised, and relevant documents were collated. The first cycle of coding aimed to find relevant units associated with instructors' pedagogical English competency, such as instructional language, interactional competence, pronunciation, vocabulary explanation, and bilingual communication. Then, second-cycle coding was used to organise related codes into larger groups and themes. This method resulted in two primary themes: (1) pedagogical English proficiency criteria for elementary EFL teachers, and (2) how these abilities emerge in instructional and interactional classroom practices. To increase credibility, findings from interviews, observations, and document analysis were constantly contrasted and triangulated throughout the analytic process.

RESULTS AND DISCUSSION

This study explored the English competency requirements for elementary school teachers to perform EFL instruction, as well as how these abilities expressed themselves in instructional and interactive classroom practices at SDN Sindetanyar. Semi-structured interviews, classroom observations, and document analysis were used to collect data from three classroom instructors who were in charge of English education in grades 4, 5, and 6. Using Saldaña's coding methodologies, the analysis yielded two key themes that corresponded to the study questions: (1) pedagogical English proficiency requirements for elementary EFL teachers; and (2) how these abilities emerge in classroom practices.

Pedagogical English Proficiency Requirements for Elementary EFL Teachers

This study found that teachers perceived English proficiency as a pedagogically oriented competence rather than merely general language mastery. Analysis of the interview data generated five interconnected proficiency requirements: instructional language, interactional competence, pronunciation, vocabulary explanation and simplification, and bilingual communication. These findings are summarized in Table 1.

Table 1. Pedagogical English Proficiency Requirements Identified from Teacher Interviews

Theme	Description	Representative Evidence
Instructional Language	Ability to provide directions and manage classroom activities using simple English	"The most essential skill is classroom language." (Grade 5 Teacher)
Interactional Competence	Ability to ask questions and provide feedback	"The ability to make short 5WH-questions and give appreciative feedback." (Grade 5 Teacher)
Pronunciation	Ability to model understandable pronunciation	"Students usually imitate the way their teachers pronounce words." (Grade 6 Teacher)
Vocabulary Explanation	Ability to simplify meaning through examples and visual support	"I frequently use images and gestures to help students understand." (Grade 6 Teacher)
Bilingual Communication	Ability to strategically combine English and Indonesian	"Using a mix of languages helps students understand the material." (Grade 6 Teacher)

Source: Interview data from Grade 4, Grade 5, and Grade 6 teachers (2026).

All participant rated instructional language as the most important English competence need for primary EFL teaching. The fifth grade teacher claimed that *"The most essential skill is classroom language, or simple instructional language that students can easily understand"*. Similarly, the sixth grade instructor emphasised that *"the most essential English skills when giving instructions are speaking and using simple, clear classroom language."* Furthermore, teachers should be able to give directions in simple terms that primary pupils can understand. Similarly, the fourth grade teacher said that *"teachers should at least be able to speak simple English to give instructions."* According to these data, instructional language is viewed as the most important competence need because it allows teachers to effectively organise learning activities and transmit instructions.

Interactional competence evolved as another critical skill requirement. Participants emphasised the necessity of asking questions, responding to students' answers, and providing constructive feedback. The fifth grade teacher emphasised the importance of *"the ability to make short 5WH-questions and the ability to give appreciative feedback,"* explaining that *"if the student's answer isn't quite right, I usually start by giving them some encouragement so they won't be afraid to try."* Similarly, the sixth grade teacher said that *"the skills required when asking questions and responding to students' answers are basic speaking and listening."* The fourth grade teacher also stated that *"the ability to ask simple questions and gradually understand the students' answers"* is important, *"while the skills needed to respond to students' answers are basic speaking and listening."* These findings indicate that interactional competency promotes student engagement and meaningful classroom communication.

All participants agreed that pronunciation is an important competency criterion since teachers serve as language models for young learners. The fifth grade teacher claimed that *"pronunciation is very important because teachers serve as role models for students. If a teacher's pronunciation is incorrect, students are likely to imitate it."* Similarly, the sixth grade teacher stated that *"pronunciation is very important for elementary school teachers because students usually imitate the way their teachers pronounce words."* Although the fourth grade teacher admitted that *"I still sometimes have trouble pronouncing certain English words,"* nonetheless, the teacher believed that pronunciation was a crucial feature of teaching English.

These data suggest that pronunciation is seen not just as a linguistic skill, but also as a professional obligation in primary EFL classrooms.

Teachers also emphasised the significance of clarifying terminology using simple language and pedagogical help. The fifth grade teacher explained that *"teachers should be able to explain a difficult word using simpler words that students already know,"* Additionally, it was noticed that *"visual aids and body language are key to teaching elementary school students."* Similarly, the sixth grade teacher noted that *"I frequently use images, gestures, and everyday objects to help students understand the meaning of words more easily without relying too much on translations."* Meanwhile, the fourth grade teacher said that *"I usually choose simple words that are familiar to the students, such as colors, animals, fruits, or classroom objects."* These findings indicate that vocabulary explanation necessitates the combination of linguistic expertise and instructional practices appropriate for young learners.

Another crucial criterion mentioned by participants was bilingual communication skills. Teachers highlighted how they strategically used both English and Indonesian to help students understand and stay engaged in class. The Grade 5 teacher explained that *"I switch to Indonesian when explaining complicated game rules, discussing moral values, or when a student doesn't understand the instructions,"* adding that *"using Indonesian helps students understand the material better and makes them feel more comfortable while learning."* Similarly, the sixth grade teacher said that *"using a mix of languages helps students feel more comfortable and understand the material without being afraid to learn English."* The fourth grade teacher also admitted that *"I use a mix of languages more often because if I speak only English, the children don't understand."* These findings suggest that multilingual communication is a useful pedagogical method for improving comprehension and classroom interaction.

Collectively, these data indicate that teachers view English proficiency largely as a pedagogical resource for directing instruction, enabling interaction, and aiding comprehension, rather than as universal language competence. Those who can implement these aspects in teaching and learning activity effectively indicate the embodiment of the outstanding English teaching and learning.

Manifestation of English Proficiency in Instructional and Interactional Classroom Practices

The second subject focuses on how these competence standards were implemented in actual classroom activities. The triangulation of interview, observation, and document analysis data revealed disparities between teachers' apparent understanding of good EFL teaching and its implementation in the classroom.

Table 2. Manifestation of English Proficiency in Classroom Practices

Competency	Interview Findings	Observation Findings
Instructional Language	Teachers reported using English for greetings and instructions	Observed inconsistently
Interactional Competence	Teachers described questioning and feedback strategies	Limited interaction observed
Vocabulary Explanation	Reported by teachers	Observed mainly in Grade 4
Bilingual Communication	Frequently reported	Consistently observed
Pronunciation Modelling	Considered important	Limited opportunities observed

Source: Interview, observation, and document analysis data (2026).

Although teachers demonstrated knowledge of instructional language needs during interviews, classroom observations revealed different levels of application. The fifth grade teacher noted that *"The opening segment is 90% in English, Greetings, attendance check, prayer"*. However, classroom observations revealed that the teacher entered the classroom, issued work, and then exited without completing any opening activities or instructional interactions. Similarly, the sixth grade teacher said that *"English lessons usually begin with a greeting, a prayer, and a brief icebreaker using simple English."* Nonetheless, observations and student reports revealed that English sessions were not done regularly. In contrast, the fourth grade teacher's classroom actions were typically consistent with the interview statement, which *"sometimes I use a little English, like 'good morning,' but after that I mostly speak Indonesian."* These data point to a disparity between teachers claimed teaching strategies and their actual classroom implementation.

According to interview data, teachers recognised the value of sustaining classroom engagement and encouraging student participation. For instance, the fifth grade teacher mentioned that *"I'll use a challenge or an invitation to play. Come on, don't be shy. Let's try it together!"* Similarly, the sixth grade teacher stated that "*when the students are quiet, I usually demonstrate first or call on students one by one to encourage them to answer."* However, classroom observations revealed little teacher-student contact. Students in Grade 5 frequently requested assistance from another teacher when the English teacher was absent during work completion. In Grade 6, no active English-learning interactions were seen. Only the fourth grade classroom engaged in little engagement during vocabulary explanations and assignment directions. These findings indicate that interactional competency was conceptually recognised but only weakly practiced in actual classroom settings.

Document analysis revealed that English instruction was mostly based on student worksheets (LKS). No English teaching modules or structured lesson plans intended exclusively for English instruction were discovered. Interviews also revealed that English was seen as a supplementary rather than a fundamental subject in the school curriculum. These circumstances indicate that English training has little institutional backing.

The findings show a distinction between perceived and performed proficiency. While teachers demonstrated an understanding of the pedagogical competencies required for EFL teaching, their implementation appeared constrained by contextual factors such as limited instructional resources, reliance on worksheets, and English's marginal position in the school curriculum. Overall, the data show that contextual and institutional factors greatly influence the manifestation of pedagogical English proficiency, resulting in a disparity between teachers' perceived ability and classroom enactment.

Discussion

This part deals with the discussion on the findings obtained the primary analysed data: semi structured interview, observation, and document. In the previous parts, there are two major themes, i.e., pedagogical English proficiency as classroom-oriented competence and manifestation of English proficiency in classroom practices. Similarly, the discussion on those findings are to be elaborated in the following organization:

Pedagogical English Proficiency as Classroom-Oriented Competence

The findings show that English proficiency in primary EFL contexts should be viewed as a pedagogical competency rather than a general language mastery. According to Freeman et al. (2015), English-for-Teaching framework, teachers emphasised competencies directly relevant to classroom communication, such as giving instructions, promoting engagement, simplifying terminology, and assisting comprehension. This conclusion builds on previous research that

focused primarily on instructors' general competence levels, revealing that basic EFL teachers prioritise language qualities that facilitate learning over linguistic accuracy alone.

While prior research has emphasised the relevance of teacher language competency, many have defined it in terms of grammar, vocabulary, and conversational abilities. The current study differs in that it demonstrates how teachers view proficiency based on its instructional role by Freeman (2017). This reinforces current claims that teacher proficiency should be measured based on its contribution to classroom learning rather than generic language requirements.

Another key conclusion drawn from the data is that the indicated competencies do not operate independently. Instead, they appear to function as a cohesive system that facilitates classroom collaboration. Instructional language and interactional competence are the primary competences used in teaching, with pronunciation, vocabulary clarification, and multilingual communication serving as supporting resources to allow intelligible instruction and student engagement (Herrera-Pavo, 2021). This link shows that pedagogical English proficiency should be viewed as a multifaceted entity in which linguistic and pedagogical competencies work together to facilitate learning.

The findings also emphasise the distinct character of English competence requirements in primary schools as stated by Hipkins (2006). Unlike students in secondary or higher school, elementary children have little English exposure outside of the classroom and rely significantly on instructors as their major source of language input (Bovkun-Saass et al., 2025). As a result, instructors' proficiency serves a dual function: imparting instructional content while also giving language exposure. This circumstance emphasises the relevance of pedagogically focused proficiency since teachers' classroom language becomes one of the primaries means by which students encounter and internalise English.

This study provides a substantial contribution by moving beyond broad issues of teacher preparedness and overall language competency. Rather than testing teachers' proficiency, the study highlights the specific pedagogical language competences that instructors believe are required for teaching EFL in elementary schools. This distinction adds to the English-for-Teaching literature by providing a more task-oriented understanding of teacher proficiency that is in line with the actual realities of classroom instruction.

Taken together, the findings indicate that pedagogical English competence for elementary EFL teachers should be understood as a context-sensitive combination of instructional, interactional, and linguistic competencies that allow teachers to offer relevant learning opportunities for young learners. As a result, teacher development programmes may benefit from emphasising not only general language proficiency but also the pedagogical use of English in classroom communication.

Manifestation of English Proficiency in Classroom Practices

The findings show that the manifestation of English competence in elementary EFL classes is mostly determined by how such competencies are enacted through instructional and interactional practices, rather than just instructors' linguistic expertise (Faisal, 2025). Within the English-for-Teaching framework, teacher competency becomes pedagogically meaningful when it is used to organise learning activities, offer comprehensible information, enable interaction, and encourage student participation in classroom communication (Freeman et al., 2015). As a result, the demonstration of proficiency should not be considered solely as evidence of linguistic knowledge, but rather as the practical use of such knowledge in creating learning opportunities for students. This view implies that the efficiency of teacher competency is reflected in classroom behaviours rather than teacher declared knowledge of teaching strategies.

This viewpoint is consistent with Walsh (2022) who assert that classroom interaction is the major medium via which language learning occurs. In EFL courses, instructional language and interactional competence serve as means for students to access linguistic input, negotiate meaning,

and receive feedback. As a result, the expression of English competence can be interpreted through teachers' ability to translate linguistic knowledge into instructional interaction. The data suggest that proficiency is not a static individual trait, but rather a dynamic process that evolves from classroom discourse and instructional practice.

The study seems to imply that factors other than instructors' awareness of good teaching tactics influence the implementation of pedagogical English competency. During interviews, participants indicated an awareness of instructional language, questioning tactics, feedback giving, pronunciation modelling, and vocabulary explanation; nevertheless, classroom observations revealed inconsistent execution of these competencies (Hasriani, 2022). This study calls into question the widely held belief that knowledge of excellent EFL teaching translates into effective classroom practice. Instead, it suggests that teacher competency should be understood as a contextual activity whose realisation is contingent on the conditions under which teaching occurs.

The data also imply that environmental and institutional factors influence the expression of teacher proficiency. Document analysis revealed the lack of formal English teaching modules and a reliance on student worksheets (LKS) as the key educational resource. In addition, English played a supporting role in the educational curriculum. From a pedagogical standpoint, these factors may restrict opportunities for systematic lesson planning, communicative classroom activities, and prolonged English interaction. As a result, the implementation of English proficiency appears to be driven not only by teacher qualities, but also by the availability of instructional support and institutional commitment to English education.

This approach is consistent with Walsh (2022) on sociocultural perspectives of teacher practice, which emphasise that professional achievement results from the interaction of individual competence and contextual resources (Eun, 2023). Teachers do not apply their knowledge in isolation; rather, the educational environment in which they operate influences their practices. As a result, the expression of English proficiency should be viewed as a consequence of both teacher competency and the institutional conditions that enable or impede its implementation. This viewpoint broadens prior conversations about teacher competency by emphasising the importance of contextual circumstances in determining how pedagogical competencies are transformed into classroom practice.

The findings also provide an alternative viewpoint to much of the existing literature on teacher proficiency. Earlier research shown that higher levels of English competence led to increased classroom language use, improved instructional confidence, and more effective student engagement (Alenezi et al. 2022; and Zein, 2017). While the current study does not refute these findings, it does indicate that proficiency may not be sufficient to assure effective classroom implementation. Rather, the relationship between proficiency and practice appears to be regulated by contextual factors such as curriculum priorities, instructional resources, and classroom reality. This conclusion builds on earlier research by demonstrating that teacher proficiency and classroom implementation are related but not identical phenomena.

This study contributes an essential contribution by identifying a distinction between possessing pedagogical English competencies and putting it into practice in the classroom. While earlier research that conducted by Hasriani (2022) has mostly focused on the characteristics that instructors should possess, the current study examines how the realisation of such competencies varies depending on institutional and instructional situations. This research adds to the English-for-Teaching literature by arguing that teacher competency should be viewed as both a body of professional knowledge and a context-dependent pedagogical practice. As a result, initiatives to improve primary EFL teaching should focus on both teacher competency development and the contextual factors that allow instructors to effectively use their knowledge in the classroom.

CONCLUSION

The study concludes that elementary school teachers' English proficiency requirements for conducting EFL instruction go beyond general linguistic knowledge and include pedagogically

oriented competencies. According to the findings, effective EFL teachers must be able to use instructional language, stimulate classroom interaction, provide understandable explanations, model acceptable pronunciation, and strategically use multilingual communication to support students' learning. These competences are consistent with the concept of English-for-Teaching, which emphasises the combination of language proficiency and pedagogical practice.

The study also demonstrates that the expression of these competencies in classroom practice is not entirely dependent on teachers' professional knowledge. Rather, their enactment is determined by contextual and institutional factors that shape implementation opportunities. The findings show that while instructors may comprehend the competences required for effective EFL teaching, their implementation of such competencies can be limited by classroom reality, instructional resources, and school-wide support. This shows that teacher competency should be understood as a contextual activity resulting from the interaction of knowledge and situation.

This study's main contribution is the identification of contextual support as a significant mediator between instructors' perceived proficiency and its implementation in classroom practice. The findings emphasise the importance of improving teacher development and institutional support in order to improve the quality of elementary EFL training. Future research could look into this relationship in different educational contexts and with a larger range of participants to acquire a better understanding of English-for-Teaching practices in primary schools.

Schools could give more assistance for English education by creating teaching modules, instructional tools, and professional development opportunities for teachers. Furthermore, future research should look into how curricular policies, school support systems, and teacher preparation programmes affect the implementation of English competence in elementary EFL classes.

ACKNOWLEDGEMENT

The researcher would like to thank the supervisors for their assistance, support, and useful comments throughout the completion of this study, titled "Pedagogical English Proficiency Requirements for Elementary EFL Teachers." The researcher also acknowledges the principal and instructors of SDN Sindetanyar in Probolinggo for their collaboration and participation in the research procedure. Appreciation is also extended to family, friends, and all others who offered encouragement and support. Their efforts were crucial to the effective completion of this investigation.

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