IJLECR (International Journal of Language Education and Cultural Review)
E-Jurnal: http://journal.unj.ac.id/unj/index.php/ijlecr
Volume 12, Number 1, June 2026, Page: 150-162

IJLECR
International Journal of Language Education and Culture Review

E-ISSN: 2461-131x
P-ISSN: 2406-8586

DOI: *https://doi.org/10.21009/ijlecr.v12i1.67444*

Received: 27 March 2026
Revised: 20 June 2026
Accepted: 27 June 2026
Published: 29 June 2026

Culturally Responsive Pedagogy: Collaboration of Academic, Social, and Emotional Aspects in Language Learning in the Classroom

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ABSTRACT

This study aimed to identify the strengths and challenges of pre-service teachers' competencies in facilitating culturally responsive language learning as a foundation for developing a Collaborative Learning Framework for Academic, Social, and Emotional Learning (MASEL) in Microteaching courses. Effective language learning requires teachers to integrate pedagogical knowledge, social-emotional competence, digital literacy, and culturally responsive practices to create meaningful classroom interactions. This study employed a descriptive survey design supported by Focus Group Discussions (FGDs). Data were collected from 60 cooperating teachers across Jakarta, Purwokerto, Pandeglang, Boyolali, Tobelo, and Pekanbaru using an assessment instrument covering instructional, social-emotional, and technological competencies relevant to language teaching. The findings indicate that pre-service teachers demonstrated relatively strong interpersonal competencies, particularly in building professional relationships with students (78%) and demonstrating patience, empathy, and tolerance (75%). Moderate performance was found in providing responsive feedback, classroom management, problem-solving, and promoting critical thinking (55–61%). However, considerable weaknesses remained in designing engaging language learning activities (62% poor to very poor), integrating digital technology into language instruction (35% very poor), and combining academic, social, and emotional dimensions within language learning (only 30% good to very good). These findings suggest that pre-service teachers require more systematic preparation in instructional design, digital pedagogy, culturally responsive teaching, and social-emotional learning to facilitate effective language learning. The proposed MASEL framework provides a

conceptual foundation for developing holistic language teacher competencies that integrate academic, technological, social, and emotional dimensions to meet the demands of 21st-century language education.

Keywords: *Model for Academic, Social and Emotional Learning, Pre-Service Teacher Education, Micro Teaching*

INTRODUCTION

Education plays a crucial role in preparing individuals to respond to the challenges and opportunities of an increasingly complex and dynamic world (Tan et al., 2017). In this context, future-oriented education is often associated with 21st-century learning, which emphasizes critical thinking, creativity, collaboration, communication, and lifelong learning as essential competencies for global citizenship (Lee et al., 2013; Kennedy & Sundberg, 2020). The rapid advancement of digital technologies, including online learning platforms, artificial intelligence, and interactive digital tools, has significantly transformed teaching and learning processes, requiring educators to develop effective new pedagogical and technological competencies (Benade, 2014; OECD, 2023; UNESCO, 2023). These developments have accelerated the shift toward student-centered, personalized, inquiry-based, collaborative, and authentic learning environments that actively engage learners in knowledge construction (Osborne, 2013). Consequently, future-oriented education seeks to promote educational transformation that is more responsive to the characteristics, learning preferences, and digital experiences of contemporary learners, particularly Generation Z students (Bolstad et al., 2012; OECD & Schleicher, 2018)

Learning does not only emphasize cognitive change alone, but encompasses all aspects of affection and psychomotor. Learning that focuses on only one domain is considered too simplistic. Smagorinsky elaborates that from Vygotsky's perspective, emotion cannot be separated from thought (Dolcos et al., 2011; Smagorinsky, 2013; Schmidt, 2017; Mustafina et al., 2020). In view of this, Social Emotional Learning (SEL) is an important dimension in building children's education. However, until now, SEL is still undervalued, even though it is a part of education that contributes to student success, but has not yet been explicitly stated or given greater attention (Schonert-Reichl, 2017). Research by Kawasaki and Dobrochinski (2024) emphasizes that the implementation of social-emotional learning (SEL) can strengthen 21st-century skills such as collaboration, creativity, and communication. Research results show that the integration of SEL into the school curriculum significantly improves students' academic performance, particularly in mathematics and language, due to increased ability of students to manage emotions and improve self-efficacy in the learning process (Kawasaki & Dobrochinski Candido, 2024).

Learning to strengthen 21st-century skills needs to integrate digital literacy. Research by Mukherjee and Bhadra elaborates that the digitalization of education requires strengthening SEL to build 21st-century skills. The combination of digital-based learning and SEL can improve skills such as critical thinking and collaboration, which are greatly needed in the global workforce (Mukherjee & Bhadra, 2024). Dees and Lowery explore the challenges of SEL implementation for African-American students and show that neglect of SEL among marginalized students leads to low social and academic skills. Researchers recommend comprehensive integration of SEL into the curriculum to address educational gaps (Dees & Lowery, 2024).

Strengthening social-emotional skills is an important component in improving the competitiveness of the young workforce. SEL can help students develop relevant work skills such as effective communication and adaptability. Teachers who are competent in social-emotional dimensions become a key factor in creating a learning environment that supports the development of 21st-century skills. Kraft and Grace state that teachers have a significant influence in helping students develop skills that are urgently needed in the labor market, such

as problem-solving ability, critical thinking, and social-emotional competence, including growth mindset and grit (Kraft & Grace, 2016). Kiguel emphasizes that SEL competencies, such as self-regulation and social-emotional ability, are the primary indicators of students' early readiness for the next level of education and future career success (Kiguel et al., 2024). According to Karlberg, improving school climate, supporting positive behavior, and significantly reducing behavioral problems impact the development of students' social-emotional skills such as self-awareness, self-management, and responsible decision-making ability (Karlberg et al., 2024).

Supporting evidence for the importance of teachers having a central role in building a school climate that supports the development of students' social-emotional skills was put forward by Saji, who stated that schools need to invest in continuous professional development focused on social-emotional learning, culturally responsive teaching, and classroom management for school teachers (Saji, 2024). The impact of this training is that pre-service teachers are able to integrate academic and social-emotional skills in learning in accordance with the daily lives of today's global society.

Education is connected to the world of work, which is now globally oriented. The world of work not only requires mastery of knowledge, but also requires higher-order thinking skills, communication, and collaboration (Teo, 2019). Individuals who possess these skills will be better able to adapt to change, innovate, and contribute to organizational progress. The global era represents a new culture that must be accepted by all citizens of the world, and has become a very pressing demand. Therefore, schools are obliged to create a global culture in classroom learning.

Globalization has brought significant changes in the social and cultural structure of society. Along with massive migration, the student population in many countries has become increasingly diverse. Goh (2012) explains that in the 21st century, teachers are faced with the challenge of creating learning environments that not only respect students' cultures but also promote cross-cultural understanding. In the implementation of global culture in schools, a gap occurs between teachers and students. Students as individuals born as Generation Z are different from teachers. This difference has an impact on the education of pre-service teachers. Therefore, pre-service teachers need to be equipped with the ability to be responsive to change.

Culturally Responsive Pedagogies (CRP) is an educational approach that aims to respect, appreciate, and incorporate students' cultural backgrounds into the learning process. This concept was first initiated by Geneva Gay in the early 2000s, emphasizing that this educational approach can improve learning outcomes by connecting learning material with students' lived experiences (Gay, 2002; Saavedra & Opfer, 2012). This approach is relevant and important to address the challenges of globalization in the 21st century. By integrating student culture into learning, CRP not only creates a more inclusive learning experience, but also equips students with the skills needed to face an increasingly complex and interconnected world (Caingcoy, 2023).

Students' culture as Generation Z is an important element in modern pedagogy. This creates new opportunities to bring students closer to learning material. This approach demonstrates how CRP can be applied to non-traditional subjects such as science and mathematics, thus eliminating the stigma that culturally responsive teaching is only relevant to the arts and humanities (Ladson-Billings, 2021). This means that the culture referred to is the daily life activities that have become the habits of students, especially Generation Z. Thus, this culturally responsive pedagogy aims to improve academic achievement, foster positive self-identity, and cultivate critical thinking among learners.

Cross-cultural collaborative learning aims to develop cross-cultural communication skills, collaboration, and problem-solving in the context of diversity (Gyasi et al., 2021). Cross-cultural in this context refers to the transition to global culture. Global culture encourages

students to possess higher-order thinking skills, master technology, and appreciate cultural diversity (Trilling & Fadel, 2009; Kennedy & Sundberg, 2020). This becomes important to prepare individuals to face economic, social, and environmental challenges in the 21st century.

Recently, teachers have widely applied pedagogy oriented toward 21st-century skills, namely TPACK. The combination of technology and pedagogy has been shown to strengthen the subject matter content delivered. TPACK, in its implementation, has actually used the skills of creativity, collaboration, communication, compassion, critical thinking, and computational logic by utilizing the abilities of self-awareness, self-management, social awareness, and relationship skills (Hy et al., 2024; Yatri et al., 2023).

Learning does not only emphasize cognitive change alone, but encompasses all aspects of affective and psychomotor. Learning that focuses on only one domain is considered too simplistic. Smagorinsky elaborates that from Vygotsky's perspective, emotion cannot be separated from thought (Dolcos et al., 2011; Smagorinsky, 2013). In view of this, Social Emotional Learning (SEL) is an important dimension in building children's education. Folsom (2009) and Schonert-Reichl (2017) focus on integrating social-emotional learning (SEL) and cognitive skills in education. Folsom (2009) successfully codified intellectual and social-emotional processes in complex learning. This model encompasses two main categories, namely Qualities of Character and Thinking Operations, referred to as Teaching of Intellectual Emotional Learning (TIEL). The TIEL model consists of ten segments representing five social-emotional processes (qualities of character) and five cognitive processes (thinking operations).

The TIEL model codifies the intellectual and social-emotional processes required in the complex teaching and learning process. This model can provide educators with a framework for developing better curriculum, instruction, and learning environments, as well as preparing students with the complex skills they will need in an expanded educational and vocational landscape. The results can improve behavioral and academic achievement (Ross & Tolan, 2018; Jones et al., 2017). Nevertheless, the dissemination of the SEL framework, particularly TIEL, has been implemented on a sustained basis (Corcoran et al., 2018; Durlak et al., 2011; Korpershoek et al., 2016; SKLAD et al., 2012; Wigelsworth et al., 2016; Lee et al., 2014; Green et al., 2021).

Boeriswati argues that it is important for pre-service teachers to be prepared to have the skills to implement self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The decision-making ability uses the skills of creativity, collaboration, communication, compassion, critical thinking, and computational logic by utilizing the abilities of self-awareness, self-management, social awareness, and relationship skills, as well as the ability to provide appreciation based on evaluation results to solve problems and make decisions (Boeriswati et al., 2023). This needs to be incorporated into the pre-service teacher curriculum.

TISEL (Boeriswati et al., 2023) supports the formation of teacher professionalism carried out in pre-service teacher education so that they have the ability to: (1) understand and implement the foundations of education both psychological, philosophical, and sociological; (2) implement learning theories appropriate to students' developmental levels; (3) develop learning materials; (4) use a variety of learning methods; (5) utilize various tools, media, and learning resources; (6) manage and implement learning programs; (7) evaluate student learning outcomes; and (8) form students' personalities. This shows that TIEL elements strengthen the formation of teacher professionalism (Ross & Tolan, 2018). A professional teacher in the 21st century: (1) has a mature and developing personality; (2) has a strong mastery of knowledge; (3) has the skills to motivate students in science and technology; and (4) engages in continuous professional development. These four aspects form an inseparable whole that mutually influence the development of the professional teacher profession (CASEL, 2012; Ross & Tolan, 2018).

Within the context of language learning, these challenges become even more significant because language education requires teachers not only to develop students' linguistic competence but also to facilitate meaningful communication, intercultural understanding, critical thinking, and emotional engagement. Language learning is inherently social and interactive; therefore, successful language instruction depends on teachers' ability to integrate academic knowledge, culturally responsive pedagogy, social-emotional learning, and digital technology into authentic classroom communication. Consequently, preparing pre-service teachers with these integrated competencies is essential for improving the quality of language learning in multilingual and multicultural classrooms.

METHOD

This study employed a descriptive survey design supported by Focus Group Discussions (FGDs) to identify the strengths and challenges of pre-service teachers' teaching competencies and to explore the need for a Collaborative Learning Framework for Academic, Social, and Emotional Learning (MASEL) in Microteaching courses. The participants consisted of 60 cooperating teachers (guru pamong) from Jakarta, Purwokerto, Pandeglang, Boyolali, Tobelo, and Pekanbaru. Participants were selected using purposive sampling based on the following criteria: (1) actively supervising pre-service teachers during teaching practicum activities; (2) having at least three years of teaching experience; and (3) being directly involved in evaluating pre-service teachers' classroom performance.

The study was conducted in the context of Microteaching courses designed to prepare pre-service teachers for language learning classrooms. Accordingly, the assessment instrument evaluated teaching competencies that are essential for effective language learning, including instructional delivery, classroom interaction, feedback, technology integration, and the incorporation of academic, social, and emotional dimensions into language instruction.

Quantitative data were collected using a structured assessment instrument developed by the research team. The instrument consisted of ten indicators covering instructional, social-emotional, and technological competencies of pre-service teachers. Respondents evaluated each indicator using a five-point rating scale ranging from very poor (1) to very good (5). The assessment aspects are presented in table 1.

Table 1. Assessment Aspects of Pre-Service Teachers in Teaching Practice

No.	Assessment Aspect
1	Competence in delivering relevant and engaging material
2	Creating an interactive and collaborative learning atmosphere
3	Building good and professional relationships with students
4	Guiding attitudes of patience, empathy, and tolerance
5	Providing responsive feedback
6	Integrating digital technology into learning
7	Flexible classroom management
8	Guiding responsible problem-solving
9	Encouraging critical and creative thinking
10	Integrating academic, social, and emotional skills

Source: Research instrument developed by the research team

The quantitative data were analyzed using descriptive statistics, including frequencies and percentages, to identify competency patterns across the ten indicators. The results were subsequently grouped into three categories: good–very good, adequate, and poor–very poor.

To enrich the interpretation of survey findings, FGDs were conducted with selected cooperating teachers representing the six participating regions. The discussions focused on identifying challenges encountered by pre-service teachers during teaching practice, particularly in instructional delivery, technology integration, and social-emotional learning implementation. Qualitative data from the FGDs were analyzed using thematic analysis following the stages of data familiarization, coding, theme generation, and interpretation. The themes generated from the FGDs were used to support and explain the quantitative findings obtained from the survey.

RESULTS AND DISCUSSION

Results

In language learning, teachers play a central role in facilitating meaningful communication, developing learners' linguistic competence, and creating culturally responsive learning environments. Therefore, the competencies investigated in this study are not only indicators of general teaching quality but also represent essential foundations for effective language learning. The findings are interpreted from the perspective of how pre-service teachers are prepared to design interactive, technology-supported, and socially meaningful language learning experiences.

21st century skills are the global culture that must be accommodated in school learning. These 21st century skills include creativity, collaboration, communication, compassion, critical thinking, and computational logic (6C) (Sellars et al., 2018), but that alone is not sufficient. Teachers must have three basic teaching knowledge bases (knowledge-based of teaching) that include: 1) in-depth knowledge about the subject area to be taught (mastering of content knowledge); 2) knowledge of pedagogy (mastering of pedagogical knowledge); and 3) deep specialized pedagogical knowledge about the subject area to be taught (mastering of pedagogical content knowledge). These abilities are reflected in the results of this study.

Based on survey data from 60 cooperating teachers from six regions, a comprehensive picture of pre-service teachers' competence in teaching practice was obtained. Below are the research results based on ten predetermined assessment aspects.

Table 2. Cooperating Teachers' Assessment Results of Pre-Service Teacher Competencies

No.	Assessment Aspect	Good–Very Good (%)	Adequate (%)	Poor–Very Poor (%)
1	Competence in delivering relevant and engaging material	38	0	62
2	Creating an interactive and collaborative learning atmosphere	42	36	22
3	Building good and professional relationships with students	78	15	7
4	Guiding attitudes of patience, empathy, and tolerance	75	18	7
5	Providing responsive feedback	58	28	14
6	Integrating digital technology into learning	22	43	35
7	Flexible classroom management	55	31	14
8	Guiding responsible problem-solving	61	27	12
9	Encouraging critical and creative thinking	57	28	15
10	Integrating academic, social, and emotional skills	30	33	37

Source: Primary research data (2024)

Discussion

Academic Competencies (Content Knowledge and Pedagogical Knowledge)

Based on the data in Table 2, the majority of pre-service teachers (79%) demonstrate a fairly good understanding of subject matter, and 78% are able to build good and professional relationships with students. This indicates that pre-service teachers already possess an adequate foundation of academic and social competencies. This finding is consistent with the theoretical foundation that mastery of content knowledge is the primary foundation in the teaching profession (Boeriswati et al., 2023). Furthermore, the 78% of pre-service teachers who are able to build professional relationships with students reflects a relatively mature interpersonal intelligence. This can be linked to the intensive socialization process during university years, where pre-service teachers are widely exposed to learning situations that require two-way communication skills. According to Kraft and Grace (2016), teachers with high social competence tend to be more effective in creating a conducive learning environment and encouraging students' intrinsic motivation.

However, there is a striking weakness in the ability to present material in an engaging and interactive manner. As many as 62% of pre-service teachers fall in the poor to very poor category in delivering relevant and engaging material. This finding indicates that content mastery alone is insufficient without good pedagogical ability. The gap between content knowledge and pedagogical content knowledge indicates that pre-service teachers have not yet fully been able to transform academic knowledge into meaningful learning experiences for students. This aligns with Teo's (2019) view that the modern world of work and education requires high communication and collaboration skills, not merely one-way knowledge transfer. From the perspective of culturally responsive pedagogy (CRP), the ability to present material engagingly is closely related to the teacher's ability to contextualize material with real life and the cultural experiences of students (Gay, 2002).

Thus, this finding not only indicates technical-pedagogical weaknesses, but also reflects that the cultural dimension has not yet been integrated into pre-service teachers' teaching practice. For language learning, these findings suggest that mastery of language content alone is insufficient unless pre-service teachers are able to transform linguistic knowledge into meaningful communicative learning experiences through interactive pedagogical approaches.

Digital Technology and Innovative Learning Competencies

The aspect with the lowest achievement is the integration of digital technology in learning, where 35% of pre-service teachers fall in the very poor category. Only 22% were assessed as good to very good in utilizing digital technology. This finding is very concerning, given that the digital era demands teachers to be able to utilize technology in the learning process (Benade, 2014; OECD, 2013). Hy et al. (2024) affirm that the development of TPACK-based learning media is an essential component in improving written communication skills and collaboration in the digital era. The low achievement in this aspect needs to be analyzed from two perspectives. First, from the infrastructure and access side: pre-service teacher education programs may not have fully provided adequate technology facilities for field practice. Second, from the curriculum orientation side: the existing Microteaching courses appear not to have systematically required pre-service teachers to design and implement technology-assisted learning as part of core competencies. This data is also relevant when linked to the findings on aspect 2 (interactive and collaborative learning atmosphere) which only reached 42% in the good-very good category, suggesting that the inability to utilize technology also contributes to the low ability to create a dynamic and participatory learning atmosphere.

This situation reflects the gap between the demands of 21st century competencies and pre-service teachers' readiness to integrate technology into learning. Mukherjee and Bhadra (2024) emphasize that the combination of digital-based learning and SEL is the key to improving 21st

century skills, but the findings of this study show that such integration is still not optimal. It should be noted that this gap is not merely an individual technical issue, but reflects a systemic disparity in preparing digital competencies for pre-service teachers. Yatri et al. (2023) found that TPACK-based learning media significantly improves critical thinking skills of elementary school students, so pre-service teachers who lack this competency will face serious obstacles in supporting students' cognitive development in the digital era. Therefore, it is necessary to redesign the Microteaching curriculum to position digital competency not as a supplement, but as a core component that is assessed in a structured and sustained manner. The integration of digital technology is particularly important in language learning because digital platforms provide authentic communication opportunities, multimodal interaction, collaborative learning, and immediate feedback that enhance learners' language acquisition.

Social-Emotional Competencies

Social and emotional aspects show varied results. As many as 75-78% of pre-service teachers were assessed as good in guiding attitudes of patience, empathy, and tolerance, as well as building professional relationships with students. This demonstrates good potential in the interpersonal dimension. This finding supports Schonert-Reichl's (2017) view that SEL is an integral part of education that contributes to student success. The strength in interpersonal aspects needs to be understood as a basic capital that can be further developed. Kiguel et al. (2024) affirm that SEL competencies such as self-regulation and social-emotional ability are the primary indicators of students' readiness for the next level of education. Thus, pre-service teachers who naturally have positive emotional dispositions actually already possess important prerequisites to become effective learning facilitators, provided that these competencies are methodologically directed through structured training.

However, the explicit integration of social and emotional aspects into learning design still needs improvement. About 37% of pre-service teachers were assessed as poor in integrating academic, social, and emotional skills in an integrated manner. Only 30% fell in the good to very good category in this aspect. This finding reinforces Folsom's (2009) view that integrating TIEL into learning is a complex task that requires systematic and sustained training. The gap between informal interpersonal competence (which is high) and the ability to integrate SEL in learning design (which is low) implies that pre-service teachers are able to be empathetic naturally, but are not yet skilled in translating social-emotional values into structured and measurable lesson plans. Schonert-Reichl (2017) reminds that effective SEL requires intentional teaching, not merely unsystematic behavioral examples. Furthermore, aspect 5 (responsive feedback, 58% good-very good) and aspect 8 (guiding responsible problem-solving, 61%) show fairly good potential and can serve as entry points for developing more integrated SEL competencies. Kawasaki and Dobrochinski (2024) show that the application of SEL integrated in the curriculum significantly improves academic performance, particularly through improving students' ability to manage emotions and self-efficacy. This means that strengthening SEL in pre-service teachers is not only an investment in personality development, but directly impacts the improvement of academic quality for the students they teach.

Overall, the findings of this study underscore the need to develop a learning model that explicitly integrates academic, social, and emotional aspects. When the competency patterns of pre-service teachers are analyzed across aspects, three competency clusters emerge: (1) strong cluster mastery of content and interpersonal relationships (75-79%); (2) moderate cluster - responsive feedback, classroom management, problem-solving, and critical thinking (55-61%); and (3) weak cluster engaging material presentation, technology integration, and holistic SEL integration (22-42%). This three-cluster pattern shows that the weaknesses of pre-service teachers are centered on dimensions that are most needed in 21st century learning: the ability to package knowledge creatively, use technology pedagogically, and design socially-emotionally

responsive learning. The Collaborative Learning for Academic, Social, and Emotional Learning (MASEL) model proposed in this study is expected to address these needs. This model is designed based on the CRP and TIEL framework which views learning as a holistic process involving all dimensions of learners' development (Boeriswati et al., 2023; Gay, 2002). MASEL is conceptually designed to bridge these three competency clusters by placing collaboration as the core of the learning process, where academic, social, and emotional dimensions are not treated as separate domains but as a unity that mutually reinforces one another in every learning session. Language learning also depends heavily on students' willingness to communicate, confidence, empathy, and collaborative interaction. Therefore, strengthening social-emotional learning enables teachers to create psychologically safe language learning environments where learners are encouraged to actively participate in communication.

Implications for Pre-Service Teacher Education

Based on these findings, several important implications can be formulated. First, pre-service teacher education programs need to integrate intensive training in engaging and innovative material presentation, including the use of various active learning strategies. This can be realized through structured peer teaching methods and the provision of reflective feedback from peers as well as supervising lecturers. Second, strengthening digital literacy and TPACK competencies must be a priority in the Microteaching curriculum, given the low achievement of pre-service teachers in technology integration. This improvement needs to be accompanied by a paradigm shift from merely 'using technology' to 'teaching with technology pedagogically', as explained in the TPACK framework (Yatri et al., 2023). Third, a deep understanding of SEL needs to be built through modeling and direct practice in real classroom contexts, including simulations of cases that demand appropriate social-emotional responses. Fourth, pedagogical approaches that are culturally responsive (CRP) need to be applied consistently to prepare pre-service teachers to face the diversity of students in the global era. Fifth, a formative evaluation system is needed that is capable of measuring the growth of pre-service teachers' competencies holistically, not only from an academic aspect but also from social-emotional dimensions, so that the feedback provided can be more comprehensive and encourage meaningful self-reflection.

These recommendations are consistent with Saji's (2024) view that schools need to invest in continuous professional development focused on social-emotional learning, culturally responsive teaching, and classroom management. Karlberg et al. (2024) also show that improving school climate that supports positive behavior significantly impacts the development of students' social-emotional skills, including self-awareness, self-management, and responsible decision-making ability. More broadly, the findings of this study indicate that reforming pre-service teacher education cannot be done partially. A systemic approach is needed that integrates three main pillars: strengthening content and pedagogy, improving digital competencies, and developing social-emotional intelligence. These three pillars are interrelated and mutually supportive, and that is the philosophical basis of the MASEL model developed in this study. Dees and Lowery (2024) warn that neglect of the SEL dimension can structurally exacerbate educational disparities. Therefore, investment in the SEL competencies of pre-service teachers not only impacts individual quality, but also has implications for justice and inclusivity of the educational system as a whole. The findings have important implications for pre-service teacher education, particularly for preparing future language teachers capable of facilitating culturally responsive, technology-enhanced, and socially meaningful language learning.

CONCLUSION

This study examined cooperating teachers' perceptions of pre-service teachers' competencies required to facilitate effective language learning across instructional, social, emotional, and technological dimensions. The findings indicate that pre-service teachers demonstrate relatively strong interpersonal competencies, particularly in building professional relationships with students (78%) and demonstrating patience, empathy, and tolerance (75%). Moderate levels of competence were identified in providing responsive feedback, classroom management, problem-solving, and fostering critical thinking (55–61%). However, substantial weaknesses remain in delivering engaging learning materials (62% poor to very poor), integrating digital technology into instruction (35% very poor), and combining academic, social, and emotional dimensions within learning activities (only 30% good to very good). These findings suggest that pre-service teachers possess positive interpersonal dispositions but still face challenges in transforming pedagogical knowledge into meaningful, technology-supported, and socially responsive learning experiences. The identified competency gaps highlight the need for a more integrated approach to teacher preparation that simultaneously strengthens instructional design, digital pedagogy, and social-emotional learning competencies.

From the perspective of language learning, the findings indicate that effective language instruction requires a balanced integration of pedagogical knowledge, digital competence, culturally responsive teaching, and social-emotional learning. These competencies enable future teachers to create engaging, inclusive, and communicative language learning environments that support students' linguistic and intercultural development.

Based on these findings, the proposed Collaborative Learning for Academic, Social, and Emotional Learning (MASEL) framework offers a conceptual foundation for addressing the identified needs by integrating principles of Culturally Responsive Pedagogy (CRP) and Teaching of Intellectual Emotional Learning (TIEL). The framework is intended to support the development of holistic teacher competencies that align with the demands of 21st-century learning. This study is limited by its reliance on cooperating teachers' perceptions and the absence of direct classroom observations. Future studies should empirically develop and validate the MASEL framework through experimental or design-based research and examine its effectiveness across different educational and cultural contexts. The findings contribute to ongoing discussions on improving pre-service teacher education by emphasizing the balanced development of academic, technological, social, and emotional competencies.

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E-ISSN: 2461-131x
P-ISSN: 2406-8586

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