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## A SYSTEMATIC REVIEW OF TEACHING COMPETENCIES AMONG SECONDARY SCHOOL ENGLISH TEACHERS

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### Abstract

English language teaching at the secondary level plays a crucial role in developing students' communicative abilities and academic success. The effectiveness of English instruction largely depends on teachers' competencies, which encompass linguistic, pedagogical, technological, assessment, and socio-emotional skills. Despite the recognised importance of these competencies, research findings in this area remain scattered and context-specific, necessitating a systematic synthesis. *Objective:* This study aims to systematically review empirical and theoretical literature published between 2012 and 2025 to identify the key teaching competencies of English teachers in secondary schools and their implications for teacher education and policy development. *Methods:* Following Cooper's (2016) inclusion and exclusion framework and the PRISMA protocol, databases such as Google Scholar, ERIC, Scopus, ResearchGate, and Web of Science were searched using keywords including 'teaching competencies', 'English teachers', 'secondary schools', and 'language pedagogy'. Of the 147 studies originally identified, 15 met the inclusion criteria and were analysed thematically. Results revealed that thematic analysis revealed five major domains of competency: linguistic, technological, assessment, socio-emotional and cultural, and professional development. Teaching competency was found to be influenced by teacher preparation, digital literacy, emotional intelligence, institutional support, and reflective practice. The findings highlight the necessity for competency-based teacher education programmes that incorporate pedagogical content knowledge, ICT skills, and socio-emotional training. The review recommends longitudinal and cross-cultural studies to strengthen evidence-based teacher development and inform educational policy.

**Keywords:** English Teachers, Secondary Education, Teaching Competencies, Language Pedagogy

### 1. INTRODUCTION

Secondary education is a critical stage that shapes students' academic growth and personal development. It typically includes learners aged 14 to 16 years and serves as a bridge between elementary and higher education, helping students acquire essential life skills and foundational competencies for advanced learning. Among school subjects, English holds special importance as it focuses on developing the four core language skills—listening, speaking, reading, and writing (LSRW). Yet, many Indian secondary school students continue to struggle with attaining functional proficiency in English (Rajkhowa & Das, 2015).

The quality of English language instruction in India, particularly in rural and government schools, remains a persistent challenge. Although several educational commissions and policy frameworks have emphasized learner-centered and competency-based instruction, their classroom implementation has often been inconsistent (Jayavel & Kalaivani, 2019). Contributing factors include overcrowded classrooms, limited teaching resources, inadequate teacher preparation, low student motivation, and an unsupportive institutional climate (Bhattacharjee & Carri, 2020).

Teachers' dependence on conventional methods such as grammar translation and rote memorization, along with a lack of clarity regarding instructional objectives, continues to limit the development of students' communicative abilities. Effective English teaching requires more than content delivery—it involves reflective practice, adaptability, and professional commitment. As Medgyes (1986) highlighted, the ultimate aim of language teaching is to enable learners to



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use the language as a practical tool for communication. In this context, *competence* signifies one's ability to apply knowledge and skills appropriately within specific situations (Melinda, 2004).

Competency-based education focuses on cultivating the essential knowledge, skills, attitudes, and values necessary for professional effectiveness. In English language teaching, teacher competency includes linguistic proficiency, pedagogical understanding, classroom management, assessment literacy, and the integration of technology in instruction. Hence, reviewing existing studies on English teachers' competencies at the secondary level is crucial to identify current strengths, gaps, and implications for teacher education. This systematic review aims to synthesize national and international research findings to provide a comprehensive perspective on teaching competencies and their influence on English language instruction in secondary schools.

### Importance of English Language Teaching in Secondary Schools

English occupies a vital position in the secondary school curriculum as both a medium of communication and a core academic subject. During this stage, generally between ages 14 and 16, students are expected to acquire proficiency in the four key language skills—listening, speaking, reading, and writing (LSRW). Developing these skills enhances academic achievement, broadens access to global knowledge, and strengthens learners' readiness for higher education and professional life (Rajkhowa & Das, 2015). In multilingual and non-native contexts such as India, English proficiency is closely associated with employability, social advancement, and international communication (Jayavel & Kalaivani, 2019). Thus, effective English teaching at the secondary level plays a decisive role in improving educational quality and contributing to national development.

### Concept of Teaching Competency

Teaching competency refers to the blend of knowledge, skills, and attitudes that enable teachers to design, deliver, and evaluate effective instruction. It involves linguistic proficiency, pedagogical content knowledge (PCK), classroom management, technology integration, communication skills, and reflective practice (Zhang et al., 2021). Medgyes (1986) observed that successful English teaching should help learners use the language for real communication rather than focusing solely on grammatical accuracy. Similarly, Melinda (2004) noted that communicative competence can be nurtured through interactive, contextualized, and learner-centered approaches. Hence, teaching competency is a multidimensional construct that merges technical expertise with affective and reflective dimensions of professional performance.

### Relevance for Curriculum Delivery, Student Achievement, and Global Communication

Teachers' competencies significantly affect curriculum delivery, classroom dynamics, and learning outcomes. Skilled English teachers can transform curricular goals into engaging learning experiences, adapt materials to meet diverse learner needs, and foster communicative competence (Dacanay, 2024). Conversely, inadequate competencies often lead to rote learning, weak language proficiency, and low student engagement (Bhattacharjee & Carri, 2020). In today's globalized environment, effective use of English is essential for higher education, professional success, and cross-cultural collaboration (Andres-Kimkiman, 2025). Therefore, strengthening English teachers' competencies is fundamental to improving both national educational quality and global communicative capability.

### Rationale for the Review

Although several studies have explored various dimensions of English teachers' competencies, the available research remains scattered across diverse contexts and methodologies. Many investigations have examined specific aspects such as digital literacy, emotional intelligence, pedagogical practices, or personality traits (Manisha & Dhal, 2018; Mahalakshmi, 2024; Suar et al., 2025). However, a comprehensive synthesis integrating these findings is still lacking.



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Hence, a systematic review is necessary to consolidate existing evidence, identify prevailing trends, uncover research gaps, and draw meaningful implications for teacher education and policy formulation.

### Objectives of the Review:

The main purpose of this systematic review is to critically analyse and synthesise empirical and theoretical studies related to English teachers' competencies at the secondary school level. Specifically, the review aims to:

- a) identify key competencies contributing to effective English language instruction,
- b) examine contextual variations across national and international research, and
- c) highlight implications for teacher education, curriculum design, and policy development.

By synthesising research published between 2012 and 2025, this review seeks to provide a coherent understanding of teaching competencies and offer a framework for strengthening English language teaching in secondary education.

## 2. METHODOLOGY OF THE REVIEW

This systematic review analysed peer-reviewed studies focusing on English teachers' teaching competencies at the secondary level. The review followed the inclusion–exclusion framework proposed by Cooper (2016) to ensure methodological rigour.

### Inclusion criteria:

1. Studies explicitly examining English teachers' teaching competencies.
2. Publications from 2012 to 2025 to ensure contemporary relevance.
3. Articles written in English.
4. Research employing either quantitative or qualitative approaches.

### Exclusion criteria:

Publications such as books, dissertations, and narrative reviews were excluded as they did not meet the criteria of empirical research.

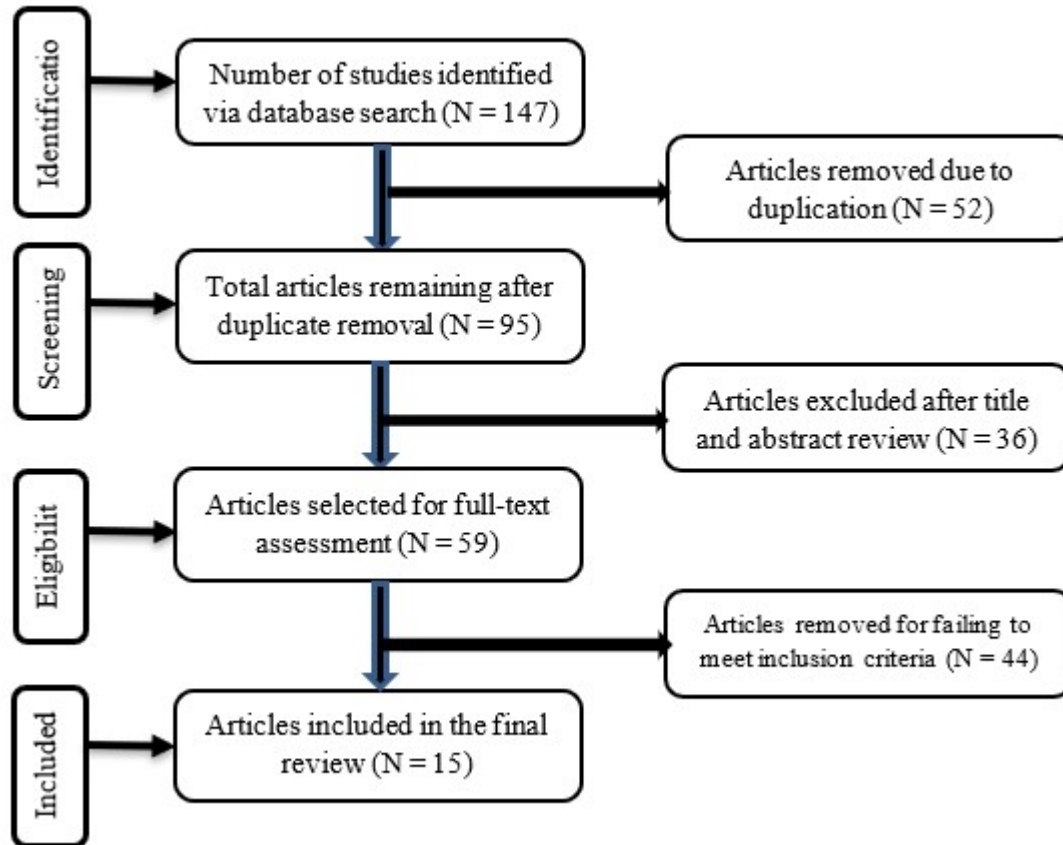
A systematic search was carried out across databases including Google Scholar, ERIC, Scopus, ResearchGate, and Web of Science using keywords such as *teaching competencies*, *English teachers*, *secondary schools*, and *language pedagogy*.

From an initial pool of 147 studies, 52 duplicates were removed, leaving 95 articles for screening. Based on title and abstract review, 36 were excluded as irrelevant, resulting in 59 full-text articles for detailed evaluation. Of these, 44 did not meet the inclusion criteria. Ultimately, 15 studies were retained for the final synthesis, all addressing factors influencing English teachers' competencies at the secondary school level.

The selection procedure adhered to the PRISMA protocol, ensuring transparency, reliability, and replicability. The detailed screening process is illustrated in Figure 1, representing the sequential flow of study selection.



**Fig.1: PRISMA Flow Diagram Depicting the Identification, Screening, Eligibility & Inclusion of Studies**



### 3. REVIEW OF LITERATURE

The literature on English teaching competencies has been organised into six interrelated domains: linguistic, pedagogical, technological, assessment, socio-emotional & cultural, and professional development. This thematic synthesis highlights both common findings and contextual variations across studies conducted between 2012 and 2025.

#### 1. Linguistic Competence

Linguistic competence forms the foundation of effective English teaching. Nkwetisama (2012) observed that grammar-translation and exam-oriented practices in Cameroon hindered communicative proficiency, urging a shift to competency-based teaching. Rajkhowa and Das (2015) reported similar trends in India, where many rural teachers depended heavily on translation and lacked fluency and pronunciation accuracy. In Pakistan, Sahito & Vaisanen (2018) found that teachers' English proficiency directly influenced their motivation and job satisfaction, linking language mastery with professional confidence. Serge et al. (2021) revealed that low student achievement in Rwanda correlated with teachers' weak linguistic and interaction skills. Likewise, Andres-Kimkiman (2025) noted that communicative curriculum reforms often fail due to insufficient oral practice and teacher preparedness. Overall, linguistic competence strongly predicts teacher confidence and learner outcomes, yet structured training in pronunciation, vocabulary development, and communicative fluency remains insufficient.



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## 2. Pedagogical Competence

Pedagogical competence—encompassing lesson planning, instructional strategies, and classroom management—is central to quality teaching. Rajkhowa & Das (2015) found that only a small percentage of Indian teachers systematically planned lessons. Similarly, Mohammed et al. (2019) in Nigeria linked poor teaching methods to weak student performance. In contrast, Nurlaila (2019) observed that Indonesian teachers effectively used syntactic approaches and demonstrated strong pedagogical skills. Bhattacharjee and Carri (2020) reported that younger teachers showed greater competence in classroom delivery and interaction. Suar et al. (2025) identified major pedagogical gaps among trainee teachers in Odisha, largely due to dependence on traditional methods and limited exposure to communicative skills. These findings indicate that teacher age, context, and institutional training significantly affect pedagogical competence and the adoption of learner-centered approaches such as CLT and task-based learning.

## 3. Technological Competence

The integration of digital tools in English teaching has become increasingly important. Jayavel and Kalaivani (2019) found that Tamil Nadu teachers displayed strong general competency but only moderate digital literacy, influenced by gender and school type. Shipra and Arora (2021) reported similar results in Rajasthan—urban teachers performed better in techno-pedagogical competence due to better resources, while rural teachers lagged behind. Zhang et al. (2021) further observed that Chinese university teachers' competencies were enhanced through institutional support and reflective, ICT-integrated practices. Despite technological advancements, inequities in access, digital training, and use of AI-based tools persist, especially in resource-poor rural schools.

## 4. Assessment Competence

Research on assessment remains limited but vital. Dacanay (2024) reported that Filipino teachers were generally “proficient” under the PPST framework but weakest in curriculum planning and assessment reporting. Although formative and summative evaluations are encouraged in policy, teachers often lack skills in constructing valid tests or using feedback effectively. Bhattacharjee & Carri (2020) similarly found weak evaluation practices among teachers in Tripura. This indicates a significant gap in developing teachers' ability to employ authentic, diagnostic, and formative assessments to enhance learning outcomes.

## 5. Socio-Emotional & Cultural Competence

Emotional intelligence and cultural sensitivity are increasingly recognized as essential for effective teaching. Manisha and Dhal (2018) found that emotional intelligence, especially interpersonal skills, positively influenced classroom management and student engagement. Mahalakshmi (2024) reported that enthusiasm and emotional stability were associated with stronger teaching competence. Culturally, Nkwetisama (2012) emphasized bridging societal and classroom language needs to improve learner motivation, while Serge et al. (2021) linked lack of cultural inclusivity to students' low confidence in English communication. These studies underscore the need to integrate socio-emotional learning and cultural responsiveness into teacher education programmes—an area still underdeveloped in most contexts.

## 6. Professional Development Competence

Continuous professional learning is vital for sustaining teaching competence. Rajkhowa and Das (2015) recommended ICT-based training and strengthening Teacher Education Institutes (TEIs). Nurlaila (2019) & Dacanay (2024) emphasized workshops, seminars, and reflective practices as tools for maintaining skills. Zhang et al. (2021) linked institutional culture and appraisal systems with professional growth opportunities, while Suar et al. (2025) noted that Indian TEIs often fail to prepare teachers adequately, urging reforms aligned with NEP-2020.





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Despite general consensus on its importance, systematic support and incentives for professional development remain limited.

## Synthesis and Gaps

Overall, teaching competency is multidimensional, grounded in linguistic and pedagogical foundations but interconnected with technological, assessment, socio-emotional, and professional domains. Progress has been made in identifying weaknesses such as excessive translation use, limited ICT skills, and inadequate evaluation practices. However, research continues to overlook assessment and socio-emotional competencies, and few studies propose integrated training models combining all dimensions. Future research should therefore adopt interdisciplinary and longitudinal designs to better capture the evolving needs of English language teachers.

## 4. DISCUSSION

### 1. Synthesis of Findings Across Studies

Across the fifteen reviewed studies (2012–2025), teaching competency emerges as a dynamic construct shaped by pedagogical, psychological, technological, and institutional factors. Most studies agree that teacher preparation, emotional intelligence, digital literacy, and pedagogical adaptability strongly influence teaching effectiveness and student outcomes. Research from India (Rajkhowa & Das, 2015; Jayavel & Kalaivani, 2019; Suar et al., 2025) and other Asian contexts (Nurlaila, 2019; Zhang et al., 2021; Dacanay, 2024) highlight the importance of continuous professional learning and technology integration. Emotional intelligence (Manisha & Dhal, 2018) and personality traits (Mahalakshmi, 2024) also play major roles in enhancing teachers' motivation, confidence, and classroom management. Overall, teaching competence evolves through reflective practice and institutional support rather than static skill acquisition.

### 2. Comparison of International and Indian/Asian Perspectives

International studies from Cameroon, Nigeria, Finland, and the Philippines (Nkwetisama, 2012; Mohammed et al., 2019; Sahito & Vaisanen, 2018; Dacanay, 2024) emphasize communicative competence and institutional frameworks that promote professional motivation. These contexts typically operate under structured, competency-based education systems. In contrast, Indian and Asian studies (Rajkhowa & Das, 2015; Jayavel & Kalaivani, 2019; Bhattacharjee & Carri, 2020; Suar et al., 2025) reveal persistent issues such as outdated teaching methods, weak lesson planning, low exposure to spoken English, and limited ICT integration. While international studies focus on system-level competency enhancement, Indian research often stresses teacher-level deficiencies. Nevertheless, both perspectives converge on the importance of sustained professional development and reflective practice.

### 3. Strengths and Limitations of Existing Research

The reviewed literature demonstrates methodological variety, including quantitative, qualitative, and mixed-method approaches. Studies like Zhang et al. (2021) and Suar et al. (2025) offer holistic insights through institutional and competency-based frameworks. However, several limitations persist. Many Indian studies rely on small samples, short time frames, and self-reported data, reducing generalisability. Comparative, longitudinal, and intervention-based studies remain scarce. Moreover, limited attention has been given to policy implementation, institutional monitoring, and the link between teacher competence and student achievement.

### 4. Implications for Teacher Education, Curriculum, and Policy

The findings have strong implications for teacher preparation and educational reform. Teacher education programmes should integrate competency-based models that merge pedagogical, emotional, and digital domains.



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Curriculum planners must design communicative, learner-centered, and technology-supported modules aligned with both pre-service and in-service training. Policymakers should prioritize continuous professional development, equitable resource distribution, and performance evaluation systems, ensuring access to ICT and modern pedagogy across rural and urban schools. Strengthened collaboration between teacher education institutions, schools, and government bodies is essential to promote innovation, reflective practice, and evidence-based policy. Ultimately, developing teacher competency demands an integrated approach linking personal growth with systemic educational transformation.

## 5. CONCLUSION AND RECOMMENDATIONS

### a) Conclusion – Key Competencies Identified

The synthesis of studies from 2012–2025 reveals several recurring competencies essential for effective English language teaching at the secondary level. These include:

- ❖ **Subject matter and language proficiency:** Strong content knowledge and language fluency are essential for clear instruction, classroom credibility, and effective modelling.
- ❖ **Pedagogical content knowledge (PCK) and instructional planning:** The ability to convert subject content into structured lessons, supported by suitable teaching strategies and resources.
- ❖ **Classroom management and learner engagement:** Skills to organise learning activities, maintain discipline, and encourage active participation.
- ❖ **Assessment and feedback literacy:** Competence in designing formative and summative assessments, providing constructive feedback, and aligning assessment with instructional goals.
- ❖ **Techno-pedagogical competency:** Capacity to integrate ICT tools into lessons, create blended learning environments, and enhance engagement through digital resources.
- ❖ **Affective and interpersonal abilities:** Emotional intelligence, motivation, reflective practice, and ethical commitment that promote teacher effectiveness and positive learner relationships.
- ❖ **Curriculum awareness and community linkages:** Understanding of curriculum adaptation, contextualisation, and collaboration with parents and local communities.

Overall, teaching competency emerges as a multidimensional construct encompassing cognitive (knowledge-based), technical (practical application), and affective (emotional and ethical) components. Deficiencies in any of these areas can adversely affect teaching quality and student learning.

### b) Integration of Competencies in Teacher Education

Findings suggest that competency development must be systematically embedded in both pre-service teacher education and in-service professional development (CPD). Key directions include:

- ❖ **Curricular alignment:** Pre-service programmes should explicitly incorporate PCK, digital pedagogy, classroom practice, and assessment literacy as core, assessable components.
- ❖ **Practice-based training:** Activities such as supervised practicum, micro-teaching, peer feedback, and mentored induction should be strengthened to bridge theory and practice.
- ❖ **Digital capacity building:** CPD should include hands-on modules that enhance ICT integration skills, with contextual adjustments for rural and urban teachers.
- ❖ **Affective and reflective growth:** Training modules on emotional intelligence, stress management, motivation, and reflective journaling should be prioritised to support teacher well-being and classroom climate.
- ❖ **Institutional and policy support:** Sustained improvement requires mentoring structures, administrative backing, performance-based appraisal, and equitable resource distribution.

Thus, competency integration must operate systemically—aligning curriculum design, teacher preparation, institutional processes, and evaluation mechanisms to achieve measurable improvements in teaching quality.

### c) Recommendations for Future Research

The review identifies several areas requiring further empirical exploration:



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1. **Experimental studies on digital competencies:** Investigate how targeted techno-pedagogical interventions influence teacher practice and student learning.
2. **Longitudinal research on competency growth:** Track teachers from training through early career stages to identify which educational experiences foster lasting improvement.
3. **Cross-cultural and comparative analyses:** Examine contextual variations across regions (e.g., India and other Asian contexts) to identify transferable models of competency development.
4. **Linking competencies to student outcomes:** Evaluate how teacher competency influences learners' language proficiency and higher-order thinking skills.
5. **Measurement and validation studies:** Develop and standardise reliable instruments for assessing teaching competency, digital literacy, and emotional intelligence.
6. **Policy implementation research:** Explore factors that enable or hinder large-scale adoption of effective competency-based initiatives through mixed-method investigations.

In conclusion, enhancing English teachers' competencies requires a unified effort among teacher education institutions, school systems, and policymakers. Evidence-driven strategies, when coupled with reflective practice and institutional support, can significantly strengthen teaching effectiveness and student achievement.

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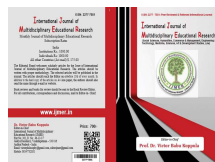
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## Appendices: Appendix-A

**Table 1:** Summary of Selected Studies on Linguistic, Technological, Assessment, Socio-Emotional, Cultural, and Professional Development Competencies

Author's Name & Year	Name of the Country	Variables & Method of Study	Name of the Sample & Size	Research Instruments	Key Findings
<b>Nkwetisam a (2012)</b>	Cameroon	Independent: Competency-Based Approach (CBA) to English language teaching; Dependent: Learners' communicative competence and teaching effectiveness & Critical literature review and syllabus analysis.	Francophone secondary school learners of English (contextual focus).	Documentary analysis, review of classroom practices, syllabus evaluation.	English language instruction in <b>Cameroon</b> continues to rely heavily on traditional "chalk-and-talk" methods and outdated pedagogies that fail to meet learners' communicative needs. Despite learners' motivation, ineffective teaching practices, insufficient resources, and exam-driven instruction hinder the development of communicative competence.
<b>Rajkhowa and Das (2015)</b>	Assam, India	Independent: Academic qualification, professional qualification, age, sex, urban/rural context. Dependent: Teaching methods, skills, and competencies in English teaching & Evaluative Survey Method with Triangulation.	Secondary School English teachers & Teacher Education Institute (TEI) teachers & 54 Secondary School teachers from 20 schools + 8 TEI teachers.	Observation schedule, Questionnaire, Interview schedule.	<ul style="list-style-type: none"> <li>- Teachers relied mostly on Translation &amp; Bilingual Methods, with overuse of the mother tongue.</li> <li>- Writing skill emphasized; listening &amp; speaking neglected.</li> <li>- Very low lesson planning (15% rural, 30% urban).</li> <li>- Little or no use of Teaching Learning Materials (TLM) and A-V aids.</li> <li>- Teachers' pronunciation and fluency are weak.</li> <li>- Competency varied by age, gender, qualification, and rural/urban background.</li> <li>- TEIs also focused on the Translation Method, with minimal micro-teaching.</li> </ul>
<b>Sahito &amp; Vaisanen (2018)</b>	Sindh Province, Pakistan & Finland	English Language Competency, Job Satisfaction, Motivation & Qualitative research, Narrative analysis.	Teacher Educators (TEs) from different universities of Sindh & 40 participants (18 narratives analysed in depth).	Semi-structured interviews, narrative analysis.	English language competency significantly contributes to teacher educators' professional confidence, motivation, job satisfaction, and overall teaching effectiveness. It also enhances their ability to handle academic responsibilities, student interaction, and professional growth.
<b>Serge et al. (2021)</b>	Rwanda (Karongi District, Secondary Schools)	Independent: Teachers' competency in English (ability to teach, fluency, classroom interaction, self-expression, material development). Dependent: Students' English proficiency (reading, writing, speaking, listening) & Correlation research design.	Secondary school teachers, students, head teachers, sector education officers (Karongi District) & 395 respondents (from population of 1,794: 1560 students, 200 teachers, 20 head teachers, 14 SEOs).	Questionnaire & Interview Guide (validated; reliability = Cronbach's Alpha 0.928).	<ul style="list-style-type: none"> <li>- 91% of students reported teachers lacked competency in English (fluency, teaching, interaction, material preparation).</li> <li>- 91.8% of students reported low English proficiency in reading, writing, listening, and speaking.</li> <li>- Positive correlation found between low teacher competency and low student proficiency.</li> </ul>



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<b>Andres-- Kimkiman (2025)</b>	Philippines (with comparative references to other K-12 countries: India, Indonesia, Japan, China, Singapore, Australia).	Independent: English Language Curriculum design & implementation; Dependent: Development of learners' communicative competence & Qualitative Systematic Literature Review (Thematic Synthesis).	Secondary School Teachers and Learners (from included studies) & 26 studies reviewed (no fixed number of individuals, literature-based samples)	Document analysis of journal articles, reports, and electronic databases (ERIC, JSTOR, Wiley, Google Scholar).	Findings reveal that the English curriculum across countries emphasises communicative competence (listening, speaking, reading, writing). However, limitations include insufficient oral practice, curriculum overload, teacher preparedness issues, and limited instructional time. Strong teacher training and feedback were linked with higher student competence.
<b>Mohammed et al. (2019)</b>	Sokoto South Local Government, Sokoto State, Nigeria	Teachers' Competencies (use of teaching methods, use of instructional materials, classroom management) & Cross-sectional survey (Quantitative and Qualitative).	Principals, Vice Principals, HODs, English Teachers, Student leaders, Students & 300 (5 HODs, 30 English teachers, 5 student leaders, 270 students).	Questionnaire, Interviews, Observation.	Findings revealed that teachers rarely used appropriate teaching methods or instructional aids; many lacked competences in classroom management, contributing to students' poor English performance.

<b>Nurlaila (2019)</b>	Kota Lhokseumawe, Indonesia	Pedagogic Competence, Professional Competence & Descriptive Survey Research.	Primary School English Teachers (EYL) in schools applying English as a subject/local content & 14 teachers from 14 schools.	Observation (field notes), Questionnaire, Documentation.	Pedagogic and professional competences of all respondents (100%) were categorised as <i>very good</i> ; teachers applied a syntactic approach in creating fun and effective learning activities.
<b>Author's Name &amp; Year</b>	<b>Name of the Country</b>	<b>Variables &amp; Method of Study</b>	<b>Name of the Sample &amp; Size</b>	<b>Research Instruments</b>	<b>Key Findings</b>
<b>Bhattacharjee &amp; Carri (2020)</b>	Tripura, India (TBSE secondary schools)	Independent: Teacher age, gender, and locale. Dependent: English teaching competency. & Descriptive research design with stratified random sampling.	Secondary school English teachers (Class 10, TBSE) & 20 teachers (10 rural, 10 urban).	English Teaching Competency Observation Scale (ETCOS), 46-item, 5-point Likert scale.	- The majority of teachers fell in the average competency group. - No significant association between competency, locale and gender. - Significant association between age and teaching competency: teachers below 50 years are more competent than those above 50.



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Suar et al. (2025)	Odisha, India	Independent Variables: English Language Competency (ELC), Pedagogical Competency (PC). Dependent Variable: Teaching competency of prospective English teachers & Mixed-method study: Quantitative (knowledge test, ANOVA) + Qualitative (open-ended responses, thematic analysis).	Prospective English teacher trainees from Teacher Education Institutes (TEIs) across Odisha & 70 trainee-teachers from 9 TEIs, stratified random sampling across Central, North, and South zones.	Standardised Knowledge Test (for ELC & PC); open-ended qualitative questions.	- Average scores were low: 42.36% (ELC) & 46.36% (PC) - No significant differences across TEIs (ANOVA) - Challenges: overreliance on the Grammar Translation Method, poor ICT integration, limited exposure to LSRW skills, weak infrastructure, and administrative inefficiencies.
Jayavel & Kalaivani (2019)	Cuddalore District, Tamil Nadu, India	Independent: Digital literacy, Gender, Type of school management, Professional qualification. Dependent: Teaching competency of English teachers. & Normative Survey Method with descriptive, differential, and correlation analysis.	English teachers from secondary and higher secondary schools, & 310 teachers.	Teaching Competency Scale for English Language Teachers (TCSELT) – Dr R. Mahalakshmi (2013); Digital Literacy Questionnaire (DLQ) – Jayavel (2018).	- Teaching competency was high overall. - Digital literacy was average among teachers. - Significant differences in teaching competency by gender and professional qualification, but not by school management. - Digital literacy differed significantly by gender and school management, but not by professional qualification. - Positive and significant relationship between teaching competency and digital literacy.
Baregama & Arora (2021)	Tonk District, Rajasthan, India	Pedagogical Content Competency (TPCC) in relation to gender, type of school (govt./private), and locality (urban/rural) & Descriptive Survey Method.	Secondary School Teachers from six blocks of the Tonk district & 600 teachers.	Self-developed TPCC Scale	No significant difference in TPCC with respect to gender and type of school; a significant difference was found between urban and rural teachers – urban teachers scored higher due to better access to resources.
Author's Name & Year	Name of the Country	Variables & Method of Study	Name of the Sample & Size	Research Instruments	Key Findings
Zhang et al. (2021)	Beijing, China (5 Research Universities)	Independent: Factors influencing teaching competencies (cultural-cognitive, normative, regulative); Dependent: Development of teaching competencies & Exploratory Qualitative Study, Thematic Analysis (SoTL & Institutional Theory framework).	Language teachers in research universities (including heads of teaching units & regular teachers) & 16 teachers (4 heads, 12 regular teachers)	Semi-structured interviews (23 questions for teachers, 13 for heads)	Identified core teaching competencies: English proficiency, professional ethics, pedagogical content knowledge (PCK), reflective thinking, and research-informed teaching. Competency development is influenced by departmental culture, university appraisal systems, academic publishing pressures, and national policy guidelines.





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Dacanay (2024)	Pangasinan II Division, Philippines	<b>IV:</b> Domains of the <i>Philippine Professional Standards for Teachers</i> - including content knowledge & pedagogy, learning environment, learner diversity, curriculum & planning, assessment & reporting, community linkages, and professional growth & development. <b>DV:</b> Overall TC of English teachers. <b>Methodology:</b> Quantitative descriptive research design.	High school English teachers assessed by principals and head teachers & 204 English teachers + 10 principals + 10 head teachers.	Researcher-made questionnaire based on PPST indicators (5-point Likert scale, Google Form)	Teachers rated themselves “proficient” overall; school heads rated them “very satisfactory.” Highest competency: content knowledge & pedagogy, learning environment. Lowest competency: diversity of learners, curriculum & community linkages. Teachers showed limited involvement in research and higher-order thinking skills (HOTS).
Manisha & Dhal (2018)	Patna, Bihar, India	<b>Independent:</b> EQ dimensions (Intrapersonal, Interpersonal, Adaptability, Stress Management, General Mood). <b>Dependent:</b> Teaching competence/teacher efficacy. & Quantitative survey, correlational design	Prospective English language teachers (EFL) enrolled in a teacher education program & 90 student teachers (79 female, 11 male, ages 18–22)	Bar-On Emotional Quotient Inventory (EQ-i); Teachers’ Sense of Efficacy Scale (TSES)	Prospective teachers had an average overall EQ. Strengths: stress tolerance, assertiveness, interpersonal skills. Weaknesses: independence and self-regard. Found a significant positive correlation between EQ (especially Interpersonal & General Mood) and teacher efficacy (especially student engagement & classroom management).
Mahalakshmi (2024)	Cuddalore District, Tamil Nadu, India	<b>Independent:</b> Personality traits (Activity–Passivity, Enthusiastic–Non-enthusiastic, Depressive–Non-depressive, Emotional instability–stability, Suspicious–Trusting). <b>Dependent:</b> Teaching competency of English language teachers. & Normative Survey Method with Correlation and Regression Analysis.	English language teachers in the Cuddalore district & 540 teachers.	Teaching Competency Scale for English Language Teachers (TCSELT), Dimensional Personality Inventory (DPI)	<b>Positive correlation:</b> Activity–Passivity, Enthusiastic–Non-enthusiastic traits with teaching competency. <b>Negative correlation:</b> Depressive–Non-depressive, Emotional instability–stability, Suspicious–Trusting traits with teaching competency. Only 8.9% variance in teaching competency explained by personality traits.