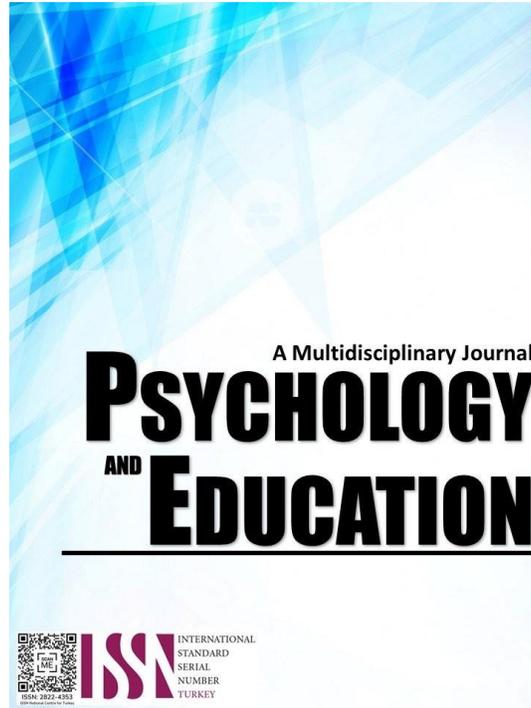


ENGLISH PROFICIENCY AS A CORRELATE OF EFFECTIVE TEACHING



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English Proficiency as a Correlate of Effective Teaching

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Abstract

This study was conducted to describe the English proficiency, and teaching effectiveness of teachers teaching English in the public secondary schools of the Division of Zambales. Specifically, it examined the teacher respondents' socio-demographic characteristics, and the relationship among teachers' level of English proficiency, and teaching effectiveness along pedagogical knowledge, instructional strategy, classroom management and socio-affective skills. Also, implications related to the teaching of English as a second language were drawn. The study utilized the descriptive-correlational method using survey questionnaires. Data were taken from the public secondary schools in the division of Zambales. Results of the study reveal significant relationships among teachers' English proficiency, and teaching effectiveness. It can be concluded that once teachers have improved the level of their English proficiency, they will be able to teach effectively. Evidence in this study about the relationship among the variables highlights the importance of enhancing and sustaining English proficiency among teachers in the secondary schools. The results of this study illustrate the importance of language proficiency as the foundation of teachers' ability to teach the language. It is recommended that the school system identify a professional development plan which will improve and sustain teachers' English proficiency and their level of teaching effectiveness. This can be considered as a means to address issues and problems in language teaching.

Keywords: *language education, English proficiency, teaching effectiveness, secondary schools, descriptive-correlational research*

Introduction

English's rapid global spread has made it the world's lingua franca, spoken by 1.75 billion people—a quarter of the global population (Tol, 2016). This number is projected to reach two billion by 2020 (British Council forecast). The dominance of English is evident in the fact that non-native speakers (NNS), or bilingual/multilingual users (McKay, 2002), now outnumber native speakers (NS) by a 4:1 ratio (Crystal, 2012), accounting for 74% of global English usage (Graddol, 2006). This surge in English's popularity has increased the demand for qualified English teachers, leading to evolving pedagogical approaches and methodologies in English Language Teaching (ELT) (Al-Issa, 2016).

Recent trends in Language Teaching Education highlight language proficiency as a fundamental requirement for effective teaching (Discoli, 2016). A study of 63 ELT professionals from 23 countries revealed a need for strong English language skills, effective teaching methods, and continuous professional development (Discoli, 2016). High language proficiency is crucial for teachers, as they cannot teach what they do not know. Furthermore, strong English skills are vital for adolescents entering adulthood, enabling them to pursue further education, international travel, and various professional opportunities (Hashemi, 2011).

Traditionally, effective English teaching has been linked to teacher language proficiency (Richards, 2017). However, the multifaceted roles of teachers are equally important. Effective teachers significantly contribute to student learning (Glazerman et al., 2010; Harris, 2012; Hattie, 2009; MET Project, 2012b; Weisberg et al., 2009), impacting educational systems and learning quality (Markley, 2004). Teacher self-efficacy is also crucial, with confident teachers exhibiting more positive classroom interactions (Ghatage, 2009; Hoque, 2009). Teachers' influence on student achievement is well-documented (Campbell et al., 2004; Lasley II et al., 2006; Rockoff, 2004), especially in contexts like Iran and the Philippines, where classroom instruction is the primary source of language input (Kariminia & Salehizadeh, 2007; Mariñas & Ditapat, 2000).

Despite the importance of qualified teachers, some ELT programs have failed to adequately support student teachers' learning (Al-Darwish, 2006; Al-Issa, 2005; Al-Issa & Al-Bulushi, 2010; Coskun & Daloglu, 2010; Jones & Jones, 2013; Kömür, 2010; Kourieos, 2012; Muthanna, 2011; Ochieng' Ong'ondo & Borg, 2011; Al-Issa & Al-Bulushi, 2010; Kourieos, 2012). This lack of engagement in professional development negatively impacts pedagogical and interpersonal skills, hindering the development of effective teachers. Given the increasing demand for English language education, Filipino English teachers must proactively enhance their proficiency to improve teaching effectiveness. Addressing the shortage of qualified teachers and ensuring quality English language learning are crucial. The University of the Philippines College of Education emphasizes communication skills and learner-centered teaching, focusing on meaningful tasks rather than rote learning (Alonzo, 2015). Similarly, the Department of Education promotes holistic English language learning under the K to 12 framework.

Research Questions

The study was conducted to determine the relationship of Zone 2 Secondary English teachers' English proficiency and their teaching effectiveness. Specifically, it sought to answer the following questions:

1. What is the profile of teachers in terms of age, gender, civil status, years of teaching experience, teaching position and educational attainment?
2. What is the level of English proficiency of Zone 2 Secondary English teachers?
3. What is the level of the teaching effectiveness of Zone 2 Secondary English teachers?
4. Is there a significant relationship between the teachers' English proficiency and teaching effectiveness?
5. How may the findings of this study be helpful in the improvement of English Proficiency and teaching effectiveness among English teachers?

Methodology

Research Design

This study used descriptive - correlational method in order to determine the correlation of English proficiency and teaching effectiveness of Zone 2 Secondary English Teachers.

Descriptive method was used to describe the general effective teaching level of secondary teachers and proficiency level.

Correlational method was used to determine the relationship between teaching effectiveness level and proficiency level of secondary English teachers.

Respondents

The respondents of the study were the sixty-one Junior High School English teachers at the select Public Schools in Zone 2, Division of Zambales.

Instrument

The questionnaire was the instrument used in gathering data in this study. The researcher constructed it after she had available materials related to the topic.

The questionnaire for teacher respondents is consisted of two parts. The first part dealt with the respondents' profile in terms of age, gender, civil status, academic rank, years of teaching, educational attainment and English Proficiency Rating.

The English Proficiency Rating of the teachers were taken from the Communication Skills Criterion in the Registry of Qualified Applicants. Teachers are given points here based on the result of their English proficiency test (EPT), wherein the total percentage score obtained by an applicant shall be multiplied by the weight of fifteen (15) points. The EPT was administered to them when they applied for teaching position and it was conducted by the National Education Testing and Research Center (NETRC) in coordination with the Department of Education.

The second part was the Teacher Effectiveness Questionnaire Checklist. It was used to determine the level of the teaching effectiveness along with pedagogical knowledge, instructional strategies classroom management, and socio-affective skills. This questionnaire is based on the self-report questionnaire which was developed by Park and Lee (2006) which is used in their study; Classroom Management Self- Assessment from Center on Education and Lifelong Learning; and the domains found on the Results-Based Performance Management System (RPMS) which was developed through Philippine National Research Center for Teacher Quality.

Procedure

The researcher sought permission from the Schools Division Superintendent and School Principals of Zone 2 secondary public schools to authorize the distribution of questionnaires to the respondents.

The data collected were tabulated and analyzed. They were further correlated to identify the relationship of the variables.

Data Analysis

The data gathered were statistically treated using the Statistical Package for the Social Sciences (SPSS).

The statistics (frequency and mean) were used to answer the problems in this study. Also, correlation measures were utilized to determine the relationship between and among variables.

In interpreting the computed means for the level of teaching effectiveness, the following range of intervals was used:

Table 1. Range of Scale Interpretation

<i>Scale Value</i>	<i>Numerical Value</i>	<i>Descriptive Value</i>	<i>Code</i>
5	4.20 - 5.00	High	H
4	3.40 - 4.19	Above Average	AA
3	2.60 - 3.39	Average	A
2	1.80 - 2.59	Below Average	BA
1	- 1.79	Low	L

Results and Discussion

This section contains the presentation, analysis and interpretation of the data collected. These are presented in tables following the sequence of the specific research problem regarding the relationship between English Proficiency and Teaching Effectiveness.

Profile of the Respondents

Characteristics of respondents have very significant role to play in expressing and giving the responses about the problem, keeping this in mind, in this study a set of personal characteristics namely, age, gender, civil status, educational attainment, teaching position and years of teaching experience of the 61 respondents have been examined and presented in this section.

Age

It is evident from Table 2 that the average respondents are about 34 years of age. The highest number of respondents occupies the age bracket of 26-30, which is 15 (24.59 %), followed closely by the age bracket of 20 – 25 . which is 14 (22.95%). This means that there is a growing number of younger English teachers in Zone 2, Division of Zambales. There are 12 (19.67%) who occupy the age bracket of 31 – 35; 4 (6.56%) for 36 – 40 years old; 5 (8.20%) are aged 41 – 45; another 5 (8.20 %) for 46 – 50; 4(6.56%) attained 51 – 55 years of their age and; another 4 (6.56%) are above 56 years old.

Table 2. *Frequency and Percentage Distribution of Respondents According to Age*

Age	<i>f</i>	%
20-25	14	22.95
26-30	15	24.59
31-35	12	19.67
36-40	4	6.56
41-45	5	8.20
46-50	5	8.20
51-55	4	6.56
56 & above	4	6.56
Total	63	100
Mean		34.39

Gender

As can be observed from Table 3, majority or 73.77 percent of the respondents are female while minority or 26.23 percent of the respondents are male. This findings supports the report from the World Bank in 2016 that female teachers comprise the majority (87.63 %) in Philippine education.

Table 3. *Frequency and Percentage Distribution of Respondents According to Gender*

Gender	<i>f</i>	%
Male	16	26.23
Female	45	73.77
Total	61	100

Civil Status

The data collected shows that a large number of the respondents which is 39 (63.93 %) were married and the remaining 21 (34.43 %) were unmarried, where as only 1 (1.64 %) of the respondents was found to be separated or annulled. Since the average respondents were from early adulthood age group, this is the age at which, normally, a person gets marry and starts working full-time.

Table 4. *Frequency and Percentage Distribution of Respondents According to Civil Status*

Civil Status	<i>f</i>	%
Single	21	34.43
Married	39	63.93
Separated/Annulled	1	1.64
Total	61	100

Educational Attainment

Table 5 shows that respondents had varied qualifications ranging from a bachelor's degree to a doctoral degree. Almost half of the English teachers (45.90 %) were still in the process of earning or completing their degree in Master of Arts in Education (MAED) and Master of Arts in Language Teaching (MALT) and 6.56 percent have completed their MAED and MALT degree. 27.87 percent of the respondents have undergraduate degree in education while 11. 48 percent obtain bachelor's degree and continuing professional education units. Only 4.92 percent of the respondents had units in their degree in Doctor of Education (Ed.D.) or Doctor of Philosophy

(Ph.D.) and only 3.38 percent had obtained Ed.D. or Ph.D. degree.

A similar study conducted in the Division of Ilocos Norte, shows that teachers who have high educational attainment tend to have higher level of teaching effectiveness. The positive correlation implies that teachers who are equipped with knowledge from their education and experience have more interest to use these activities in the classroom.

Thus, teachers are encouraged to pursue higher education to be equipped with skills necessary for the improvement of their teaching effectiveness.

Table 5. *Frequency and Percentage Distribution of Respondents According to Educational Attainment*

<i>Educational Attainment</i>	<i>f</i>	<i>%</i>
BSE/BSED	17	27.87
BS w/ CPE units	7	11.48
w/ MAED/MALT units	28	45.90
MAED/MALT GRADUATE	4	6.56
w/ Ed.D./Ph.D units	3	4.92
Ed.D./Ph.D Graduate	2	3.28
Total	61	100

Teaching Position

In terms of teaching position, Teacher II got the highest frequency of 31 with a percentage of 50.82 while Teacher I has the frequency of 27 and a percentage of 44.26 percent. According to Results-Based Performance Management System (RPMS) Manual for Teachers and School Heads, generally, teachers at this level are expected to be proficient in their practice and professionally independent in the application of skills vital to the teaching and learning process.

Only 3 (4.92 %) are Master Teacher II. These teachers are expected to be at the Highly Proficient career stage, which means that they consistently display a high level of performance in their teaching practice (RPMS Manual for Teachers and School Heads).

Table 6. *Frequency and Percentage Distribution of Respondents According to Teaching Position*

<i>Teaching Position</i>	<i>Frequency</i>	<i>Percentage</i>
TI	27	44.26
TII	31	50.82
MTI	3	4.92
Total	61	100

Length of Service

As can be observed from Table 7, the length of service of the respondents was estimated to range from a low of 1-3 years to a high of more than 16 years. Of 61 respondents, 28 (45.90%) had only been with the teaching profession for a maximum of three years, with a frequency of 28 and a percentage 45.90. There are 15 (24.59%) who have four to six years of teaching experience. Empirical studies on the nature of expertise have revealed that teaching expertise is developed over time and that it takes about five to seven years for new teachers to learn the knowledge and skills to a sufficient degree where they can have an impact on student outcomes (e.g. Berliner, 2004). It has been proposed that learning to teach is more complex and different from other forms of learning, because the learning growth of student teachers goes beyond simply assimilating new academic knowledge; it must also incorporate the new knowledge derived from experiential and practical experiences in the classroom (Calderhead, 1991). This is consistent with the view of teaching as a clinical practice profession as proposed by Alter and Coggshall (2009).

Table 7. *Frequency and Percentage Distribution of Respondents According to Length of Service*

<i>Years Of Teaching</i>	<i>Frequency</i>	<i>Percentage</i>
1 to 3	28	45.90
4 to 6	15	24.59
7 to 9	4	6.56
10 to 12	3	4.92
13 to 15	1	1.64
16 & above	10	16.39
Total	61	100
Mean		6.23

Table 7 also shows that there are 8 (13.11 %) who have seven to fifteen year tenure as educator and there are 10 (16.39%) who have already gain more than sixteen years of teaching experience. Research shows that, on average, teachers with more than 20 years of experience are more effective than teachers with no experience, but are not much more effective than those with 5 years of experience (Ladd 2008). Studies have also documented some evidence that effectiveness declines after some point, particularly among high school

teachers. In fact, evidence suggests that the most experienced (greater than 25 years) high school mathematics teachers may be less effective than their less experienced counterparts (Ladd 2008) and even their inexperienced colleagues (Harris and Sass 2007). As teachers gain experience, their students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance (Kini and Podolsky 2016).

Level of English Proficiency of English Teachers

The result of the English proficiency test of the teachers was taken from Registry of Qualified Applicant in the Division of Zambales and later tabulated and analyzed to get the level of English proficiency of the teachers. As shown in Table 8, more than half (60.66%) of the total number of teachers got very satisfactory rating in the English proficiency test; 13 (21.31%) have satisfactory; 10 (16.39%) have excellent rating; and only one (1.64%) of them have fair level of English proficiency. This shows that the employed English teachers of public Junior High Schools in Zone 2, division of Zambales possess a high level of proficiency in the language. The result indicates that though the percentage of the teachers with excellent and very satisfactory level of English proficiency is high, there are still some teachers who got satisfactory and fair score only. The present study found out that there is a need to improve the English proficiency of the teachers.

Table 8. *Teacher's Level of English Proficiency*

Range of Score	Level	f	%
13 -15	Excellent	10	16.39
10 - 12	Very Satisfactory	37	60.66
7 - 9	Satisfactory	13	21.31
4 - 6	Fair	1	1.64
Total		61	100

Level of Teaching Effectiveness of English Teachers

Pedagogical Knowledge

Pedagogical knowledge is the specialized knowledge of teachers in creating and facilitating effective teaching and learning environments for all students, independent of subject matter (Guerriero, 2017). Based on a review of the literature reported in Berliner (2001, 2004), expert teachers are characterized as having the following features: better use of knowledge and extensive pedagogical content knowledge, including deep representations of subject matter knowledge.

Hence, in this study the pedagogical knowledge is essential in determining teaching effectiveness of the teacher. Table 9 suggests that respondents have high level of effectiveness along pedagogical knowledge with a mean of 4.21. Specifically in terms of determining instructional objectives, selecting suitable learning experience and instructional objectives and selecting learning material relevant to learning experience and instructional objective, the teachers are high as indicated by the computed means of 4.30, 4.26, and 4.28 respectively.

The collected data also illustrates that teachers have adequate language knowledge particularly in linguistics, discourse, sociolinguistics, and strategy with a mean of 4.25. The respondents are also knowledgeable about theories, principles of instructional design as well as in developing and arranging complete instructional design for either in class, field or laboratory which is revealed through its mean of 4.20.

Table 9. *Level of Teaching Effectiveness of English Teachers Along Pedagogical Knowledge*

Statement	X	DR
I understand principles of curriculum development.	4.20	H
I determine instructional objectives.	4.30	H
I select suitable learning experience and instructional objective.	4.26	H
I select learning material relevant to learning experience and instructional objective.	4.28	H
I have adequate language knowledge (linguistics, discourse, sociolinguistics, and strategy).	4.25	H
I understand various instructional learning theories.	4.20	H
I understand principles of instructional design.	4.20	H
I develop components of instructional design.	4.20	H
I arrange complete instructional design for either in class, laboratory, or field.	4.20	H
I understand principles of assessment and evaluation of instructional process and learning outcomes.	4.20	H
I determine aspects of instructional process and learning outcome to be assessed and evaluated.	4.20	H
I develop instrument to assess and evaluate instructional process and learning outcome.	4.21	H
I administer continuous assessment of instructional process and learning outcome.	4.15	AA
I use information of assessment and evaluation result to design remedial and enrichment program.	4.15	AA
I apply knowledge of content within and across curriculum teaching areas.	4.18	AA
Overall Mean	4.21	H

The respondents also have high level of knowledge about principles of assessment and evaluation, in determining aspects of instructional process and learning outcome to be assessed and evaluated and developing instrument to assess and evaluate instructional

process and learning outcome with computed mean of 4.20, 4.20 and 4.21 respectively. While in terms of administering continuous assessment of instructional process and learning outcome and using information of assessment and evaluation result to design remedial and enrichment program, the teacher respondents have above average level. They also have above average level in applying knowledge of content within and across curriculum teaching areas.

Teaching is a complex and cognitively-demanding activity and that improving teaching so as to improve learning outcomes will require more than just superficial reforms to certification requirements, qualifications or program durations. According to Sharyn O'neill, General Director of Department of Education and Training in Western Australia, effective teachers have a thorough knowledge of their subject content and skills. Through this, they inspire in their students a love of learning. They also understand how students best learn concepts, content and skills. They use their knowledge of learning processes to determine which will be most effective to help the particular students in their classes learn successfully. But becoming an effective teacher takes time and requires years of deliberate practice. The research shows that expert teachers are effective at helping their students learn successfully because of quick decision-making that hinges on a well-developed foundational pedagogical knowledge base. Improving teaching so as to have a corresponding improvement in learning outcomes will thus require substantive reforms to the scope and depth of the knowledge that teachers are meant to acquire in initial teacher education and throughout their professional careers.

Instructional Strategies

Effective teaching and effective learning takes place when a number of efficient and effective teaching strategies are used (David 2001). It is very important that teachers have the ability to facilitate learning with the use of varied instructional strategies to make learning meaningful to students and prepare them for their future.

The present study shows that respondents have above average level of teaching effectiveness along instructional strategy with a mean of 4.17. Table 10 also shows that respondents have high level in terms of applying a range of teaching strategies, varied engagement techniques, multiple engagement opportunities during teacher directed instruction and a variety of instructional approaches and learning materials with a mean of 4.23. Of 61 respondents, 55 (90.16%) said that they are prepared for lessons and activities such as materials read, fluent presentation, clear directions, anchor activities

Traditional teaching methods usually revolved around the teacher explaining a particular topic and students taking down notes that would help them in their studies. It was centered on more of a passive learning experience with minimal interaction between students and teachers. While this kind of teaching may have been effective earlier, but today the students need different methodologies to help them become independent and strategic learners. Instructional Strategies are proven to benefit the students with their powerful features such as: involving step-by-step learning process with a number of innovative approaches; supporting students with guided and independent practice, modelling and handling real-life situations; giving platform to students to display their skills, ideas and their existing knowledge on a particular subject and; encouraging students to self-monitor and assess their learning (Richa, 2014).

Table 10. *Level of Teaching Effectiveness of English Teachers Along Instructional Strategy*

<i>Statement</i>	<i>X</i>	<i>DR</i>
I apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.23	H
I use varied engagement techniques and offer multiple engagement opportunities during teacher directed instruction	4.23	H
I provide a variety of instructional approaches and learning materials.	4.23	H
I am prepared for lessons/activities (materials readied, fluent presentation, clear directions, anchor activities).	4.18	AA
I use a step-by-step strategy instruction.	4.21	H
I make use of appropriate support that includes modelling, guided practice and independent practice.	4.21	H
I provide opportunities to transfer skills and ideas from one situation to another.	4.21	H
I make meaningful connections between skills and ideas, and real-life situations.	4.16	AA
I give students opportunities to be independent and show what they know.	4.20	H
I encourage my students to self-monitor and self-correct.	4.15	AA
I provide access to technology and use it to encourage higher-level thinking.	4.16	AA
I communicate high expectations to all students.	4.11	AA
I apply tools for reflecting on and assessing own learning.	4.11	AA
I deliver with clarity and complexity: Provide clear directions and focus on conceptualization of knowledge rather than isolated facts.	4.11	AA
I have sufficient spoken and oral, receptive and productive communicative competence.	4.10	AA
Overall Mean	4.17	AA

As based on this features, more than one-half or 39 (63.93%) respondents agreed that they use a step-by-step strategy instruction and 35 (57.38%) said that they teach using modelling, guided practice and independent practice. Also, majority of the respondents have high level of giving students opportunities to showcase their skills, ideas and existing knowledge on a particular subject by displaying and transfer these from one situation to another; by making meaningful connections between skills and ideas, and real-life situations and training them to be independent as they show what they know. While the mean in encouraging the students to self-monitor and

self-correct is above average (4.15).

The data also demonstrates that the level of the respondents in terms of: providing access to technology and using it to encourage higher-level thinking; communicating high expectations to all students; apply tools for reflecting on and assessing own learning; delivering with clarity and complexity and; having sufficient spoken, oral, receptive and productive communicative competence, is above average with a computed mean of 4.16, 4.11, 4.11, 4.11 and 4.10 respectively.

There's been a lot of research in this area and it has been found that students develop their own system of understanding. It's not only important to decide on 'what to teach' but we must also give attention to 'how to teach'. Instructional Strategies can explore the best suited environments in which the students can enhance their self-learning abilities and become strategic learners.

Classroom Management

As seen in Table 11, respondents have above average level of teaching effectiveness along with classroom management with an overall mean of 4.07. Specifically, in terms of maximizing positive interactions with students. Almost 75% of the respondents said that they establish, teach, and positively stated classroom expectations by setting rules that are stated as "do's" and are aligned with the school-wide expectations and; they respond to rule violating behavior in a calm, emotionally objective and business-like manner.

Majority of the respondents also have above average level in maximizing positive interactions, particularly in maintaining a ratio of 4:1 positive interaction; positively interacting with every student at least 2-3 times per hour on average; using more rewards and lesser punishment in the classroom for achievement of desired aims and; acknowledgement and positive reinforcement is use in correcting rule violations with a computed mean of 4.07, 4.07, 3.98 and 3.98 respectively.

The present study displays that respondents accept that teaching is a people profession that demands a large amount of time being dedicated to personal interaction. Positive teacher-student interaction has a very crucial role for effective teaching and learning to take place (Arthur, Gordon, & Butterfield, 2003). There are many important factors including productive Teaching and learning. Positive teacher-student interaction can be defined by shared acceptance, understanding, affection, intimacy, trust, respect, care and cooperation (Krause, Bochner, & Duchesne, 2006). The Teacher Student relationship depends on very large extent upon effort from both parties although the teacher plays a key role and in fact, the responsibility, to initiate positive interaction. The teacher who is practical in representation, recognition, understanding, intimacy, expectation, respect, care and cooperation towards his or her students not only works at initiating positive teacher-student relationships, but also increases the likelihood of building strong relationships that will endure over time (Barry & King, 1993).

Table 11 also presents that respondents have high level in having full authority on the subject they teach and in maximizing structure and predictability in the classroom with a computed mean of 4.20. According to a recent study at the University of Salford, a well-designed classroom can boost student performance by 25 percent. That means that your classroom design can have a significant impact on your students' performance. So, it is essential to thoughtfully and clearly consider all facets of your classroom design. Good knowledge about your subject and how you deliver it in class alone doesn't make you a great teacher. Managing classroom behavior includes managing students behavior in the class, proper usage of lesson time and optimal management of learning resources. All these points are as important as your knowledge in the subject you teach.

Table 11. *Level of Teaching Effectiveness of English Teachers Along Classroom Management*

<i>Statement</i>	<i>X</i>	<i>DR</i>
I have full authority on the subject I am teaching.	4.20	H
I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.	4.20	H
I actively supervise (move, scan, interact, reinforce).	4.20	H
My rules are stated as "do's" instead of "no's" or "don'ts."	4.08	AA
My classroom rules are aligned with the school-wide expectations.	4.11	AA
I maintain a ratio of 4:1 positive interactions.	4.07	AA
I positively interact with every student at least 2-3 times per hour on average.	4.07	AA
I use more rewards and lesser punishment in the classroom for achievement of desired aims.	3.98	AA
After correcting rule violations, I use acknowledgement and positive reinforcement for rule following.	3.98	AA
I respond to rule violating behavior in a calm, emotionally objective and business-like manner.	3.95	AA
I manage behavior through effective instructional delivery.	4.21	H
Students are frequently and observably engaged in instruction—(students are "doing" things that can be seen, i.e. communicating, manipulating, creating, reflecting etc.)	4.00	AA
I provide specific and immediate contingent acknowledgement for following classroom expectations.	4.02	AA
I also use multiple systems to acknowledge expected behavior (teacher reaction, group contingencies, behavior contracts, or token systems).	4.00	AA
I use differential reinforcement strategies to address behavior that violates classroom rules.	4.03	AA
Overall Mean	4.07	AA

45 (73.77%) of the respondents said that they manage behavior through effective instructional delivery and according to them their students are frequently and observably engaged in instruction. The same percentage of respondents said that they use a continuum of

strategies to acknowledge expected behavior by providing specific and immediate contingent acknowledgement for following classroom expectations; utilizing multiple systems to acknowledge expected behavior and; addressing behavior that violates classroom rules through differential reinforcement strategies. According to the Ministry of Education in Guyana, the main goal of classroom management is to reduce misbehavior in the classroom. Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. Transitions in particular are easier to control when a teacher has strong classroom management skills. The expectations for behaviors that are part of a classroom management plan give students boundaries, as well as consequences.

In sum, teacher-respondents of this study can be considered as effective teachers considering classroom management. That means that they can help to prevent behavior problems through improved planning, organizing and managing of classroom activities, better presentation of instructional material and better teacher-student interaction, aiming at maximizing students' involvement and cooperation in learning. In short, as effective classroom manager, they pave the way to engage the students in learning.

Socio-affective Skills

Socio-affective skills are those which are non-academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They include considering factors such as emotions and attitudes (Oxford, 1990). As was discussed in the general teacher education and in the studies by Brosh (1996) and Molica and Nuessel (1997), socio-affective skills are a crucial trait defining effective teacher characteristics. Indeed, the importance of these skills has been recognized in many areas in foreign language education such as research in foreign language acquisition theories (Krashen, 1985; Long, 1996), motivation (Dörnyei, 1998), and learning strategies (Oxford, 1990), to name a few. Thus, even though socio-affective skills overlap with pedagogical knowledge in a broad sense, these skills are worth being discussed as an independent category rather than discussed under the category of pedagogical knowledge

In this study, the overall mean of the respondents' teaching effectiveness level along with socio-affective skills is 4.08 which is above average. 45 (73.77%) said that they learn, use and can correctly pronounce student names by the end of week 2; use explicit activities to learn about students and their cultural backgrounds and; do not discriminate between students and treat them fairly. While there are 44 (72.13%) respondents who said that they communicate with students/families before school starts and continue frequent contact; speak to students with dignity and respect—even when providing correction; care about their students and establish connections with them; provide specific activities for students to get to know one another and solve problems collaboratively; help students' self-confidence in learning English well and; give attention to each student individually.

There are 43 (70.49%) who responded that they always appreciate student's opinions and demands; admit my mistakes, pointed out by students willingly; try their best to solve student's problem in the classroom; and are smart, active and cheerful in the class. And there are 42 (68.85%) respondents who said that they know when the class understands, and when we do not and who have emotional stability.

The data collected shows that the majority of the respondents are concerned with the learner's emotional requirements such as confidence and have an above average level in terms of social-mediating activity and transacting with students.

Table 12. Level of Teaching Effectiveness of English Teachers Along Socio-Affective Skills

<i>Statement</i>	<i>X</i>	<i>DR</i>
I learn, use and can correctly pronounce student names by the end of week 2.	4.03	AA
I use explicit activities to learn about students and their cultural backgrounds.	4.03	AA
I communicate with students/families before school starts and continue frequent contact.	4.07	AA
I speak to students with dignity and respect—even when providing correction!	4.05	AA
I know when the class understands, and when we do not.	4.18	AA
I care about my students and establish connections with students.	4.05	AA
I do not discriminate between students and treat them fairly.	4.13	AA
I provide specific activities for students to get to know one another and solve problems collaboratively.	4.05	AA
I always appreciate student's opinions and demands.	4.16	AA
I admit my mistakes, pointed out by students willingly.	4.07	AA
I help students' self-confidence in learning English well.	4.08	AA
I give attention to each student individually.	4.08	AA
I try my best to solve student's problem in the classroom.	4.07	AA
I have emotional stability.	4.15	AA
I am smart, active and cheerful in the class.	4.13	AA
Overall Mean	4.08	AA

Relationship between the Teachers' English Proficiency and Teaching Effectiveness

A Pearson product-moment correlation coefficient was computed to assess the relationship between the teachers' English proficiency and their teaching effectiveness. There was a significant relationship between the teachers' English proficiency and Teacher Effectiveness along with Pedagogical Knowledge; Instructional Strategy and ; Classroom Management with a correlation of $r = 0.54$,

0.64 and 0.41 respectively. This means that increases in English proficiency were correlated with increases in level of teaching effectiveness along with pedagogical knowledge, instructional strategy and classroom management. This finding is consistent with some research findings such as the study of Nel and Muller (2010) saying that the knowledge communication channel is obscured and hindered by limited English proficiency — both on the side of the learner and of the teacher — knowledge transfer cannot be effective. Further, English proficiency can keep the teacher from fulfilling the pedagogical requirements of a more communicative approach to language teaching. Some studies (Medges, 1994; Samimy and Butt-Griffler, 1999; and, Kamhi-Stein, Mahboob, 2005 and Richards 2017) showed that language proficiency is an important issue for teachers and has an impact on their profession, and on their identity as knowledgeable professionals.

It is recognized in the literature that ‘language proficiency does affect how well a teacher can teach a second language’ (Richards, 2015: 113, original emphasis). Teachers with a high level of target language proficiency are believed to be more competent in providing extensive input for learners, which, as Ellis (2005) states, is a key principle for successful instructed language learning. Second language acquisition theorists (e.g. Ellis, 2005; Krashen, 1985) have recommended that learners acquire second language through exposure to comprehensible input, i.e. input +1, or input that is within their zone of proximal development, to use Vygostky’s (1978) term. This type of input is defined as the language which is at the students’ next level of development. In the English as a foreign language (EFL) context, teachers often serve as the key source of input (Kim and Elder, 2008), and to fulfil this function, teachers need to have an advanced level of target language proficiency. In addition, less proficient teachers might face difficulties in distinguishing and correcting learner errors (Farrell and Richards, 2007). Hence, it can be recommend that language proficiency can contribute to teachers’ teaching skills, enabling them to ‘manage classroom discourse so that it provides maximum opportunities for language learning’ (Richards, 2010: 103).

Table 13 illustrates that there is no relationship between teachers’ socio-affective skills and their English proficiency. Parra (2010), O’Malley and Chamot (1990) showed inconsistent findings in terms of how teacher’s socio-affective skills is related to their language proficiency. While Hashim, Alam and Yusoff (2010) found that interacting verbally was negatively related to their language proficiency, However, extended work is needed to confirm whether interaction between socio-affective skills and English proficiency.

Table 13. *Relationship of English Proficiency as to the Teacher Effectiveness*

	<i>Teacher Effectiveness</i>	<i>r</i>	<i>Decision</i>	<i>Interpretation</i>
English Proficiency	Pedagogical knowledge of the teacher	0.54	Reject	Significant
	Instructional strategies for teacher	0.64	Reject	Significant
	Classroom management and student management	0.41	Reject	Significant
	Socio- affective skills of the teacher	0.03	Accept	Not Significant

Implication of the Findings

Effective teachers are committed to students, their learning, and teaching. English teachers in Zone 2 experience high level of pedagogical knowledge. Further, most of them are in the process of earning or completing their degree teachers which help them be equipped with knowledge and skills necessary for the improvement of their teaching effectiveness. School heads and supporting faculty should sustain their current efforts in teaching with high level of effectiveness.

Evidently, the teachers also obtained a high level of teaching effectiveness in terms of applying a range of teaching strategies, varied engagement techniques, variety of instructional approaches and learning materials, as indicated by the computed mean of 4.23. This implies that the teachers are effective in employing instructional strategies in their classes to adjust to different classroom situations.

Generally, the teachers obtained a high level of teaching effectiveness along with instructional strategy as reflected by the overall mean rating of 4.17. This implies that teachers are encouraged to make more efforts in using the most effective strategies to accelerate student learning and maximize instructional time.

Effective classroom management is correlated with higher student achievement. The teachers regard themselves as effective in their ability to establish clear and effective routines and procedures. Despite their high rating of success in classroom management, there are still few or about 13% who struggle with classroom management. This suggests that teachers should develop comprehensive and well-articulated rules and behavior, transitions and interruptions and how to actively supervise the class.

The study shows that majority of the teachers have an above average level in terms of socio-affective skills or social-mediating activity and transacting with students. This implies that teachers help learners regulate their emotions and attitudes towards learning the language and learn to interact with others successfully. It is recommended that teachers should have professional development opportunities to understand and implement selected socio-affective strategy related to teaching, most especially teaching of students with low English proficiency.

Evidence suggests that there was a significant relationship between the teachers’ English proficiency and Teacher Effectiveness along with Pedagogical Knowledge; Instructional Strategy and ; Classroom Management. While Teacher Effectiveness along with Socio-Affective skills has a negative correlation with English proficiency. It can be concluded that once teachers have improved the level of their English proficiency, they will be able to teach effectively. Thus, it is recommended that the school system identify a professional

development plan which will improve teachers' English proficiency and their level of teaching effectiveness.

Conclusions

The results from this study indicate positive relationships among, English proficiency, and their teaching effectiveness along with pedagogical knowledge, instructional strategy and classroom management. The more proficient the teachers the higher sense of their teaching effectiveness. Evidence in this study about the relationship among the variables highlights the importance of enhancing English proficiency and developing teaching effectiveness among English teachers in the secondary schools. The results of this study prove the importance of language proficiency as the foundation of teachers' ability to teach. These findings suggest that English proficiency enhancement and teaching effectiveness development should be considered as means to address issues and problems in language teaching.

Based on the viable findings of this research work, the following recommendations are made:

Schools must provide a more in-depth training, focusing on enhancing the English proficiency level of the teachers as well as the level of their pedagogical knowledge, use instructional strategy, classroom management and socio-affective skills, since it is proven that they greatly affect their teaching effectiveness.

The criteria for hiring for teacher should be revisited and the level of teaching effectiveness should be considered.

The criteria for promotion and appointment of a English teacher must include examination for English Proficiency and Teaching Effectiveness. Since promotion indicates professional growth and development, one must be promoted if there is a growth in terms of these two variables.

Furthermore, it is recommended that a body or independent committee be created to draft a standardized promotional assessment of teachers' English Proficiency and Teaching Effectiveness.

Finally, school leaders should consistently look both at the English proficiency and teaching effectiveness of their teachers, to ensure that learners receive the optimal instruction to facilitate their English language and literacy development as well as their academic success.

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