



Competency-based approach to enhance professional performance of pre-service and in-service ESL teachers

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ABSTRACT

This study investigates the application of the Competency-Based Approach (CBA) in enhancing the professional performance of ESL teachers at both pre-service and in-service levels. CBA emphasizes measurable outcomes and practical skill development, offering a dynamic alternative to traditional knowledge-centered approaches. Drawing on literature analysis, program evaluation, and case studies, the study identifies core teaching competencies and assesses implementation strategies, outcomes, and challenges. The findings highlight that CBA fosters sustained professional growth, promotes adaptive teaching practices, and contributes to improved learner outcomes.

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Kelajakdagi va amaldagi ingliz tilini ikkinchi til sifatida o'qituvchi (ESL) o'qituvchilarning kasbiy faoliyatini oshirishda kompetensiyaga asoslangan yondashuv

ANNOTATSIYA

Kalit so'zlar:

Kompetensiyaga asoslangan yondashuv, ESL o'qituvchilari, kasbiy rivojlanish, o'qituvchilik ta'limi, xizmat davomidagi tayyorgarlik, refleksiv amaliyot, o'qituvchilik kompetensiyalari, o'qituvchi faoliyati.

Ushbu tadqiqot ingliz tilini ikkinchi til sifatida o'rgatuvchi bo'lajak va amaldagi o'qituvchilarning professional faoliyatini yaxshilashda Kompetensiyaga asoslangan yondashuv (KAY)ning qo'llanilishini o'rganadi. KAY o'lchab bo'ladigan natijalar va amaliy ko'nikmalarni rivojlantirishga urg'u beradi hamda an'anaviy bilimga asoslangan yondashuvlarga muqobil sifatida qaraladi. Tadqiqot adabiyot tahlili, dastur baholash va amaliy misollar asosida olib borildi. Natijalar shuni ko'rsatadiki, KAY barqaror kasbiy o'sish, moslashuvchan o'qitish amaliyoti va o'quvchilar natijasini yaxshilashga xizmat qiladi.

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Компетентностный подход к повышению профессиональной эффективности будущих и практикующих преподавателей английского как второго языка (ESL)

АННОТАЦИЯ

Ключевые слова:

Компетентностный подход, ESL преподаватель, профессиональное развитие, подготовка будущих преподавателей, повышение квалификации работающих преподавателей, рефлексивная практика; педагогические компетенции, эффективность преподавания.

Это исследование посвящено применению компетентностного подхода (КП) для повышения профессиональной деятельности преподавателей английского языка как второго (ESL) на этапах подготовки и в процессе работы. КП подчеркивает значимость измеряемых результатов и практических навыков, предлагая альтернативу традиционным подходам, ориентированным на знание. Исследование основано на анализе литературы, оценке программ и изучении конкретных случаев. Результаты показывают, что КП способствует устойчивому профессиональному росту, адаптивной педагогической практике и улучшению результатов обучения.

INTRODUCTION

In recent decades, the demand for quality language education has intensified, placing ESL teachers at the forefront of transformative pedagogical practice. Traditional teacher education models often emphasize theory over application, resulting in gaps between teacher preparation and classroom performance (Richards & Farrell, 2005). The Competency-Based Approach (CBA) addresses these gaps by shifting the focus to demonstrable skills aligned with specific teaching outcomes (Mulder, 2014). In this context, teacher competency includes pedagogical, linguistic, intercultural, technological, and reflective capacities (TESOL, 2020; Farrell, 2015). The purpose of this study is to explore how the CBA enhances the professional competencies of ESL teachers in both pre-service and in-service contexts, identify effective implementation strategies, and evaluate its impact on professional practice and student outcomes.

METHODS

Research Design. This is a qualitative descriptive study based on a combination of document analysis, program review, and case study examination. The research synthesizes findings from national and international ESL teacher education programs that have adopted CBA frameworks.

Data Sources

The study reviewed:

- ESL teacher training frameworks such as TESOL Standards (2020) and CEFR Companion Volume (2018).
- National education reports from Colombia, Malaysia, and Finland.
- Peer-reviewed journals and practitioner reflections (Azman & Abdullah, 2021; Guskey, 2002).

Analytical Framework

Thematic coding was used to extract recurring themes related to:

1. Competency development areas
2. Implementation strategies

3. Challenges

4. Observed outcomes

These themes were then analyzed in light of established theoretical models (Boyatzis, 1982; Shulman, 1986).

RESULTS

Identified Core Competencies

Across programs, the following competency clusters were emphasized:

- Pedagogical: Lesson planning, learner-centered instruction, and classroom management.

- Linguistic: English proficiency and SLA awareness.

- Technological: Digital tool integration and online classroom design.

- Reflective: Self-assessment, peer observation, and professional goal setting.

Implementation Strategies

CBA was implemented through:

- Competency-based learning modules and rubrics.

- Microteaching, practicum assessments, and e-portfolios.

- Individual learning plans for in-service teachers, supported by mentoring.

For instance, in Malaysia, pre-service teachers used competency-based practicum rubrics which led to more targeted performance feedback (Azman & Abdullah, 2021).

Outcomes Observed

Programs reported:

- Higher teacher self-efficacy and reflective depth (Farrell, 2015).

- Improved alignment between training and actual classroom needs.

- Positive learner feedback and engagement metrics.

In Colombia, teachers who completed a CBA-aligned development program were more confident in implementing the national bilingual strategy (MEN, 2016).

DISCUSSION

The findings affirm the practical benefits of CBA in ESL teacher development. By focusing on specific, observable competencies, the approach bridges the gap between theoretical knowledge and classroom application. Teachers become active participants in their own professional growth, enhancing motivation and teaching quality (Guskey, 2002).

However, several challenges persist. Implementation requires ongoing trainer development, institutional alignment, and clear assessment protocols. Moreover, CBA must be contextualized to accommodate local cultural and educational environments (Tynjälä, 2008).

Future work should include longitudinal studies to evaluate the sustained impact of CBA on learner achievement, as well as cross-context comparative research to adapt competencies globally.

CONCLUSION

The Competency-Based Approach offers a sustainable and dynamic framework for enhancing the professional performance of ESL teachers. It provides a structured path for developing essential teaching competencies while fostering autonomy and reflective practice. Adoption of CBA can lead to more effective teaching and improved learner outcomes if supported by comprehensive training and institutional commitment.

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