

The English Teacher Language Competency Enhancement: A Discussion of Models and Strategies

Susidamaiyanti¹, Rita Mahriza^{2}, and Cut Intan Meutiar³*

^{1,2,3}Universitas Negeri Medan, Medan, Indonesia

Abstract. The purpose of this paper is to describe the numerous methods and techniques employed to improve the language proficiency of English teachers. English teachers must be able to comprehend and communicate effectively in the language because it is utilized in a variety of situations. The topic of discussion will be the many methods employed to improve the language proficiency of English teachers, and their efficacy in doing so will be assessed. The paper will also look at English teachers' difficulties while attempting to become more fluent in another language. In the end, this essay will present a thorough analysis of the models and techniques employed to help English teachers develop their language proficiency and suggestions for enhancing their language abilities.

Keywords: Language Skill, Model, Strategy

Received [19 Dec 2022] | Revised [19 Jan 2023] | Accepted [22 Jan 2023]

1 Introduction

Teachers are having language anxiety at a certain level in speaking English while teaching according to [1] and [2]. This is one of the problems that hinder their communication abilities. The fact that teachers are often confronted with students who lack the motivation and confidence to speak English in the classroom is the main contributor to the teachers' language anxiety [1]. They cannot force students to speak in English in class since doing so will just increase their anxiety and make them unwilling to participate in class discussions. This is in line with [3] research findings which claims that students would undoubtedly be lost if lecturers simply switched to English and continued to lecture. This is normal for students who learn English as a second/foreign language, they are more comfortable learning in their first language due to numerous factors such as lack of English language proficiency, communication anxiety, fear of negative judgment from others, and test anxiety are the main reasons for self-anxiety [4] as cited in [3]. In contrast, [5] research findings claim that “there was a relationship between teachers’ language proficiency and teaching effectiveness: managing the classroom and

* Corresponding author at: Universitas Negeri Medan, Medan, Indonesia

E-mail address: ritamahrizai@iainlangsa.ac.id

understanding and communicating lesson content". Therefore, it can be summarized that teachers' language proficiency is definitely important for achieving teaching and learning goals despite the challenges mentioned in the first place.

The English language is a crucial tool in daily life, especially in the educational setting. As [6] cited in [7] states, we live in an educational world where orality is seen as a necessity--a positive personal characteristic. It is essential for teachers to have the skills to communicate effectively in English, but many teachers struggle with language competency. This lack of competency is often due to the language barrier, a lack of formal instruction, or a lack of exposure to English. This can lead to a lack of engagement in class as well as a lack of comprehension of the material being taught. Additionally, some students may have had limited exposure to English, leading to language gaps in their knowledge. Finally, many English teachers do not have the necessary resources or skills to effectively teach language competency. As a result, they are not able to provide the best instruction to their students. As a result, English teachers need to develop creative strategies and models to improve their own language competency.

Competency is the set of information, abilities, and experience necessary for future, which manifests in activities ([8]; [9]). Competence is described in Law No. 14/2005 as a collection of knowledge, abilities, and behaviors that have to be owned lived and regulated by teachers or lecturers in executing professional obligations. To put it another way, competency is the capacity that educators must possess in order to effectively carry out and complete their responsibilities. [10] noted that academic staff—teachers—in this digital age should possess four competencies: pedagogical competence, personal competence, social competence, and professional competence. This is in accordance with law No.14/2005. Planning, managing, and assessing learning activities are all considered to be aspects of pedagogical competency [9]. Law Attachment No. 55/2017 specifically defined pedagogical competence as "a collection of knowledge, attitude, and skill in developing, planning, scoring, and evaluating the teaching and learning activity" (MENRISTEKDIKTI, 2017). The quality of having a steady personality, being noble, wise, dignified, and being an excellent learner is known as personal competency (Undang-Undang No. 14 Tahun 2005 tentang guru dan dosen).

The role of the teacher as a facilitator, motivator, encourager, learning planner, and source of inspiration for students' learning was one in which teachers also acted as learning agents [9]. Social competency, on the other hand, is the ability of instructors to interact and communicate with students, other teachers, parents/guardians of students, and the school community effectively and efficiently ([9]; Undang-Undang No. 14 Tahun 2005 tentang guru dan dosen).

The ability to deeply and broadly understand the English language is what professional competence is ([9]; Undang-Undang No. 14 Tahun 2005 tentang guru dan dosen). Additionally, professionalism in English teachers is the interconnectedness of all domains, including language proficiency, cultural awareness, the ability to prepare lessons based on standards for EFL and

topic education, and classroom-based EFL assessment [11]. A professional teacher must have at least four qualities. The instruction could initially come from English teachers. English professors must also improve the proficiency and knowledge of English among students. Third, in the classroom, English teachers must take the initiative and be creative. Fourthly, instructors serve as positive role models for their students. Teachers should use their free time when not in class to advance their professional teaching skills.

This paper aims to discuss the various models and strategies used to enhance the language competency of English teachers. As English is a language that is used to communicate in various contexts, the ability to understand and use it effectively is essential for English teachers. The discussion will focus on the various approaches used to enhance the language competency of English teachers, and evaluate their effectiveness in improving the language skills of teachers. Furthermore, the paper will also explore the challenges faced by English teachers when they attempt to improve their language competency. Ultimately, this paper will provide a comprehensive overview of the models and strategies used to build language competency in English teachers, and offer insights into how the language skills of English teachers can be improved.

2 Method

This research was carried out using a qualitative approach. Qualitative researchers examine items in their natural contexts, attempting to uncover the meanings people ascribe to them in order to gain a better understanding of the underlying phenomenon [12]. This method is considered relevant to the research being conducted because it also seeks to uncover models and best practices for strengthening English language competency among English language teachers in Indonesia by discussing models and strategies that have already been implemented, their advantages and disadvantages, and possible solutions that can be pursued. The source of data is based on a compilation of resources acquired through library research. Library research is a method used to find information from library resources, such as books, periodicals, and other published works, including textbooks, journals, articles, virtual materials, and internet sources. In other words, this study used document analysis as its method of data collection. The steps are, first, research and study relevant literature and resources to gather necessary theories, data, and information, and then, critically evaluate the collected data. The data analysis involves three steps: reducing the data, displaying the data, and deriving conclusions [13].

3 Result

This section will present an overview of the current literature in this field, an analysis of relevant data, and a discussion of the implications of the findings.

3.1 Existing Models and strategies of English Teacher Language Competency Enhancement Indonesia

English Teacher Language Competence Upgrade Program is an initiative designed to help English teachers upgrade their language competency and improve their teaching skills. This program is designed to equip teachers with the knowledge and skills to effectively teach English as a second language to students. In Indonesia, there is an increasing trend in the need for English teachers to develop their language competency. To address this need, numerous formal and informal models and strategies have been developed to help English teachers enhance their language skills. These models and strategies include providing English teachers with in-depth language training and workshops, creating an online platform for language learning and exchange, and utilizing self-study programs such as English language textbooks, language learning apps, and audio-visual materials. Additionally, English teachers can take advantage of language-focused events such as seminars, conferences, and workshops. These models and strategies are designed to help English teachers gain the necessary skills to effectively teach English in Indonesia. In the following section some research findings related to the model and strategies of English teachers' language enhancement will be discussed, such as research by [14].

3.2 Strengths and Weaknesses of the Existing Models and Strategies

The learning grid was used in professional development programs for English teachers in Indonesia and to address the difficulties teachers had when applying what they had learned. Below the strengths of weaknesses:

Table 1. Strengths

Strengths
1. Grid for learning for English teachers in a program for professional advancement
2. Teachers' difficulties applying their knowledge following the improvement program

Table 2. Weaknesses

Weaknesses
1. Having trouble deciding on the best teaching strategy for engaging the students with English content
2. Finding the right English teaching resources to match students' requirements can be challenging

3. The general challenges that teachers encounter when teaching English as a foreign language in their classrooms

4. The difficulties of publishing a scholarly paper

Putting a new strategy or instructional technique into practice is not simple. Despite receiving training materials on how to create an engaging English classroom, most of the English teachers failed to put those materials into practice. English teacher taught English using traditional approaches, such as teaching. The students did not actively participate in the learning activities because they did not find the lesson fascinating, and despite enrolling in the training program, the teacher was unable to develop their teaching abilities. This is due to the fact that the administrative demands on the instructors in this study take up more time than the time they spend developing effective and efficient teaching strategies. To put it another way, if the teacher is not given enough time to absorb the information, learn it, and apply it, it will not matter how good the training material is. Despite the fact that each sort of school has different demands. The goal for students is to get employment that it was simpler to modify the English materials with topics needed in the workplace afterward, such as how to write job applications in English or handle interviews in English, while still utilizing the KTSP curriculum.

4 Discussion

The study reveals that for most of the informants the most important quality of an exemplary English teacher is their personal competence [15]. Students, colleagues and most of the Principals say that the ideal teacher is the one who can be close to the students, who understands that English is a difficult subject, and therefore she should not be easily angry at them. For students the most important thing is that their teacher is kind, funny, patient, and helpful. She should understand that as English is not their native language, students will have difficulties and the teacher should help them overcome those difficulties. There are programs to improve language skills in many countries besides Indonesia. Turkey is a good example. This study looks at how the results of the English Language Teacher Education (ELTE) program before 2018 affected the achievement of the generic competencies for teaching, with a focus on professional skills. It gets feedback from EFL teacher trainers and trainees to figure out how well these skills have been learned. Many teachers took part in this language program. This program gave teachers a variety of ways to improve their skills. The teacher should improve the way the effects of teachers' professional development on both teachers and students are thought about, measured, and studied [16].

[9] explained the crucial skill that an excellent English teacher should possess is pedagogical proficiency; they should change their teaching strategies to keep the lessons engaging and

surprising for the students. The teachers should use a variety of resources and media rather than just the textbook, and they need to provide engaging, real-world assignments so that the students can practice speaking English in actual situations. For the success of the perfect English teacher, having strong relationships with one's colleagues, principal, and other members of the community is also regarded as being highly crucial.

Teachers in other subjects and English teachers in the schools where the subjects are taught agreed on the qualities of an ideal colleague as being kindness, helpfulness, and a willingness to share knowledge. The final competency relates to the teacher's knowledge of her field. This competency is referred to as the professional competence in the standards created by The Board for National Standards of Education (BSNP). In actuality, it is focused on subject-matter expertise, and professional competence should relate to all of the expertise of professional teachers. The English instructors view this subject matter expertise as being the most crucial since they believe that they serve as role models for their pupils and that it is their responsibility to give them the best exposure and models. However, the majority of coworkers and students assume the subject matter expertise; they assume that the English teachers must have strong English proficiency.

[9] then explain that the enhanced their competencies as English teachers by learning new knowledge on the professional development program to help them encounter obstacles in the teaching process. The facilities and time experiences in learning and practicing have become two of their reasons for the failure in implementing the innovation in the teaching process. However, the awareness in learning new knowledge has arisen in themselves for further following up after the program. The professional development program is perceived to be beneficial in enhancing the teachers' competencies. To implement a professional development program, the stakeholder should consider the following two aspects, the financial aspect, and the demography aspect. Firstly, in the case of the training costs, training costs should not entirely charge to the teacher. The conditions of teachers in Indonesia does not equal, economically and demographically. Professional Development Program should be free of charge for those who are teaching in private schools whose teachers' incomes are low from teaching and for schools located in 3T areas. It is intended that there is equal distribution of quality of education for teachers teaching in low school income. In terms of demography, the mentor should have come to give the lecture for teachers who are teaching at the border area. If the teachers have to follow Professional Development Program at the chosen university, it will be difficult for the teacher to join the activity because they will leave the class for a long period. This also applied to teachers who are far from the training location. Thus, teachers will not be hesitated about attending Professional Development Program.

Teachers can recognize their strengths and areas for improvement by consistently reflecting on their teaching under the mentor's guidance and suggestions. This helps the teachers get better at

teaching. As a result, according to the questionnaire, there is a predominance of positive instructor responses in all the investigated aspects. Every educator trusts the mentor's ability to guide and assist them. Most instructors believe that the time allowed for the feedback session is adequate; however, some instructors don't.

The most crucial component is that every instructor grows in various teaching-related areas and gains more self-assurance in their capacity to instruct students better at what he does, it means a lot for efforts to make schools better. [17] & [18]. At the same time, it has to deal with problems caused by accountability and help teachers learn how to change [19]. Schools and education systems are being asked to improve how they evaluate teachers' professional growth, but they do not have the tools to do so [20]. For professional development to work as a way to hold teachers accountable, it must address the problems that come with accountability while also giving teachers the tools they need to change [19].

The person should also be the first step in learning a language. It can show positive effects on teachers' self-reported increases in knowledge and skills and changes in how they teach: (a) a focus on content knowledge; (b) opportunities for active learning; and (c) coherence with other learning activities. The following structural features have a big impact on teacher learning, but mostly because of these core features: (a) what kind of activity it is (e.g., a workshop or a study group); (b) how many teachers from the same school, grade, or subject take part; and (c) how long the activity lasts [21].

5 Conclusion

Even though many programs are carried out as a community or a group to develop teacher abilities, the development of these programs does not take place effectively when the teacher does not have the desire to develop himself. Self-development is far more important in increasing competency because it is related to self-awareness. Not only that, teachers also need to have clear goals in developing competencies because clear goals will produce better and standardized performance against existing achievements.

REFERENCES

- [1] I. Lisadwati, U. Nisa, E. Fauziah, and Ambhara., "KECEMASAN GURU-GURU BAHASA INGGRIS DALAM MENGAJAR MATA PELAJARAN BAHASA INGGRIS DI SMA," *Abdimas Siliwangi*, vol. 5, no. 1, pp. 191–200, 2022.
- [2] J. Thadphoothon, "English Language Competence of Thai School Teachers," *Econ. Manag. Innov. ICEMI*, vol. 1, no. 1, pp. 154–156, 2017, doi: 10.26480/icemi.01.2017.154.156.
- [3] T. Murphey and T. Sasaki, "Japanese English teachers' increasing use of English," *Lang. Teach.*, vol. 22, no. 10, pp. 21–24, 30, 1998.

- [4] E. K. Horwitz, "Even Teachers Get the Blues: Recognizing and Alleviating Language Teachers' Feelings of Foreign Language Anxiety," *Foreign Lang. Ann.*, vol. 29, no. 3, 1996, doi: <https://doi.org/10.1111/j.1944-9720.1996.tb01248.x>.
- [5] O. E. Novita and F. N. Yusuf, "Kemahiran Bahasa Guru Bahasa Inggris dan Efektivitas Mengajar," *J. Penelit. Pendidik.*, vol. 19, no. 3, pp. 383–394, 2019, doi: 10.17509/jpp.v19i3.22332.
- [6] J. Daly, *Understanding Communication Apprehension: An Introduction for Language Educators*, In Horwitz, E. K. & Young, D. J. New Jersey: Prentice Hall, 1991.
- [7] M. Tanveer, "Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language," University of Glasglow UK, 2008. [Online]. Available: <http://dx.doi.org/10.13140/RG.2.1.1995.1129>
- [8] I. Katane, "Teacher Competence and Further Education as Priorities for Sustainable Development of Rural School in Latvia," *J. Teach. Educ. Train.*, 2006.
- [9] D. L. Apriliyanti, "Enhancing teachers' competencies through professional development program: Challenges and benefactions," *Acuity J. Engl. Lang. Pedagogy Lit. Cult.*, vol. 5, no. 1, pp. 28–38, 2020.
- [10] D. Schneckenberg and J. Wildt, *Understanding the Concept of e-Competence for Academic Staff*. 2010.
- [11] N. Kuhlman and B. Kneževic, *EFL Professional Teaching Standards*. Victoria Australia: TESOL International Association, 2017.
- [12] J. W. Creswell, *RESEARCH DESIGN: Qualitative, Quantitative, and Mixed Methods Approaches, Fourth Edition*, 4th ed. SAGE Publication, 2014.
- [13] M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative Data Analysis: A Methods Sourcebook*. 1984.
- [14] Z. Rohmah, "Enhancing English teachers' professional development: Portraying a mentoring program," *TEFLIN J. - Publ. Teach. Learn. Engl.*, vol. 29, no. 1, pp. 90–107, 2018, doi: <http://dx.doi.org/10.15639/teflinjournal.v29i1/90-107>.
- [15] M. Anugerahwati and A. Saukah, "Professional competence of English teachers in Indonesia: A profile of exemplary teachers," *Indones. JELT Indones. J. Engl. Lang. Teach.*, vol. 6, no. 1, pp. 47–59, 2010.
- [16] L. M. Desimone, "Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures," *AERA*, vol. 38, no. 3, 2009, doi: <https://doi.org/10.3102/0013189X08331140>.
- [17] H. Borko, "Professional Development and Teacher Learning: Mapping the Terrain," *AERA*, vol. 33, no. 8, 2004, [Online]. Available: http://www.aera.net/uploadedFiles/Journals_and_Publications/Journals/Educational_Researcher/
- [18] S. Dogan and N. Yurtseven, "Professional Learning as a Predictor for Instructional Quality: A Secondary Analysis of TALIS," *Sch. Eff. Sch. Improv.*, vol. 29, no. 1, pp. 64–90, 2018.
- [19] E. D. Hochberg and L. M. Desimone, "Professional development in the accountability context: Building capacity to achieve standards," *Educ. Psychol.*, vol. 45, no. 2, pp. 89–106, 2010, doi: <https://psycnet.apa.org/doi/10.1080/00461521003703052>.
- [20] K. McChesney, "Investigating Teachers' Experiences of Professional Development within a Major Education Reform in the Emirate of Abu Dhabi," Abu Dhabi, 2007.
- [21] A. C. Porter, M. Garet, L. M. Desimone, K. Suk Yoon, and B. Birman, *Does professional development change teachers' instruction? Results from a three-year study of the effects of Eisenhower and other professional development on teaching practice*. Washington DC: U.S. Department of Education, 2000.