

Towards A Continuing English Teachers' Development for Language Teaching Proficiency Framework

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Publication Date: May 16, 2026

DOI: 10.5281/zenodo.20222471

Abstract

- **Background:** English language proficiency is a critical component of education, directly influencing the quality of instruction and the language development of learners.
- **Objective(s):** This study analyzed the English Proficiency Test (EPT) performance of 3,888 Teacher I applicants in the Division of Palawan from 2017 to 2020. It aimed to examine proficiency across three core domains—English Structure, Written Expression, and Reading Comprehension—and to determine if significant differences existed between examination years.
- **Methods:** A descriptive quantitative research design was employed, involving the documentary analysis of archived test results. Statistical analyses included Chi-square tests for overall proficiency levels and One-Way Analysis of Variance (ANOVA) to assess variations in mean scores across competencies.
- **Results:** Findings revealed significant variability and inconsistency in proficiency levels. English Structure scores peaked in 2018 ($M = 9.57$) but declined significantly in 2017 and 2020 ($p < .001$). Reading Comprehension reached its highest mean in 2019 ($M = 33.50$) before experiencing a sharp decline in 2020 ($M = 27.51$), which was largely attributed to pandemic-related disruptions. Notably, Written Expression showed gradual and consistent improvement over the four-year period.
- **Conclusion:** The study underscores the need for systematic interventions to strengthen language competence. A Continuing Language Proficiency Development Framework was proposed, highlighting personalized training, targeted grammar and reading interventions, and collaborative learning communities designed to sustain teacher proficiency and improve learner outcomes.

Keywords: *English proficiency, teacher applicants, English structure, written expression, reading comprehension, professional development, continuing teacher development*



1. Introduction

- **Background and Rationale:** In an increasingly interconnected world, English serves as the global lingua franca, making the demand for proficient teachers critical. However, results from the Programme for International Student Assessment (PISA) indicated that the Philippine educational system was lagging, particularly in language proficiency.
- **Review of Related Literature:** The review explored international standards, such as the British Council's CPD Framework, and identified a declining trend in local English proficiency rankings, emphasizing that teacher competence directly impacts learner outcomes.
- **Statement of the Problem:** This study analyzed the performance of Teacher I applicants within the Division of Palawan on the English Proficiency Test (EPT) from 2017 to 2020.
- **Objectives:** To assess the extent of teacher applicants' performance across three competencies and to determine if significant differences exist between examination years to propose a new developmental framework.

2. Materials and Methods

- **Research Design:** Descriptive quantitative research design.
- **Participants:** Total enumeration sampling of 3,888 Teacher I applicants in the Division of Palawan who took the EPT between 2017 and 2020.
- **Instruments:** Standardized English Proficiency Test (prepared by the Bureau of Education Assessment) and supplemental online interviews.
- **Procedure:** Documentary analysis of archived standardized test results.
- **Data Analysis:** Descriptive statistics (mean, SD) and inferential statistics (Chi-square, One-Sample t-test, and One-Way ANOVA).

3. Results

- Overall performance was moderate to low, with a notable absence of "High Proficiency" ratings.
- While English Structure and Reading Comprehension results fluctuated and regressed during the 2020 pandemic period, Written Expression showed gradual and consistent improvement over the four years.
- Statistically significant differences were confirmed across examination years for all competencies.

4. Discussion

- **Interpretation:** The findings suggest systemic gaps in pre-service teacher education and a high vulnerability of language skills to external disruptions, such as remote learning.
- **Comparison:** The results align with global and local reports (e.g., EF SET, PISA) showing a downward trend in proficiency.
- **Implications:** There is a critical need for resilient, adaptive professional development systems that go beyond one-time training to ensure sustained language mastery.



5. Conclusion

- **Summary:** Teacher proficiency is inconsistent and often falls below professional expectations, particularly regarding advanced mastery.
- **Recommendations:** Implementation of the proposed Continuing Language Proficiency Development Framework focusing on four domains: Structure, Writing, Reading, and Overall Proficiency. Additionally, Teacher Education Institutions are urged to strengthen pre-service training in grammar and academic writing.

References

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