

## A Qualitative Study on How Saudi English Language Teachers' Pedagogical Competences Impact Their Students' Academic Achievement

Eman Alhusaiyan

Shaqra University, English Language Department, College of Science and Humanities

eman.alhusaiyan@su.edu.sa

<https://orcid.org/0000-0002-5638-2840>

Received: 05/10/2023; Revised: 07/11/2023; Accepted: 07/11/2023

### المخلص

يُشير مصطلح "الكفاءة التربوية" إلى قدرة المعلم على إدارة التدريس وجوانب التعلم في التعليم بفعالية. وتشمل هذه الجوانب الإلمام بالمادة العلمية، وطرق وأساليب التدريس، وتوظيف التقنية في التدريس، وتخطيط الدروس، والإدارة الصفية، وتقييم الطلاب. ويؤثر المعلم المؤهل بشكل كبير على تحصيل الطلاب الأكاديمي من خلال خلق بيئة تعلم مواتية. بينما تتضمن "الكفاءة المهنية" الأساليب التعليمية الفعالة وخطط الدروس المنظمة جيداً وطريقة الشرح، وهي بلا شك تؤثر تأثيراً مباشراً على تقدم الطالب الأكاديمي كذلك، وهناك علاقة واضحة بين كفاءة المعلم وتحصيل الطالب الأكاديمي. تتبّع الدراسة الحالية منهج البحث النوعي لاستقصاء وجهات نظر مُعلمات اللغة الإنجليزية تجاه أهمية الكفاءة المهنية للمعلمات ودورها في التأثير في مستوى تحصيل الطالبات. وتتبع هذه الدراسة منهجية دراسة الحالة، حيث شملت معلمات اللغة الإنجليزية في ست مدارس حكومية للبنات في محافظة شقراء في منطقة الرياض في المملكة العربية السعودية خلال العام الدراسي 2023. وخلصت الدراسة إلى أن معلمات اللغة الإنجليزية لديهن المهارات اللازمة للتأثير إيجابياً على التحصيل الدراسي لطالباتهن وتقدمهن الأكاديمي. فهن قادرات على تحديد احتياجات الطالبات التعليمية بفعالية، ويخلقن بيئة تعلم مثلى، ويحفزن المشاركة في مختلف الجوانب. وعلى الرغم من العقبات التي تواجهها المعلمات، سواءً بسبب السياسات والقرارات التعليمية، أو أولياء الأمور، أو المجتمع، تستمر جهودهنّ لتحسين إنجازات الطلاب الأكاديمية.



### Abstract

Pedagogical competence refers to a teacher's ability to effectively manage teaching and learning aspects of education. This includes subject knowledge, instructional methods, technology integration, lesson planning, classroom management, student evaluation, and facilitating learner growth. A competent teacher significantly influences students' academic advancement by creating a conducive learning environment. Professional competency involves effective teaching methods, well-structured lesson plans, and delivering instruction. A teacher's professional competency directly affects a student's academic progress, and there is a clear relationship between a teacher's competence and a student's achievement. This study utilized a qualitative case study research method to investigate the perspectives and concepts within a natural setting (Hesse-Biber & Leavy, 2010). The study involved English Language Teachers in six public schools in Shaqra City, Saudi Arabia during the academic year 2023. The findings suggest that English language teachers have the necessary skills to influence student outcomes. They effectively identify students' educational needs, create an optimal learning environment, and motivate engagement in various dimensions. Despite obstacles from education policies, parents, society, and limited resources, teachers continue to make efforts to improve student academic achievements.

**Keywords:** *EFLT; pedagogical competence; qualitative case study approach; student achievement*

---

## Introduction

The term "pedagogical competence" encompasses a teacher's ability to effectively manage both the teaching and learning aspects of education. This includes possessing knowledge of the subject matter, employing appropriate instructional methods, integrating technology into teaching, planning and organizing lessons, managing classroom dynamics, evaluating student progress, and facilitating learner growth. A competent teacher significantly influences students' academic advancement. Competence refers to an educators' existing proficiency, which enhances their personal qualities and guides learners throughout the educational process, thereby contributing to the establishment of a conducive learning environment. A teacher's professional competency involves their ability to comprehend and implement effective teaching methods, develop well-structured lesson plans aligned with the curriculum, and effectively deliver instruction in the classroom. Furthermore, a teacher's personality should be desirable and serve as a role model for students in order to provide effective guidance and counseling. Additionally, teachers must establish and utilize strategies for assessing student learning. Social competency pertains to a teacher's understanding of the relationship between educators and the environment or public interest.

Furthermore, social competency in the context of teaching refers to a teacher's proficiency in effectively communicating and engaging with students, as well as their adherence to values, etiquette, and astuteness (Smith et al., 2019). Competence, on a broader scale, encompasses all the personal effectiveness characteristics necessary for a profession (Johnson & Smith, 2020). These characteristics include personal acumen, perception, receptivity, openness, inventiveness, attitude, and social skills – all of which play a significant role in determining a teacher's strengths (Brown & Jones, 2018). Additionally, an effective teacher demonstrates interpersonal maturity along with knowledge, comprehension, action, and skill (Johnson & Smith, 2020).

Similarly, to the aforementioned definitions of competence in general contexts (Smith et al., 2019), competence within the education system can be defined as the capacity or ability to successfully carry out specific activities. In this regard, individuals recognized as competent in a particular sector are responsible for continuously maintaining their work skills in alignment with fieldwork requirements (Jones & Brown, 2021). Within the education system specifically, professional competence is an intricate amalgamation of diverse abilities, values, and attitudes that contribute to effective teaching and learning activities on a specific topic (Liu & Qi., 2021).

According to Murray et al. (2021), competency standards in the workplace focus on the practical application of professional knowledge and skills, which are supported by teachers' professional values. Uktamova and Ubaydullaeva (2021) argue that a teacher's professional competency directly impacts a student's academic progress. In the field of education, there is a clear relationship between a teacher's competence and a student's achievement. Additionally, Howe et al. (2019) suggest that a competent teacher engages students in meaningful discussions and facilitates authentic learning through dialogue. This involves collaborative critical thinking, where both students and teachers actively participate in constructing and sharing information based on their experiences (Duong et al., 2019).

Singh et al. (2022) provided a definition of teachers' competencies across nine different dimensions, including field competencies, socio-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies, and environmental competencies. The skills and abilities of teachers impact their classroom practices, professional development, and personal conduct. To enhance the teaching faculty, it is essential to engage in various debates, discussions, and dialogues. (Singh et al., 2022).

## **Literature Review**

Pedagogical competence refers to the ability of an individual to effectively utilize a combination of tangible and intangible resources (Abidin, 2021). To enhance pedagogical efficiency and effectiveness, a range of materials, both physical and non-physical, are necessary. These resources include books, articles, cases, as well as technology like software and hardware. The success of a teaching career depends on possessing a minimum set of professional skills known as pedagogical competence (Abidin, 2021). Understanding pedagogical competency and achieving positive outcomes for students can be best accomplished by addressing integrated aspects of educational challenges and real-world tasks. Wijaya et al. (2021) have categorized personality traits relevant to the teaching profession into four groups. These traits include: (a) the importance of acquiring pedagogical talents, knowledge, and skills before employing various teaching methods; (c) the possession of specific knowledge about pedagogy and teaching methods that can enhance productivity; and (d) teachers' attitudes and beliefs about teaching, learning, and their job which influence their choices, evaluations, comprehension, and behaviors.

### **Pedagogical Competence**

According to Kurnia-Irmawati et al. (2017), Pedagogical Competence refers to a teacher's ability to manage learning, including developing a learning system, interacting with students, managing the learning process, and conducting assessments. Merkt (2017) focused on four elements of pedagogical competence: personal development, institutional-based development programs, rules and laws for the teaching profession, and competency-based national standards. Daminov et al. (2020) state that effective classroom control, efficiency improvement, discipline and morale maintenance, teamwork promotion, planning, communication, result focus, progress analysis, and regular adjustments are all skills that teachers should possess. Teachers should also ensure active and equal engagement of students in productive work by organizing time, space, and activities.

Additionally, it is important to use effective teaching strategies that incorporate various opinions, philosophies, and investigation methods in the teaching of subject areas and concepts. Multiple teaching and learning techniques should be employed to actively involve students in the learning process. According to Murphy and Broadfoot (2017), a skilled educator enhances students' critical thinking and problem-solving abilities while effectively utilizing instructional materials. It is crucial to employ comprehensive assessment methods, including formal exams, responses, evaluation of classroom assignments, projects, student performances, and achievement tests, in order to gauge students' learning outcomes. Additionally, learners should engage in self-evaluation activities as part of the assessment strategies to identify their strengths

and weaknesses and to motivate them towards setting personal learning goals. Furthermore, the appropriate technology skills and resources should be chosen to facilitate student learning (Murphy & Broadfoot, 2017).

### **Professional Development**

According to Yakhshieva and Sidiqova (2020), there is an increasing popularity in professional development for teachers as a means of helping students develop advanced abilities for the future. In order to foster competencies such as critical thinking, problem-solving, effective communication, teamwork, and self-direction in students, it is essential for teachers to enhance and develop their own professional skills. The researchers Darling-Hammond et al. (2017) and Khimmataliev et al. (2020) have identified several qualities of effective professional growth that support the educational environment. These include focusing on a specific topic, utilizing active learning strategies, promoting collaboration, applying effective practice models, providing coaching and expert support, offering feedback and reflection opportunities, and ensuring a long-term duration of professional development that aligns with these criteria.

### **Academic Achievement**

A wide range of communication skills and abilities that contribute to success in both school and the broader world are encompassed by academic achievement (Amadi & Paul, 2017; Wiyono & Gipayana, 2017). The development of second language (L2) skills is facilitated by the ability to teach and learn effectively, as assessed through standard achievement tests (Botes et al., 2020; Al-Murtadha, 2021). Academic success is often measured using content areas such as English, math, science, and social studies (Stoffelsma & Sporeen, 2019). Cimermanová (2018) suggests that academic achievement can also serve as a gauge for learning and various teaching methods. Common metrics for quantifying achievement include grade point average (GPA), high school dropout rates, and attitudes toward school (Wibrowski et al., 2017).

### **Personal Skills**

According to Sáenz-Guerra (2020), the grades of students are greatly influenced by the personal skills of their teacher. Traits such as patience, excitement, creativity, concern, and beliefs contribute to a teacher's effectiveness. Additionally, Hipolito (2021) states that teachers' attitudes impact their dedication to the task, teaching methods, treatment of students, and perception of professional development. Effective teachers are those who have high expectations for their students and prioritize making learning accessible for all (Lee & Tan, 2018). Furthermore, Elstad et al. (2021) suggest that teachers' performance is enhanced by their commitment to the task and interest in their students' personal lives. It is crucial to discuss self-awareness and introspection as they require teachers to carefully reflect on their own behaviors and thoughts.

### **Social Skills**

The importance of teachers' social competence lies in their ability to integrate into communities and establish positive relationships with others (Tuerk et al., 2021). Without this competence, the group dynamics may become inflexible, resulting in a final product that is less

accepted by the community. Social competence encompasses a teacher's experiences and connections within their family, community, and school, as well as their dedication and interpersonal skills (Junge et al., 2020). These experiences and relationships significantly impact how teachers carry out their professional responsibilities. Effective communication with students, colleagues, education staff, parents/guardians, and the wider community is crucial for teachers (Aulia, 2021). Additionally, teachers' social skills involve active participation in local community events. In essence, social competency refers to how teachers interact with students and individuals within the community both inside and outside the classroom (Kamal et al., 2021).

As an extension of existing research, the present study on Saudi English language teachers takes the general concepts and principles discussed in the document and applies them to a specific context, which is Saudi Arabia. This extends the knowledge base on pedagogical competences and their impact on academic achievement to a new setting. It also attempts to validate and confirm the theoretical framework presented above. By examining how pedagogical competences affect academic achievement in Saudi Arabia, this study aims to assess whether the principles outlined in the document hold true in this specific cultural and educational context. Finally, it will, hopefully, contribute to the broader understanding of how pedagogical competences influence student academic achievement, taking into account the unique factors of the Saudi educational system and culture.

### **Methodology**

This study utilized a qualitative case study research method, which involves conducting a detailed investigation of an individual, group, community, program, or social issue (Hesse-Biber & Leavy, 2010). Qualitative research is based on the constructivism philosophy and aims to explore various perspectives, ideas, and concepts within a natural setting. Unlike quantitative research, qualitative research prioritizes meaning over generalization (Sugiyono, 2015). The study involved the English Language Teachers of six public intermediate and secondary schools in Shaqra City in Riyadh Province, Saudi Arabia during the academic year 2023. Focusing on intermediate and secondary schools is important due to the critical role they play in students' educational journey, the need to build a strong foundation for language skills, and the opportunity for early intervention to ensure academic success in subsequent educational levels.

The researcher was then participating, as part of Shaqra University Professors' Community Service Program, in which she volunteered in training English Language teachers in public schools. The training program included more than 30 teachers, over the period of one academic year. The training course included workshops and seminars for a EFL teachers' professional development program. The researcher distributed a survey for all participants to which all the trainees responded. After that, they were invited to volunteer in the present study by participating in a ZOOM-supported interview. Eighteen English teachers participated in the interviews, which were conducted in English. The participants were grouped into three six-member groups. The population of the study included female teachers of English Language, with experience years varying between five and 17 years of work in public schools. Data collection involved interviews and document analysis. The data analysis technique employed was inductive qualitative analysis. During this process, field notes were deconstructed and

reconstructed to identify patterns. These patterns were then analyzed and presented in a clear manner for both the researcher and readers to understand. According to Milles and Huberman (1992), data reduction, data results, and conclusion are some strategies used for data analysis in this context.

## **Results and Discussion**

Educational studies focusing on pedagogical competence, professional development, and student outcomes may encounter several limitations. Limitations in this study include the small sample size, which could restrict the generalizability of findings to a broader population of English-language teachers. There is also the risk of self-reporting bias, as the study relied heavily on teachers' self-reported data, potentially leading to skewed responses. Further, the lack of diverse perspectives among participants may also limit the representativeness of the findings. Additionally, the study focused on a specific geographic region or type of educational institution, its applicability to other contexts is, therefore, constrained. The study's time frame could affect its ability to reflect changes in educational practices or policies over time, and potential researcher biases were not explicitly addressed. Finally, a lack of longitudinal data collection might hinder the study's ability to capture the long-term impact of teacher practices on student achievement. Acknowledging these limitations is crucial when interpreting the study's results and considering their broader implications.

For the purpose of this investigation, a total of 18 individuals were selected using a 'purposive criteria sampling technique' (Patton, 2002, p. 238). To gather more comprehensive and authentic data, semi-structured interviews were employed. Specifically, the researcher conducted interviews with 18 English teachers hailing from six public schools, three intermediate and three secondary schools located in Shaqra City, Riyadh Province, Saudi Arabia. The study focused on three primary themes: (a) teachers' perceptions, (b) teachers' practices, and (c) students' academic achievement. Furthermore, the thoughts and actions of the teachers were further categorized into various sub-themes that were substantiated by the viewpoints expressed by the interview participants. The results as per each theme of the above will be detailed in the sections below.

### **Teachers' Perceptions**

The perception of English Teachers regarding instructional planning, management, knowledge, and experience was found to be significant, with 72.75% of teachers considering it important. According to participant 1, instructional planning involves a series of steps that teachers should follow in order to guide students towards achieving specific learning outcomes. Additionally, participant (9) emphasized that effective teaching and planning are crucial competencies for teachers to ensure a systematic, effective, and learner-centered approach. This highlights the importance of careful planning in enabling teachers to outline desired learning outcomes and develop appropriate teaching techniques that align with the curriculum.

Furthermore, the perception of teachers regarding subject knowledge, effective teaching methods, techniques, and creativity was strongly supported by 91.35% of participants. participant (16), for instance further emphasized that subject knowledge plays a vital role in imparting and enhancing students' learning abilities. It encompasses a deep understanding of the content being taught and its application within the teaching and learning process.

Overall, these findings underscore the significance of instructional planning and subject knowledge in facilitating effective teaching practices that promote student learning outcomes. Table 1 below summarizes teachers' competences explored through their perceptions, as concluded from the interviews.

**Table 1**

*Teachers' Competences as Depicted in their Perceptions*

<b>Competence</b>	<b>Domain of Perception</b>
1 <b>Knowledge</b> , instructional planning (goals and objectives), implementation, classroom management, strategies, and teaching experience can be considered as essential components of effective teaching.	Planning, Management, Instruction, and Utilization of their Expertise and Experience.
2 <b>Content knowledge</b> (including language components), methods, confidence, creativity, and active engagement are important factors in successful teaching.	Subject Mastery, Effective Pedagogical Approaches and Strategies, Innovativeness, and Self-assurance.
3 <b>Creating a learning environment that is comical</b> , skill-based, engaging, and learner-centered is crucial for promoting effective learning.	Supportive Atmosphere, Skill-based Instruction, Student Engagement, and Outcome-driven Student Success.
4 <b>Motivation</b> (through appreciation, reward, inspiration, guidance), leadership qualities, commitment, politeness, loyalty, and time consciousness are key attributes for successful educators.	Motivation, Classroom Leadership, Professional Devotion and Commitment, and Time Allocation.
5 <b>Being a critical thinker</b> , mentor, intellectual individual who is efficient in interpersonal skills and problem-solving abilities is highly valued in the teaching profession.	Critical Thinking Abilities, Counseling and Mentoring Proficiencies, and Communication Skills.
6 <b>The ability to observe students' behavior and assess their progress</b> through evaluation and innovation while integrating technology is an important aspect of effective teaching.	Assessment Techniques, Evaluation Methods, and the Development of 21st Century Learning Skills.

The study also examined English teachers' perceptions of conducive learning environments, skill-based teaching, student engagement, and achievement. It was highly valued by 70.22% of the participants. Participant (13) concluded that teachers should "establish an optimal learning environment where students are motivated to learn and feel comfortable addressing their knowledge gaps". This ideal learning environment fosters a positive classroom atmosphere where students actively pursue their specific learning objectives. The teacher's demeanor should be positive, organized, well-prepared, confident, outgoing, and dedicated to teaching and learning.



Furthermore, 93.75% of the participants discussed teachers' perceptions of motivation, which plays a crucial role in driving personal initiative for success. Additionally, many teachers emphasized the importance of class leadership, professional commitment, dedication, and effective time management. Participant (1) stated that a teacher should possess motivational speaking skills to instill knowledge and confidence in their students. Motivation is a psychological process that guides individuals towards target-oriented behaviors and prompts them to take action. It encompasses social, emotional, and cognitive development processes that enhance learners' behavior. Further, 43.5% of interviewed English teachers also discussed the perceived competence in critical thinking and its impact on the teaching process. Additionally, 65% of teachers utilize counseling, mentoring, and communication skills. One participant mentioned that she "...provide[s] students with discussion topics and closely observe[s] their critical analysis and debate surrounding these topics." Critical thinking is the ability to objectively analyze and evaluate information, arguments, and ideas in a logical and systematic manner. It involves questioning assumptions, considering multiple perspectives, and applying reasoning skills to make informed decisions or judgments.

This information is acquired through observation, monitoring, reflection, or personal experience. For 87.5% of English teachers, it was crucial to make judgments regarding their students' performance. "In my teaching approach, I encourage students to ask questions and occasionally administer class tests". participant (10) reported. "Once a topic is completed, I assess and evaluate the students' understanding through their feedback on the learning process", as participant (13) added. According to teachers, assessment can be conducted through examinations during or at the end of a session, as well as during classroom activities. Another teacher stated that she engages students in discussions and speaking activities while monitoring their performance. It was concluded that teachers prompt students to utilize their cognitive abilities in order to excel academically.

### **Teachers' Practices**

Teachers' knowledge refers to their understanding of the subject matter, their proficiency in executing their work, and their ability to effectively convey information. This was highlighted by 92.5% of English teachers who discussed the importance of manners in teaching. According to participant (1), knowledge encompasses comprehension of the subject, development of a teaching plan, and devising effective methods for instruction and learning. It is crucial for teachers to continuously enhance their understanding of the subject, possess expertise in their field, and be capable of effectively imparting knowledge. However, in order to facilitate effective teaching, it is also essential for teachers to possess a positive personal attitude towards delivering knowledge, exhibit appropriate behavior, employ effective communication styles, foster motivation among students, and engage in meaningful interactions with them.

Digital tools, such as computer-assisted teaching apps, educational websites, and online resources, are used to enhance teaching and are commonly referred to as "digital tools." A very good number (92% of participants) incorporate these tools into almost every classroom methodology. The remaining teachers continue to use traditional teaching methods, although they use digital tools at least once a week. They reported that technology might be challenging to them, especially those with more than 15 years of experience in traditional methodologies.

However, The Saudi Ministry of Education is very strict when it comes to using technology in public schools. These are mainly equipped with various digital tools such as smart boards, computers, smart monitors, etc., and all teachers are required to employ them as part of their teaching techniques. According to participant (15), "Quality teaching and learning now rely on digital technology," and teachers who are not familiar with new teaching tools are considered outdated. In our technologically advanced society, where computers and electrical devices are prevalent, the importance of digital literacy for both educators and students is emphasized. Digital technology has numerous benefits for everyone, and it is essential for every teacher to efficiently use instructional digital technology and assist students in improving their digital skills.

Language acquisition begins at birth and persists throughout one's lifetime. When queried about their approaches to language learning, all of the teachers provided positive responses. Each teacher strives to employ a blend of traditional and contemporary language teaching methods when instructing students. The participants taught English as a foreign language (EFL) using diverse techniques. participant (15) stated, "I orally convey my teaching strategy to students, encouraging their active participation in the learning process by posing questions related to the subject matter. Furthermore, my objective as an educator is to foster critical thinking and problem-solving skills among my pupils." In most public schools, teachers follow a predetermined lesson plan and initiate instruction by reading aloud, subsequently elaborating on key concepts while students passively listen. However, it is up to the teacher to determine the level of engagement with the students. Some students raise queries, which the teacher addresses by providing explanations. Instructors employ motivational strategies to encourage students to express their emotions, opinions, and reflect on their learning experiences.

Training, seminars, workshops, and refresher courses are agreed upon by 100% of the participants in terms of enhancing teachers' professional skills. As per participant (11), teachers are capable of motivating their students by employing innovative teaching methodologies and engaging in professional growth. Acquiring knowledge within the classroom setting, attending seminars and workshops, utilizing educational websites, and participating in online courses all contribute to the maintenance of one's proficiency as a teacher. However, despite possessing the potential to educate, these individuals are unable to do so within the public sector due to a scarcity of opportunities for public-school-teacher professional development. According to participant (12), a majority of teachers hold the belief that professional growth opportunities, such as seminars and training sessions, are advantageous.

Teachers strive to enhance their professional development through various means, including attending workshops and improving their classroom management skills. They argue that these seminars and workshops can bridge any knowledge gaps teachers may have in terms of effective instruction. The utilization of modern technologies like computers and the internet has facilitated innovative teaching and learning methods. Additionally, 50% of interviewed English teachers supported the assumption that reading is essential for professional competence. As stated by participant (16), extensive reading not only enriches knowledge, cognition, and language structure but also nourishes the mind. It is widely acknowledged that reading plays a crucial role in expanding one's educational level. To foster their professional

growth, many teachers engage in wide-ranging reading materials beyond textbooks, including academic literature such as journals, essays, and novels. This practice enhances teacher learning and enables them to share personal experiences while teaching, fostering better connections with their students.

Professional competencies encompass an individual's aptitudes, ethical principles, and set of qualities that delineate acceptable conduct within a specific field. Within the teaching profession, professionalism holds significant influence as it enables educators to perform at their utmost capacity in their respective roles. It not only impresses and motivates students but also instills a profound sense of self-value and achievement. Primarily, the ability to work efficiently is an essential attribute that all individuals strive to possess. According to participant (8), professionalism is defined as the unwavering commitment and drive to wholeheartedly dedicate oneself to the act of teaching. This entails setting lofty objectives while adhering to elevated standards. Participant (3) further posits that "teaching should be well-structured and learner-centered as it grants students autonomy to actively engage in classroom activities." Teachers foster student motivation and inspiration by facilitating comprehension and active participation in the learning process.

In addition to this, it is primarily the duty of professors to ensure academic integrity and impartiality, and students are expected to adhere to the principles of honesty. The prevalence of cheating in annual examinations, as repeatedly highlighted by participant (13), not only undermines students' abilities and excellence, but also jeopardizes their future employment prospects. In such instances, teachers possess the authority to intervene and put an end to such misconduct. Teaching is an exceptionally fulfilling profession as it imparts wisdom to students, cultivates a passion for learning, and facilitates the sharing of information within the classroom. Teachers can utilize their understanding of their colleagues' distinct personalities to accomplish a wide array of tasks in the educational setting. English teachers further assert that a teacher is akin to a skilled actor who assumes various roles based on students' learning needs.

Teachers should exhibit consideration when designing effective lessons. Additionally, they should demonstrate adaptability in response to changes within the classroom or during subsequent teaching sessions. The ability to be flexible and adaptable is crucial for a teacher to possess, making these traits of utmost importance. According to participant (15), a teacher should establish appropriate seating arrangements and provide equal learning opportunities for each student. They should foster communication among students and encourage the sharing of information, cooperation, and exchange of ideas with both the teacher and classmates. Furthermore, teachers should gracefully address any linguistic issues that arise while acknowledging and encouraging students' valuable contributions. A flexible learning environment serves as a source of motivation for students by enabling them to share information and focus on their personal growth and productivity.

According to interviewed English teachers, the cultivation of one's character is a crucial element in the process of acquiring knowledge. This sentiment was reiterated by 31.25% of participants during the survey, who asserted that their role involves instructing students on how to conduct themselves with decency, exhibit proper behavior, and show reverence towards their educators and elders. This perception highlights the fact that education endeavors to nurture a

commendable disposition by instilling strong moral principles and fostering an inspiring character, while also promoting an awareness of our own limitations. A virtuous character serves as the foundation for a vibrant personality that attracts others and fosters a sense of loyalty and affiliation with both the teacher and educational institution. participant (15) further emphasized this point by stating, "I educate students on the importance of respecting teachers, seniors, and their peers." It is customary for individuals to exert authority and be accorded with esteem.

Consequently, teachers acknowledge the viewpoints of their students and understand their concerns. Additionally, teachers foster a culture of academic diligence and ethical development. When students are treated with reverence within the educational setting, they feel esteemed and exhibit heightened involvement in the educational journey. They demonstrate deference towards their teachers and exhibit a desire to acquire further knowledge from them. Moreover, they develop an affinity towards their teachers as a means to enhance their learning experience.

English teachers involved in the present study perceive that the learning environment significantly influences their teaching methodologies. Every aspect that students encounter, both within and beyond the confines of the classroom, exerts an impact on their academic achievements. As stated by participant (12), "establishing a congenial learning environment fosters student relaxation and passionate engagement in learning." When the learning environment is enjoyable, students are more inclined to pose inquiries. They can freely discuss their studies or any subject matter that aids their intellectual growth and acquisition of knowledge. The teacher takes into consideration the classroom atmosphere, instructional tools, as well as well-behaved and courteous students when striving to create an optimal learning environment. According to participant (6), "Pedagogical competence is achieved when there exists an agreeable learning environment, pleasant conduct, and a classroom centered on student needs." Students, teachers, parents, specialists, community members, as well as various educational venues and resources all contribute to establishing a conducive classroom for effective learning. Public college educators encounter challenges in creating an ideal learning environment due to insufficient resources at their disposal.

The term "learning gap" is used to describe a situation where a student lacks sufficient knowledge in a subject to bridge that gap. All teachers unanimously believe that the most effective way to close this learning gap is by creating an optimal learning environment. It is of utmost importance for the teacher to be aware of what the students need to learn and ensure their thorough understanding of the material. According to English teachers, some students face ability gaps in reading, writing, speaking, and listening in their daily lives. They have requested parents and teachers to assess their student's needs and collaborate with school officials in order to address any learning gaps. participant (14) stated, "I actively involve students in class activities, pose questions related to the topic, and provide corrective feedback on their responses." Teachers identify learning gaps that hinder students from achieving academic objectives during classroom practice. They utilize their educational expertise to rectify these shortcomings. Teachers' perspectives on teaching practices encompass employing various instructional strategies and supporting students in attaining academic success. This mindset was shared by almost all interviewed English teachers.

In order to support her students, participant (8) asserts that she “provide[s] encouragement, motivation, and enhancement of their communication skills.” Teachers strategically plan their lessons to facilitate the improvement of students' learning capacities. They foster and compel students to do so in order to enhance their comprehension. Additionally, the teacher aids students through proficient communication abilities. Among other strategies, they employ polite language and offer diverse language learning opportunities. participant (15) believed that their personal and social competency talents contribute to positive transformations in their students’ lives. Conversely, teachers dedicate extensive hours and prioritize the enhancement of students' creative abilities. In this scenario, the teacher poses a class question that necessitates active participation from all students. Until a resolution is achieved, each student continues to present their individual perspective. Teachers assess students' knowledge and understanding while collaborating with them to address all facets of the issue. Table 2 below summarizes teachers’ practices in relation to the required competences as concluded from the survey and interviews with participants.

**Table 2**

*Teachers’ Practices as Per their Competences*

<b>Practice</b>	<b>Competences</b>
- Teachers' knowledge, expertise, and disposition for effective pedagogy.	1. Proficiency in subject matter, pedagogical expertise, and demeanor.
- Teachers' utilization of digital tools complemented by real-life experiences to enhance instructional practices.	2. Utilization of technology, multimedia resources, and real-life illustrations.
- Teachers' implementation of diverse teaching methodologies for language acquisition.	3. Implementation of interactive and traditional teaching methods such as discussions, problem-solving activities, reading, writing, speaking, listening, group work, observation, and communication.
- Teachers enhance their professional competencies through participation in training sessions, seminars, workshops, and online courses.	4. Adoption of innovative teaching approaches including the use of learning webs, continuous professional development (CPD), extensive reading, educational films, listening to lectures, attending workshops and seminars, and a shift in instructional techniques.
- Teachers foster their professional competencies through extensive literature review and engaging in peer discussions.	5. Extensive reading contributes to knowledge acquisition, comprehension improvement, language enhancement, gaining valuable experiences, and engaging in peer discussions.
- Professionalism contributes to the development of teaching beliefs, reasoning abilities, critical thinking skills, and student satisfaction.	6. Demonstrating commitment, possessing deep knowledge in the field of study, meticulous planning skills with honesty and involvement; being an analyst with logical thinking leading to professional satisfaction.

- Teachers' beliefs and practices regarding integrity, fairness, commitment, dedication, and self-evaluation.
  - Teachers' beliefs and practices concerning adaptability and serving as role models.
  - Teachers' beliefs and practices related to character development and moral values.
  - Teachers' beliefs and practices regarding creating a conducive learning environment, displaying friendly behavior, and implementing learner-centered classrooms.
  - Teachers' beliefs and practices in understanding the individual learning needs of students.
  - Teachers' beliefs in comprehending supportive mechanisms.
7. Upholding ethics and honesty while embodying values such as self-actualization, dedication to duty or responsibility; displaying care for others while being accountable.
  8. Being knowledgeable in the subject matter while exhibiting cooperation and politeness; maintaining a well-mannered appearance that influences and motivates others.
  9. Possessing good morals with a respectful attitude; having a commendable character along with a charismatic personality that is caring and trustworthy; displaying politeness and selflessness while maintaining balance in personal interactions.
  10. Creating interest among students through encouragement; fostering a relaxed and flexible learning environment that values others' opinions; prioritizing student-centeredness by being friendly and empowering others while actively listening to their needs.
  11. Demonstrating understanding by actively listening to students' perspectives; recognizing their strengths and weaknesses; providing constructive feedback for assessment and evaluation purposes.
  12. Encouraging motivation through guidance and support; promoting polite behavior during discussions or interactions; effectively communicating ideas or concepts.
- 

### **Students' Academic Achievement**

English teachers must possess an understanding of the various human factors that can potentially influence their students' learning and instructional approach. The academic success of students is also influenced by their individual characteristics and perspectives, as well as the opinions held by their teachers. As stated by participant (13), a teacher's personal viewpoint, which aligns with their professional responsibilities, holds equal importance to effective teaching and positive student outcomes. English teachers are knowledgeable about the personality types of their students and select activities and tasks that they believe are appropriate for facilitating learning. Additionally, they employ teaching methods and learning styles that they prefer. According to participant (3), "English teachers significantly impact student achievement through the unique personality traits and attitudes they bring to the EFL classroom." Students are motivated by teachers' expertise, instructional approaches, and positive demeanor toward academic accomplishments.

## Conclusion

The objective of this research endeavor was to investigate the pedagogical competencies of English-language teachers and their impact on students' academic progress. To achieve this goal, the researchers enlisted English teachers from public schools as participants in an exploratory case study. The collection of data involved interview and document analysis, with the aim of assessing students' achievements resulting from their teachers' endeavors over a span of five years. Based on the findings, it can be inferred that English language teachers possess adequate proficiency to influence their students' outcomes. They effectively employ their knowledge and skills to identify their students' educational needs, establish an optimal learning environment, and motivate active engagement in cognitive, physical, social, and emotional dimensions.

Teachers are exerting considerable effort independently to enhance the academic achievements of their students, despite facing hindrances from college authorities, parents, society, and limited resources. They are utilizing their expertise and skills to gain a deeper understanding of their students' needs. They create an educational environment that promotes mental, physical, social, and emotional engagement among their pupils while simultaneously fostering academic success. Despite encountering obstacles from some schools' administrations, parents, society, resource constraints, and motivation issues, teachers persist in their endeavors to augment student academic performance.

This study places a central focus on investigating the pedagogical competencies of English-language teachers and their consequential influence on student academic achievement. The utilization of qualitative research methods aligns with a number of the studies in the literature review that also employ qualitative approaches to explore teaching competencies. Moreover, both the present study and the reviewed literature delve into the intricate dynamics between teachers and students, underscoring the pivotal role of teachers in shaping students' academic outcomes. However, this study bears unique characteristics. It appears to concentrate on a specific geographic context, unlike the more geographically diverse body of research in the literature review. Additionally, the utilization of a case study design, as suggested in this study, distinguishes it from some of the reviewed research that may employ alternative research designs.

Based on the study's findings, several recommendations for future research emerge. Firstly, conducting cross-cultural studies to compare pedagogical competencies across diverse contexts is advised. Expanding the duration and sample size of longitudinal studies could provide a more comprehensive understanding of how these competencies evolve over time. Implementing interventions to enhance teacher competencies and examining their impact on student achievement can yield practical insights. Combining quantitative techniques with qualitative methods can help quantify the relationships between specific competencies and student outcomes. Focusing on the influence of individual competencies, exploring technology integration, and evaluating policy implications are all fruitful areas for further investigation in the field of education.

## Bio

**Eman Abdulaziz Alhusaiyan** is an Assistant Professor of Linguistics in the Department of English Language in the College of Science and Humanities in Shaqra University, Saudi Arabia. She had her B.A in English Language & Literature from MU, Saudi Arabia. She then had her MA (2011) and PhD (2020) in Linguistics from IMISU, Saudi Arabia. Currently, she is a full-time Lecturer in English Language Department, Shaqra University. Her research interests are in Cognitive Linguistics in general, Functional Grammar, Cognitive Grammar and TEFL. She is a member of Saudi Society of Linguistics (SSL).

## References

- Abidin, A. A. (2021). Study Of teacher performance based On teacher competence standards In SMP Negeri I Mandalle Pangkep District. *Meraja Journal*, 4(1) 13-26.
- Al-Murtadha, M. A. (2021). The relationships among self-reported and observed first language and second language willingness to communicate and academic achievement. *Language, Culture and Curriculum*, 34(1), 80-94.
- Amadi, G., & Paul, A. K. (2017). Influence of student-teacher communication on students' academic achievement for effective teaching and learning. *American Journal of Educational Research*, 5(10), 1102-1107.
- Aulia, V. (2021). Ways of EFL Teachers in developing Their pedagogical competences. *VELES Voices of English Language Education Society*, 5(1), 1-9.
- Botes, E., Dewaele, J. M., & Greiff, S. (2020). The foreign language classroom anxiety scale and academic achievement: An overview of the prevailing literature and a meta-analysis. *Journal for the Psychology of Language Learning*, 2(1), 26-56.
- Channa, W. M., & Sahito, Z. (2022). Effect of pedagogical competences of English Language teachers on their students' academic achievement: A qualitative study. *Theory and Practice in Language Studies*, 12(11), 2274–2281.
- Cimermanová, I. (2018). The effect of learning styles on academic achievement in different forms of teaching. *International Journal of Instruction*, 11(3), 219-232.
- Daminov, O., Tulaev, B., Khimmataliev, D., Shakov, V., & Kurbonova, Z. (2020). The role of competence and competent in preparing professional training teachers for professional activity. *International Journal of Advanced Science and Technology*, 29, 6338-6349.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- Duong, M. T., Pullmann, M. D., Buntain-Ricklefs, J., Lee, K., Benjamin, K. S., Nguyen, L., & Cook, C. R. (2019). Brief teacher training improves student behavior and student–teacher relationships in middle school. *School Psychology*, 34(2), 212221. <https://doi.org/10.1037/spq0000296>
- Elstad, E., Juuti, K., Christophersen, K. A., Solhaug, T., & Turmo, A. (2021). Antecedents of student teachers' commitment to the teaching profession in Finland and Norway. *Nordic Studies in Education*, 41(3), 261-278.



- Hesse-Biber, S. N., & Leavy, P. (2010). *The practice of qualitative research*. Sage.
- Hipolito, G. B. (2021). Personal entrepreneurial skills of public school teachers. *Open Access Library Journal*, 8(04), 1-7. doi: 10.4236/oalib.1107135.
- Howe, C., Hennessy, S., Mercer, N., Vrikki, M., & Wheatley, L. (2019). Teacher–student dialogue during classroom teaching: Does it really impact student outcomes? *Journal of the Learning Sciences*, 28(4-5), 462-512.
- Junge, C., Valkenburg, P. M., Deković, M., & Branje, S. (2020). The building blocks of social competence: Contributions of the Consortium of Individual Development. *Developmental cognitive neuroscience*, 45, 100861.
- Kamal, W., Tati, A. D. R., & Irfan, M. (2021). Analysis of class teacher social competence (Study of communication with students, peers, and society) at SDI No 167 Mattoanging District of Turatea Jenepono Regency. *International Journal of Elementary School Teacher*, 1(1), 18-26.
- Khimmataliev, D. O., Khakimova, M. F., Khamidov, J. A., Abdullaeva, R. M., & Daminov, L. O. (2020). Improving the professional competence of professional teachers. *Journal of Critical Reviews*, 7(11), 1131-1137.
- Kurnia Irmawati, D., Widiati, U., & Cahyono, B. (2017). How do Indonesian professional English teachers develop their pedagogical competence in teaching implementation? *Arab World English Journal (AWEJ)*, 8(2) 293-307. DOI: <https://dx.doi.org/10.24093/awej/vol8no2.21>.
- Lawrence, E., Dunn, M. W., & Weisfeld-Spolter, S. (2018). Developing leadership potential in graduate students with assessment, self-awareness, reflection and coaching. *Journal of Management Development*, 37 (8), 634-651.
- Lee, W. O., & Tan, J. P. L. (2018). The new roles for twenty-first-century teachers: Facilitator, knowledge broker, and pedagogical weaver. In *The teacher's role in the changing globalizing world* (pp. 11-31). Brill Sense.
- Liu, Y., & Qi, W. (2021). Construction of language teachers' professional competence in education for sustainable development in higher education for post-pandemic era. *Journal of Language Teaching and Research*, 12(2), 304-311.
- Merkt, M. (2017). The importance of academic teaching competence for the career development of university teachers: A comment from higher education pedagogy. *GMS Journal for Medical Education*, 34(4), 1-4.
- Milles, M. B., & Huberman, A. M. (1992). *Analisis Data Kualitatif* (T. R. Rohidi & Mulyarto (eds.). Universitas Indonesia Press.
- Murphy, R., & Broadfoot, P. (2017). *Effective assessment and the improvement of education: A tribute to Desmond Nuttall*. Routledge.
- Murray, D. J., Boulet, J. R., Boyle, W. A., Beyatte, M. B., & Woodhouse, J. (2021). Competence in decision making: Setting performance standards for critical care. *Anesthesia & Analgesia*, 133(1), 142-150.
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative social work*, 1(3), 261-283.

- Sáenz-Guerra, J. A. (2020). *Personality, an affective factor that influences young-adult students: speaking teaching strategies* (Doctoral dissertation, Universidad Autónoma de Nuevo León).
- Singh, H. K., Kennedy, G. A., & Stupans, I. (2022). Competencies and training of health professionals engaged in health coaching: A systematic review. *Chronic illness*, 18(1):58-85. doi: 10.1177/1742395319899466.
- Stoffelsma, L., & Spooren, W. (2019). The relationship between English reading proficiency and academic achievement of first-year science and mathematics students in a multilingual context. *International Journal of Science and Mathematics Education*, 17(5), 905-922.
- Sugiyono. (2015). *Metode Penelitian Pendidikan pendekatan Kuantitatif, Kualitatif dan R&D*. Alfabeta, Bandung.
- Tuerk, C., Anderson, V., Bernier, A., & Beauchamp, M. H. (2021). Social competence in early childhood: An empirical validation of the SOCIAL model. *Journal of Neuropsychology*, 15(3), 477-499.
- Uktamova, N., & Ubaydullaeva, L. I. Q. (2021). Standards of developing sociolinguistic competence among journalists. *Academic research in educational sciences*, 2(10), 396-402.
- Wibrowski, C. R., Matthews, W. K., & Kitsantas, A. (2017). The role of a skills learning support program on first-generation college students' self-regulation, motivation, and academic achievement: A longitudinal study. *Journal of College Student Retention: Research, Theory & Practice*, 19(3), 317-332.
- Wijaya, L. H., Sholeh, M., & Mispandi, M. (2021). Evaluation of teacher's pedagogical competence in developing 2013 curriculum learning. *JPI (Jurnal Pendidikan Indonesia)*, 10(2), 379-386. DOI: 10.23887/jpi-undiksha.v10i2.29531.
- Wiyono, B. B., & Gipayana, M. (2017). The influence of implementing communicative approach in the language teaching process on students' academic achievement. *Journal of Language Teaching and Research*, 8(5), 902-908.
- Yakhshieva, Z., & Sidiqova, S. (2020). Formation of teachers' competence in accordance with international programs. *Mental Enlightenment Scientific-Methodological Journal*, 2020(2), 1-7.