CONNECTING LANGUAGE PROFICIENCY TO TEACHING ABILITY: A META-ANALYSIS

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

- Potential links between perceived L2 English language proficiency and effective teaching practice

KEY TERMS

Teacher self-efficacy

Teachers' belief in their ability to teach in relation to specific goals

WHAT EVIDENCE IS SUMMARISED?

19 studies

WHAT DOES IT FIND?

- For English language teachers who speak English as an L2, self-perceived teaching ability is especially complex.
- Whilst language proficiency has a moderate relationship with teacher self-efficacy, it is not the only factor that influences self-efficacy.
- There is a low correlation between teacher self-efficacy, teaching degree held, teaching experience, the measure of language proficiency used, and types of teaching resources available.

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers need to have an increased awareness of their self-efficacy and understanding that English language proficiency is not the only component which affects teaching practice.
- It is equally important for teachers to focus on their classroom management and student engagement strategies, as these can have an impact on their self-efficacy.
- Given that World Englishes are varied and complex, teachers' perceived language abilities will vary depending on situations. The main focus should be to ensure teachers acquire the skills and knowledge required for your educational setting.