

Professional competency of secondary school English language teachers in Southern Ethiopia Region: Pedagogical content knowledge and oral proficiency

Wendiyfraw Wanna 

Deptment of English Language and Literature, Arba Minch University, Arba Minch, Ethiopia

Abate Anjulo 

Arba Minch University, Department of English Language and Literature, Arba Minch, Ethiopia

Abstract

Research findings suggest that English language teachers have difficulty using the language effectively in the classroom. Consequently, this study aimed to examine whether English teachers were proficient in delivering daily lessons and possessed adequate pedagogical content knowledge (PCK). Sixty-one English language teachers who were selected through convenience sampling completed a questionnaire. Of these, 18 were involved in classroom observation and interview. To collect data, a questionnaire, observation, and interview were used. Descriptive statistics, specifically frequencies, percentages, and mean scores, were used to determine English teachers' PCK and proficiency levels. Bloom's and Likert Scale cut-off points were used to delineate knowledge and proficiency levels. The classroom observation result showed that 53% had moderate proficiency, whereas the interview ratings indicated that only 47% had moderate proficiency. In addition, the overall PCK assessment showed that 59% had moderate PCK. Furthermore, qualitative data from interviews showed that the teachers participating in the study were less fluent and deficient in vocabulary and grammar. They never used body language, fillers, and simplifications. Therefore, universities should provide pedagogical training for teachers, the Ministry of Education should improve working conditions by providing resources and employing more teachers to reduce workload, and teachers should continually update their PCK through reading and Internet use.

ARTICLE HISTORY

Received: 11 November, 2025

Accepted: 14 April, 2026

KEYWORDS

Pedagogic content knowledge, oral language proficiency, accuracy, fluency, classroom interaction

Introduction

Ethiopia has made remarkable progress in expanding schools and higher learning institutions across the country since 2002, when the EPRDF decreed the New Educational Policy. With the expansion of educational facilities, poor quality of education (Tuli & Fiorucci, [2012](#); Lemlem, 2010; Oulai et al., [2011](#); Tekeste, 2006; Assefa, [2006](#); Grenecheal,

CONTACT Wendiyfraw Wanna;

 wendets@gmail.com

© 2026 The Author (s). **Open Access.** This article is licensed under a [Creative Commons Attribution 4.0 International License](#)

DOI: <https://dx.doi.org/10.4314/bdje.v26i2.5>



[2019](#)) and low student achievement (National Agency for Examinations [NAE], [2010](#)) characterized the Ethiopian educational system. This was attributed to shortage of qualified teachers who possessed the required knowledge and skills to teach (Birhanu, 1999; Geberew et al., 2018). Consequently, teachers' professional competence is closely related to student academic achievement (Chetty, [2014](#); Akiri, [2013](#)). Specifically, teachers' subject-specific knowledge and skills to teach has a direct bearing on effective teaching and student learning (Baumert et al., [2010](#); Hill et al., [2005](#); Sadler et al., [2013](#); Gitomer & Zisk, [2015](#); Grossman & McDonald, [2008](#); Munby et al., [2001](#); Hoy et al., 2006). Furthermore, Guskey ([2009](#)) argued that teachers' professional competence accounts for 40% of student achievement.

In this regard, researchers sought to explain the professional competencies of teachers. Snežana et al. ([2013](#)) specified a number of competencies as related to teachers' profession: organizational, didactic, pedagogical, cognitive-creative, psychological, evaluative, and advisory. Similarly, Whitty ([1996](#)) explained that teachers' professional competence comprises teachers' knowledge and understanding of students' learning, subject knowledge, the curriculum, the education system, and teachers' roles during classroom instruction. Stronge ([2002](#)) also identified the skills that effective teachers should possess as professionals: classroom management and organization skills, managing and implementing instruction, and monitoring student progress and potential.

In the same vein, other researchers tried to specify the competencies that English language teachers should possess. Richards ([2010](#)) described what English teachers should fulfill to become effective: comprehend texts, use the target language appropriately, have knowledge of lexis and grammatical structures, monitor their spoken and written outputs, and give corrective feedback. In addition, Araya et al. ([2021](#)) suggested that English teachers should be able to create an environment conducive to learning and motivate learners to learn collaboratively with their classmates. Current teachers' English language proficiency is undoubtedly linked to their language learning experience at primary and secondary schools and their teacher training or preparation at colleges. Therefore, teachers' language proficiency is intertwined with their performance during their studentship years.

Very few studies have examined the English language proficiency of Ethiopian teachers. Taddese ([2014](#)) conducted a qualitative study of EFL teachers and educators who attended language refreshment training. He asked the participants to rate their level of English language proficiency and they indicated that it was 'poor' or 'medium'. Eventually, he attributed Ethiopian English-language teachers' poor proficiency to poor living and working conditions. Similarly, Mijena ([2013](#)), in a literature review, concluded that English language teachers' language proficiency was so poor that they predominantly used the local language to teach English. Ali et al. ([2019](#)) conducted a study on 50 PGDT (Postgraduate Diploma in Teaching) students majoring in geography at two public universities. Their study aimed at identifying the relationship between language proficiency and academic performance. The correlation was computed between PGDT entrance examination results and undergraduate grade point achievement. The study found that the students or trainee teachers had average academic performance (46.13%) and average language proficiency (41.98%). Moreover, the relationship was not significant.

Hence, these studies did not efficiently show to what extent teachers proficiently used English to teach their lessons and did not provide much information on teachers' language

proficiency in communicative events outside the classroom. All these previous studies were cross-sectional, and they failed to show how teachers used English in the classroom. Therefore, this shows that there is a lack of empirical evidence regarding English language teachers' language proficiency in classroom settings. Since these studies lacked the rigor to reveal the actual classroom situation, the current study attempted to investigate teachers' oral skills during classroom instruction and interpersonal communication.

Regarding English language teachers' PCK, there were very few studies. Samuel and Damtew's (2024) study focused on English language teachers' perceptions and PCK to teach reading skills. Furthermore, Haymanot et al.'s (2025) study revealed how teachers' PCK could be developed through lesson study. These studies never showed the level of English language teachers' PCK. Hirpa et al. (2023) reported that teachers had inadequate knowledge by administering a test. However, it was not clear how the levels were determined. Hence, the current study tried to address the following questions:

1. How proficient are teachers in using English when delivering lessons in the classroom?
2. How proficient are teachers in using English for interpersonal communication beyond the classroom?
3. What is the level of English language teachers' pedagogical content knowledge?

Literature Review

Shulman (1986) was the pioneering researcher to introduce the concept of pedagogical content knowledge. He described PCK as containing two components: content knowledge and pedagogical knowledge. Later, Shulman (1987) further added more components to the list: general pedagogical knowledge, curricular knowledge, knowledge of students, knowledge of the educational context, and knowledge of educational philosophies, goals, and objectives. Furthermore, Grossman (1990) outlined what she thought constituted PCK. She argued that PCK was concerned with teachers' knowledge and beliefs about the purposes of teaching. Teachers should also have knowledge about students' perceptions and misconceptions of language learning. In addition, teachers should possess knowledge about the curriculum, instructional materials, and strategies of teaching.

Other researchers sought to explain the components of PCK in light of English language teaching. In this regard, Richards (2017) linked content knowledge to teachers' knowledge about theories of second language teaching and that of the language system (i.e., grammatical, lexical, and phonological aspects of the English language). At the same time, he attempted to relate pedagogical knowledge to the instructional strategies and methodologies that teachers use to make their lessons comprehensible to learners. Cochran et al. (1991), on their part, connected knowledge of the context to the English language program and curriculum, and knowledge of students' abilities, learning strategies, attitudes, and motivations. However, Shariatifar et al. (2017) proposed a much broader conceptualization of PCK, which consisted of the following elements: knowledge of teaching and assessing the components of the curriculum; knowledge of developing, planning, and managing language teaching; and knowledge of developing and evaluating instructional materials.

However, possessing pedagogical content knowledge by itself may not be sufficient unless teachers have the required oral proficiency in the English language (Anggreni et al.,

[2020](#)). As a result, all teachers are expected to be efficient in their oral proficiency in order to impart their knowledge to their respective students (Mammadzada, [2021](#)). In this regard, teachers' oral proficiency is directly related to the development of their speaking skills in the English language.

Speaking is the primary skill that all human beings should learn to master. All people, irrespective of their cultural differences, are born to speak their native language in their childhood (Tarone, [2005](#)). People learning a second or foreign language are often assessed on whether they are able to use their oral communicative skills to interact with people who speak the target language (Nunan, [1998](#)). In the classroom context, teachers need to have the ability to structure their thoughts in a way that they are understandable to students. They should have the ability to give clear instructions, describe concepts, show their relationships, and use non-verbal cues to complement their information (Weller, 1985, as cited in Labarca & Bailey, [1985](#)). Speaking is, thus, a complex process that involves sending and receiving of spoken inputs through the medium of verbal and non-verbal signals. In this regard, Canale and Swian ([1980](#)) proposed the competences that a language user needs to have: grammatical competence, sociolinguistic competence, and strategic competence. Hence, English teachers need to have an adequate size of vocabulary, knowledge of grammar, pronunciation, stress, intonation, and non-verbal symbols to communicate well in the target language (Nation, [2001](#); Canale & Swain, [1980](#); Celce-Murcia et al., [1996](#); Gregersen, [2007](#)).

In this regard, oral proficiency embodies important constructs such as fluency, accuracy, pronunciation, stress, and intonation as they are interrelated. For example, fluency refers to the ease and smooth flow of speech in real time (De Jong & Van Ginkel, as mentioned in Verhoewen & DeJong, [1992](#)). Fluency can be affected by the lack of vocabulary since the speaker may hesitate and pause while searching for appropriate vocabulary (Lam, [1994](#)). Likewise, accuracy is related to the knowledge of vocabulary, grammar, and correct pronunciation (Canale, [1983](#)). Furthermore, Omaggio ([1986](#)) relates accuracy to the correct use of grammatical structures, registers, vocabulary, and cohesive devices. Hence, knowledge of grammar and vocabulary affects oral proficiency to a greater extent (Iwashita, [2010](#)). Apart from linguistic factors, cognitive and affective factors affect oral proficiency. Cognitive factors involve conceptualization, formation, and articulation, whereas affective factors concern anxiety and self-restriction (Derakhshan et al., [2016](#)).

Methods

Research Design

The research design was a convergent mixed design as the research questions required quantitative and qualitative data. Specifically, the first research question was concerned with teachers' classroom oral proficiency, for which checklists and notes were taken. The second research question was about teachers' language use in communicative events outside the classroom, for which an interview and a checklist were used together. The last research question was concerned with examining teachers' PCK level, for which a questionnaire and an interview were used to collect data. As qualitative and quantitative data were collected, the convergent mixed-methods design was appropriate.

Participants and Sampling Methods

The population of the current study included all secondary school English teachers in the Southern Ethiopia Region. Because of the region's vastness, a manageable sample was necessary. Hence, the researchers planned to limit their scope to big cities in the region, as most secondary schools were located in big cities. Convenience sampling method was used to select three cities. These included: Arba Minch, Wolaita Sodo, and Sawla. The total number of secondary schools in these cities was 16, and the number of English teachers teaching in those schools was 105. Again, convenience sampling method was used to select 3 schools from each city. Hence, a total of 9 schools were selected for the study. Availability sampling method was used to select teachers in the schools. As a result, two teachers from each school were selected for classroom observation and interview. Hence, a total of 18 teachers were observed and interviewed. Eventually, all teachers in the nine schools were asked to complete the questionnaire, including teachers who were observed and interviewed. Thus, the total number of teachers who completed and returned the questionnaire was 61.

The study participants, despite living in different cities, had similar educational qualifications. In the three cities selected for the study, 66 had BA degrees while 39 held master's degrees. All the schools had similar infrastructure and governance. They all taught in large classes and carried heavy workloads.

Data Collection Instruments

Three data collection instruments were used: a questionnaire, observations, and interviews. Each tool was believed to generate the required data to answer the research questions. The questionnaire was adapted from Peng's (2013) modified Model of Pedagogical Content Knowledge. At the same time, observation was used to obtain data on teachers' oral competence, classroom management, and interactions with students. In this regard, the Classroom Evaluation Checklist was used to measure the constructs, which included accuracy, fluency, use of expressions or words, body language and miming, use of fillers, and meaning negotiation so as to determine teachers' classroom oral proficiency. Besides, notes were taken to collect data on teachers' classroom management and interactions with students. Accuracy was determined by counting the number of grammatical errors in utterances, whereas fluency was measured by frequency of pauses and interruptions and the time wasted during pauses. Regarding vocabulary size, the frequency of inappropriate words and of switching to L1 to replace English words was counted.

On the other hand, interview was designed to assess teachers' oral proficiency while engaged in interpersonal communications. The Oral Proficiency Evaluation Guide adapted from ACTFL's 2020 Oral Proficiency Interview Familiarization Guide and Wanna et al.'s (2016) criteria for oral proficiency test were used to measure teachers' oral competence. The interview sessions were audio-recorded and checklists were used to determine teachers' oral proficiency. Thus, both observation and interview protocols were used to determine teachers' proficiency level. Almost a similar scale was used for both tools to measure the participants' oral proficiency. The rating scale for Oral Proficiency Evaluation Guide ranged from 1-3 against each speaking sub-skill. Point 1 on the scale indicated the least performance of the sub-skill while 3 suggested the highest performance. In the same vein, the Classroom

Evaluation Checklist had a rating scale which ranged from 1-3. Point 3 indicated the highest score while 1 showed the least score in a particular sub-skill. Eventually, the questionnaire had a rating scale that ranged from 1-5. Points 1 and 2 on the scale showed disagreement, 3 neutral, but 4 and 5 indicated agreement at different levels. The questionnaire was designed to assess teachers' PCK on four issues: knowledge about the purpose of teaching English, English curriculum, instructional strategies, and students' needs and conceptions of learning English.

Data Analysis

Descriptive statistics, specifically frequencies, percentages, and mean scores, were used to determine participants' proficiency levels and their pedagogical content knowledge. SPSS was used to calculate the mean scores and percentages for each questionnaire item and observation checklist. The mean score for each item in the categories was interpreted using the Likert Interval Scale as follows: 1.00-1.80, strongly disagree; 1.81-2.60, disagree; 2.61-3.40, neutral; 3.41-4.20, agree; and 4.21-5.00, strongly agree. In order to fit Bloom's cut-offs, the mean scores had to be multiplied by 20. In this case, Bloom's cut-offs were used to determine participants' PCK knowledge: 80-100 indicated *high knowledge*; 60-79 showed *moderate knowledge*; and <60 suggested *low knowledge*. On the other hand, PreLas' Oral Language Components Cut-offs were used to determine participants' oral proficiency: 0-59 *low*; 60-79 *mid-level*; and 80-100 *high*, which were quite similar to that of Bloom. In order to use this, the rating scores for classroom observation and interview guide were totaled and converted to 100%. On the other hand, content analysis was used to examine the qualitative data obtained from notes taken during classroom observations and audio transcripts of the interviews.

Results

English Teachers' Pedagogical Content Knowledge

Table 1

English Teachers' Overall and Categorical Pedagogical Content Knowledge

		Overall PCK		Purpose of teaching English		English curriculum		Instructional strategies		Needs and preconceptions	
Range	Level of knowledge	N	%	N	%	N	%	N	%	N	%
80-100	high	24	39%	38	62%	11	18%	35	57%	41	67%
60-79	moderate	36	59%	21	34%	45	74%	23	38%	15	25%
<60	low	1	2%	2	3%	5	8%	3	5%	5	8%
Grand mean		3.84		4		3.45		3.84		4.05	
100%		77		80		69		77		81	
level		moderate		high		moderate		moderate		high	

As shown in Table 1, the overall evaluation of the study participants' PCK suggested that 59% had moderate knowledge while 39% had high knowledge. On the other hand, a

more detailed analysis of the participants' pedagogical content knowledge across the different components showed that there was conformity between percentage counts and grand mean scores in three of the components. Specifically, 62% had high knowledge, while 34% had moderate knowledge, but only 3% had low knowledge concerning the purpose of teaching the English language. This was in conformity with the grand mean (4.00) whose percentage was 80% indicating high knowledge. Regarding their knowledge about the English curriculum, 74% had moderate knowledge, 18% attained high knowledge, but 8% had low knowledge. The grand mean (3.45) also showed that the majority of the participants had attained moderate knowledge, with 69%. However, there seemed to be a contradiction between frequency counts and the grand mean with regard to participants' knowledge of instructional strategies. Specifically, 57% had high knowledge, whereas 38% attained moderate knowledge, but only 5% had low knowledge. Nevertheless, the grand mean (3.84) showed that the participants had moderate knowledge with 77%. Concerning teachers' knowledge of students' needs and preconceptions, both frequency counts and the grand mean seemed to be in conformity. Specifically, 67% had high knowledge and 25% had moderate knowledge, but only 8% had low knowledge. Besides, the grand mean (4.05) indicated high knowledge with 81%.

English Teachers' Pedagogical Content Knowledge in Terms of Specific Issues

Knowledge about the Purpose of Teaching English

Table 2

English Teachers' Responses to Specific Items Showing the Purpose of Teaching English

Items	Scale	F	%	mean	response	%	knowledge
To integrate students with native speakers	strongly agree	14	23	3.77	Agree	75.4	moderate
	agree	32	52.5				
	neutral	4	6.6				
	disagree	9	14.8				
	strongly disagree	2	3.3				
To make students successful in academic studies	agree	22	36.1	4.64	Strongly agree	92.8	high
	strongly agree	39	63.9				
To reduce teacher's dissatisfaction with misspelling	strongly agree	12	19.7	3.34	Neutral	66.8	moderate
	agree	25	41				
	neutral	3	4.9				
	disagree	14	23				
	strongly disagree	7	11.5				
To help learners be autonomous	strongly disagree	1	1.6	4.33	Strongly agree	86.6	high
	neutral	2	3.3				
	agree	32	52.5				
	strongly agree	25	41				

The first part of the PCK questionnaire was constructed around issues about the purpose of teaching the English language to Ethiopian students. As shown in Table 2, the teachers seemed to have

moderate knowledge (75.4%) about the purpose of teaching English to their learners. The first item stated that the purpose of teaching English was to integrate with native speakers of English, to which the majority of the teachers (52.5%) agreed, and 23% strongly agreed. This was in agreement with the grand mean score (3.77), which suggested 'agree' according to the Likert Interval Scale. Thus, most teachers might have realized that the purpose of teaching English in Ethiopia was to enable students to communicate with foreign people. Regarding the second item, the majority of them (63.9%) strongly agreed, and the rest (36.1%) agreed that the purpose of teaching the language was academic. The grand mean (4.64) also suggested most of the teachers 'strongly agreed', indicating high knowledge (92.8%) about the proposition. Unlike the preceding items, the study participants appeared to be confused with the third item, which stated that the purpose of teaching was directly linked with teachers' emotional aspect.

The data showed the confusion as 41% agreed and 19.7% strongly agreed, while 23% disagreed, and 11.5% strongly disagreed. This result was in contradiction with the grand mean (3.34), which suggested 'neutral'. Thus, they appeared to have moderate knowledge (66.8%) of how misspelling causes teachers' dissatisfaction. Regarding the last item, the majority of the study participants (52.5%) agreed, and 41% strongly agreed with the proposition that the purpose of teaching English was to make learners autonomous. This result showed the frequency counts had little variation, as the grand mean (4.33) suggested 'strongly agree'. This implies that the teachers had strong knowledge of how to teach English to make learners autonomous.

Knowledge about the English Curriculum

Table 3

English Teachers' Responses to Specific Items Related to English Curriculum

Items	Scale	F	%	mean	response	%	knowledge
Organization of the English textbook	strongly disagree	3	5	3.73	Agree	74.6	moderate
	disagree	4	6.7				
	neutral	9	15				
	agree	34	56.7				
	strongly agree	10	16.7				
If the textbook contains pictures	strongly disagree	2	3.3	3.87	Agree	77.4	moderate
	disagree	9	14.8				
	neutral	2	3.3				
	agree	30	49.2				
	strongly agree	18	29.5				
The presentation of the macro-skills in the textbook	strongly agree	8	13.1	3.07	Neutral	61.4	moderate
	agree	22	36.1				
	neutral	7	11.5				
	disagree	14	23				
	strongly disagree	10	16.4				
Inclusion of study skills	strongly agree	8	13.3	3.23	Neutral	64.6	moderate
	agree	19	31.7				
	neutral	14	23.3				
	disagree	17	28.3				
	strongly disagree	2	3.3				

The second part of the PCK questionnaire was concerned with assessing teachers' knowledge about the English curriculum. Although the concept was vast, the items exclusively dealt with the

nature of the English textbook that the teachers used to teach their particular learners. As indicated in Table 3, the study participants seemed to have moderate knowledge about all of the items. However, they seemed to agree with the first two items while they had a neutral response to the last two items. With regard to the organizing principle followed by textbook writers, the majority of the participants (56.7%) agreed, and 16.7% strongly agreed that the textbook was organized around different topics. This finding was in conformity with the mean score (3.73), which suggested agreement. The second item was about the pictorial support that textbook writers provided to assist learners' understanding, to which many of the teachers (49.2%) agreed, and 29.5% strongly agreed. The mean score (3.87) also implied agreement and moderate knowledge. The third item was about the integration of the language skills, to which all of the participants seemed to have confusion or uncertainty, as 36.1% agreed and 23% disagreed. This was reflected in the mean score (3.07), which suggested that the participants had a neutral position based on the Likert Interval Scale. The last item was about the inclusion of study skills in the textbook, to which the participants equally showed confusion or uncertainty as their responses were varied: 31.7% agreed, but nearly a similar proportion, 28.3%, disagreed about the use of study skills in the textbook. This was also reflected in the mean score (3.23), which suggested a 'neutral' position. Hence, the study participants seemed to have moderate knowledge of the textbook they used daily to teach their students.

Knowledge about Instructional Strategies

Table 4

English Teachers' Responses to Specific Items Related to Instructional Strategies

Items	Scale	F	%	Mean	response	%	knowledge
Correcting students' errors	strongly disagree	10	16.4	3.08	Neutral	61.6	moderate
	disagree	15	24.6				
	neutral	2	3.3				
	agree	28	45.9				
	strongly agree	6	9.8				
Pre-reading activities	strongly disagree	1	1.6	4.39	strongly agree	87.8	high
	agree	33	54.1				
	strongly agree	27	44.3				
Post-reading stage	disagree	6	9.8	3.92	agree	78.4	moderate
	neutral	6	9.8				
	agree	36	59				
	strongly agree	13	21.3				
Process approach to writing	strongly agree	15	25	4.05	agree	81	high
	agree	37	61.7				
	neutral	4	6.7				
	disagree	4	6.7				

The third part of the PCK questionnaire assessed teachers' knowledge about the instructional strategies they used to teach the English language. As shown in Table 4, the first item assessed the effect of written error correction on students' motivation to learn. This item caused uncertainty and confusion among the participants as their responses were more varied. A sizeable proportion (45.9%) agreed while 24.6% disagreed with the proposition. This was reflected in the mean score (3.08),

which implied a 'neutral' position. Thus, they seemed to have moderate knowledge about error correction. The second item was about the importance of pre-reading activities, to which the majority of them (54.1%) agreed, and 44.3% strongly agreed. The mean score shows that they strongly agreed, and their knowledge about pre-reading activities was found to be high. The third item was whether writing could be part of a post-reading activity to which many of the participants (59%) agreed and 21.3% strongly agreed. This was reflected in the mean score (3.92) which indicated agreement, but it suggested that they had moderate knowledge about post-reading activities. The last item was about the nature of a process approach to writing to which the majority of the teachers (61.7%) agreed and 25% strongly agreed. The mean score (4.05) implied that they agreed and thus they had high knowledge about the process approach to teaching writing skills.

Knowledge about Students' Needs and Conceptions

Table 5

English Teachers' responses to specific items related to learners' needs and conceptions

Items	Scale	F	%	Mean	Response	%	knowledge
Students' vocabulary shortage	strongly disagree	1	1.6	4.25	strongly agree	85	high
	disagree	2	3.3				
	neutral	2	3.3				
	agree	32	52.5				
	strongly agree	24	39.3				
Students' learning preference	strongly disagree	2	3.3	4.03	agree	80.6	high
	disagree	1	1.6				
	neutral	8	13.1				
	agree	32	52.5				
	strongly agree	18	29.5				
Students' confusion with verb structures in passive and reported speech	strongly disagree	4	6.6	3.82	agree	76.4	moderate
	disagree	5	8.2				
	neutral	4	6.6				
	agree	33	54.1				
	strongly agree	15	24.6				
Students' confidence to speak in English	strongly disagree	2	3.3	4.08	agree	81.6	high
	disagree	6	9.8				
	neutral	2	3.3				
	agree	26	42.6				
	strongly agree	25	41				

The last part of the PCK questionnaire dealt with teachers' knowledge about students' needs and conceptions of learning English. As depicted in Table 5, the first item dealt with the cause of students' vocabulary deficiency to which many teachers (52.5%) agreed and 39.3% strongly agreed. The mean score (4.25) suggested that the teachers strongly agreed and had high knowledge about students' vocabulary deficiency. The second item was about students showing more preference to grammar than other language skills to which the majority of the participants (52.5%) agreed and 29.5% strongly agreed. This was reflected in the mean score (4.03) which suggested that they agreed with the proposition and that they had high knowledge about students' preference for grammar over other language skills. The third

item was concerned with students' confusion with verb structures in passive constructions and reported speech. In this regard, many of the participants (54.1%) agreed and 24.6% strongly agreed that the problem was evident. The mean score (3.82) showed that they agreed with the proposition, but they had moderate knowledge about this problem of students. The last item was about students lacking confidence to speak in English, to which many of the participants (42.6%) readily agreed and 41% strongly agreed. The mean score (4.08) showed that the teachers agreed with the proposition, and they had high knowledge about the issue.

Observed Oral Proficiency in Lesson Delivery

A total of 18 observations were made, and at least two teachers were observed from each secondary school. A checklist constructed around six variables was used to collect data about teachers' oral proficiency during classroom instruction.

Table 6

English Teachers' Classroom Performance in Terms of Oral Proficiency Variables

Variables	Performance	f	%
Use of accurate oral language	Less accurate	18	82%
	More accurate	4	18%
Uninterrupted speech	somewhat constrained	15	68%
	continuous and free	7	32%
Word power	having deficiency	16	73%
	rich in words	6	27%
Use of body language	Never uses body language	10	46%
	Occasionally using body language	11	50%
	Often uses body language	1	5%
Use of fillers	Fillers rarely used	18	82%
	Fillers occasionally used	4	18%
Ability to make meaning clear	Experiencing much difficulty to make meaning clear.	1	5%
	Experiencing some difficulty to make meaning clear	18	82%
	Experiencing no difficulty to make meaning clear	3	14%

Using the classroom checklist, the researchers collected data in order to determine teachers' oral proficiency during classroom instruction.

As shown in Table 6, 82% of the teachers produced less accurate utterances during classroom lesson presentation. At the same time, only 18% of them were able to produce accurate utterances. Regarding fluency during classroom instruction, 68% of the participants' speech was much constrained, while only 32% could speak with much ease. On top of that, a sizeable proportion of teachers under observation (73%) were found deficient in vocabulary, while only 27% had a fairly sufficient vocabulary size and thus had no pronounced problem in expressing their ideas because of vocabulary shortage. Surprisingly, a noticeable characteristic of secondary school English teachers was that they never used body language as part of their oral language to communicate meaning. As indicated in Table 6, 46% never used body language, and 50% occasionally used body language while speaking. Similarly, these teachers showed the same behavior by using fillers. As in the data, the majority (82%) rarely used fillers, while only 18% occasionally used them. Regarding conveying their message to students, a considerable number (82%) seemed to experience some difficulty, while a few of them (14%) could communicate their intended meanings well to their respective students.

Insights Gained from Classroom Observations

Most teachers used isolated sentences to exemplify the usage of a grammatical point. The students might not know how to use the sentences as the teachers presented them without context. Almost all of the teachers used the L1 (i.e., Amharic) to varying degrees. Some used the L1 throughout the period, while others used it to some extent. The teachers used the L1 to clarify the usage of grammatical points or to make instructions clear.

English Language Teachers' Interpersonal Communication Skills

Table 7

English Teachers' Oral Proficiency during Interpersonal Communication (i.e. Interview)

Variables	Performance	F	%
Use of accurate language or utterance	inaccurate language	2	8.7
	less accurate language	15	65.2
	more accurate language	6	26.1
Use of appropriate vocabulary	inappropriate vocabulary	1	4.5
	less appropriate vocabulary	16	72.7
	more appropriate vocabulary	5	22.7
Ability to express ideas freely	full of interruptions and hesitations	1	4.5
	less interruptions and hesitations	14	63.6
	no interruptions and hesitations	7	31.8
Ability to understand oral input	fails to understand oral input	3	13
	experiences some difficulty to understand oral input	10	43.5
	Quite understands oral input	10	43.5
Ability to respond appropriately to oral input	Experiences much difficulty to maintain communication	1	4.3
	Experiences some difficulty to maintain communication	12	52.2
	Experiences no difficulty to maintain communication	10	43.5
Ability to modify and simplify oral input	Experiences much difficulty to modify or simplify oral input	7	30.4
	Experiences some difficulty to modify or simplify oral input	14	60.9
	Experiences no difficulty to modify or simplify oral input	2	8.7
Ability to compensate for failures through fillers	Barely uses fillers to compensate	14	60.9
	Sometimes uses fillers to compensate	8	34.8
	Often uses fillers to compensate	1	4.3

The Oral Proficiency Evaluation Guide Checklist was constructed around several speaking sub-skills. As indicated in Table 7, a large proportion of the interviewees (62.5%) produced less accurate language, while some of them (26.1%) articulated accurately during the interview. Similarly, a great number of them (72.7%) used less appropriate vocabulary, but a small number of them (22.7%) used more appropriate vocabulary. Regarding their speaking fluency, a considerable number of them (63.6%) spoke with some interruptions and hesitations, whereas quite a few of them (31.8%) could speak freely without making interruptions and hesitations. With regard to processing oral input, a proportionate number of them (43.5%) had some difficulty and no difficulty in understanding oral inputs. Almost half of the interviewees (52.2%) had some difficulty in appropriately responding to oral inputs, while 43.5% could appropriately respond to them. As an effort to clear up misunderstandings, a large proportion of them (60.9%) experienced some difficulty in modifying and simplifying oral outputs, and 30.4% had much difficulty in doing the needed modifications and simplifications. As a strategy to compensate for failures of communication, the majority of them (60.9%) barely used fillers, while quite a few of them (34.8%) could occasionally use fillers.

Assessment of English Teachers' Oral Proficiency Levels

As shown in Table 8, 41% of the participants showed consistency in the level of their proficiency, whereas the remaining 59% showed variations in their proficiency level. The classroom checklist data indicated that 53% of the observed teachers had *average proficiency*, while 35% identified as having *low proficiency* and only a small number of them (12%) appeared to have attained a *high proficiency* level. Unlike the evaluation of classroom proficiency, teachers' oral proficiency during interview sessions showed that 47% had *average proficiency*, 29% attained *high proficiency* and only 24% had a *low proficiency* level. This disparity between the two instruments might be due to the 59% of the participants who showed variations in their performances. However, both datasets appeared to have similarity as the majority of the teachers had *average proficiency*.

Table 8

Assessment of Teachers' Oral Proficiency Level during Classroom Instruction and Interpersonal Communication

Participant Code	Classroom Oral Assessment					Interview Oral Assessment				
	High	Average	Low		Level	High	Average	Low		level
	15-18	11-14	<11	100%		17-21	12-16	<12	100%	
B2			10	56	Low			8	38	low
B1			10	56	Low		13		62	mid-level
S1		11		61	mid-level		13		62	mid-level
H1	16			89	high	17			81	high
H2			10	56	low		12		57	low
CH4		12		67	mid-level		16		76	mid-level
AB1	15			83	high	17			81	high
CH1			10	56	low		13		62	mid-level
CH3			10	56	low	17			81	high
CH2		11		61	mid-level			11	52	low
AM2		11		61	mid-level			11	52	low
AM4		12		67	mid-level		15		71	mid-level
AM1		11		61	mid-level	17			81	high
AM3		12		67	mid-level		15		71	mid-level
AB2			10	56	low		13		62	mid-level
AB3		14		78	mid-level	17			81	high
AB4		13		72	mid-level		16		76	mid-level
Classroom observation assessment					Interview sessions assessment					
Scale	Level		F	%	F	%				
0-59	low		6	35%	4	24%				
60-79	Mid-level		9	53%	8	47%				
80-100	high		2	12%	5	29%				

Teachers' Pedagogical Knowledge, Classroom Language Use, and Beliefs About Students Reported during Interview

As the English language is spoken worldwide and used for different purposes, it is important for students to learn it. The participating teachers believed that their students learned the English language in order to communicate with foreign people or people living elsewhere in the world. Besides, the teachers stressed that learning the English language helped students to learn other content subjects as the medium of instruction is English starting from Grade 5. The participant believed that learning English enables students to access information through the Internet and different types of media because the world is interconnected with technology.

During the interview, teachers stressed that students lacked the basic knowledge of the English language when they joined high school as the L1 is the medium of instruction at early grades. Because of their poor background, students were not confident enough to use the language. Since students perceived the English language as a difficult language to learn, they were too shy or afraid to use it. Hence, they lacked motivation and commitment to study the language. Since students found it difficult to understand classroom instructions, teachers were obliged to use the L1 quite often. As a result, students' exposure to the language was quite minimal. On top of that, there was no opportunity to practice the language outside the classroom.

The teachers seemed to lack oral fluency while teaching in the classroom. Teachers were not committed to improving their oral skills, and they didn't read reference books to broaden their knowledge. On top of that, they didn't use the language outside the classroom or to communicate with their colleagues as they feared being evaluated by their partners. Teachers preferred to teach the grammatical aspects of the language rather than its communicative aspects.

Universities graduated students who had not taken pedagogical courses. These were employed as English teachers in secondary schools. Some years later, these teachers were sent to universities to take the PGDT courses during the summer. As the summer season was quite short, teachers might not be adequately trained. Apparently, teachers might not get practical training on pedagogical skills because of the shortness of the summer. Hence, teachers lacked pedagogical knowledge.

Discussion

This study revealed that the majority of the teachers had moderate knowledge in their PCK. However, they showed variations in their knowledge between the components of PCK. Specifically, their knowledge of students' needs and preconceptions of language learning and the purpose of teaching English in Ethiopia was greater than that of the English curriculum and instructional strategies. Similarly, the majority of the teachers in this study had moderate knowledge about the English curriculum. The teachers reported that the textbook was organized around different topics, and pictorial support was provided to help students to understand various issues. Nevertheless, the participants of the study raised entirely different issues, saying that the textbook was rather voluminous and reflected Western culture and urban life, disregarding rural life. Moreover, as the participants lacked grammatical

knowledge and had limited vocabulary, they lacked fluency, and their speech was often constrained. Hence, their speech was full of interruptions and pauses. Because of their lack of confidence in using the language, they often preferred to use the L1 to explain concepts of grammatical structures to their students.

With regard to the specific components of PCK, the overall assessment showed that the majority had moderate knowledge about the purpose of teaching English. This was in line with Hirpa et al.'s (2023) findings, and the grand mean (3.84) suggested that 77% of the participants had moderate knowledge. Moreover, the teachers participating in the study agreed that the purpose of teaching English was to make learners succeed in academic studies, communicate with foreigners, and eventually become autonomous learners. Similarly, the teachers expressed during the interview that the purpose of teaching was two-fold: (1) to enable learners to communicate with foreign people and access information through the Internet, and (2) to study content subjects and become successful in their studies.

The overall assessment showed that the majority of the participants had moderate knowledge about instructional strategies. The teachers demonstrated that they had substantial knowledge of pre-reading activities and the process approach to writing. However, they seemed to have moderate knowledge about post-reading activities and written corrective feedback. Therefore, the teachers seemed to have partial knowledge about instructional strategies. This finding was consistent with that of Hirpa et al. (2023). Besides, teachers who participated in the interview sessions reported that they were not adequately trained in teaching methodologies. The researchers, during classroom observation, also noticed that teachers had limited methodological knowledge as they were heavily dependent upon the textbook.

The majority of the study participants seemed to have high levels of knowledge about students' needs and preconceptions. Moreover, the teachers seemed to have a high level of knowledge of students' preferences for learning grammar over other language skills, vocabulary deficiencies, and lack of confidence in using the language in communicative events. Nevertheless, they appeared to be uncertain about students' confusion with verb structures, and thus they had moderate knowledge about it. However, this was in contradiction with that of Hirpa et al. (2023). Besides, the teachers reported in the interview that students never used the language because of their poor background and attitudes toward the language.

During classroom observations and interview sessions, the participating teachers appeared to lack oral fluency as they spoke with interruptions and hesitations, and thus their speeches were much constrained. The teachers often used isolated sentences that seemed to have been studied. They often uttered isolated sentences which they might have used repeatedly on a daily basis. Taddese (2014) reported a similar finding to the current study. Similarly, they seemed to be deficient in vocabulary and thus used less appropriate vocabulary on both occasions. Consequently, the teachers had difficulty conveying their messages during classroom instructions and interview sessions. Hence, they preferred to use the L1 because they ran short of vocabulary and were not confident of the accuracy of their language. In this regard, Grenecheal (2019), Mijena (2013), and Negash (2006) had similar findings. As the teachers lacked confidence in their oral skills, they kept themselves busy writing on the board as a strategy to evade speaking in the target language.

Classroom observations and interview sessions revealed that Ethiopian secondary school English teachers had striking similarities as they never used body language and fillers as part of their oral language to communicate meaning. Eventually, classroom observations and interviews indicated that the majority of the teachers had average proficiency.

Conclusions

Concerning the language use of English teachers, a sizeable proportion of teachers are constrained in their speech as they lack the necessary vocabulary to express themselves. Their utterances are characterized by frequent interruptions and hesitations. They often resort to the L1 as a strategy to compensate for their vocabulary deficiency and lack of grammatical knowledge. They have difficulty understanding oral inputs and experience some difficulty responding appropriately to the oral input. Surprisingly, they use little body language and rarely use fillers. Moreover, they are unable to simplify or modify their oral inputs in an attempt to clarify their meanings. Hence, the majority of teachers have average or low oral proficiency.

The overall assessment of teachers' PCK reveals that a sizeable proportion has moderate or partial knowledge. However, they have more knowledge about their students' needs and preconceptions and about the purpose of teaching English than about the English curriculum and instructional strategies.

Thus, the research outcome suggests that English teachers lack the most important professional qualities. In other words, teachers need to have a good command of the instructional language as language is essential for sharing knowledge with their respective students. Hence, deficiencies in these areas may require stakeholders in the educational sector to intervene and take measures to improve English language teaching in secondary schools.

School administrators need to improve the work environment by taking important measures. Specifically, they should request for employing more English teachers so as to reduce the workload of teachers so that they may have time for lesson preparation. In addition, school administrators should seek assistance from universities, NGOs, the British Council, and the American Embassy in Ethiopia for educational resources.

English teachers need to develop their vocabulary power by reading a lot of literature in English. They have to read or refer to grammar books while preparing classroom grammar lessons. Besides, they have to use the Internet, social media, and electronic media (i.e., TV, radio, etc.). Teachers should watch films in English to develop their speaking and listening skills. They have to read methodology books to get more knowledge about instructional strategies. Furthermore, teachers should be involved in professional development activities aimed at improving their methodological knowledge and skills.

The Ministry of Education has to develop English language proficiency standards for teachers and supervise teachers on the job, and newly employed teachers should meet the standard. If teachers don't meet the standard, the MoE should organize training to improve this situation. In addition, it should assess the PCK of teachers periodically and ensure these teachers get training to develop their profession. It should also supply schools with audio-visual materials dealing with global issues or educational topics so that students and teachers can use them during their spare times.

Universities and colleges that are in close proximity to the secondary schools should work in collaboration with the MoE and secondary schools. They should prepare workshops aimed at improving English language teachers' oral proficiency and pedagogical content knowledge.

Eventually, the few studies done in relation to English language teachers' oral proficiency and PCK are far from being rigorous. They couldn't clearly show the status or level of teachers' language proficiency and pedagogical knowledge. Nationally, it seems that we don't have standards by which to measure teachers' language proficiency and PCK levels. As the current study focuses on a quite limited number of schools, we suggest that future researchers undertake studies at the national level and propose standards to measure English language teachers' oral proficiency and PCK levels.

References

- Akiri, A. A. (2013). Effects of teachers' effectiveness on students' academic performance in public secondary schools. *Journal of Educational and Social Research*, 3(3), 105-111. <https://doi/abs/10.1080/09737189.2009.11885284>
- Ali, F., Lemma, L., & Motbaynor, D. (2019). The role of English language proficiency as determinant of PGDT candidate academic performance across selected public universities of Ethiopia. *International Journal of Secondary Education*, 7(4), 107-115. <https://doi:10.11648/j.ijsedu.20190704.13>
- Anggreni, N., Utami, I., & Dewi, K. (2020). English teachers' pedagogical content knowledge: the degree of consistency between perception and implementation. *ELT-Echo*, 5(2), 66-78. <https://doi.org/10.24235/eltecho.v5i2.6743>
- Araya, S., Tefera, D., & Tefera, B. (2021). A survey of primary school English language teachers' language competency in Ethiopia. *Ethiopian Journal of Behavioral Studies*, 4(2), 110– 131. <https://ejol.aau.edu.et/index.php/ejobs/article/view/7692>
- Assefa, K. (2006). Contradictions, challenges, and chaos in Ethiopian teacher education. *Journal for Critical Education Policy Studies*, 4(1), 1-23. <http://www.jceps.com>
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voss, T., Jordan, A., & Tsai, Y. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47, 133-180. <https://doi.org/10.3102/0002831209345157>
- Berhanu, H. (1999). An evaluation of the implementation of the current ELT syllabus for Grade 9 in terms of the CLT methodology. *Journal of Pragmatics*, 43, 950-964.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Schard, & R. W. Schmidt (Eds.), *Language and Communication* (pp. 2-14). Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge University Press.

- Chetty, R. F. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633–2679.
<https://www.aeaweb.org/articles?id=10.1257/aer.104.9.2633>
- Cochran, K. F., King, R. A., & DeRuiter, J. A. (1991). *Pedagogical content knowledge: A tentative model for teacher preparation* (ED340683). ERIC.
<https://files.eric.ed.gov/fulltext/ED340683.pdf>
- Derakhshan, A., Khalili, A., & Besheti, F. (2016). Developing EFL learner' speaking ability, accuracy, and fluency. *English Language and Literature Studies*, 6(2), 177-186.
<https://doi.org/10.5539/ells>
- Geberew, T., Tigist, T., Pullen, D. & Swabey, K. (2018). English language achievement among Ethiopian public secondary school student's: Associated factors, *Educational Research and Reviews*, 13(12), 503-510.
- Gitomer, D. H., & Zisk, R. C. (2015). Knowing what teachers know. *Review of Research in Education*, 39, 1-53. <https://www.jstor.org/stable/44668653>
- Gregersen, T. (2007). Language learning beyond words: Incorporating body language into classroom activities. *Reflections on English Language Teaching*, 6(1), 51–64.
- Grenecheal, B. (2019) Foreign languages in Ethiopia: History and current status. *IJRAR*, 6(1), 1431- 1439. <https://www.ijrar.org>
- Grossman, P. L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. Teachers College Press.
- Grossman, P. L., & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45(1), 184-205. <https://psycnet.apa.org/record/2008-03648-008>
- Guskey, T. (2009). Closing the knowledge gap on effective professional development. *Educational Horizons*, 87(4), 224-233. <https://files.eric.ed.gov/fulltext/EJ849021>
- Haymanot, N., Gashaye, S., & Birhanu, Z. (2025). The development of EFL teachers' pedagogical content knowledge through lesson study: A participatory case study in Injibara, Ethiopia. *International Journal for Lesson & Learning Studies*, 14(4), 466-482. <https://doi.org/10.1108/IJLLS-12-2024-0297>
- Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2), 371-406. <https://lmt.soe.umich.edu/files/hillrowanball>
- Hirpa, T., Amogne, D., Simegn, B., & Getnet, M. (2023). EFL teachers' pedagogical content knowledge (PCK) and teaching practice: Metekel zone junior schools in focus. *Ethiopian Journal of English Teaching*, 9(3), 376-390.
<http://ejournal.uki.ac.id/index.php/jet>
- Hoy, A. W., Davis, H., & Pape, S. J. (2006). Teacher Knowledge and Beliefs. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of Educational Psychology* (2nd ed., pp.715-737). Mahwah, NJ: Lawrence Erlbaum. <https://psycnet.apa.org/record/2006-07986-031>
- Iwashita, N. (2010). Features of oral proficiency in task performance by EFL and JFL learners. In M. T. Prior, H. B. Caswell, M. & H. K. (Eds.), *Selected proceedings of the 2008 Second Language Research Forum: Exploring SLA: Perspectives, positions, and practices* (pp. 32-47). Somerville, MA: Cascadilla Proceedings Project.

- Labarca, A., & Bailey, L.M. (Eds.) (1985). *Issues in L2: Theory as practice*. Ablex Publishing Cooperation.
- Lam, W.Y.K. (1994). Investigating the oral fluency of 15 EFL teachers: A qualitative approach revisited. *International Language in Education Conference*, Hong Kong. <https://files.eric.ed.gov/fulltext/ED389168.pdf>
- Lemlem, T. (2010). Review of some recent literature: Identifying factors that affect Ethiopia's education crisis. *Ethiopian E-Journal for Research and Innovative Foresight*, 2(2), 56-68. <https://www.semanticscholar.org>
- Mammadzada, M. (2021). *Qualities of effective teachers: Factors affecting the teachers' commitment* *International Journal of Sciences: Basic and Applied Research*. 56(1),165-189. <http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>
- Mijena, E. (2013). The need for professional growth of ELT teachers in Ethiopia, *STAR Journal*, 2(3), 160-168. <https://www.researchgate.net/publication/272343167>
- Munby, H., Russell, T., & Martin, A. K. (2001). Teachers' knowledge and how it develops. *Handbook of Research on Teaching*, 4, 877-904.
- National Agency for Examinations [NAE] (2010). *Ethiopian first national learning assessment of grades 10 and 12 students*. http://213.55.101.25/images/sirna_bar/Grade_10_12_NLA_Report_2010.pdf
- Negash, T. (2006). *Education in Ethiopia: From crisis to the brink of collapse*: Nordic Africa Institute.
- Nunan, D. (1998). *Language teaching and methodology*. Prentice Hall.
- Omaggio, A. (1986) *Teaching Language in Context: Proficiency Oriented Instruction*. Heinle and Heinle Publishers.
- Oulai, D., Lugaz, C., Minas, A., Teklehaimanot, H., Bernal, M., & Edward, M. (2011). *Analysis of capacity development in educational planning and management in Ethiopia*. UNESCO/IIEP.
- Peng, W. (2013). Examining pedagogical content knowledge (PCK) for business English teaching: concept and model, *Polyglossia*, 25, 83-94. <https://core.ac.uk/download/pdf/60542139>
- Richards, J. C. (2010). Competence and performance in language teaching. *RELC Journal*, 42(2), 101-122. <https://doi.org/10.1177/0033688210372953>
- Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. *RECL Journal*, 48(1), 7-30. <https://doi.org/10.1177/0033688217690059>
- Sadler, P. M., Sonnert, G., Coyle, H. P., Cook-Smith, N., & Miller, J. L. (2013). The influence of teachers' knowledge on student learning in middle school physical science classrooms. *American Educational Research Journal*, 50(5), 1020-1049. <https://journals.sagepub.com/doi/abs/10.3102/0002831213477680>
- Samuel, A., & Damtew, A. (2024). English as a foreign language (EFL) teachers' perceptions and practices of pedagogical content knowledge (PCK) in teaching reading skills in secondary schools. *International Journal of Learning, Teaching and Educational Research*, 23(2), 510-527. <https://doi.org/10.26803/ijlter.23.2.25>

- Shariatifar, S., Kiany, G., & Maftoon, P. (2017). High school EFL teachers' professional competencies: Content knowledge and pedagogical content knowledge. *Applied Research on English Language*, 6(4), 499-522.
<https://doi.org/10.22108/are.2018.107409.1191>
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14. <https://doi.org/10.3102/0013189x015002004>
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-23.
<https://doi.org/10.17763/haer.57.1.j463w79r56455411>
- Snežana, M., Dragana, B., & Lidija, Z. (2013). *Teachers' competence as the indicator of the quality and condition of education* [Unpublished project, University of Kragujevac].
- Stronge J. (2002). *Qualities of effective teachers*. Association for Supervision and Curriculum Development.
- Taddese, D. (2014). Crises in EFL proficiency and teacher development in the context of international donation and transformation discourses. *Australian Journal of Teacher Education*, 39(2), 1-20. <https://files.eric.ed.gov/fulltext/EJ1016379>
- Tarone, E. (2005). Speaking in a second language. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 485-502). Lawrence Erlbaum.
- Tuli, F., & Fiorucci, M. (2012). Examining quality issues in primary schools in Ethiopia: implication for the attainment of the education for all goals. *Journal of Educational Cultural and Psychological Studies*, 5, 129-150. <https://www.academia.edu/21186909>
- Verhoewen, L., & DeJong, J. H. A. (Eds.) (1992). *The construct of language proficiency*. John Benjamin's Publishing Company.
- Wanna, W., Tilahun, A., & Paulos, A. (2016). The English language proficiency level of first year students in Dilla University. *The Ethiopian Journal of Education*, 36(1), 111-147.7. <http://ejol.aau.edu.et>
- Whitty, G. (1996). Professional competences and characteristics: The Northern Ireland approach to the reform of teacher education. In D. Hustler & D. McIntyre (Eds.), *Developing Competent Teachers: Approaches to Professional Competence in Teacher Education* (1st ed., pp. 12-15). David Fulton.