EXPLORING THE COMPETENCIES OF ENGLISH TEACHERS IN RURAL BALOCHISTAN

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KEYWORDS	ABSTRACT
Teachers Competencies, Lifelong Learning Competencies, Social-Emotional Competencies	The concept of teacher competency is one of the most dynamic notions to transform fundamental education. The teaching English focuses on lifelong learning, social-cultural and emotional competencies, and fostering lifelong learning for students to effectively communicate and interact with their second language. The present study aims to explore the primary school English teacher competency. To explore teachers' competencies Exploratory research design was used to conduct the study, to collect qualitative data interviews were conducted with 50 teachers. Collected data was analyzed qualitatively through thematic analysis. Study revealed that teachers lack ICT competencies, however, teachers possess lifelong learning and social-emotional competencies. The study aims to enhance instruction efficiency and capacity development. Thus, It provides insights into English teacher competencies and their impact on learning and teaching. In this regard, it is recommended that schools provide ICT equipment to enhance teaching and learning process and to develop teachers' competencies. Further, the capacity development sessions were also recommended for teachers to develop other competencies.
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INTRODUCTION

Education is the process of making learning easier/acquiring knowledge, skills, values, worth, beliefs and habits. Without education, no nation/society can grow; quality education is required for any nation's development and character building. Raharjo, Ausat, Risdwiyanto, Gadzali and Azzaakiyyah (2023) and Ausat (2022) verified that education is an important step in preparing students to enter the workforce. Education is not only a means to increase economic and social progress; it is a factor that contributes to human excellence and rational liberation. The caliber of the teachers determines the effectiveness of high-quality educational programme. The most

important factor in donating quality education is a quality educator (Coleman, 2010). Teachers must develop the knowledge, skills and dispositions to be effective in the classroom for example, knowledge of classroom management, human progress, curricular goals, context of learning, and pedagogical content knowledge specific to teaching a specific subject (Goodnough & Hung, 2009). In any educational process, teaching is important and complex activity. If the students achieve the goal, the teacher will be successful in his or her task since the teacher is regarded as the central hub of the entire educational system. Teachers must have certain characteristics and qualities in order for teaching-learning programme to be more fertile, productive and result -oriented.

When the target subject is difficult to teach, it is commonly assumed that the teacher must be knowledgeable, modern, innovative, well-prepared. To participate in global community, which is rapidly changing as a result of various technological, economic, and social advancements in twenty-first century, one must today possess communicative language abilities. The information and knowledge necessary for these developments are only accessible to those who possess the appropriate level of English language proficiency (Richards, 2008). A competent teacher can be identified by their engaging and successful teaching tactics. Individual, societal, educational and proficient competencies are the four foundational skills that every educator must possess (Richards, 2008). Similarly, effective English teacher should be knowledgeable about range of teaching pedagogies and have experience using a variety of techniques for student instruction and evaluation (Danim, 2010). The importance of English teachers' professional development has been highlighted by Babanoglu and Yardimci (2017) confirmation that English is regarded as one of most crucial communication tools in international arena and that students face many challenges in this area. Shin and Kim (2021) suggest that the teachers must refresh or update their teaching strategies as part of their professional development so as to gain more knowledge and practice.

The 2009 National Education Policy emphasizes staff development and English as compulsory subject in public schools starting in Grade-I. It requires qualified, well-trained English language teachers to staff primary schools. Special pre-service and the in-service training programs for teaching English as a foreign language was implemented in the colleges, aiming to aid teacher knowledge, expertise, and growth. The government schools in Baluchistan, Pakistan, are Urdu medium schools that provide free education. In rural areas, local languages like Balochi, Sindhi, Pashto, Panjabi & Persian, among others, are used, whereas, in urban areas, Urdu is commonly used as an instructional medium. English is a compulsory subject beginning in grade one, and English language and literature are included in the elementary curriculum. It is recognized that students' attitudes towards the English language and teaching methodologies play a significant role in their success or failure (Coleman, 2010). The primary schools require English as subject because they see it as having local content. Students spend roughly ten years studying English, but their level of proficiency is still low (Shin & Kim, 2021). The teaching students who are not native English speakers can be challenging for both certified & untrained educators. Moreover, there are unique difficulties when teaching English as a second language (ESL) in a developing country.

It should be noted that Pakistan's systematic need for English does not correspond to language's current level of proficiency. Zeeshan (2013) verifies that the attitudes of the students towards the English language and the methods of instruction greatly influence whether they succeed or

fail. Korkmazgil (2015) support argument that use of English as language for communication is now widespread. The institutions must adapt to changing student needs and implement new language exams and programmes because English is the most widely used language in political, cultural, educational, and economic relations. Samanci and Ocakci (2017) accentuate the worth of English language and teachers' proficiency in this manner; European Commission updated lifelong learning competencies in 2018. Literacy, language competence, science, technological, engineering, and mathematical competence, digital competence, personal, social, and learning competence, civic competence, entrepreneurship ability, cultural awareness and expression are among these competencies. Therefore, one of the lifelong learning competencies is the ability to communicate in a foreign language. Competent teachers may need an equivalent combination of pedagogical experience, skills, knowledge, and attitude in order to perform their teaching duties.

Competencies are used to evaluate teachers' performance, may be observable and quantifiable. Teachers are implementers and must possess the necessary skills because they are a link in the chain of educational system and a part of educational community, but they are also accountable for the success or failure of their students. Slavik (2008) explains that teacher competence is a set of knowledge, abilities, and character traits that a teacher possesses. Teaching competency is the umbrella term for intricately intertwined set of knowledge, skills, and abilities necessary for professional performance in teaching (Zeeshan, 2013). The purpose of teaching English in a classroom is not just to inform students about a second language; rather, it is to equip students with other necessary competencies, such as knowledge of the social-cultural competencies and lifelong learning (Hizriani, Rahayu, Nor & Handrianto, 2023), emotional intelligence, etc. This study's objective was to investigate the teacher's proficiency in light of how aforesaid problem was formulated. Regarding advantages of this research, teacher's role serves as a resource and set of benchmarks to improve competencies and make them even better than before. This study provides information and knowledge about existing competencies of English teachers, which will improve efficiency of teaching and learning and to advance capacity advance of teachers. Because of this, the study aimed to examine the English teachers' abilities in the Killa Abdullah district.

Objectives & Questions
1. To explore the English teachers' competencies in the district Killa Abdullah.
2. What are the competencies English teachers have in District Killa Abdullah?

LITERATURE REVIEW

English as Language
Azhar (2016) observed that English teachers must determine the English language with deep comprehension to present the lesson, that Indonesians still faced the problem of low teacher competency, and that the English language was still rare among English teachers. The teacher presented the lesson and explained assigned material monotonously, but other activities were in jeopardy and could not be told/explained since they were deemed out of context. However, Indonesia initiate MOOCs to enhance English teacher competencies. Many institutions provide numerous free MOOCs, such as the Indonesian MOOC Technology for Autonomous Learning provided by RELO, Jakarta, Teaching Grammar Effectively by A-E Teacher, American Embassy and many others. The information about these courses is widely disseminated on the Facebook,

Instagram and other social media platforms, making it easier for the teachers to find. Therefore, participating in free online courses based upon pre-observation is also becoming more popular among the teachers and lecturers (Khasim, Rusadi, Hasan, Akbar, Mulki, Saper & Handrianto, 2022).

The results of study conducted by Hizriani, Rahayu, Nor and Handrianto (2023) revealed that, to some extent, online courses influence the English teachers' competencies because they learn how to use technology in classroom and many current applications that can be applied in the classroom. There are some benefits and drawbacks to participating in the MOOC programme, such as availability of materials for professional development and current teaching strategies. The teachers' main issues were a lack of experience working or learning independently, as well as a lack of time despite having numerous assignments to complete. The English is a common communication tool (Lingua Franca) throughout the world, and as people try to learn English as a second language, English teaching profession has grown in popularity. Literacy, language competence, science, technological, engineering & mathematical aptitude, digital competence, personal, social, and learning competence, civic competence, entrepreneurship ability, cultural awareness and expression are among these competencies. Because English is most commonly used language in political, cultural, educational and economic relations, institutions must adapt to changing student needs over innovations in language exams and programmes (Korkmazgil, 2015).

The language is the key instrument in man's hand to reach out and interrelate with the societal environment, language not only expresses views, thoughts, feelings & ethics of any community, but it also expresses the essential identification of society, at the end of twentieth century and the beginning of the twenty-first century, English language gained exclusive status in higher learning in field of scientific field engineering, business, information and communication. To deliver the lesson, teacher needed to learn some basic classroom skills, such as how to start the lesson, explain exercises, guide students through activities, and properly evaluate. Individual, societal, educational and proficient competencies are the four foundational skills that every educator must possess. Although English is not an official language in many countries around the world, it is used as an additional skill in a second language around the world. As a result, number of non-native speakers is growing faster than number of native speakers (Shah, 2007). English language teachers must acquire specialized knowledge through academic by practical experience. Teachers believed still have not reached competence which is to educate and prepare students most successfully, and being modern competent teacher has low charismatic qualities (NIE, 2009).

Teacher Competencies
A study was conducted to investigate English teachers' lifelong learning tendencies, professional competencies and self-efficacy in integrating technology. In this study, descriptive survey model was used for this purpose. It was discovered that there is a positive correlation between English teachers' self-efficacy, professional competency, and lifelong learning tendencies and their use of technology. It was exposed that teachers' self-efficacy in mixing technology and professional competencies predicts their proclivity for lifelong learning. Moreover, there was a significant difference between genders in English teachers' self-efficacy in integrating technology, lifelong learning tendencies, and professional competencies. The professional competencies of English teachers differ depending on type of institution, as does their self-efficacy in mixing technology

(Şen & Durak, 2022). Teachers' professional competence was presented by Kearney (2014) as knowledge, skills, and attitudes. This competence also includes ability to work effectively with others and in society (parents, colleagues, students, school culture & local community) for the school development. Teachers were individuals who guided and directed the students' learning encouragement.

As a result, service of teachers is provided to students for them to receive power of education to have a better life. Teachers' attitudes, knowledge, skills, abilities, and education are required to effectively organize their work in the classroom. Teachers must develop, and instruct students in classroom in energetic manner, and encourage students to learn more on their own because they are helper for students to obtain knowledge and competencies. Teachers' competencies in twenty-first century are related to three main domains through which teachers' performance can be evaluated, namely skills, attitude, and knowledge, competency may be observable and measurable and it assesses teachers' performance, teaching competencies may require an equal amount of skills, knowledge, and attitude with pedagogical experience of competent teachers. Richards (2008) investigated learner-centered teaching and pedagogical reasoning skills as primary competencies of English language teachers. To deliver the lesson, the teacher needed to learn some basic classroom skills, like how to start lesson, explain exercises, guide students through activities & properly evaluate. It is reported by Coleman (2010) that English teachers, particularly in government schools, tend to teach English language in Urdu or a local language because personal ab English subject is weak and teachers have very low self-confidence in their competence.

Siddiqui (2007) suggests, that effective teacher education would be a good strategy to enable teaching English as a knowledge and skill, not as the subject. Cubukcu (2010) argue that high teacher competency may result in encouraging individual student progress and even lowering classroom behavior. A teacher couldn't possess all competencies perfectly, despite the fact even though learning and experience assisted teachers in developing great capacity of competencies and competent teachers temperamentally enthusiastic and cordial. Shamim, (2008) declared that it is commonly assumed that various English teachers have varying levels of the language competencies, i.e. a few may be competent in reading and writing but lacking in listening and speaking competencies Actually, the English teachers did not use all elements of the English language and ignored speaking, listening, and critical reading, focusing instead on the writing grammar items on the board, such as essays, letters, and grammar sentences, which students simply copied on note cards and memorized for exams. 21st-century of teacher competencies related to three main domains, through which teachers' performance can be evaluated, namely skills, attitude and knowledge, competency, abilities may observable and measurable and assess teachers' performance, teaching competencies may require an equal amount of skills, related knowledge and attitude with the pedagogical experience of competent teachers (Nessipbayeva, 2012).

Sikki et al. (2013) verified that professional competency refers to the mastery of various aspects of language, having distinct qualifications and being well-trained and experienced, whereas the pedagogical capability refers to mastery of syllabus preparation & lesson planning, developing curriculum, using learning material & mastery of teaching material. Bashiruddin and Qayyum (2014) discovered that the majority of teachers in our government schools lacked the necessary academic qualifications for English subject, resulting in poor English proficiency. Significantly,

the majority of teachers were forced to teach English by their administration or principal and did not do so of their own volition. This situation confirmed teachers' haphazard motivation, whereas teachers' haphazard motivation has severe impact on students' learning and is serious threat to the quality of the education. Gul and Aziz (2015) investigated the low level of speaking competencies of English teachers, the main cause of low speaking competency was some social environment and some teachers' characteristics, teachers were not enriched in vocabulary and grammar so couldn't feel confident to speak English. Panichpongsapak et al. (2016), Thailand's primary school students have low performance & teachers are still in trouble due to lack of real development.

To improve the student quality performance, teachers' curriculum and learning management competency must be developed. According to the findings of the study, workshops, seminars, group work, coaching, and mentoring are techniques that improve curriculum & management learning competencies of primary school English teachers. Atmaca (2018), well-qualified English teachers have high level of competency in both theoretical and practical work that is beneficial to students in their English classes. Highly competent teacher completely influenced students' learning, which positively impacted the entire educational system. Teachers are expected to improve their learning skills and to be creative in the implementation of the learning process as competent educators in school. Teacher competence is a basic skill that teachers must possess when teaching their students; without competent teachers, students will be unable to recover their performance; teachers with higher competency have a strong commitment to the quality of result attainment, bringing high attainments in the students as well as achieving the goal (Rahmatullah, 2016). Patrick et al. (2018) competency-based learning through consistent and logical preparation and development programs enables teachers to build and develop the skills, knowledge, abilities and competencies required for the students centered teaching and learning environment.

The teaching competencies require skills, knowledge, and attitude and can be observable and measurable. Thus, in the 21st century, there are three main domains through which teachers' performance can be evaluated: skills, attitude and knowledge. Likewise, according to literature, competence is most important requirement for teachers to carry out their duties in professional manner. To carry out their duties, teachers needed to possess the necessary skills, such as the professional & pedagogical competencies. It will take significant work to bring back excellence of English instruction. Individual, societal, educational and proficient competencies are four foundational skills that every educator must possess. Significantly, majority of teachers were forced to teach English by administration or principal and did not do so of their own volition. Creating the broader opportunity map for how the curriculum relates to and addresses global challenges is one approach. The current study's exploration of English teacher competencies focuses on identifying Killa Abdullah's English teacher's current competencies and their path towards developing advanced competencies to improve their own capacity and teaching second language.

RESEARCH METHODOLOGY
The study's design was exploratory qualitative. The exploratory research is similar to deductive work in some ways. It entails looking for the clues to figure out what happened or is currently happening (Stevens et al., 2013). For this study, all of primary school English teachers' females (45) and males (70) of District Killa Abdullah were used as a population. Initially, 50 English

teachers (22 females and 28 males) were consulted to collect the data using a semi-structured interview protocol sheet. The interview questions were carefully prepared with support of the research supervisor to obtain accurate information by determining teachers' true competency. The researcher conducted data collection process herself. The interviews have been planned and organized. The necessary permissions from D.E.O (District Education Officer) have been obtained to visit various schools. Interview data was constantly organized & carefully analyzed to determine the pattern and specific themes. Interview protocol sheet contains information about teachers' lifelong learning, Social-Emotional and ICT competencies, of primary English teachers.

RESULTS & DISCUSSION

In an analysis about competencies, it was identified in the discussion that majority of English teachers chose Teaching English teaching as field. In analysis of teacher competencies Lifelong learning competencies, emotional/social/cultural competencies & technology competencies were discussed.

Table 1
Life Learning Competencies

Responses	Example
Teaching Training, Workshop Education	The Training about Literacy Program, Training from PITE Field B.ED, M. ED Diploma and Refreshing Courses
Pedagogical Skills	Prepare Lesson Plans, Read Books, use Dictionaries
Join English Language Courses	To Improve your English Skills

The definition of lifelong learning is the acquisition of fundamental skills & knowledge deemed necessary for the individual to realize their potential and maintain their current employment throughout their lives (Selvi, 2011). In discussions with English language primary teachers, the government and teachers put different efforts to develop their competencies in their profession. These efforts include the government initiatives to arrange English teacher training programs, workshops, training on English teaching pedagogical skills development and teachers' efforts to get admissions in English language learning courses. The research confirms that one of the lifelong learning competencies is the ability to communicate in the foreign language (Samanci & Ocakci, 2017). Additionally, it aims to improve the teacher's skills, subject-matter expertise, pedagogical expertise, and technologically-pedagogical expertise. Accordingly, the findings and discussion of the lifelong learning competencies (LLC) by English teachers at Killa Abdullah provide evidence of the efforts made by the government and individuals to promote the lifelong learning.

Teachers' lifelong learning competencies aid in encouraging and developing students' LLCs. Selvi (2011) verifies that teachers are responsible for providing their students with tools they need to continue learning throughout their lives. To improve both their own LLC and that of their students, teachers must possess the necessary lifelong learning competencies.it is further recommended that teachers must therefore possess lifelong learning competencies into lifelong learning in the classroom and society as well as become the lifelong learners themselves. To assume their responsibilities and roles within the educational system and society, the teachers must complete the LLC. Thus, teachers are expected to improve their learning skills and to be creative in the implementation of the learning process as competent educators in school. Since

they serve as foundation for the sustainable development of the teachers and students through learning and teaching, LLCs are the primary competencies for teachers. Thus, teachers must therefore be aware of how to acquire skills for lifelong learning for both themselves and their students.

Table 2
Social-Emotional Competencies

Responses	Example
Self-Regulation & Problem-Solving Positive Social Connections	Self-directed Learning Style & Solving Problems of Learning Teamwork, Assignments in Groups, asking Questions to Cope with Difficulties. Support others in Learning Process
Coaching & Mentoring	Capacity to support & encourage others' long-Term learning & development by providing feedback

General appearance, antecedents, and associations of teacher emotions have drawn significant research attention over past ten years because they are of practical relevance to teachers and the idea of emotional competence (Burić & Frenzel, 2019; Frenzel et al., 2020). The results verified that most teachers had improved emotional competencies, tried their best to improve students' learning abilities, and served as coaches and mentors to students throughout learning process. They are prepared to provide guidance and feedback for independent learning. However, the teachers felt that because they lacked the necessary training to guide and mentor the students through learning process, it was difficult for them to develop their emotional competency as well as that of students. A second difficulty they come upon in teaching students how to work in teams was teaching them how to be self-aware and how to deal with problems when working together.

Student's family situation and social class were found to be main influencing factors. Research verifies the importance of the social-emotional competencies of students. Ahmed et al. (2020) explain that learning strategies can make a significant difference in how well students develop on all levels (cognitive, physical, social, emotional, & moral). To reach goal of fostering students sense of self-awareness, self-management, social awareness, relationship management, and responsible decision-making, the social and emotional learning approach integrates principles capable of promoting understanding and managing emotions, showing empathy for others, and creating and maintaining the positive relationships. In the long run, these skills might help students become more socially and emotionally competent. In this connection, the training in the social-emotional competencies typically focuses on lowering adverse emotions to improve interactions between teachers and students are highly recommended towards the attainment of objectives.

Table 3
ICT Competencies

Responses	Example
ICT Equipment Lacking	Computer & Multimedia are not Available for Each Class
Digital Dictionaries	Use of Digital Dictionaries in Class for Students is not Available.
Lack of Digital Support for Lessons	No IT Equipment in Class

Delivery	
weak internet connectivity	Internet is Available in School for Official Purposes but not Enough for Classroom Lecture Delivery
Training Provided on Use of ICT in Classroom	Lack of Resourcesmakes it Difficult to Demonstrate the Skill Learned During Training

The connection between communication, technology and education has gained particular status in digital age. In today information age, decision-making, problem-solving, reflective practices, critical thinking, and higher-order thinking skills are all essential for individual. ICT is viewed as a necessary tool with potential for the effective development of these skills (Oweis, 2018). Finding related to ICT competencies of Teachers shows that due to a lack of resources in public schools of Killa Abdullah, Teachers' ICT competency is weak, they are unable to demonstrate the skills they learned during ICT training. ICT equipment's not provided in schools therefore teachers are unable to get pedagogical support from technology. Since the ICT equipment's officially not provided in schools, therefore, teachers proclaimed, there is no concept of ICT in public schools, if we use personal mobile to show some informative knowledge related to content under discussion, our head does not allow us. However, teachers wanted to teach over practical demonstration, through the multimedia they believed that young Lerner can easily learn. The research established the availability, usability, & accessibility of ICT resources and educational learning of students are strongly positively correlated. This demonstrates how important an impact ICT has on educational success. It assists with finding, locating, and consulting diverse kinds of information sources. It also facilitates swiftly completing the academic assignments (Ahmad & Sheikh, 2022). ICT training focused upon language teaching pedagogy was strongly advised.

CONCLUSION
The study was conducted, to explore English teacher competencies of Killa Abdullah District Other than teaching English as a second language, teacher is responsible to demonstrate and install different competencies in students. The study discussed Lifelong learning competencies, Social, Emotional and ICT competencies. The findings show that teachers are having lifelong learning and Socio-Emotional competencies and they are demonstrating these competencies during teaching, however, due to a lack of resources the teachers have weak ICT competencies and they are not able to demonstrate these competencies during teaching. Teachers require the desired capacity-building training to further develop and demonstrate these competencies in the classroom.

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