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# AN INTEGRATED COMPETENCY FRAMEWORK FOR IN-SERVICE ENGLISH LANGUAGE TEACHERS

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**Abstract.** This article offers a focused conceptual and methodological analysis based on the dissertation on technologies for improving the professional competencies of in-service English language teachers in Uzbekistan. It examines the multidimensional structure and assessment of teacher competence. Using analytical synthesis of the dissertation's theoretical arguments, proposed instruments, and described educational practice, the article develops a context-sensitive interpretation of professional learning. A competency framework is articulated across linguistic, methodological, digital, intercultural, assessment and reflective dimensions. The discussion distinguishes conceptual propositions and reported qualitative observations from quantitatively verified effects. Indicators should be anchored in observable professional tasks rather than self-reported confidence alone. The resulting framework may inform programme designers and teacher educators, subject to further empirical validation.

**Keywords:** English teachers; continuing professional development; professional competence; teacher education; the multidimensional structure and assessment of teacher competence; Uzbekistan.

## Introduction

Continuing professional development for English language teachers cannot be reduced to the transfer of teaching techniques. Classroom language use, learner differentiation, assessment literacy, digital participation and reflective decision-making jointly shape professional performance. These dimensions are particularly salient in Uzbekistan, where changing language-education priorities create demand for coherent, practice-oriented in-service programmes.

This paper isolates one research problem from the larger dissertation rather than reproducing the dissertation as a whole. Its contribution lies in clarifying the causal and organisational logic of the proposed approach, identifying observable evidence of teacher learning, and specifying conditions under which the approach can be evaluated responsibly.

The specific research question is how the multidimensional structure and assessment of teacher competence can be operationalised in professional-learning programmes without conflating proposed mechanisms with demonstrated effects.

## Materials and Methods

The source material is a 2026 dissertation entitled "Technologies for Improving the Professional Competencies of English Language Teachers in the In-Service Training System". The present article applies document-based thematic analysis, conceptual comparison and methodological reconstruction. It draws upon section 1.2 and interprets associated frameworks in neighbouring sections. No independent participant recruitment or statistical reanalysis was performed for this article.

Analytical categories were (a) the competency or problem addressed, (b) pedagogical mechanism, (c) the expected classroom artefact, (d) feedback and evaluation procedure, and (e) limitations of inference. Statements below are therefore conceptual findings unless explicitly described as observations in the dissertation.

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## Theoretical Framework and Analysis

The central analytic focus of this paper is the multidimensional structure and assessment of teacher competence. A competency framework is articulated across linguistic, methodological, digital, intercultural, assessment and reflective dimensions.

An integrated professional-learning pathway begins by identifying the difference between current classroom performance and desired competence. This diagnostic stage is followed by supported practice, feedback, revision and an opportunity to demonstrate transfer in authentic lessons.

The conceptual framework combines linguistic-communicative, methodological-didactic, pedagogical-psychological, intercultural, digital, assessment, reflective and inquiry-oriented dimensions. Their interaction matters: an assessment rubric, for example, is only useful if aligned with communicative outcomes and accessible tasks.

Practice-based methods such as microteaching, case analysis, project work and action research can create observable learning artefacts. Lesson plans, task instructions, peer feedback, recordings, assessment rubrics and portfolios offer stronger evidence than course attendance alone.

The value of blended learning and flipped instruction lies in reorganising teacher time: conceptual material can be explored independently while supported sessions focus on rehearsal, peer dialogue and revision. The quality of facilitation, access to devices and programme continuity determine whether this potential is realised.

Needs assessment should combine sources rather than depend exclusively on a self-rating scale. Classroom observation, portfolio analysis, professional interviews and short performance tasks can reveal different aspects of competence and guide differentiated modules.

A coherent evaluation design links each intervention to an expected change and a pre-specified indicator. Observable change might include increased variety of communicative tasks, more transparent speaking rubrics, quality of formative feedback or specificity of reflective notes.

The dissertation reports qualitative changes in lesson design, assessment literacy and reflective practice. However, the available text does not present sufficient independently auditable numerical data for a claim of statistically significant impact. Accordingly, reported patterns should be framed as indicative observations.

Post-course mentoring and professional learning communities are not peripheral enhancements. They connect newly rehearsed strategies to classroom trials and provide a mechanism for judging whether professional learning persists beyond the formal course.

## Discussion: Implementation and Evaluation

The dissertation reports qualitative changes in lesson design, assessment literacy and reflective practice. However, the available text does not present sufficient independently auditable numerical data for a claim of statistically significant impact. Accordingly, reported patterns should be framed as indicative observations.

Post-course mentoring and professional learning communities are not peripheral enhancements. They connect newly rehearsed strategies to classroom trials and provide a mechanism for judging whether professional learning persists beyond the formal course.

A programme evaluation could prospectively collect baseline and follow-up teaching artefacts, apply the same analytic rubric, assess inter-rater consistency, and document implementation fidelity. Any group comparison would additionally require sampling information and an explicit analytical plan.

The methodological consequence is to distinguish four layers: teacher satisfaction, demonstrated skills during training, classroom transfer, and learner outcomes. A positive result at an earlier layer should not automatically be taken as proof of impact at a later layer.

For practical design, the programme should connect needs diagnosis, a bounded instructional task, structured rehearsal, evidence collection, feedback, and re-planning. Indicators should be anchored in observable professional tasks rather than self-reported confidence alone.

The study is constrained by its document-based method. It does not independently verify reported implementation, measure causal effects or establish the generalisability of the proposed model beyond the studied context.

## Research problem and conceptual boundaries

The central difficulty in studying the integration of language, pedagogy and professional judgement is that professional learning is both an individual and an institutional process. It is tempting to interpret the completion of training hours as improvement in teaching quality, yet attendance gives little information about how teachers interpret learner needs, select pedagogical tasks or revise assessment practices. The dissertation therefore requires an analytical distinction between access to professional development, changes in teachers' professional knowledge, observable instructional behaviour and outcomes for learners. These domains are associated, but they are not equivalent. For this topic, the distinction is especially important because policy demands and classroom opportunities may change at different rates.

A practical conceptual model begins with a professionally significant problem rather than with a platform or training technique. Within the integration of language, pedagogy and professional judgement, a problem can be formulated by asking what the teacher needs to do differently, what evidence would demonstrate that difference and what support makes it feasible. This formulation connects the theoretical claims of the dissertation with programme-design decisions. The analytic emphasis is on transparent competency descriptors, multiple assessment sources and the validity of performance judgements. Consequently, the concept of competence becomes useful only when it is translated into activities that can be observed and discussed by teachers, trainers and evaluators.

The Uzbekistan context introduces questions of geographical access, prior preparation and the school conditions under which professional learning is enacted. A useful course design does not assume that every participant has identical technological resources, language confidence or opportunities for collaborative planning. The dissertation's proposals are best interpreted as a flexible architecture that can be adapted to these conditions. Such adaptation should not mean lowering the intellectual demands of teacher development; it should mean offering equivalent routes to achieving professionally meaningful objectives. This approach keeps coherence between competence definitions, classroom artefacts and feedback at the centre of the intervention.

## Design logic and pedagogical implementation

The first implementation decision is diagnostic. Teachers need opportunities to produce a short record of current practice: a lesson plan, a sample assessment task, an observation note or a reflective account of a difficult teaching episode. A trainer can then ask what this evidence shows and what it cannot show. For the integration of language, pedagogy and professional judgement, a single self-rating scale is insufficient because confidence may not correspond to demonstrated performance. The diagnostic record should instead be discussed alongside a performance-based task or expert feedback, especially when the desired improvement concerns complex classroom interaction.

Following diagnosis, the programme needs a manageable cycle of professional activity. Consider a teacher who designs a speaking rubric and uses it to revise lesson tasks. The teacher first articulates an intended learning outcome, prepares the task, receives feedback, revises the design and tests the revision in a real lesson. The educational value lies not simply in performing a new activity, but in explaining why it is appropriate for a particular group of learners. Peer observation and

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microteaching create opportunities to rehearse decisions safely before they are implemented. Reflection after the trial reveals whether the intervention worked as anticipated or needs further adjustment.

Modular instruction is particularly useful when participants enter with heterogeneous needs. A common foundation may address communicative lesson design and formative assessment, while optional pathways develop specialised skills. These pathways must nevertheless remain connected to a shared professional standard. When studying the integration of language, pedagogy and professional judgement, module completion should be interpreted together with evidence of performance, not as a substitute for it. An electronic portfolio can make progress visible by storing successive drafts of a lesson, the rationale for revisions and feedback from mentors. This also allows the professional-learning process to continue after a formal course ends.

### Indicators, limitations and implications for future research

Evaluation should distinguish inputs, processes, immediate outputs and subsequent professional outcomes. Inputs include learning materials, facilitator expertise and access conditions; processes include rehearsal, feedback and collaborative inquiry; immediate outputs include lesson designs and assessment instruments; and longer-term outcomes concern sustained changes in classroom practice. For the integration of language, pedagogy and professional judgement, each stage requires an indicator and a collection procedure. A coherent evaluation may record the quality of instructional tasks at baseline and follow-up, but claims about learner achievement require separate and appropriate learner-level evidence.

Qualitative evidence is valuable when it is interpreted systematically. A detailed classroom observation can reveal how a teacher scaffolds interaction, responds to errors or provides formative feedback. However, one successful lesson cannot establish stable competence. Repeated observations, documented artefacts and comparison across contexts improve interpretive credibility. The dissertation can guide the selection of these sources, but the present manuscript does not independently verify participant-level records. Therefore, the arguments in this section describe a defensible evaluation procedure rather than asserting a measured intervention effect. The distinction is necessary to preserve the integrity of the manuscript.

Three methodological safeguards deserve attention. First, evaluators should describe who participated, how participants were selected and whether any comparison group was used. Second, assessment rubrics need clear dimensions, consistent scoring rules and preferably agreement checks between evaluators. Third, follow-up observations should be sufficiently separated from training to examine retention and transfer. Where quantitative measurements are available, estimates of change should be presented with their uncertainty and appropriate tests; without them, statistical significance must not be claimed. These safeguards are relevant to transparent competency descriptors, multiple assessment sources and the validity of performance judgements and help make future research reproducible.

The practical implication is that coherence between competence definitions, classroom artefacts and feedback should be incorporated into institutional routines, not left to individual enthusiasm. School leaders can allocate time for lesson study, teacher educators can provide structured feedback and mentors can document the challenges encountered during classroom trials. Digital platforms may support the exchange of artefacts, yet they should not be confused with the professional relationship that gives feedback its meaning. Finally, teachers should participate in choosing and interpreting indicators of improvement. This promotes ownership of professional learning and makes the evaluation process educationally useful in itself.

## Conclusion

The analysis supports a shift from uniform training inputs to an evidence-oriented professional-learning cycle. A competency framework is articulated across linguistic, methodological, digital, intercultural, assessment and reflective dimensions. Indicators should be anchored in observable professional tasks rather than self-reported confidence alone. Further research should specify the sampling frame, collect baseline and follow-up measures, and examine the sustainability of classroom transfer.

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