

Identifying Strengths and Weaknesses in the Grammar Competency of Basic Education Teachers

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Abstract

Grammar competency in teachers had never been given a more thorough study in recent literature. While much has been assessed in students' linguistic capabilities, more so in L2 classrooms, the teachers' linguistic capabilities themselves had not yet been assessed in recent studies. This study aims to look into not only teachers' grammar proficiency rates but also to look at the relationship between that proficiency and their beliefs on the place of grammar in their classrooms. An English proficiency test was administered to assess the teachers' grammar proficiency, while another survey questionnaire was conducted to assess their beliefs on grammar competency. The results show that while teachers display an above-average grammar proficiency, it does not necessarily relate to their beliefs on grammar in their classrooms. Recommendations have also been included considering the findings of the study.

Keywords: *L2 competency, teacher education, teacher English proficiency*