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Review Article

Revisiting Teachers' Roles under Competency-Based English Teaching Curriculum: A Systematic Literature Review

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Abstract: Within the context of globalization, English education has changed to adapt to new conditions. In particular, the competency-based English teaching curriculum (CBETC) has recently been applied in many places. However, the effectiveness is not high. The reason is that the teachers' roles, the primary element of the curriculum, have not been maximized. Therefore, this study aims to summarize and synthesize the characteristics of teachers' roles in CBETC. Springer, Eric, and ScienceDirect databases and other articles by hand searching were evaluated using a comprehensive search strategy, including electronic databases, to identify relevant studies published from 2015 to 2025. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method was adopted. A collection of 37 studies was purposively selected for data analysis, and data were extracted and synthesized using thematic synthesis. The study's findings reveal that the roles of EFL teachers involve managers, facilitators, controllers, assessors, fostering autonomous learning, forming a dynamic and learner-focused language learning environment, and improving learners' self-directed learning throughout language acquisition process. These findings provide insight into the teacher role and thereby enhance the language teaching quality by concentrating on improving learners' needs, interests, and learning throughout their lives.

Keywords: Teachers' roles, CBETC, teaching process, literature review.

1. Introduction

The world is increasingly globalized, so English has become an indispensable tool for individuals or organizations that want to communicate with different cultures, access advanced knowledge, or integrate into the international community [1]. English proficiency allows learners to improve their academic qualifications, find jobs, and access new scientific and technical information [2]. English is gradually becoming a global common language; therefore, in many countries, English proficiency is a mandatory requirement for university graduates [2]. There are still poor learners and limited English proficiency. Therefore, many innovative educational solutions are needed to improve

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teaching quality and learners' language proficiency. Among them, curriculum innovation to improve language proficiency is an effective solution [3]. Many factors influence the success of implementing CBETC in the classroom, among which is the role of the teacher.

However, a lack of clarity about the role of the teacher or a lack of relevant research has led to the under-exploitation of the value and contribution of the roles of teachers in the success of implementing CBETC. Misunderstandings about the role of teachers in implementing CBETC are leading to many negative consequences in high school education practice. One of the common changing teacher roles is the identification of the role of teachers as knowledge transmitters instead of designers and facilitators of learners' competency development [4]. This reduces learners' initiative and, at the same time, causes teachers to continue to apply traditional teaching methods, which are inconsistent with the philosophy of CBETC. According to Richards and Rodgers (2014) [5], teachers should act as guides, facilitating learners to develop knowledge and skills in a practical context. However, policy ambiguity and lack of specific guidance have caused many teachers to maintain old understandings [6]. As a result, the implementation of CBETC became formal, lacked depth, and did not achieve the goal of developing learners' comprehensive capacity as expected. Therefore, research is needed to redefine teachers' roles in the classroom within the CBETC framework and help them understand these roles correctly. This research was designed to fill this gap.

1.1. The Aims of the Study

This study synthesizes existing research to identify and characterize teachers' roles in the enactment of the CBETC and to find out the results for the research question "*What are teachers' roles in the enactment of CBETC?*" Accordingly, this study identifies the different roles of teachers in teaching the English language based on CBETC. Drawing

conclusions and results from relevant studies will clarify teachers' roles, and each source will be explained in a methodical manner. In general, this review serves as a reliable material for educators and researchers in the educational erea, providing insights that help teachers of English for better understanding the fundamental activities of English teaching in the CBETC context.

2. Literature Review

2.1. Definitions of CBETC

In general, CBETC is grounded in the broader framework of Competency-Based Education (CBE). In particularly, CBE is viewed as an integration of the movement in liberal arts education and the profession [7]. This approach emphasizes learners' ability to apply knowledge creatively in authentic contexts rather than completing fixed coursework. Learning is organized around individualized goals and self-directed engagement, while outcomes are aligned with workplace demands to support learners' transition into professional practice [7]. Moreover, another strong point of CBE is that competency-based approaches are widely used in learning activity management and emphasize the design of curricula based on competencies to improve learners' ability to apply knowledge in practice [8].

Within the framework of CBE, when learners have learning conditions that include learning activities tailored to meet their needs and are allowed to practice the target language at their own pace, they will achieve competency in specific learning content [8]. Therefore, CBETC incorporates a teaching method in which learners play a crucial role. In other words, through a system of pedagogical guidance, curriculum, assessment, grading, and learning reporting, CBETC is used to teach English based on learners' demonstration of English acquisition skills, helping them achieve English proficiency [9].

CBETC is a new term that has been applied recently, so finding its definition is not easy

because there are few studies on it. However, some research articles have provided a clear definition of CBETC. According to Griffith and Lim (2014) [10], CBETC is a framework for educational instruction that aims to develop learners' ability to gain English knowledge, practice English, and use the English language effectively in various authentic contexts. According to this definition, learners are exposed to language skills in various real situations. They learn how to apply English language knowledge and practical skills to handle honest communication. Additionally, Griffith and Lim (2014) [10] report that CBETC helps learners develop language skills by practicing them in real contexts rather than just learning theory in the classroom. CBETC also shifts attention toward what learners can actually accomplish with English, moving beyond an emphasis on content acquisition alone.

Moreover, CBETC is defined as a way in which the objectives of a precise descriptive form, language skills education, are identified, and knowledge and skills can be measured at the end of the course [7]. Thus, this definition provides an understanding that language teaching through CBETC equips learners with skills in using the language in practice at the end of a level. Supporting this idea, Mulder

(2012) [11] also supported that CBETC equips learners with knowledge, attitudes, and the skills of practicing to help learners apply directly to real situations. It can be understood that CBETC offers an entirely different approach to teaching foreign languages than the traditional one. Therefore, CBETC differs from traditional curricula, which primarily emphasize theoretical or grammatical content, by prioritizing the development of abilities to use practical language that matches the identified competencies. In other words, within the framework of the CBETC, the accumulation of language knowledge is given less importance than the emphasis on practicing it in honest communication.

2.2. CBETC Emergence

Positioned within the wider Competency-Based Language Teaching (CBLT) framework, itself grounded in the Competency-Based Approach (CBA), CBETC contributes significantly to the success of competency-oriented instruction. Therefore, understanding CBA and CBLT before and after the emergence of CBETC is essential, as it helps deepen the understanding of the relationship between these three concepts. The relationship between these three concepts is illustrated in the figure below.
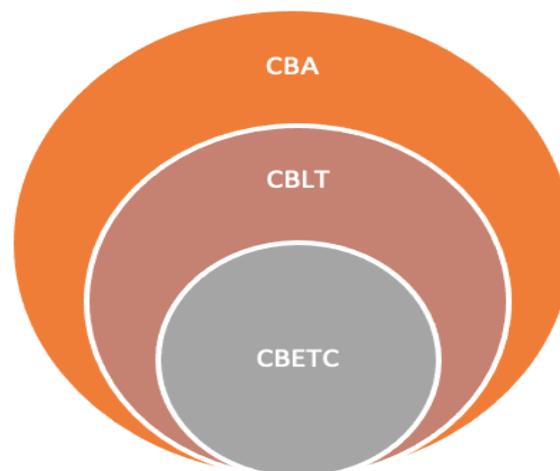

Fgure 1. The relationship between CBETC, CBLT and CBA.

On the one hand, CBLT is defined as applying the tenets of a competency-based approach [12]. Contrary to the traditional methods and approaches, CBLT focuses on competency rather than subject knowledge. Therefore, CBLT emphasizes the shift from what learners are proficient in a language to what they can actively practice with that language [11]. Regarding the training process, CBLT has been accepted and taught in survival language programs for immigrant adults. During the 1980s, this method gained widespread acceptance in the US, and it was applied to refugees seeking federal assistance, provided they participated in an ESL program that was based on competency to learn the skills necessary for social integration [13]. When CBLT is used in various contexts, it proves that English language teaching is most effective when it goes beyond the confines of the classroom; instead, it should be connected to a social context. Moreover, CBLT also requires learners to show that they can communicate effectively in authentic contexts [14, 15].

The emergence of CBETC stems from the development of education systems that increasingly focus on equipping learners with the practical skills and abilities needed to succeed in the 21st century. Providing language skills aims to help learners develop more in language use and meet social needs. Similarly, in the Vietnamese context, the application of CBETC in the new general English program helps to build a generation of learners with sufficient language skills to meet the needs of modernization and integration into the country's global working and learning environment.

2.3. CBETC's Characteristics

According to [1, 2] and [12], the characteristics of CBETC were summarized as follows.

Focusing on outcomes and mastery: In the framework of the CBETC, the ability to practice the language proficiently is prioritized over simply learning and knowing grammar rules. CBETC therefore concentrates on helping

learners develop practical language competencies and communicative skills, with assessment approaches designed to capture how effectively they use English in authentic situations rather than how much linguistic content they can reproduce.

Task-centered approach: The task-centered approach is one of the core principles of CBETC. With this method, teachers focus on applying practical language activities to develop learners' communication skills. Through this method, practical tasks and activities close to real life are used to teach language, thereby equipping learners with the ability to apply language to specific life situations.

Modular instruction: In CBETC, this function is used to manage and transform learners' competencies into supervised learning units. This is very helpful for teachers to monitor, evaluate, and manage learners' progress in language learning. Therefore, teachers enable systematic assessment of individual learners' skills. Moreover, this teaching method benefits learners by helping them manage their progress according to their own abilities.

Explicit learning objectives: In CBETC-oriented classrooms, expected competencies and learning outcomes are made explicit from the outset. This transparency helps learners understand the aspect of knowledge they are expected to achieve and allows EFL teachers to design instructional practices that directly support these objectives.

Ongoing assessment: Within this characteristic, teachers continuously assess learners' improvement. To do this, the criterion assessment is built throughout the semester. In addition, ongoing assessment is used to monitor learners' development of targeted competencies, allowing teachers to refine their English instruction in response to learners' actual performance.

Learner-centered approach: CBETC also emphasizes a learner-centred orientation that prioritizes individual progress over fixed

instructional pacing. This approach allows instruction to respond to learners' needs and gradually encourages learners to be more responsible for their own learning.

In this approach, supporting learners in mastering language skills through practical exercises, tasks, and personalized instruction tailored to individual learner needs and progress is given priority. This approach therefore supports learners in using English meaningfully in everyday communication. Briefly, a learner-centered approach in CBETC increases personalization and language proficiency. From there, it improves learning outcomes and builds confident skills in using in authentic settings. These characteristics of CBETC create a more effective environment for teaching and learning than previous methods. Furthermore, learner engagement and achievement are strengthened when teachers focus on learners' needs, communicate clear goals, and assess learning in ways that reflect individual progress.

2.4. The goals and Principles of CBETC

These characteristics highlight that CBETC is significantly different from traditional methods. This is evident in its approach to language teaching, which goes beyond the limitations of conventional language instruction by focusing on developing language skills in various real situations. Furthermore, it takes into account learners' attitudes when using language in these diverse contexts. From this, CBETC makes several goals and principles that make it distinct from other approaches. According to [12, 16-18], there are some prominent goals and principles in CBETC.

2.4.1. CBETC's Goals

First, CBETC focuses on capabilities that can be observed and measured. Richards and Rodgers (2001) [12] emphasized that CBETC oriented the development of language competencies that can be identified and evaluated through practical behaviors. These competencies often relate to using language in specific situations, such as writing commercial letters, participating in interviews, or presenting an idea in English.

Second, CBECT emphasizes learners' learning results, not just the process. Unlike traditional teaching models that focus on content or the learning process, CBETC focuses on the learning outcome. This means that learners need to prove their language use ability, not just memorize language knowledge.

Third, CBECT provides time and chances for learners to use language. This goal in CBETC is often associated with using language in real life, such as communication at work, studying, or in society. This enables learners to use their language knowledge in real-world like communication tasks.

Finally, CBETC encourages learners to be more sponsible for their learning by setting goals, reviewing their progress, and making informed choices about learning content. These choices are often shaped by learenrs' personal interests or future career needs. Instead of focusing only on language knowledge, CBETC underscores learners' ability to use language effectively in real-life like situations, supported by clear goals and evaluation criteria.

2.4.2. CBETC's Principles

By applying these principles, CBETC works toward a more personalized and fair approach to language education, prioritizing the ability to communicate meaningfully in real-life contexts.

First, CBETC develops competency-based learning. CBETC is built on the principle that each teaching and learning activity must be aimed at helping learners achieve a specific and measurable capacity. These competencies are often described in the form of behavior (Behavioral Terms), such as presenting views in a group discussion.

Second, CBETC-oriented teaching is aimed at outcome-based instruction. CBETC clearly emphasizes the design of programs and lessons according to the output results. These results must reflect the skills that learners can perform in practice after completing the course. This leads to constructing clear learning goals, which can be observed and evaluated.

Third, CBETC brings an individualized learning path. An important principle of

CBETC is that each learner has their speed, goals, and learning methods. The program must be flexible to allow learners to progress according to their competence, ensuring proficiency in each capacity before moving to the next stage.

Four, CBETC focuses on the method of learner-centeredness. CBETC considers learners to be the center of the educational process, upholds the active role of learners in determining goals, selecting learning activities, and self-assessing their progress.

Fifth, CBETC is closely related to social practice. CBETC develops highly applicable competencies, reflecting personal, social, and occupational life requirements. The learning is designed to prepare learners to meet the practical demands of society. In short, the principles of CBETC revolve around taking out the output capacity as a center, teaching in a practical application orientation, and creating conditions for learners to develop as individuals flexibly and proactively.

3. Research Methodology

The Systematic Literature Review method was adopted within this study. A systematic review is a type of qualitative research that analyzes data from secondary sources [19]. Specifically, published articles, publications, and the author's personal experience according to PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) were used to conduct the systematic review [20]. Comprehensive searches were conducted in electronic databases, namely Scopus, Google Scholar, and Science Direct. This paper aims to identify and clarify the role of teachers through insights from various sources. With the aim of identifying and clarifying the role of teachers through various sources, this study employed the PRISMA approach, based on a review of other relevant literature related to the study's topic. The main instruments include articles, book chapters, books, theses, and scientific papers, all of which have been carefully selected to suit the study's focus. Results from

the instruments were analyzed qualitatively through the interpretation of the collected studies. By adopting a systematic approach, the study laid a solid groundwork for academic debate, examined the research concerns in depth, and offered useful insights into language teaching practice [21].

A structured and sequential review procedure, which was guided by the PRISMA framework, was employed to conduct the study. It first started with the formulation of explicit inclusion and exclusion criteria to determine the relevance and quality of the selected studies. Moreover, relevant literature published in journals and other academic sources was identified, screened, and evaluated scientifically and usefully. Each selected source was carefully read and coded to extract key themes related to teachers' roles within the CBETC. The relevant sources were synthesized into three categories, including patterns, conceptual frameworks, and pedagogical implications. This process allows the author to enable a comprehensive and coherent interpretation of how teacher roles have been conceptualized and enacted across various educational contexts.

3.1. Search Strategy

The search strategy for relevant literature in this study started with the term competency-based English curriculum, to then approach a broader scope of research. Next, the initial results were thoroughly examined. Accordingly, three key terms were used to search for literature, including teachers' beliefs about implementing competency-based curriculum, implementing CBETC, and the motivation and hindrance teachers encounter in implementing CBETC. The publication time of the literature was closely followed; studies conducted before 2014 were excluded because they did not provide relevant information about the new change. The searched literature had to be published between 2015 and 2025. In addition, only studies published in English were included as a criterion for selecting articles relevant to the review [22]. Key terms were searched by title and abstract on Springer, Eric,

and ScienceDirect databases and by hand searching. With the built-in filter, the search included articles, book chapters, books, theses, and scientific papers written in English in education. After duplicate records were eliminated, the remaining studies were screened through their titles and abstracts to assess their relevance to the research questions and inclusion criteria. Studies did not meet these requirements were excluded, resulting in a refined set of eligible articles.

3.2. Inclusion and Exclusion Criteria

Two types of criteria are used in this article. First, the eligibility criteria are based on PRISMA, study design, and publication date. Second, the exclusion criteria include articles that are irrelevant, duplicate, have no full text, or only have abstracts. During the article screening process, studies extracted from databases such as Springer, Eric, and ScienceDirect databases and hand searching will be included if they meet all of the following criteria:

i) The implementation of a competency-based English curriculum mainly in high schools;

ii) The articles related to the CBETC's definition, emergence, characteristics, goals, principles, and teacher roles;

iii) The other articles discuss the above issues in the world;

iv) The studies presenting non-experimental data;

v) The study includes articles published after 2015 on high schools on competency-based curriculum;

vi) The articles were published in the English language.

3.3. Data Screening and Extraction

Data screening and extraction in this article include several steps and follow a procedure (See Figure 2). The initial search resulted in 340 published articles in the Springer, Eric, and ScienceDirect databases, as well as other articles by hand searching. They were searched using the keywords competency-based English teaching curriculum, competency-based education, learner-centered, teachers' roles, and high schools. All articles were duplicated to remove duplicates, and the results showed 265 non-duplicate articles. After the first screening, which was by document type, 186 articles and book chapters were left for further screening. Out of 186 articles and book chapters, one was excluded because they were not written in English. The second time, 185 articles and book chapters were screened by abstract and title, resulting in 159 eligible articles. These 159 articles were screened by publication year from 2015 to 2025, with 127 articles in this phase. The 127 were then assessed for full-text eligibility, producing 79 eligible articles. Forty-two articles were then excluded because they were not relevant to the content of this study. Finally, 37 qualified studies were retained and analyzed. The figure below shows how the screening was done to develop the final articles.

The selected studies were carefully read and coded by using a data extraction form. The author then meticulously constructed the data extraction form to ensure no data was omitted. This data extraction form contains several ordered subsections such as the study title, the name of author, publication year, study aim, research questions, country or region, key terminology, teachers' roles, and a competency-based English teaching curriculum.

3.4. Assessment of Relevance of the Studies

The researchers assessed 79 articles for their applicability and relevance to this systematic review. The assessment was also based on the article's current objectives. The review also considered the weight of evidence by examining the quality and relevance of each study in a systematic manner. Accordingly, one article with limited information did not meet the inclusion criteria and was excluded because it was irrelevant to the research questions. Finally, only 37 articles were coded as the best and used in this review.
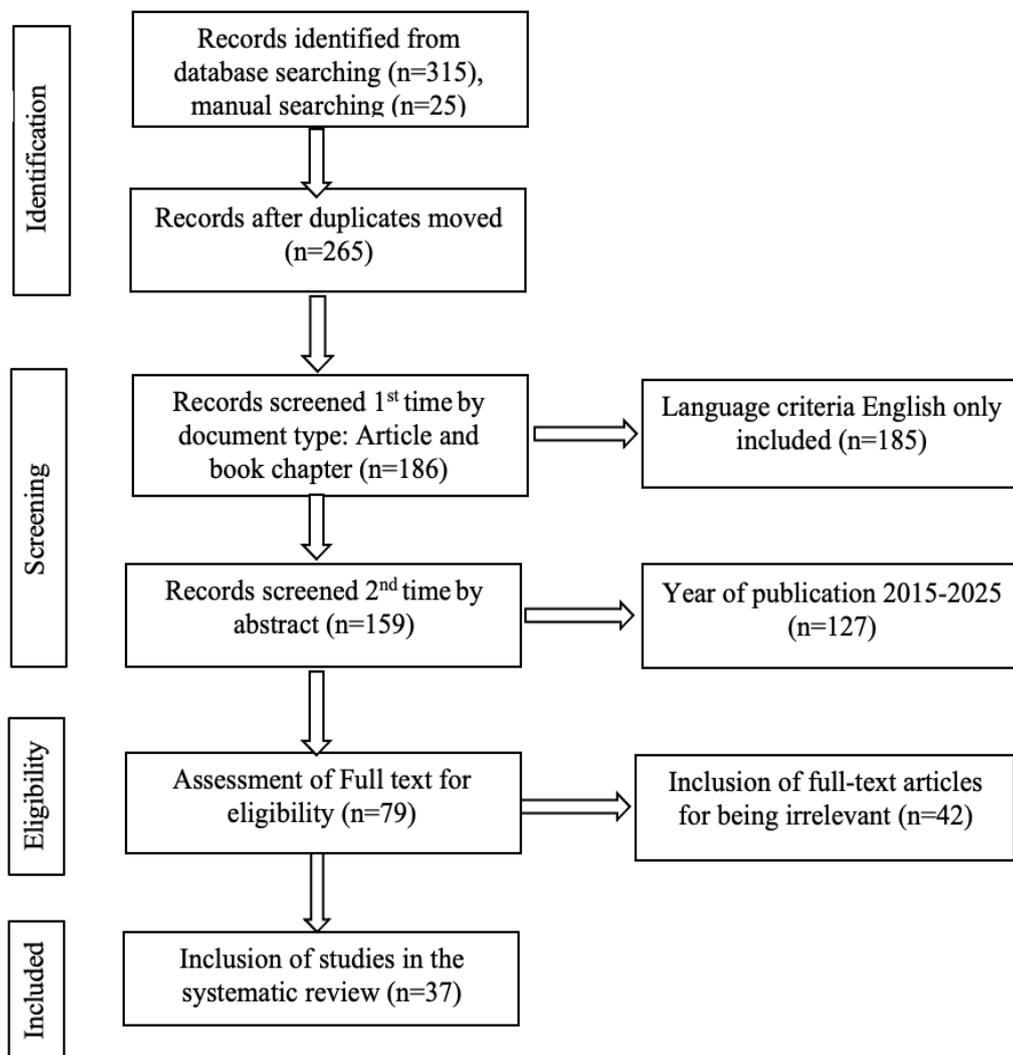
Figure 2. Literature search and article selection for the systematic review.

3.5. Data Synthesis and Analysis

By carefully reviewing and synthesizing research related to the guiding questions and categories, the study was designed to explore the roles of EFL teachers in enacting CBETC in practice.

All the studies screened and included in this article are in social sciences, with the highest percentage being 100%. However, the participants in those studies are different. According to the data, 23 studies on EFL teachers account for 62%, four studies on learners account for 11%, five studies with both teachers and learners account for 14% and the remaining one is on assessment literacy, which accounts for 13%. In the competency-based curriculum, the person who implements the teaching methods of competency-based learning is the teacher, based on the learners' actual ability; this is why this article uses more studies on teachers than learners. This provides a broad background and knowledge in understanding the role of teachers in implementing this curriculum (Hadisaputra, 2024).
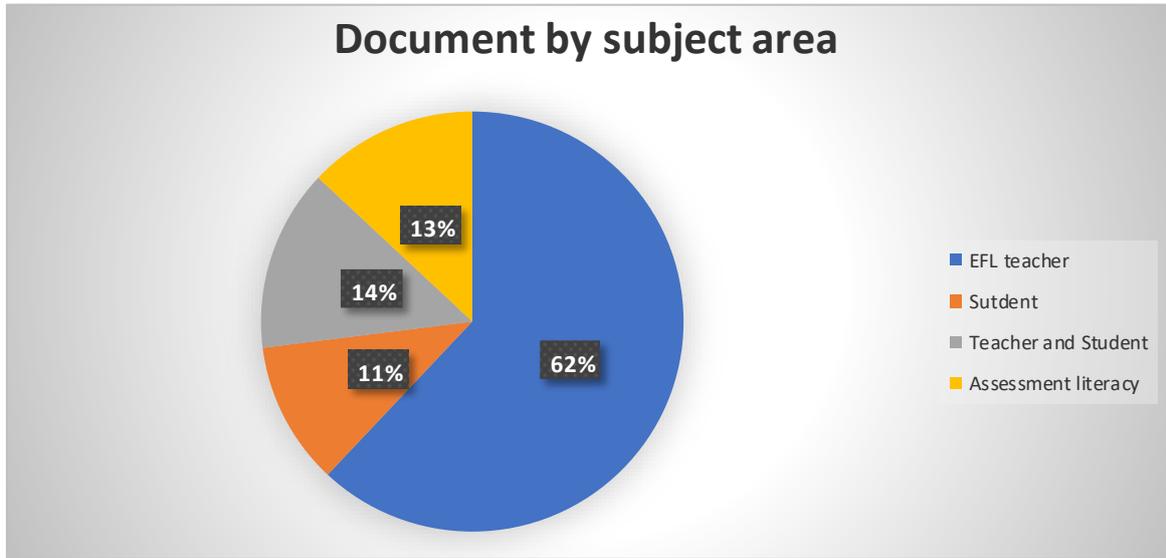
Figure 3. A pie chart shows studies used in this literature review on different disciplines.

This study collects other research articles from a period of 10 years, from the time frame of 2015 to 2025. The research articles were published in different years with different numbers; three articles in 2015, one in 2016, two in 2017, two in 2028, six in 2019, one in 2020, fourteen articles published in 2021, four in 2022, two in 2023, and one in 2024.
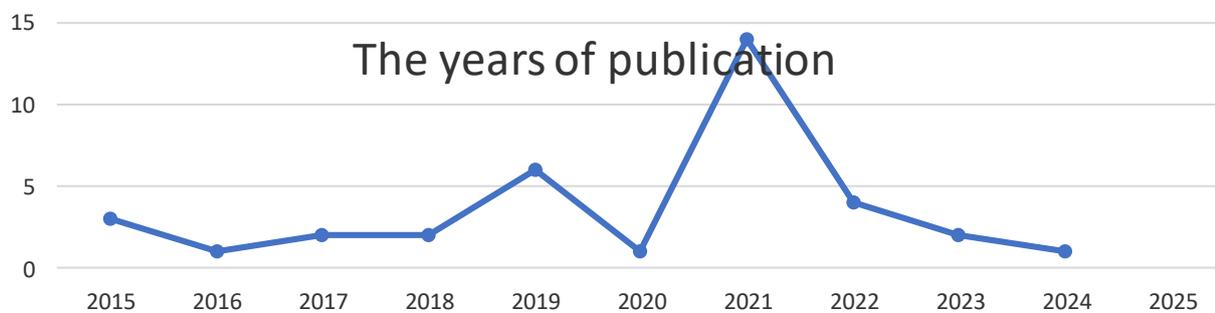

Figure 4. A graph represents the years of publication of studies used in this literature review.

The researcher decided to use published articles and books to conduct this study, the books and articles are closely relevant to the research aims and objectives. The analysis shows that more articles than books are being published to improve the implementation of CBETC which is evidenced by 21% as shown in the pie chart bellow.

Research on competency-based teaching, with a focus on the role of teachers, has been conducted in many different places. This shows that competency-based teaching is receiving strong attention.
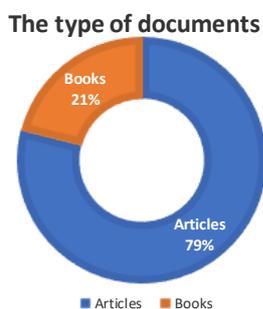
The type of documents

Books
21%

Articles
79%

■ Articles ■ Books

Figure 5. A pie chart below shows the type of documents used in this study.

Documents by affiliation

York College, USA
King Saud University-Saudi Arabia
University İstanbul, Turkey
Universidad de Pamplona, Colombia
Xinyang College, China
The university of Hong Kong, Hong Kong
Universities, India
HCM City University of Industry and Trade,…
University of Catania, Italy
Cambridge University, England
Alzahra University, Iran
Universities in South Africa
Universities in Indonesia

0   5   10   15   20   25

Figure 6. A graph represents the years of publication of studies used in this literature review.

4. Findings

4.1. Teacher's Roles under CBETC

4.1.1. The Concept "Teacher Role"

It is a fact that high school teachers take on many different roles in the classroom, just as other individuals have many different roles in life [23]. According to Richards (2015) [24], the term "role" in the school context refers to the functions of learners and teachers in carrying out learning and teaching activities, including learning and teaching tasks and social and interpersonal relationships between participants. In particular, high school teachers are related to several aspects, such as the functions they are expected to perform, their level of control over the learning process, and responsibility for the content. In the educational environment, the high school teachers' roles in the CBETC are central to teaching activities,

not only influencing learners to achieve the desired language proficiency level but also creating a favourable learning atmosphere and encouraging creativity [25].

More specifically, the role of a secondary school teacher includes various responsibilities. As Richards and Rodgers (2014) [5] asserts, high school teachers are not just transmitters of information; they are guides for learners throughout the language learning process at the high school level. This shows that high school teachers are not only involved in delivering lessons but also engage in interactive teaching methods with a learner-centred educational philosophy [5]. On a broader scale, a more developed society also requires education to develop. Thus, technology is gradually becoming the foundation of modern education [26]. From here, the role of secondary school teachers also changes. They must change from

their central role in traditional education to a variety of roles in competency-based learning [5, 27].

Similarly, the role of school teachers is crucial in shaping learners' English communication competence in competency-based English language teaching. Complementing this view, Weideman (2019) [28] states that school teachers assess language proficiency and design assessments aligned with communicative language teaching principles. The role of school teachers extends beyond the classroom. As Gay (2010) [29] emphasizes, school teachers are cultural messengers mediating the interaction of different cultural identities. This promotes the development of intercultural competence in English communication among school learners in globalization [30]. In short, the term teacher role in competency-based English teaching is still quite vague and needs to be further explored to clarify the different types of roles that a teacher can undertake, which is one of the pivotal factors determing the success of the CBETC implementation process [31].

4.1.2. Teacher's Roles under CBETC

Teacher as Controller

The first role that all teachers play is the classroom controller role. In this role, teachers control a fully organized classroom, where teachers are responsible for arranging all aspects of the learning environment. Most importantly, the role allows teachers to maintain control over classroom activities, provide guidance, organize assignments, and demonstrate the quality of their classroom instruction [32]. In addition, this role allows teachers to freely impart knowledge and inspire learners because they are considered to be the ones who strongly influence learners through their control role in the classroom [32]. More specifically, in classrooms where learners learn language based on their competence, this role is most evident through teaching activities such as practising the language in real-life situations, guiding concepts [33]. However, teachers need to understand that this role serves a general organizational and informational purpose in the

competency-based language classroom to avoid falling into a monopoly in a diverse context of effective teaching [34].

Teacher as Assessor

As controllers in the CBETC classroom, teachers are responsible for being the key assessors of learners through error correction and feedback, both formal and informal [30]. The assessment process is conducted mainly in the form of graded tests. This process is essential to help teachers understand learners' performance and map future learning paths. Weideman (2019) [28] consensus that learner assessment is essential because it is a tool for extracting knowledge and an important aspect for learners to refine their language competence. In this process, teachers function as direct assessors, with the primary responsibility of ensuring that the reliability of assessment methods is accurate and pedagogically meaningful [31]. Therefore, teachers' assessments are used to correct learners' error and to inform adjustments to teaching techniques in subsequent instruction, contributing to the development of learners' language proficiency.

As a result, teachers clearly communicate assessment criteria and specify areas for attention, such as pronunciation accuracy and grammatical control [2]. Therefore, when assessment expectations are transparent, learners are able to understand the purpose and fairness of evaluation better, supporting sustained language improvement. CBETC highlights the importance of teachers acting as effective assessors in creating an interactive and positive language learning environment [34].

Teacher as Manager

In the context of CBETC classrooms, teachers hole the role of classroom management, extending beyond lesson, instructional planning techniques, and assessment. With this role, teachers can coordinate classroom routines, such as initiating lessons, organizing group-based activities, and facilitating individual learner participation [30]. In these practices, teachers are the center in maintaining classroom order and supporting a

learning environment supportive to learner engagement. In fact, classroom management in CBETC is inherently complex, as teachers must solve classroom-related issues, including limited instructional time and variation in learners' language proficiency. Once such constraints are effectively solved, classroom processes become more facilitated, enabling teachers to foster conditions that support learners' academic development and personal growth [5].

Teacher as Facilitator

Within CBETC, teachers play a critical role in classroom practice by supporting learners' learning and development beyond the delivery of subject content [35]. In their role as facilitators, teachers guide learners to engage with learning tasks in ways that align with their existing capabilities, while structuring classroom activities to reflect meaningful social interaction. Through such facilitation, teachers contribute to learners' personal development by providing encouragement, clarifying understanding, and offering guidance on effective learning strategies [36]. These practices support sustained learning engagement and foster learners' ability to think independently and solve problems, enabling them to extend language use beyond the classroom context-an important principle within CBETC [26, 37].

Fostering Autonomous Learning

Teacher as Activator, Resource and Tutor

Promoting learners' autonomy in leaning English subject represents another key role of teachers in CBETC classrooms. As noted by Van Lier (2004) [24], this role is closely associated with encouraging learners to actively use language rather than remain passive recipients of instruction. When learners engage with language forms, meanings, and communicative purposes in this way, learning becomes more integrated, supporting their ability to apply language beyond instructional settings [24].

In supporting autonomous learning, teachers frequently adopt complementary roles as both resources and tutors for learners. In light of this issue, Harmer (2015) [34] supported that teachers acting as resources facilitate interaction by participating in classroom communication, providing relevant language input, and responding to learners' emerging needs. Similarly, teachers function as tutors by offering targeted guidance when learners encounter difficulties, whether through oral feedback or written support. Accordingly, attention is directed toward improving accuracy and refining language usage, supporting learners' development in the learning process. Moreover, teachers' readiness in providing information and sustaining supportive interaction with learners is very essential, as it contributes to trust and addresses learners' informational needs throughout the learning process [25].

Shaping a Dynamic and Learner-focused Language Learning Environment

Teacher as Investigator and Participant

Teachers play a vital part in creating a classroom environment that is both dynamic and learner-focused, where they are closely involved in learning activities as both facilitators and active contributors. According to Le et al., (2024) [35], teachers become investigators because of their commitment to improving teaching strategies at the beginning of each semester. The commitment to teaching quality is carried out by systematically examining the teaching process and focusing intensely on learners' motivation. When teachers act as investigators, they become more proactive in continually seeking new ways to optimize their teaching activities. This creates a dynamic learning environment within the CBETC framework, and learners compete to enhance their skills and knowledge. Therefore, it emphasizes the centered learner role in the CBETC classroom [21].

In addition, by acting as investigators, teachers become participants in the lesson alongside learners, rather than simply organizers. By directly engaging with learners, teachers facilitate and help them interact with each other in the target language; thus, learners improve their language skills and gain valuable

insights into their English learning process, as explained by Annisa et al., (2021) [38]. When teachers take on a participatory role, they are able to connect with learners in a more balanced way, supporting open exchanges that enrich the classroom learning experience. In this way, learners become owners of the knowledge they are learning and use it [34].

Improving Self-directed Learning throughout Learners' Language Acquisition Journey

Teacher as Prompter, Editor, and Monitor.

Under the CBETC framework, teachers ultimately aim to enhance learners' ability to manage their own language learning [35]. In this function, teachers take the roles of prompters, editors, and monitors. Moreover, Harmer (2015) [34] states that when teachers take on the role of prompters, they support learners in moving forward by clarifying what comes next in the learning process. However, as for the editor role, teachers offer feedback that emphasizes growth and refinement instead of focusing solely on errors. This is one type of corrective feedback, and it differs from traditional feedback in that it provides constructive suggestions for language improvement rather than merely correcting errors. This type of feedback is beneficial in enhancing language skills because it encourages learners to speak more effectively. Le et al.,

(2024) [35] supports the notion that teacher feedback is crucial in learners' learning because it involves a delicate balance between corrective, approving, and confirming feedback. During CBETC lessons, teachers regularly take on prompter and editor roles to give feedback as learning unfolds. This helps teachers see what learners are doing effectively, where they need support, and how instruction can be adjusted to promote language development [39].

Monitoring and evidence collection are integral to effective teaching when providing learner feedback. As learners perform learning tasks, teachers carefully observe those learning activities to ensure that learners perform the assigned tasks and collect valuable information about their learning process. By closely monitoring learners, teachers are better positioned to make informed decisions and adjust the level of feedback accordingly, a point emphasized by Harmer (2015) [34].

CBETC encourages teachers to move away from traditional teaching models toward competency-oriented practices. In this context, assessment becomes more effective when teachers offer regular, constructive feedback and step in to guide learners when necessary. As a result, teachers are required to rethink both their teaching approaches and classroom management.
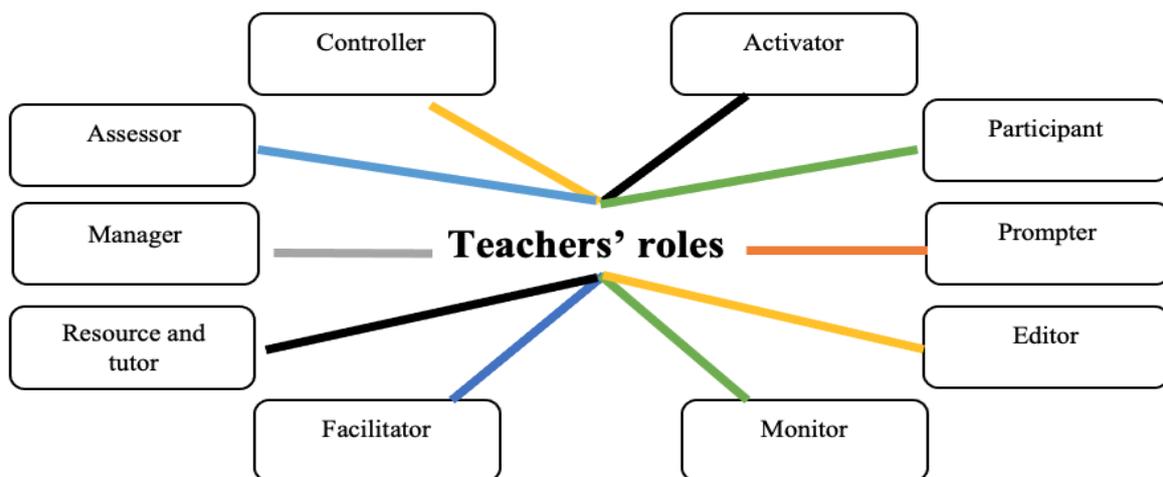

Figure 7. Summary of teachers' roles in CBETC class.

5. Discussion

It is necessary and important to discuss the results of this paper with other studies, as it clarifies the results of this paper. When viewed alongside existing research, CBETC suggests that classroom control exercised by teachers can both facilitate and constrain learner-centred language learning. On the positive side, Durán and García (2021) [33] points out that structure and clear instructions can provide security and direction, especially for beginners in language learning. Through this role, teachers can ensure that learners understand basic language concepts. However, there is a vast potential downside: if teachers are too controlling, it will stifle learners' creativity and autonomy [34]. Understandably, when learners rely too much on teacher guidance, they may be inhibited in their critical thinking and limited in their independent problem-solving skills. Therefore, when teachers act as controllers, they must know how to balance control and learner autonomy to maximize the benefits of structured instruction and learner-centered discovery.

As a facilitator, teachers greatly benefit learners in a CBETC classroom because it encourages learners to participate in their learning journey actively. Richards (2015) [14] argues that in this role, teachers empower learners to explore language concepts, collaborate with peers, and develop critical thinking skills by creating an environment where learners take an active role. A learner-centered approach is the dominant approach in CBETC, which ensures that learners are highly engaged with others in the classroom rather than passively receiving information. In the process, learners take the initiative to construct their understanding of English.

In the facilitator role, the teacher becomes a guide for learners throughout their language learning journey and encourages active participation and critical thinking. Teachers with their rich knowledge are a valuable source of knowledge in the classroom. Teachers create collaborative learning opportunities, allowing learners to engage in meaningful discussions and problem-solving activities. With this method, learners can improve their language skills and promote independent thinking and communication [40].

Teachers must take on complex roles beyond traditional lecture-based teaching methods in a learner-centered competency-based learning environment. Teachers act as mentors and motivators. They understand their learners' diverse learning styles and interests and tailor instruction to meet individual needs. Hattie and Timperley (2007) [41] argues that personalized learner feedback and constructive teacher guidance can inspire learners to feel confident and self-efficacious in their learning. This supportive role helps create a positive learning environment where learners are encouraged to take risks, make mistakes, and learn from them. Similarly, in learner-centered English language teaching methods that create a positive and dynamic learning environment, teachers play an important role as facilitators, mentors, and motivators, contributing to the comprehensive development of language skills and nurturing a passion for lifelong learning in learners [42].

With the diverse roles of teachers such as prompter, editor, and monitor, teachers significantly enhance the learner-centered language learning experience [34]. Moreover, Liddicoat and Scarino (2013) [30] shared similar results that the above roles ensure that teachers focus on understanding learners' perspectives, facilitating learning as a process of self-discovery, and creating a conducive learning environment. At the same time, the results also show that teachers with the above roles manage the classroom more effectively and assess learners' learning progress more fairly to promote learners' development based on their strengths rather than their weaknesses. At the same time, this makes learners' language acquisition process more valuable and enjoyable, enhancing the self-learning factor.

In summary, teachers have a variety of roles in the CBETC classroom, and they significantly

influence learners' learner-centered language learning. Among the above roles, the controller role can negatively impact if taken to an extreme. Beyond control-related roles, teachers acting as assessors, managers, resource providers, participants, investigators, prompters, editors, activators, and facilitators contribute positively to meaningful language use and an interactive, learner-focused classroom atmosphere. These roles empower learners to actively participate in their language development, promoting autonomy, motivation, and self-directed learning throughout their language learning journey.

6. Conclusion

This paper aims to identify and clarify the role of teachers through insights from various sources. This paper uses the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach based on a meticulous library review of theoretical frameworks relevant to the topic of the study. The main instruments include articles, book chapters, books, theses, and scientific papers selected to suit the focus of the study. Descriptive qualitative analysis, which allows for thorough interpretation of the collected information, is used in this paper. This systematic exploration provides a solid foundation for scientific discussion and scholarly contributions, addresses the research issues comprehensively, and contributes valuable insights to competency-based language teaching. The results show that teachers play important roles in the CBETC classroom, where language learning is learner-centred. These roles support and interact with each other to shape a dynamic language-learning environment. Although an overemphasis on the role of the controller can have negative impacts, the positive impact of the roles of the assessor, manager, resource provider, participant, investigator, prompter, editor, guide, activator, and facilitator is significant. These roles empower learners, promoting autonomy,

motivation, and self-directed learning in their language acquisition journey. Taken together, these roles enable teachers to enact CBETC more effectively while refining their teaching practices through a stronger focus on learners' needs, interests, and ongoing learning growth.

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