

Factors Influencing the Development of Didactic Competencies Among English Language Teachers in Poland: An Analysis of Veteran English Teachers' Experiences

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Abstract

This study delves into the factors influencing the development of didactic competencies among experienced English language teachers in Poland. By examining the perspectives of 143 veteran teachers, the research aims to identify effective professional support systems, challenges encountered, and recommendations for enhancing teacher development. Through a qualitative research approach, the study analyzes in-depth survey responses and open-ended comments to uncover patterns in teachers' experiences. Key findings reveal that continuous professional development opportunities, including advanced workshops, collaborative platforms, and mentoring, are crucial for maintaining and enhancing didactic competencies. However, limitations in access to specialized training, administrative burdens, and a lack of formal mentoring at the beginning of careers pose significant challenges. To address these issues, veteran teachers advocate for a dynamic, lifelong approach to professional development, emphasizing targeted skill enhancement, peer-led training sessions, and structured reflection practices. By implementing these strategies, the Polish educational system can foster a more supportive environment for both new and experienced English language teachers, leading to improved teaching quality and overall student outcomes.

Keywords: Didactic competencies, English language teaching, veteran teachers, professional development, lifelong learning