This descriptive-corrleational study was conducted to determine the language proficiency of the English teachers in the three levels – tertiary, secondary and elementary of Northwestern University, Laoag City. It also sought to find out the effects of variable – ages, degree obtained, further studies/in-service trainings in English attended, years of teaching experience, awards/honors received and level of students taught. It also tried to find out if there is a significant difference in the language proficiency of the English teachers grouped according to levels taught.

The results explained that these intellective and non-intellective characteristics of teachers were not relevant descriptors or parameters to observe their proficiency level in English.

Furthermore, the relationship of honors obtained, teachers’ experience to vocabulary, had no significance but rather a critical relationship, hence, these must be checked by further studies.

As to the deficiencies in the language proficiency among the three levels, results showed that while, in a way, the teachers’ proficiency in the English language could be related to the level of students they taught – the elementary teachers had the highest absolute level as to the use of the English language, the high school teachers as the highest in vocabulary while the college teachers had the lowest preferred level, the F-test showed that the difference was not statistically significant. Thus, the level of English proficiency of NU English teachers was independent to the level they taught.