

# ENHANCING PEDAGOGICAL PRACTICES OF THE ENGLISH LANGUAGE TEACHERS IN ONE ASEAN PREMIER STATE UNIVERSITY IN THE PHILIPPINES

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**ABSTRACT:** This study aimed to determine the role of communicative language teaching in enhancing pedagogical practices of the English Language teachers of one ASEAN Premier State University in the Philippines. Using a validated survey-questionnaire among totally enumerated English language teachers in five campuses in one public state university, salient findings showed that there is no significant difference between the Level of Attitude of English Language Teachers on the Characteristics of CLT as perceived by the Administrators, Coordinators and Plain Faculty along Approach and Procedure; There is a significant difference between the Level of Attitude of English Language Teachers on the Characteristics of CLT as perceived by the Administrators, Coordinators and Plain Faculty along Design as to Syllabus (p-value = .028). However, there is no significant difference between the Level of Attitude of English Language Teachers on the Characteristics of CLT as perceived by the Administrators, Coordinators and Plain Faculty along the following indicators in Design namely: Objectives of Teaching, Syllabus, Types of Teaching and Learning Activities, Learners' Roles, Teachers' Roles, Roles of Instructional Materials and Error Correction; and There is a significant difference between the Level of Attitude of English Language Teachers on the characteristics of CLT along the following: a. Faculty and Administrator and b. Coordinator and Administrator. Thus, the researcher recommends the development and adoption of a collaborative language teaching program.

**KEYWORDS:** Communicative Language Teaching, English Language Teachers,

## I. RATIONALE

Language plays a major role in all human activities. In every human society, language is the common system of communication. The concept of Language allow human beings to work together in variety of ways. It also made the development of advance technological civilization possible. Without language communication there may be no or just a little of science, religion, art literature, commerce, government and philosophy. Man uses language to communicate, to associate with others, and to express his views, insights and feelings. Therefore, language plays as significant tool for man to develop himself, fulfill his aims and aspirations and serve as man's instrument for thinking and social intercourse. With that, man must strive to master the language effectively.

In recent years, there have been some dramatic shifts in attitude towards both language teaching and learning. These shifts have come about as a result of the increasing need for fluent communication skills in the said language. With the increasing need for language learning or teaching specifically the English Language communication skills, several opportunities were being offered such as formal instruction, travel and study abroad program, as well as various means of acquiring English through the media and the internet.

English has created a special place, a common platform across the globe. It has become a unifying agent, a common channel of expression. This has strengthened the corporate and industrial sectors and to some extent the academia. This world-wide need for English has further created an immense demand for quality language teaching, language materials and resources. For decades, the Filipinos was known to be one of few countries that holds a lot of proficient English language speakers all over the world. However, lately that English Proficient speakers have been continuously decreasing among Filipinos including those in the academe (Alawas, 2009), which was supported and proven by the March 2006 SWS survey. Further, this decline was seen in all aspects of English proficiency– ability to talk and think in English. Furthermore, to address this problem, several teaching

and learning strategies such as conduct of remedial instruction and others was implemented by several educational institutions.

One of the introduced strategies to cope up with this English Language proficiency issue was the Communicative Language Teaching. The aim of this approach was to develop the learner's communication skills which the past studies found out that usage of English in communicating with others including classroom environment helped improved their English Proficiency. The pivotal concept in Communicative Language Teaching or CLT is communicate competence which includes knowledge of what to say and how to say it appropriately based on the situation, the participants, and their roles and intensions (Ozsevik, 2010). In such situation, teacher's role was to serve as facilitator, guide and co-learner. Further, CLT make use of real-life situations that necessitate communication where teachers sets up a situation that students are likely to encounter in real life situation.

Teacher's role in equipping students with the necessary English skills is crucial. Based on the recent government study, only 7% of high school graduates can properly read, speak or understand English, where poorly trained teachers are partly to blame (Conde, 2006). With that, college and university administration implement strategies and activities to ensure that their constituents receive adequate training and qualified to teach English Language.

Pangasinan State University (PSU) continues to be the center of excellence. PSU students are among those dream to become innovative, globally competent individuals in the national and international community. Therefore they must seriously give attention and focus in mastering the English language. They need to be proficient in English in today's increasingly competitive world so that they can meet basic job requirements in both local and international arena. To achieve this, they need teachers who are proficient in the language, who are dedicated, and who use strategies to make language learning comprehensible. English subjects are considered environments where students can acquire competence in English which can be facilitated by creating CLT environment adopted by their teachers. All these considerations have the teachers as the common denominator to initiate the learning of the basic knowledge and skills in English.

As CLT is the current recognized approach and accepted norm in the field of English language education, the researcher got interested in looking to the harmony of the English Language Teachers of PSU in their beliefs, practices and their behaviour in its used in the language classroom. Further, the problems they encounter in using CLT will also be dealt with in order to identify certain difficulties in implementing the said approach.

With that, this study aimed to determine the essence of Communicative Language Teaching in enhancing the language pedagogy of English language teachers of Pangasinan State University in their language classroom. In addition, the results of this study will be used as bases in evolving an output which is faculty training program for English language teachers.

## **II. STATEMENT OF THE PROBLEM**

This study determined the role of Communicative Language Teaching (CLT) in enhancing pedagogical practices of the English Language teachers of Pangasinan State University. Specifically, it sought to answer the following sub-problems:

1. What is the profile of the English Language Teachers of Pangasinan State University in terms of the following:
  - a. Age;
  - b. Sex;
  - c. Highest Degree Achieved;
  - d. Academic Rank;
  - e. Trainings/Workshops/ Seminars Attended; and
  - f. Years of Experience in Teaching English?
2. What is the level of attitude of English Language Teachers that best describe the characteristics of Communicative Language Teaching along:
  - a. Approach;
  - b. Design,
  - c. Procedure?
3. Is there a significant difference on the level of attitude of English Language Teachers that best describe the characteristics of Communicative Language Teaching as perceived by the Administrators , Coordinators and Faculty
4. What are the perceived difficulties in implementing Communicative Language Teaching in the classroom?

5. Is there a significant relationship between the level of attitude and the perceived difficulties in implementing CLT?
6. Is there a significant relationship between the profile of the respondents across the perceived difficulties in implementing CLT?
7. What faculty training program in English can be developed in enhancing CLT?

### **III. SCOPE AND DELIMITATION OF THE STUDY**

This study focused primarily on the role of Communicative Language Teaching (CLT) approach in enhancing English Language pedagogy of the English Language teachers of Pangasinan State University.

The study was delimited to the level of attitude along approach, design and Procedure by the English Language Teachers of Pangasinan State University in the campuses that offer Bachelor of Secondary Education major in English such as Alaminos, Asingan, Bayambang, Lingayen, and Sta. Maria.

### **IV. RESEARCH DESIGN**

This study determined the characteristics of Communicative Language Teaching among English Language Teachers using quantitative method of research. Specifically, this study used descriptive-correlational research design. This design is commonly used when study needs to provide intensive discussion and analysis on the learner variables that are hypothesized to affect or contribute to the. Further, correlation was also used in the study.

### **V. THE RESPONDENTS**

The respondents of the study are the English Language Teachers of Pangasinan State University (PSU) campuses that offer Bachelor of Secondary Education major in English as one of their curricular offerings namely: Alaminos, Asingan, Bayambang, Lingayen and Sta. Maria Campuses.

There are 45 total enumerations of English language teachers of PSU who will serve as the main respondents. Since their number was only a few, total population was then considered in this study.

### **VI. INSTRUMENTATION**

To gather the pertinent data needed in this study, A quantitative method employing questionnaires was adopted. The first part of the questionnaire determines the profiles of the respondents in terms of their age, sex, Highest Degree Achieved, Academic Rank, Trainings/Workshops/ Seminars Attended Years of Experience in Teaching English. Second part of the questionnaire used a five-point likert scale to rate the level of attitude of the teacher-respondents towards CLT. The teachers could rate the items, from 'strongly agree' (1) to 'strongly disagree' (5). Then the last part of the questionnaire measured the difficulty of implementing CLT as perceived by the English Language Teachers (Ozsevik, 2010) using a 4-point likert scale (4 as the highest, Major challenge and 1 as the lowest (Not a challenge at all).

The validity of the questionnaire was determined by the pool judgments of experts in the field of language. The pool of evaluators included the following: Three English faculty from selected campuses of Pangasinan State University, two English instructors from other school. They were selected based on their professional background and considerable expertise on the study.

### **VII. DATA COLLECTION PROCEDURE**

As soon as the questionnaire was found as a valid instrument for the research, the researcher personally requested a permission to administer the said questionnaire from the Campus Executive Director of Pangasinan State University. It was then administered to the intended respondents. During the administration of the questionnaire, the researcher entertained questions or clarifications regarding content or meaning. The length of time needed to accomplish the questionnaire depends on the level of proficiency of the students. The answered questionnaire was given to a statistician for analysis.

**VIII. SALIENT FINDINGS**

Based on the data gathered and analyzed, the following findings are evident:

**1. On the Profile of the English Language Teachers of PSU**

- a. Fourteen or 31.1% of the total teacher-respondents are aged 41 years old and above, 9 or 20.0% are 26 – 30 years old, followed by 25 years old and below (17.8%), 36 – 40 years old (17.8%) and 6 teacher-respondents or 13.3% are aged 31-35 years old.
- b. Out of 45 teacher-respondents, 36 or 80% are female while only 9 or 20% are male.
- c. Out of 45 teacher-respondents, there are both 13 English teachers or 28.9% Baccalaureate Degree Holder with Masteral Units and Master's Degree Holders with Doctoral Units respectively. 8 or 17.8% with doctorate degrees, 6 or 13.3% with master's degree, while 5 or 11.1% are Baccalaureate Degree holder.
- d. 31 or 68.9 % of the teacher-respondents are currently Instructor 1-3. 9 or 20.0% are Assistant Professor 1-4 while only 3 or 6.7% are Associate Professor 1-4 and 2 or 4.4 % are Professor 1-6.
- e. Most of the teacher-respondents have attended English Related Trainings/workshops/Seminars as to Local, Regional and National. While only 27 or 60.0% have attended International Trainings/workshops/Seminars.
- f. Out of 45 teacher-respondents, 16 or 35.5% of them have 5 years or below of experience teaching English, followed by 16 years and above with 15 or 33.3% of the total respondents. Also, 10 or 22.2% have 6 – 10 years of experience and only 4 or 8.9% have 11 to 15 years of experience teaching English.

**2. On the Extent of Implementation of the FS Courses**

- a. With an over-all AWM of 4.50, teacher-respondents 'strongly agree' with the CLT characteristics in terms of Approach.
- b. Teacher-respondents 'strongly agree' with the CLT characteristics in terms of Design. Also, teacher-respondents rated the following indicators under Design as 'Strongly agree': Objectives of Teaching (4.52), Syllabus (4.28), Types of Teaching and Learning Activities (4.60) Learners' Role (4.52), Teachers' Role (4.25), Roles of Instructional Materials (4.36).
- c. The Level of attitude of the English Language Teachers on the characteristics of CLT as to Procedure where techniques and practices are concerned was over-all rated as 'strongly agree' with a AWM of 4.40

**3. On the Level of Attitude of English Language Teachers on the Characteristics of CLT**

- a. There is no significant difference between the Level of Attitude of English Language Teachers on the Characteristics of CLT as perceived by the Administrators, Coordinators and Plain Faculty along Approach and Procedure.
- b. There is a significant difference between the Level of Attitude of English Language Teachers on the Characteristics of CLT as perceived by the Administrators, Coordinators and Plain Faculty along Design as to Syllabus (p-value = .028). However, there is no significant difference between the Level of Attitude of English Language Teachers on the Characteristics of CLT as perceived by the Administrators, Coordinators and Plain Faculty along the following indicators in Design namely: Objectives of Teaching, Syllabus, Types of Teaching and Learning Activities, Learners' Roles, Teachers' Roles Roles of Instructional Materials and Error Correction.
- c. There is a significant difference between the Level of Attitude of English Language Teachers on the characteristics of CLT along the following: a. Faculty and Administrator and b. Coordinator and Administrator.

**4. On the Perceived Difficulties in Implementing Communicative Language Teaching in the Classroom**

- a. The Perceived Difficulties encountered by the ELT in implementing CLT along Teacher Related is described as Major Challenged with AWM of 3.29.

**5. On the Significant relationship of Level of Attitude and Perceived Difficulties in Implementing CLT**

- a. There is no significant relationship between the level of attitude of the ELT on the characteristics of CLT and the perceived difficulties along Teacher Related, Student Related, CLT Related and Educational syste

**6. On the Significant relationship of Profile Variables and Perceived Difficulties in Implementing CLT**

- a. There is no significant relationship between the profile variables of the respondents and the perceived difficulties in implementing CLT along Teacher Related, Student Related and CLT Related.
- b. There is a significant relationship between the profile variable Academic Rank and the perceived difficulties in implementing CLT along Educational System.

**IX. CONCLUSIONS**

From the aforesaid findings of the study, the following conclusions are formulated:

1. The English Language Teachers are female-dominated who belonged to middle adulthood stage and earned units in the Advanced Studies and mostly attending National Level of related Trainings/Workshops/Seminars. Majority are young in the service.
2. The English Language Teachers strongly agreed on the characteristics of CLT along Approach, Design and Procedure.
3. The English language teachers vary in the level of attitude as to syllabus design
4. The perceived difficulties encountered by the English language teachers were found as Major Challenged concern in CLT related training development of equipment/materials, teachers' and learners' in a particular context of English language proficiency.
5. The implementation of the appropriate characteristics of CLT in a language classroom vary depending on how the teacher makes an adjustment on their perceived difficulties.
6. The teacher respondent's acceptance on the characteristics of CLT is determined on their designation. English Language Teachers with higher position have different views and established standards that make their understanding with CLT uncertain
7. CLT Training Program was proposed

**X. RECOMMENDATIONS**

Based on the conclusions made, the following recommendations are hereby formulated:

1. The teachers should sustain their attendance in CLT-related trainings /seminars to alleviate their knowledge in the implementation of CLT in a Language Classroom.
2. Teachers need to make themselves abreast of how CLT evolved and applied in a pedagogical practice without deviating from its basic features or characteristics.
3. There should be an acknowledgement from the administrators the use of classroom activities that are in harmony with CLT as it is incorporated in the syllabus
4. The real and root causes of the problems encountered by the teachers affecting the implementation of CLT concern on the teaching materials, teachers' and learners' roles, assessment tools and classroom policy should be looked upon for proper implementation of various measures and strategies.
5. It is recommended that the high level of attitude of the English Language Teachers be sustained to learn the English Language depends on the Language Teachers who usually chooses approach, design and procedure for a particular context of language teaching.
6. In teaching the English Language, teachers should not only teach the language but also to consider factors that affect the learning of English Language. They should update themselves in terms of effective measures, and use unfamiliar and uncommonly used classroom activities so that students find the use of CLT interesting and improve their communication skills.
7. Teachers should encourage students to participate in Communicative Language Teaching activities to develop their communicative competence. Particular attention should be given in the use of CLT since the study shows that some respondents are challenged with the appropriate implementation of CLT.
8. The researcher recommends the proposed CLT Program.

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