

Perceived Language and Professional Competence of Senior High School English Teachers

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Abstract

Language and professional competence of teachers is important for the success of instruction as it ensures a good model of the target language. Particularly their competence in applying new strategies, methods, and innovations, curriculum planning, assessment and reporting. Hence, this study explored teacher's language and professional competence as perceived by them and their students. More specifically, a quantitative research design was used to assess English teachers' perceived language and professional competence in relation to their RPMS rating. Students rated teachers as "Very Satisfactory" in every area of language and professional competence. From the results, it is shown that respondents' profiles had no relation to their different language competence as assessed by their senior high school English teachers. In addition, the RPMS and teacher language and professional competence was also found to have no correlation. Thus, regardless of the RPMS evaluation quality, teachers' English language competence is affected or unaffected.

Keywords: *language competence, professional competence, results-based performance management system rating, reading and thinking skills, writing skills, oral communication,*

Introduction

English continues to spread globally. It is undeniably a dominating second or foreign language in Asia. English proficiency is a key to individual and national success. Thus, English language education is vital throughout Asia. English should be introduced through the appropriate activities in the world of children, for example, learning vocabulary and simple sentences. Mardika (2008:3) writes that learning English in elementary schools is still conventional.

Language proficiency is one of the most important factors in understanding and communicating in any situation. Teachers and students must obtain this competency to keep up with current educational trends and demands. Teaching and developing different language abilities requires many approaches to get the most effective and efficient proficiency.

Teachers' language competence ensures a good model of the target language, allows teachers to solve challenges learners face, and makes teaching more innovative. Modular-based training or mixed learning modalities are used nowadays to make learning possible. English is taught in a variety of ways at junior and senior high schools. Students should learn macro skills to establish and refine subject-specific competency. Senior High School has a more advanced

strategy for teaching and acquiring the required subjects. So, teachers should be more proficient in using new ideas, methodologies, and innovations to make future generations more productive.

However, the professional competence of a qualified teacher is determined by the curriculum and its implementation. The Results-Based Performance Management System Rating is one of the foundations for validating DepEd teachers' professional competence. Though, with the new Results-based Performance Management System (RPMS), teachers now have clear and consistent objectives based on the Professional Standards for Teachers (PPST). This allows the DepEd to focus on its vision, mission, values, and strategic priorities of providing outstanding educational services to Filipino students. These manuals can be downloaded and used to review each teacher's performance evaluation at the end of the school year. Under the supplied criteria, five KRAs are established: content knowledge and pedagogy, learning environment and diversity, curriculum and planning, assessment and reporting. The ratees' overall performance will be calculated using the indications excellent, very satisfactory, satisfactory, unsatisfactory, and poor.

To accomplish the DepEd's targeted objective, there are still challenges regarding teacher and student language competence. Thus, elements like reading and thinking skills, writing skills, oral communication, and lexical characteristics of language are established to be the researcher's focus of assessment. Due to a scarcity of teaching staff, the necessary proportions of topics are not implemented due to many revisions in the K-12 curriculum. School administrators must make arrangements to fill the vacancy in the classroom program. Thus, even if a teacher's field of specialization is not English, he or she must learn to give their all to the students' advancement, particularly in the English language. Teachers and students must take initiative to learn English. They must have good talents, be active in co-curricular activities, and achieve academically. In brief, geographical location, resources, technology, and teacher quality all have a role in student learning and achievement, especially in rural locations where educational resources like poor internet and lack of teaching and learning materials are lacking.

The goal of this study is to find out how English teachers see their language competency in educating students and to identify problems in maintaining and preserving efficiency in supporting such language competence.

Literature Review

Competence is regarded to function as a causal component for success since "competent performance presumes competence" while thinking about skills. Teaching ability is also marked by the individual's perceptions, values, and beliefs when she enters a teacher training program. It has been proven that teacher competence and successful teaching are inextricably linked. The importance of language in teaching cannot be overstated. The development of the communication ability to express and interpret a message to another person via written or spoken modalities is a broad goal of English language programs.

English language education is increasingly being encouraged in international development projects due to its high standing in a global economy of languages. Teachers and students produce

activities that shape both the form and content of the target subject by interacting with one another. The teacher, according to the literature, sets the tone for learning activities. Rural students are less proficient in English due to passive learning, a lack of suitable teaching resources, and attitudes toward learning. There are certain principles of English language teaching, which are as follows.

Know your learners- their language background, their language proficiency, their experiential background. Identify the learning outcomes including the language demands of the teaching and learning. Competence is linked to readiness to speak in a foreign language. Even if they are fluent in a second language, some students may be hesitant to interact because they believe their language abilities and knowledge are insufficient. Some students may overestimate their L2 proficiency and hence take advantage of every opportunity to converse in their native language.

In second language learning, perceived competence and anxiety are inversely associated. Competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Causally related means that a competency causes or predicts behavior and performance.

Most of the teachers use instructional materials by simply following the order in the book. Teachers cannot select, adapt, and develop materials needed by their students. She suggested conducting training for improving English language skills. Linguistic competences are related to the use of language through the expression and interpretation of concepts, thoughts, feelings, facts, and opinions. They are necessary for the collective interaction and knowledge production of diverse groups of people. These competences tend to be wide, transversal, multipurpose, and basic for all individuals but also inherent to every scientific culture and discipline. Linguistic competences have diverse applications, especially oral, written, and through the use of ICTs. Their application to written language is emphasized, as it is a determining element to publish scientific products. Professors and researchers must exhibit a high level of linguistic competences regarding the definition, explanation, argumentation of the topics they study. Teaching competencies include the acquisition and demonstration of the composite skills required for student teaching.

These include fluency in questioning, probing questions, explaining, pace of lesson, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignment. Competency development must a continuous process in the organization. The National Competency-Based Teacher Standards (NCBTS) are anchored on Republic Act No. 9155 or the Basic Education Act. NCBTS defines standards of practice of effective teaching in appropriate domains. A competency-based performance appraisal system for teachers (CB-PAST) has been developed.

Teachers should serve as positive role models of promoting the value of pursuing learning. They should help their students learn whatever their capabilities, learning styles, cultural heritage, socioeconomic backgrounds, and other differences. This domain focuses on the importance of providing a social and physical environment within which all students can engage in different learning activities. This domain emphasizes the ideal that teachers should have a high personal regard and concern for professional development. Reading is one of the four fundamental language skills that are the pinnacles of each language.

Textbooks are the primary means of transferring knowledge to students, as well as providing a framework for teachers to gain knowledge and deliver instruction. Reading and Thinking Skills are identified as first competency (C1) among the five key competencies or learning areas by the National Curriculum for English for Grade 1-12 (Government of Pakistan, 2006). Reading ability is now the most significant language skill for students studying English as a Foreign Language (EFL). Reading as a critical act becomes more manageable if some of the readings are acknowledged as automatic and vital, but not enough to create a knowledge of the text. Using written material as a medium, writing is a communicative, productive, and expressive activity. A student should be able to use graphology, grammatical structure, and vocabulary in writing activities. A lot of error correction research has concentrated on error correction strategies. Direct and indirect error feedback are the two main strategies that have been identified. Truscott (2017) suggested that correcting faults in L2 students' writing is not advantageous to their writing growth. Ferris (2019) and Goldstein (2020) offered evidence to support mistake correction. Common problems with English writing include lexical items, punctuation, text structure, spellings, and syntax. Effective planning and guided writing can help you overcome these obstacles. Teaching becomes more productive when students are in a stress-free setting. According to Clark (2019), students must be taught how to write. This enables students to write in a variety of situations.

Methodology

The study made use of the descriptive research design as it described the perceived language and professional competence of senior high school English teachers and the correlational research design as it observed the relationship of the profile and area variables and their RPMS over-all rating. The respondents of this study were senior high school teachers who were teaching English subjects in grades 11 and 12 from the twenty-four National High Schools in a Legislative District. The students for the school year 2020-2021 served as respondents to assess their teachers' language and professional competence.

This study used a survey questionnaire based on the instrument applied in "Teacher Questionnaire for PISA 2018 Test Language Teacher" to identify the perceived language and professional competence of the senior high school teachers who are teaching English subjects among the grade 11 and 12 students. Modifications to the questionnaire were made, such as certain statements were rephrased to fit the corresponding language and professional competency. There were other elements and questions that were eliminated, for they did not suit the survey questionnaire on language and professional competence of the teachers. To complete the assertions for each skill, validated statements from the experts were added to it. The first set of questionnaires was meant for the teacher-respondents which featured the profiles and language and professional competence, while the second set was intended for the senior high school students which contained the language and professional competence statements. Documentary analysis was utilized to calculate the RPMS Performance Rating for school year 2018-2019 of the teacher-respondents.

The study used descriptive statistics like mean, frequency and percentage in describing the profile of the respondents and the performance of the English teachers as perceived by the respondents. Meanwhile, to compare the ratings of the teachers and students, Independent Samples T-Test was used. Additionally, Eta squared was computed to measure the degree of association of the performance of the teachers to RPMS and to the profile variables. All analyses were tested at 0.05 level of significance using SPSS v.20.

Results and Discussion

This research sought to understand how senior high English instructors in Legislative District 1 perceived language and professional competence in relation to their RPMS rating. The responders were 82 senior high school English teachers from 25 public secondary schools and 375 students chosen at random. More precisely, a quantitative study methodology was used to measure English teachers' assessed language and professional ability in connection to their RPMS rating. The data produced and evaluated revealed the following findings: The bulk of respondents in this survey are between the ages of 20 and 25, with over half being female instructors. The majority of responders are married, have a Master's degree, and are Teacher IIIs. More than half of participants have taught for 4-10 years. The bulk of participants taught English for four to 10 years and taught English courses. The respondents rated their overall results-based performance management system as Outstanding (74.4%).

Table 1. Test of Difference between the Teachers' Perceived Language and Professional Competence and Students' Assessment of their English Teachers in Senior High School

	Area	Raters	Mean	Sig. Value	Interpretation
Language Competence	Reading and Thinking Skills	Teachers	4.62	0.000**	Significant
		Students	4.37		
	Writing Skills	Teachers	4.63	0.000**	Significant
		Students	4.38		
	Oral communication	Teachers	4.74	0.000**	Significant
		Students	4.46		
	Lexical Aspects of Language	Teachers	4.59	0.008**	Significant
		Students	4.42		
Professional Competence	Professional Competency	Teachers	4.63	0.016*	Significant
		Students	4.49		

****Significant at 0.01 level, *Significant at 0.05 level**

Table 1 shows substantial discrepancies between instructor and student perceptions along linguistic competency and professional competence. The mean reading and thinking abilities score

for instructors is 4.62 whereas the mean score for pupils is 4.37. Writing skills also show considerable differences between teachers and pupils, with mean scores of 4.63 and 4.38. Also, teachers get 4.74 for oral communication while students get 4.46. These three places are 0.000 sig. apart. Teachers received a mean score of 4.59 while students received a score of 4.42, significant at 0.008. Finally, professional competency mean ratings for instructors and students differ by 4.63 and 4.49, respectively, and by 0.016. The results show that instructors consider themselves as more competent than pupils in every area of linguistic and professional ability. Thus, instructors' efficacy has been linked to student outcomes including achievement (Ashton & Webb, 1986; Ross, 1992) and motivation (Midgley, Feldlaufer, & Eccles, 1989). (Anderson, Greene, & Loewen, 1988). Teachers who feel efficacious tend to be more organized and enthusiastic (Allinder, 1994). They are also more open to new ideas and prepared to try new approaches to better fulfill their pupils' needs (Guskey, 1988, Stein & Wang, 1988).

Table 2. Relationship on the Profile of the Respondents to each Language and Professional Competence

Profile Variables	Eta-squared				
	Reading and Thinking Skills	Writing Skills	Oral communication	Lexical Aspects of Language	Professional Competence
Age	0.042	0.037	0.050	0.021	0.006
Sex	0.014	0.000	0.000	0.001	0.007
Civil Status	0.001	0.015	0.004	0.000	0.001
Highest Educational Attainment	0.006	0.004	0.002	0.002	0.018
Position/Rank	0.065	0.013	0.092	0.015	0.036
Years of Teaching Experience	0.023	0.023	0.024	0.015	0.003
Years of English Teaching Experience	0.032	0.004	0.051	0.007	0.024
Numbers of English Subject Taught	0.062	0.083	0.081	0.074	0.048

Interpretation:

0.0 – No Association

0.01-0.19 – No or negligible Association

0.2-0.39 – Weak Association

0.4-0.69 – Medium Association

0.70-1.0 – Strong Association

Table 2 shows the links between linguistic skill categories and profile characteristics. The eta-squared values found are all below 0.2, indicating no or little correlation between and among variables. As a result, instructors' linguistic and professional competency is unaffected by the number of years they have taught or the number of English courses they have taught. This implies that all English teachers, regardless of differences, have equal possibilities to improve their language skills. The statistics also suggest that competent instructors can convey instruction, ideas, and abilities that students quickly understand, retain, and find engaging (NCTM, 2000). Effective communication skills, ability to build positive interpersonal relationships, positive attitude, and personality (Malaysian Education Ministry, 2014).

Table 3. Relationship on Language and Professional Competence of SHS English Teachers to their RPMS Rating

	Area Variables	Eta-value	Eta-squared	Interpretation
Language Competence	Reading and Thinking Skills	0.062	0.0038	No Association
	Writing Skills	0.000	0.0000	No Association
	Oral communication	0.000	0.0000	No Association
	Lexical Aspects of Language	0.110	0.0121	No or Negligible Association
Professional Competence	Professional Competency	0.149	0.0222	No or Negligible Association

Table 3 shows no evidence of a link between perceived English language proficiency and teacher professional competence as measured by the RPMS. Thus, regardless of the RPMS evaluation results, instructors' English language proficiency is unaffected. With this new organizational design, multidimensional influence, and flexible roles, firms are beginning to integrate performance management (Mohrman & Cohen, 1995). To generalize language and professional competence, the RPMS results are not used to evaluate instructors' language and professional competence.

The results showed that instructors' perceived language ability in reading and thinking abilities was “Outstanding,” with a weighted mean of 4.62, while students' perception was “Very Satisfactory,” with a mean score of 4.37. “The instructor knows how to diagnose the pupils' reading comprehension problems” and “The teacher is highly confidence in my abilities to teach reading comprehension” were both rated “Very Satisfactory” by teachers and students. Findings show an overall weighted mean of 4.38 with a descriptive value of "Outstanding" for writing capability as language competency. Students, on the other hand, rate instructors' writing skills as "Very

Satisfactory," with a mean score of 4.38. Teachers and students scored "Very Satisfactory" the indication "The instructor gives to learners some appropriate self-made write-ups in which they can model." Oral communication as language competency has an overall weighted mean of 4.74 with a descriptive value of "Outstanding" from the instructors' self-assessment, yet it is rated "Very Satisfactory" by students. Teachers and students rated "The instructor corrects errors as part of our educational routine" as "Very Satisfactory". Students' self-evaluation says instructors have "Very Satisfactory" ability in Oral Communication, as demonstrated by a mean score of 4.42. Professional Competence mean distribution assessed from two angles. Student evaluations rated instructors to be "Very Satisfactory" in their professional ability, as shown by a mean score of 4.49. Teachers and students rated the criteria "The instructor has command of the subject topic" as "Very Satisfactory."

Students evaluated instructors as "Very Satisfactory" in every area of language and professional skills. From the data, it appears that respondents' profiles had no link to their distinct language proficiency as assessed by their senior high school English instructors. This implies that all English instructors have equal possibilities to learn language, regardless of personal experience or background. The RPMS and linguistic and professional ability of instructors do not appear to be related. Thus, regardless of the RPMS evaluation quality, instructors' English language competency is impacted or unaffected.

Conclusion

In the light of the findings of the study, the following conclusions were drawn:

Senior High School English language teachers of the respondent schools in the legislative district possess the necessary and competitive skills along reading and thinking, writing, oral communication, lexical aspects of language and professional competency. Similarly, students in the said cluster view their teachers' language competence with very satisfactory. However, there is no factor of influence attributed to the variation in English language competence neither the RPMS evaluation of teachers affect their level of language competence.

Recommendations

Based on the findings and conclusions made, the researcher recommends the following:

1. Teachers may consider adjusting to the perspectives and/or expectations of learners in order to tailor-fit their choice of approaches and strategies in language teaching.
2. Teachers should be flexible in adapting to and responding with the demands of the different areas of language and professional competence.
3. Teachers must give more reading comprehension activities that enhance the learner's reading and thinking skills.
4. Teachers should provide examples of their self-made write-ups for the students to use as their basis in crafting and writing contents.
5. Teachers may consider checking students' grammatical errors and lapses frequently to have a good communication.

6. Teachers should manage and direct towards effective and efficient teaching and learning process inside the classroom.
7. Trainings and seminars related to language and professional competence should be participated in by teachers to further their skills and knowledge in the delivery of concepts and its translation to practical use.
8. Future researchers may consider conducting similar or related study on a bigger population and a wider scope.

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