

THE COMMUNICATIVE COMPETENCE OF THE ENGLISH LANGUAGE TEACHERS AND THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

With the advent of various educational innovations in the Philippine educational system such as the K-12 and OBE and the impact of ASEAN 2015 in the education sector, the importance of English and the demand to teach the learners a working command of English to satisfy various communicative needs in their lives, teachers have felt an urge to acquire certain proficiency in English. Teachers of English recognize that traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence, does not meet the requirements of English learning in an era of integration and globalization. Using a descriptive- documentary/critical/exploratory research design, this study necessitated the participation of forty (40) best English language teachers from the three Department of Education (DepEd) divisions of the province of Ilocos Sur, Philippines. The study assessed the proficiency of the teacher trainees, through their scores in pre and post tests during a five-day intensive training dubbed as READ and SPELL. The Communicative Orientation of Language Teaching (COLT) observation scheme by Spada, Fröhlich and Allen (1985) and in depth interviews were also administered to verify the data. Results reveal the strong impact of READ and SPELL training to the teachers in their teaching skills and methodologies, materials development and testing and evaluation. They also admit the significance of communicative language teaching in their respective classroom context.

Keywords: communicative competence, contrastive analysis, communicative language teaching, teaching English as a second language

Introduction

With the advent of various educational innovations in the Philippine educational system such as the K-12 and OBE and the impact of ASEAN 2015 in the education sector, the importance of English and the demand to teach the learners a working command of English to satisfy various communicative needs in their lives, teachers have felt an urge to acquire certain proficiency in English. Teachers of English recognize that traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence, does not meet the requirements of English learning in an era of integration and globalization.

Outcomes based curriculum as one of the features of K-12 curriculum on teaching the language anchored on Communicative Competence Model has quickly gained popularity. Universities and schools have not only encouraged teachers of English to attend workshops and seminars on CLT but have also sent their teaching staff to study in Teaching English as a Second Language (TESOL) or TESOL-related programs.

English proficiency is the nation's cutting edge over other countries around the world. Filipinos are enjoying this advantage as they get employed here and abroad without much

difficulty. This competency in the use of the English language, however, has been observed to be gradually deteriorating. Proof of this is a number of people- professors, mass media people and even parents have been criticizing the “bad English” of Filipino college students. It could be observed that a marginal number of students venture to speak in English in class recitations and other communication contexts. To this date, many graduates have not been able to find employment basically because of their failure to communicate proficiently in the English language (Quito 2006).

Acquisition of basic skills should have been acquired in the critical period of the learners which is referred to in our system as Basic Education. This prompted the researchers to propose this program READ and SPELL through a comprehensive research endeavour and extension through this pilot training to DepEd teachers of the English Language . One of the researchers, being chosen as a CHED national trainer of English under the Project SPELL subcomponent HELLIP, would like to make use of the same program but dubbed in my project as READ and SPELL to determine and evaluate the level of proficiency and the language pedagogical skills of the DepEd teachers both in the elementary and secondary levels in the province of Ilocos Sur.

Specifically the training has three objectives: a. determine the level of proficiency/competence of the English language Teachers; b. describe the pedagogical skills of the teachers; and c. in-depth analysis the proficiency result and the pedagogical practices.

Theoretical Frameworks

Communicative competence model (Bachman, 1990)

The term communicative competence was originally coined by Dell Hymes (1972). It has gone through the process of development (Canale and Swane, 1980), Savignon, 1983) until Bachman (1990) has finalized it in such a way that competences are only classified into two main competences which are: organizational and pragmatic. Organizational competence may be simplified as competence in grammar and discourse while pragmatic competence is the competence of the learners to use the language in every communicative context.

Communicative Language Teaching (Brown, 1994)

Brown dispenses the following characteristics of CLT: Classroom goals should include all the features of communicative competence and not restricted to linguistic competence only, techniques are authentic, functional and meaningful, and fluency and accuracy are seen as complementary with emphasis on the language use.

Error analysis and contrastive analysis (Ellis, 1994; Lado, 1957)

This theory involves an analysis of L1 (the native language or another tongue) and L2 (the language being learned). The aim is to bring out point of similarities and differences and thus; to predict and explain learner's error and difficulties.

Review of Literature

In the survey conducted by the Social Weather Stations (SWS) published in *Manila Bulletin* dated September 28, 1994, Filipinos' self-assessed proficiency in the English language has declined over the past twelve years. Based from the March 2007 Social Weather Survey, results show a decline in all aspects of English proficiency, most notably on the ability to speak English, compared to the December 1993 and September 2000 results. With

these facts presented by the SWS, it only proves that there is an alarming scenario in the English language learning and teaching in the country. In fact, this survey is supported by several studies and viewpoints in the newspaper.

In an article published in *Philippine Star* dated August 13, 2006, it cites the deterioration in English proficiency as a direct consequence of the deterioration of our education system. The continuously declining investment in education is caused by the exodus of our best teachers to other well-paying jobs here and abroad and the lack of competencies of the remaining ones. Moreover, the writer even presents some measures namely: 1. recent directive of the President to restore English as the primary medium of instruction; 2. better teachers for better students; and 3. create new initiatives to aid the younger generations to learn the language (Quito 1996).

As Nunan (1995) points out, language teaching necessarily aims at learner's higher cognitive functions. Instead of memorizing a set of grammar rules, learners should be given tasks such as problem solving because they learn when they figure out for themselves the way language works. Cognitively challenging activities engage learners more; and an engaged learner is likely to learn more than one who is not.

Our greatest challenge now is not to throw out well-established practices, as so often happened in the past, but to incorporate new ways of doing things into existing practices. I believe that current trends are basically evolutionary rather than revolutionary in nature. Contemporary trends have added value to practice, or have prompted a reassessment and re-evaluation of practice in the areas of syllabus design, approaches to teaching, the role of the learner, approaches to language, the role of texts, resources and approach to learning, classroom organization, and assessment (Nunan 1995, 69).

In Krashen's (1982) Acquisition-Learning hypotheses, he indicates two ways of developing competence in the second language. The first is "acquisition" that refers to the subconscious means of acquiring a language. And the other is the "learning" which means learning of the rules of the language. It covers the development of phonology, morphology, syntax, lexis and the pragmatic language.

Both Nunan and Krashen here emphasize that language teachers have responsibilities in teaching the rules of grammar at the same time provide communicative context where the learners could manipulate the use of language appropriate in every communicative context.

Provision of comprehensible input is also vital in learning a new language. This theory of Krashen (1985) tends to lend support to the present study in the sense that teachers must be adept with the strategies in the provision of comprehensible input to learners, essential in enhancing language competence. Learners must be given opportunities to practice using the language in conveying messages with one another for language is always contextual. Language learning activities should reflect this reality. The use of variety of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity that go beyond the practice of language for its own sake.

Further, Richards and Rodgers (1986) emphasize the use of variety of tasks in language teaching which makes it really more communicative since it provides purposes for a classroom activity beyond the language of its own.

Although it now has a variety of names and is enjoying widespread recognition and research attention, CLT, to some teachers especially in the province, is still a new idea. Depending on their own preparation and experience, teachers differ in their reactions to CLT.

Methodology

The study followed a descriptive- pre and post test critical research design since its primary objective is to assess the proficiency and classroom pedagogical practices of the teachers as SPELL and critically analyze the result using the theories of Communicative Competence Model (Bachman, 1990) , Communicative Language Teaching, (Brown, 1994) and Contrastive Analysis (Ellis, 1994), (Lado, 1957).

Main sources of data were the forty (40) best basic education English language teachers from the province of Ilocos Sur , Philippines with its three divisions namely: Vigan City, Candon City and Ilocos Sur.

Said participants attended a free five-day training dubbed as READ and SPELL which stands for Research and Extension on the Acquisition Development and Strengthening the Proficiency of the English Language Learners. The project was implemented by Ilocos Sur Polytechnic State College from May 11-15, 2015 and spearheaded by the researcher himself. The topics discussed by various speakers were language enhancement (speaking, listening and writing), reading across the discipline, teaching related skills (art of questioning, facilitating, and testing and evaluation), and grammar in context.

It was the discretion of the Superintendents whom to send as the organizers asked for best English teachers in their respective division. The study utilized the English Language Proficiency Test (ELPT) in the four macroskills validated by the icons of Philippine linguistics (used in the Project SPELL training), in-depth interview, and class observation using the COLT observation checklist designed by Spada, Fröhlich and Allen (1985). The administration of the observation using the COLT was guided by the procedure done by Spada et al in her study in 1985.

The intensive training on proficiency and pedagogy measured the proficiency/competency of the teachers through the administration of pre and post tests. During the start of the academic year, the researcher conducted an announced and unannounced one hour class observation to ten randomly selected READ and SPELL trainers. The researcher was hindered by the many calamities which hit the Philippines that year that he was not able to observe all the teacher participants. The COLT was used for the class observation. To further validate the data an in-depth interview was also conducted to produce pedagogical data.

This study covered a year to finish and was limited to forty (40) English teachers representing the three divisions of the province of Ilocos Sur, Philippines for the training was intensive and therefore only needed a focused group. This study also limited itself to simple frequency count and percentages and getting the mean scores. Further, only ten (10) of the trainees were subjected to class observations although performance based tests were also conducted to all of them during the training using the same observation checklist, the COLT.

Results and Discussion

Table 1.

Demographic Profile of the Respondents

Demographic Profile	Particulars	f	%
School Division	Candon	10	25.00
	Vigan	10	25.00
	Ilocos Sur	20	50.00
Level	Elementary	25	63.00
	High School	15	37.00
Gender	male	9	23.00
	female	31	77.00
Age	20-25	2	5.00
	26-30	5	12.00
	31-35	12	30.00
	36-40	10	25.00
	41-45	5	13.00
	46 up	6	15.00
Civil Status	single	9	23.00
	married	31	77.00
Highest Educational Attainment	Undergraduate		
	BSE (English)/BEED	8	20.00
	Graduate Studies	1	2.50
	Ph.D. (units)	1	2.50
	Ed. D (units)	12	30.00
	MA. Ed.(Graduate)	3	7.50
	MA.Ed. (Acad Rqts)	12	30.00
	MA.Ed. (units)	1	2.50
	MS	2	5.00
Length of Service	1-5 years	11	27.50
	6-10 years	14	35.00
	11-15 years	7	17.50
	16- 20 years	2	5.00
	21 years and up	6	15.00
Position	Teacher I	11	27.50
	Teacher II	3	7.50
	Teacher III	15	37.00
	MT I	5	13.00
	MT II	4	10.00
	Principal	2	5.00
Seminars/Trainings Attended	provincial	16	40.00
	regional	23	57.50
	national	20	50.00
	international	2	5.00

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With a total population of forty (40), the teacher trainees are predominantly female, most of them are young adults, dynamic and vibrant with their ages ranging from 31 to 40 years old; and the majority are also married. On their educational attainment, most of them are Education graduates. As to their Graduate Studies, majority of them are MA. Ed graduates major in Educational Management and are Master's degree unit earners who have been in the academe for a decade. This implicates that majority of the English teachers do not have a master's degree vertical to their baccalaureate degrees. Some reasons given were the lack of financial support and family matters. This could affect the teaching and learning process particularly on the enrichment of the language lessons' content and delivery. Nevertheless, during the interview, they are very willing to attend trainings and seminars on TESL such as the READ and SPELL to keep them updated and retooled on current trends in language teaching as manifested in trainings they have indicated in their documents.

Table 2

Proficiency of Teacher-Trainees based on Pre and Post tests on their Four Macroskills

Trainee	Macro Skills														
	Reading				Writing				Listening				Speaking		
	Pre	Post	Diff	Gain	Pre	Post	Diff	Gain	Pre	Post	Diff	Gain	Pre	Post	Gain
1	35	31	-4	NI-R	13	17	4	I	7	7	0	NI-S	P2	P2	NI-S
2	31	29	-2	NI-R	15	18	2	I	6	6	0	NI-S	P2	P1	I
3	35	39	4	I	14	14	0	NI-S	7	7	0	NI-S	P1	P1	NI-S
4	29	32	3	I	13	16	3	I	5	7	2	I	P2	P1	I
5	27	33	6	I	17	17	0	NI-S	6	8	1	I	P2	P1	I
6	34	37	3	I	14	17	3	I	7	9	2	I	P3	P2	I
7	38	39	1	I	15	16	1	I	7	10	3	I	P1	P1	NI-S
8	38	39	1	I	15	17	2	I	6	10	4	I	P1	P1	NI-S
9	28	31	3	I	10	14	4	I	4	7	3	I	P3	P2	I
10	29	32	3	I	12	17	5	I	6	8	2	I	P3	P2	I
11	32	33	1	I	14	17	3	I	7	8	1	NI-S	P2	P1	I
12	29	35	6	I	12	16	4	I	6	10	4	I	P2	P1	I
13	25	32	7	I	14	16	2	I	5	9	4	I	P2	P1	I
14	24	30	6	I	14	15	1	I	7	9	2	I	P2	P1	I
15	33	38	5	I	16	17	1	I	8	10	2	I	P1	P1	NI-S
16	29	31	2	I	14	16	2	I	5	9	4	I	P3	P2	I

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17	21	29	8	I	12	17	5	I	3	5	2	I	P3	P2	I
18	28	31	3	I	11	16	5	I	5	6	1	I	P3	P2	I
19	26	32	6	I	14	17	3	I	7	9	2	I	P3	P2	I
20	24	28	4	I	14	16	2	I	8	8	0	NI-S	P2	P1	I
21	21	28	7	I	17	19	2	I	6	10	4	I	P2	P1	I
22	24	30	6	I	14	16	2	I	7	9	2	I	P3	P2	I
23	31	33	2	I	15	17	2	I	3	6	3	I	P2	P2	NI-S
24	23	26	3	I	14	17	3	I	5	5	0	NI-S	P2	P1	I
25	25	29	4	I	16	17	1	I	7	9	2	I	P3	P2	I
26	23	30	7	I	13	15	2	I	8	10	2	I	P2	P1	I
27	32	35	3	I	10	16	6	I	8	9	1	I	P2	P1	I
28	21	25	4	I	10	12	2	I	10	10	0	NI-S	P2	P2	NI-S
29	27	30	3	I	15	15	0	NI-S	10	10	0	NI-S	P3	P2	I
30	32	36	4	I	13	10	-3	NI-R	5	9	4	I	P3	P2	I
31	22	24	2	I	15	17	2	I	6	8	2	I	P3	P2	I
32	33	36	3	I	18	18	0	NI-S	4	7	3	I	P2	P1	I
33	30	27	3	NI-R	14	17	3	I	4	6	2	I	P2	P2	NI-S
34	34	34	0	NI-S	12	18	6	I	7	8	1	I	P2	P2	NI-S
35	33	37	4	I	14	16	2	I	7	9	2	I	P1	P1	NI-S
36	24	29	5	I	11	15	4	I	6	10	4	I	P2	P1	I
37	21	25	4	I	11	17	6	I	5	10	5	I	P3	P2	I
38	32	34	2	I	10	12	2	I	8	9	1	I	P1	P1	NI-S
39	20	24	4	I	15	18	3	I	8	10	2	I	P2	P1	I
40	25	31	6	I	14	18	4	I	7	7	0	NI-S	P2	P1	I

***I- with improvement; NI-R- no improvement due to regression from higher to lower score; NI-S- no improvement same pre and post test scores*

Considering the proficiency of the teacher trainees, these findings appear to be remarkable. In the language proficiency test on the four (4) macro skills namely, reading, writing, listening and speaking by the teacher trainees, the READ and SPELL inputs have manifested great effect on their performance in the tests. Results show evident increase in their proficiency. On the 40 item reading test which according to the trainees is the most difficult test, nobody got a score lower than 20 points meaning everybody passed the reading test. However, there were three trainees whose scores regressed. These trainees excused themselves during the second day of the session where grammar and composition was tackled. The teachers have confessed that they were victims of the traditional way of teaching English. They have learned the grammatical rules without so much exposure to concrete communication situations where they could actually use the target language and monitor their lapses.

The findings out of the experience of these teachers have just again proven that language learning is more effective when there is the actual use of language rather than purely set of rules (Habermas 1970; Hymes 1971; Savignon 1983). With regard to the writing test, again all the teacher trainees got a score higher than 10 points which is the average score. Majority of the trainees also progressed in their scores in the written test. Feedback during the post test reveal, the inputs they learned from the training specifically on paragraph development helped them in constructing their 500-word essay. In terms of the listening test, it is noteworthy to mention that no one from the trainees regressed. Out of the 40 trainees, only 9 of them maintained the same score in the listening post test. Generally, the trainees have internalized the importance of listening in language learning and teaching because through this process, the teachers internalize linguistic information without which they could not produce language.

Further, most of the teacher-trainees are P2s, meaning they are trainable. Thus, results reveal that in the speaking post test majority of the teachers progressed. The data opposes the Quito's (2006) article that there is an exodus of best teachers to well-paying jobs in the country and abroad and the lack of competencies of the remaining ones.

The researcher, applying contrastive analysis, discovered the effect of the respondents' first language to the production of the language. Commonly misproduced sounds are sounds not existing in the first language phonemic inventory of the respondents usually the tensed vowels such as /æ/, /O/, and /i/. Moreover, problem on substitutions such as the sound /u/ is substituted by /o/ and vice versa for in the first language of the respondents, these are allophones. In case of consonant sounds, substitution is again the common problem found due to the effect of the first language. The respondents do substitute sounds present in their inventory of consonant sounds such as /f/ to /p/ /v/ to /b/ voiceless /θ/ to /t/ and voiced /θ/ to /d/. Further, while English language is a stress-timed language, Iluko is a syllable-timed language causing some effects in using the different features of supra segmental phonemes of English particularly the . Lexical categories such as verb (tenses), conjunction (subordinating) and prepositions (in, on, at) are their usual difficulties of for it reflects the big gap between the English Language and the respondents first language (Iluko). Common syntax violations are subject-verb agreement, misplaced and dangling modifiers, comma splice, and parallelism for the order of words in the two languages is too far different. Moreover, in the discourse level, difficulties on the effective use of Rhetorical functions and moves are found in the writing production of respondents.

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Table 3

Classroom Observation results through the COLT checklist

Frequency of Mention

COLT Classroom Events		f	%
I. Activity		9	90.00
II. Participant Organization			
A. Whole class	Teacher to student	10	100.00
	Student to student	9	90.00
	Choral work by the students	10	100.00
B. Group work		10	100.00
C. Individual seatwork		10	100.00
D. Group/individual work		10	100.00
III. Content			
A. Management			
	Procedural objectives	7	70.00
	Disciplinary statements	3	30.00
B. Explicit Focus on Language			
	Form	10	100.00
	Function	10	100.00
	Discourse	8	80.00
	Sociolinguistics	8	80.00
C. Other topics			
	Narrow range reference	2	20.00
	Limited range of reference	3	30.00
	Broad range of reference	5	50.00
D. Topic Control			
	Teacher	6	60.00
	Student	4	40.00
IV. Student Modality		8	80.00
V. Materials			
A. Type of Materials			
	Text	9	90.00
	Audio	7	70.00
	Visual	8	80.00
B. Source/purpose of materials			
	Pedagogic	9	90.00
	Non Pedagogic	8	80.00
	Semi Pedagogic	10	100.00
C. Use of Materials			
	Highly controlled	2	20.00
	Semi controlled	3	30.00
	Minimally controlled	5	50.00

Observations reveal that the teachers are confident in administering varied activities such as drills, discussions, games, translations etc. ranging from class activities, paired works, individual or group activities. Organizing the learners, and presenting the language focus in logical sequence. Moreover, some are very procedural even in the utilization of materials. Observations further reveal that the teachers expose their learners into meaningful activities which can provide them genuine contexts in learning language without committing them to memory. They also use small group discussions to enable learners to be actively involved in the learning process through the use of learning strategies. In management, the teachers employ procedural directives. Observations also reveal that teachers teach language

forms in contexts to also address language functions. With regard to the range of topics on discourse, the teachers manifest more confidence in initiating broad topics in discourses such as topics going beyond the classroom and immediate environment and include reference to controversial public issues, world events and other matters. Moreover, teachers are integrating the four macro skills in their language classes. They also utilize texts as instructional materials in their classes, such as listening, reading and viewing texts as materials. The same case is happening to the utilization of instructional materials- pedagogic and realias as well. The result shows that the teacher respondents adhere to the communicative language teaching where grammar is taught in context. The teacher is focused not only in building the linguistic competence of the learners but enhancing the communicative performance of the students.

As stated by Brown (1994) CLT classroom goals are focused on all the components of communicative competence and not restricted to grammatical competence or linguistic competence only.

Table 4
COLT Checklist on Communicative Features
Percentage Distribution

COLT Communicative Features	Particulars	f	%
I. Use of the target language	Use of the first language (L1)	3	30.00
	Use of the second language (L2)	7	70.00
II. Information Gap	A. Requesting Info		
	Pseudo	2	20.00
	Genuine	8	80.00
	B. Giving Info		
	Relatively Predictable	3	30.00
	Relatively Unpredictable	7	70.00
III. Sustained Features	Ultra minimal	2	10.00
	Minimal	3	20.00
	Sustained	5	70.00
IV. Reaction to Code Or message		2	20.00
V. Incorporation of Preceding utterances	A. No Incorporation	1	10.00
	B. Repetition	2	40.00
	C. Paraphrase	4	40.00
	D. Comment	3	30.00
	E. Expansion	3	30.00
	F. Elaboration	3	30.00
VI. Discourse Initiation		3	30.00
VII. Relative Restriction of linguistic form	Restricted	3	30.00
	Non Restricted	6	60.00
	Unrestricted	1	10.00

Result reveal that the use of the target language is a policy in every language class although there were some who still speak the vernacular. Information exchange is genuine used and the messages are not easily anticipated. Conversations are excellent examples of the interactive and interpersonal nature of communication (Hatch, 1980). A number of responses are possible and each participant in communication can provide different information as they encounter the text and the teachers give practical questions. The skill in the art of questioning is effectively applied by the teachers especially in the processing of the texts. The teachers find the significance of developing the discourse competence of their learners. It is further revealed that discourse initiations are not restricted to linguistic forms. Meaning forms are taught side by side with the context where students could see immediately the significance of the grammar lesson in a real communicative contexts (Ausubel, 1963).

As stated by Brown (1994) language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Fluency and accuracy are seen as complementary principles underlying communicative techniques. Students ultimately have to use the language productively and receptively, in unrehearsed contexts.

However, there are some who respond with only minimal utterances, give comments, expand, elaborate, and initiate the talk. When asked during the interview, the learners said they are shy and afraid of their grammar and with little self-confidence. However, the teachers say otherwise. These students have a poor background in the earlier years of language learning causing their lack of facilities in the language. They also lack good study habits, and are affected so much by the effect of computer games making them anti-social.

Conclusion and Recommendation

Using the Communicative Competence Model of Bachman (1990), the Communicative Language Teaching of Brown (1994) and the Contrastive Analysis as theoretical frameworks (Ellis, 1994; Lado 1957), the researcher has the following conclusions:

The teachers are found competent as they passed the English Language Proficiency Test in the four macroskills proves their Organizational competence. Moreover, as they are also effective in providing contexts for their learners to use the target language where negotiation of meaning takes place articulates their pragmatic competence.

The respondents' pedagogical styles are within the framework of communicative language teaching based from the COLT. However, some students can not sustain the interaction using the target language

The project READ and SPELL has a great impact on the competence level of the teacher participants both in their proficiency and pedagogical practices

Some errors found are effects of the first language as it reflects the big gap between the learners' first language (L1) which is Iluko and the target language (L2) which is the English language.

Although the study reveals that the teachers have progressed in their competencies in the four macroskills, the administrators should not rely on trainings and seminars alone to completely retool the teachers. Study grants should also be provided especially to teachers who are financially incapacitated yet deserving to pursue graduate studies related to language teaching and for the DepEd to maintain its Faculty Development Program because it truly helps and develops teachers in their field of specialization.

Since the study was conducted to basically use as feedback mechanism to the research READ and SPELL the study concurs that the project has a strong effect on the proficiency

and classroom pedagogical practices of the teacher trainees from the province. However, as requested by the teacher trainees themselves, it should have been a continuous training on a regular basis to update the English teachers especially on those that are found common errors due to the effect of the first language.

These findings should encourage the DepEd to continuously conduct trainings and seminars for the English teachers since the responses of the teacher-participants show a high degree of satisfaction to the project for evidently it has improved the teacher's English proficiency and teaching-related skills in TESL. Moreover, it is also recommended that there is a need to repackage the presentation of the training especially on the innovative methodologies, techniques and strategies so that it will cater not only to the high proficient learners but to the different proficiency level of learners as well.

Modern instructional materials should be purchased by the school, in as much as most of the respondents are in their young age. Vibrant, dynamic and experimental as they are, these materials will surely improve the quality of instruction in English. The study suggested that with the fast development of computers, teaching language in a setting other than the traditional classrooms is a promising trend. There is nothing certain about the future of technology, except that it will no doubt become more ubiquitous and powerful. It is no longer possible in language education to ignore this force, which is changing global cultures.

This would again challenge the DepEd to closely supervise schools which are practicing this particular culture. It should encourage the administrators of the Department of Education to review the curriculum of English in the elementary and secondary levels. Language classroom researches should be continuously done to make the language teaching match with the language learning because it is only then that teaching and learning will really occur if there is match in educational setting.

Furthermore, the administrators and teachers must collaborate to design and implement English language policies and development programs based on sound pedagogical principles and research that support the use of effective teaching strategies in a structured and sequenced progression.

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