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The Competencies and Performance of English Teachers and Students Achievement and Attitude: Basis for a Proposed Instructional Plan

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Abstract

It has been said that teaching is the noblest and the most important profession in the world. Teaching is especially important to the nation because teaching is building the builders of the nation. No one can claim that he has not passed through the hands of a teacher or teachers. This study aims at identifying the competencies and performance of English teachers and students' achievement and attitude. The data were requested from the TNU Management Information System's Office. The data on Instructional performance were the data on Faculty Performance Evaluation administered by the Human Resource Management Office during the first semester of school year 2013-2014 using an instrument adopted from the study of Reyes (2002) and Javier (2008). The instrument consists of eight dimensions or competencies namely, subject matter expertise, instructional expertise, classroom management expertise, communication expertise, diagnostic expertise, and relational expertise. Each dimension consists of statements that describe the competency being assessed or a total of 10 statements. The subjects of this study included 60 full-time teachers of English at Thai Nguyen University. Based on the findings of this study, the following conclusions were drawn. (1) Teachers are considered competent based on the respondents' assessment on their teaching performance. (2) Teachers' instructional expertise in terms of subject matter is moderately competent; while they are considered competent in terms of classroom management, instructional, communication, diagnostic and relational expertise. (3) Subject matter, instructional and diagnostic expertises are highly significant on the teachers' instructional performance. However, communication and relational expertise recorded only significant relationship on their performance. While, classroom management turned to be not significant on their instructional performance. Thereby, instructional plan is proposed for implementation and evaluation to improve the teaching learning process in English Language.

Keywords: competencies, instructional performance, Instructional plan, achievement, attitude.

Introduction

Quality education is first and foremost a function of instruction, because in the hands of uncommitted and ineffective teachers, the best-designed curriculum is doomed to fail. While it is true that some students can learn in spite of the teacher, it cannot be denied that the quality of the outputs of education is a function, to a great extent, of instruction and students' interaction with the teachers.

Teachers who are masters of their craft and are genuinely concerned with the total growth of their students can leave an indelible imprint in the hearts and minds of the learners that can withstand the passage of time. Teaching expertise is ordinarily attained by only a small percentage of those who are competent in teaching (Berliner, 1992 in Reyes, 2002). Nothing

is more central to student learning than the quality of the teacher. He is the most important education factor influencing student outcomes and his far reaching influence as agent of constructive change in society cannot be questioned. His influence on student achievement is inarguable. These observations stem from the findings of previous researchers who posited that the quality of the teacher could account for a significant amount of variance in student achievement (Hua:2010; Goldhaber:2002; Frost Leo in Hua:2010). Teacher competencies which deal with what the teacher does while teaching include behaviors related to student achievement which were referred to in a separate publication as key and catalytic behaviors. Subsequent analysis showed two behaviors consistently related with student achievement namely task orientation or direct instruction, and opportunity to learn oftentimes referred to as academic time, engaged time or content covered. It was also found that to increase student achievement scores, a teacher should use strong classroom management, possess high expectations for students, and maintain an optimal level of learning difficulty. Teachers who were accepting, attentive, aware of developmental needs, consistent in controlling classes, democratic, encouraging, tolerant of race and class, flexible, and optimistic were also found to be successful. There were other models developed both by foreign and local researchers who identified teacher behaviors that correlate strongly with student outcomes.

This study is deemed beneficial to the school managers who through the findings will gain a better understanding of the importance of the evaluation of teachers' performance and thus guide them in formulating policies and programs that will respond to the teachers' needs and contribute to the teachers' teaching effectiveness. The teachers themselves will be motivated to demonstrate the desired competencies that contribute to successful teaching; thus, they will produce better outputs in terms of academic achievement which in turn may qualify them for recognition by the school management. The study will also add to the present knowledge on the areas of teaching performance and teaching effectiveness and inspire other researchers to conduct further studies on teaching performance and student achievement using other correlates such as board examination results.

Literature Review

It has been said that teaching is the noblest and the most important profession in the world. Teaching is especially important to the nation because teaching is building the builders of the nation. No one can claim that he has not passed through the hands of a teacher or teachers.

Teaching is a big business, only a small part goes to lecturing or directing students. Giving assignments to students, supplying them with instructional materials and other reference materials, administering tests and scoring them to solve mathematical problems, or to write themes or compositions and countless other activities are all parts of teaching. Thus, a teacher has to be expert in his craft in order to provide rich learning materials and activities to make the students learn and absorb knowledge and other aspects of learning in greater quantity and quality. It is imperative then that the kind of citizens that the country will have tomorrow depends much on the kind of teachers we have today.

What factors make one a good teacher? First, he must be fully qualified educationally and he must have professional qualifications, instructional competencies, skills and professional characteristics to be a good teacher. A good teacher must have (1) mastery of the subject matter; (2) mastery of the methods, strategies, approaches and techniques of teaching; (3) mastery of the medium of instruction; (4) mastery of lesson planning and organizing instructional materials; (5) knowledge of psychology of learning; (7) skills of classroom management including discipline; (8) mastery of measurement and evaluation; (10) mastery of the art of questioning; and (11) mastery of the basics of guidance and counselling (Calderon:1998)

According to Lardizabal, et al (1991), teaching is the most technical, difficult and challenging profession. This was also the point raised by Calderon (1998), although not specifically mentioned is the term difficult. In the point of view of Lardizabal, a good teacher must know his tasks because experiences of successful teachers have shown that the teachers' job is not confined solely to the transmission of knowledge and information because according to her some modern technological devices such as teaching machines, television, films, and computers can already do that.

The teacher's role in the improvement of instruction cannot be taken for granted particularly in this era of unprecedented changes. Expansion of knowledge in the twentieth century has been so rapid, and the rate of obsolescence so swift that much of the knowledge acquired by teachers during pre-service period may be quickly outmoded like "*.... advancements in psychology on learning, in human growth and development, in teaching and methods, and its provisions for continuous development.*"

Sauders (1990) stated that to be truly good teaching colleges, the school must have faculty members who are good teachers. Good teachers are those who are experts in pedagogy on how to teach, are experts in their discipline. The excellent academic community must recognize the dimensions of and the importance of the scholar-teacher and provide opportunities for and encourage participation in scholarly activities, while continuing to emphasize excellence in teaching program being essential to quality instruction.

Attention gaining devices can take the form of pictures, audiovisual media and live demonstrations and posing challenging questions presenting a dilemma, or bringing about sentence to accompany a unique visual display. Diagrams, pictures, illustrations, lifelike models and films are other aids that help gain the learner's attention. To maintain the curiosity, interest and excitement of the learner's, the teacher should vary his voice, eye contact and body movement. These will give the learner the message that the teacher is aware of and responds to the natural rhythm of the classroom.

Researchers agree that effective teaching involves different classroom activities. A mix of instructional tasks allows the students to engage cognitively in different ways and respond to different levels. Thus a lesson that involves a combination of lecture, discussion, question and answer, graded practice and independent seatwork is generally preferable to one that emphasizes only a single task. Teaching students to self-regulate by mutually evaluating and explaining procedures and strategies is also applicable in improving behavior skills as they learn to regulate their own problem solving and some strategies effectively. They will be better able to profit from the active exchanges with peers in learning situations (Borich, 1990).

Methodology

This research is designed to improve the students' achievement in English specifically it will seek to answer the following questions:

1. *What is the level of teachers' instructional performance in terms of subject matter expertise, classroom management expertise, instructional expertise, communication expertise, diagnostic expertise and relational expertise?*
2. *What is the level of student achievement in terms of their final grades in their English subjects?*
3. *Is there a significant relationship between the teachers' instructional performance and the students' achievement in English?*
4. *Which of the teachers' competencies is the best predictor of students' achievement in English?*
5. *What measures can be proposed to enhance the teachers' teaching effectiveness?*

The study employed the descriptive research design using correlational procedures. It was descriptive because it was concerned with the description, analysis and interpretation of the teachers' performance (competencies) among instructors who teach English at Thai Nguyen University (TNU).

The subject of this study included 60 full-time teachers of English at Thai Nguyen University. Full-time faculty members are teachers with a minimum teaching load of 21 classes well as their respective 382 students enrolled during the first semester of school year 2013 - 2014.

The data were requested from the TNU Management Information System's Office. The data on Instructional performance were the data on Faculty Performance Evaluation administered by the Human Resource Management Office during the first semester of school year 2013-2014 using an instrument adopted from the study of Reyes (2002) and Javier (2008). The instrument consists of eight dimensions or competencies namely, subject matter expertise, instructional expertise, classroom management expertise, communication expertise, diagnostic expertise, and relational expertise. Each dimension consists of statements that describe the competency being assessed or a total of 10 statements.

After seeking the approval of the President and the Vice President for Academic Affairs for the conduct of the study a letter of request was sent to the Director of Management Information System. The gathered data were presented in tables, analyzed and interpreted.

Findings

Table 1

Level of Teachers' Instructional Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. My teacher's lessons are well-organized, creative, and useful for skills development.	3.1	Agree	4
2. My teacher manages class time effectively and provides clear, easy-to-follow instructions.	3.01	Agree	5
3. My teacher is enthusiastic and has a respectful manner with every student.	3.16	Agree	2
4. My teacher effectively answers questions from students.	3.12	Agree	3
5. My teacher helps me to identify, understand and correct my writing and speaking errors.	2.97	Agree	6
6. My teacher uses a lot of interactive activities to give students many opportunities to use English.	2.96	Agree	7
7. The materials/textbook/other resources are useful and appropriate for my level.	2.78	Agree	9
8. The course meets students' demand.	2.95	Agree	8
9. There were no changes in the teaching schedule or missed lessons by the teacher.	3.33	Agree	1
Composite Mean	3.04		

Legend: 3.50 – 4.00 = Strongly Agree (Highly Competent); 2.50 – 3.49 = Agree (Competent); 1.50 – 2.49 = Disagree (Less Competent); 1.00 – 1.49 = Strongly Disagree (Not Competent)

Table 1 presents the level of teachers' instructional performance. The over-all composite mean of 3.04 shows that the respondents agreed on all the items indicated under instructional performance.

Respondents believed that teachers do not change teaching schedule and missed lessons which got the highest weighted mean of 3.33. Also, they agreed that teachers are authentic have respectful manners in teaching with 3.16 weighted mean. Moreover, they noticed that their teachers effectively answer questions from them which obtained 3.12 weighted mean. Meanwhile, although respondents have agreed, teachers need to work on the following indicators which got the lowest weighted means including utilizing various interactive learning opportunities to learn how to speak English (2.96), ensuring that the course meets student demand (2.95) and ensuring that textbook/materials are appropriate to students' level (2.78).

Alignment of teaching and learning process inside the classroom as to what is reflected in the course syllabus and lesson plans are not just ideal but a necessary requirement to higher educational institutions, especially those applying for various accreditation activities (Catapang, 2010). Students have high respect to those institutions abiding their course lesson plans as framework of teaching indicating authenticity and goal-oriented entities (Mores, 2009).

However, educational institutions should not be satisfied with merely following their syllabus, but it should undergo series of evaluation and improvement. Various aspects should be scrutinized including the content and extent of the topics and resources being utilized by the teacher.

Table 2.1

Competencies of English Faculty of TNU in terms of Subject Matter Expertise

Indicators	Weighted Mean	Verbal Interpret	Rank
1. I start all my lessons with the same presentation techniques.	1.15	Strongly Disagree	6
2. I use tasks that allow my students to interact with each other.	2.27	Disagree	4
3. I avoid using authentic cultural material which is not from the course book.	2.37	Disagree	3
4. I use authentic tasks (to prepare my students for real life situations).	3.30	Agree	2
5. I make tasks attractive by using games and competitions.	3.35	Agree	1
6. I select tasks from the course book even if they do not relate to students' real life experience.	1.17	Strongly Disagree	5
Composite Mean	2.27	Disagree	

Legend: 3.50 – 4.00 = Strongly Agree (Highly Competent); 2.50 – 3.49 = Agree (Competent); 1.50 – 2.49 = Disagree (Less Competent); 1.00 – 1.49 = Strongly Disagree (Not Competent)

Table 2.1 presents the competencies of English faculty of TNU in terms of subject matter. The overall assessment showed that the respondents are agreed with a weighted mean of 2.27 in the subject matter expertise.

Among the indicators, respondents agreed that they make tasks attractive by using games and competitions (3.35) and they use authentic tasks to prepare students for real

situations (3.30). However, they disagreed that they select tasks from the course book even if they do not relate to students' real life experience (2.37) and that they start all their lessons with the same presentation techniques (2.27). The composite mean of 2.27 implies that the respondents do not agree with regard to the competencies of English Faculty of TNU in terms of Subject Matter Expertise.

Table 2.2

Competencies of English Faculty of TNU in terms of Classroom Management Expertise

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I create a supportive classroom environment so my students feel encouraged to take risks.	3.22	Agree	1
2. I ask my students what they like about the course/learning process.	2.68	Agree	3
3. I encourage my students to teach other.	2.85	Agree	2
Composite Mean	2.92	Agree	

Legend: 3.50 – 4.00 = Strongly Agree (Highly Competent); 2.50 – 3.49 = Agree (Competent); 1.50 – 2.49 = Disagree (Less Competent); 1.00 – 1.49 = Strongly Disagree (Not Competent)

Table 2.2 shows the competencies of English Faculty of TNU in terms of Classroom Management Expertise with a over-all mean of 2.92, verbally interpreted as agree. The respondents agreed in creating supportive classroom environment so the students feel encouraged to take risks (3.22), encouraging students to teach other (2.85) and asking the students what they like about the course/learning process (2.68).

Clearly, individual classroom teachers can have a major impact on student achievement. Of the three roles of the classroom teacher—making choices about instructional strategies, designing classroom curriculum, and employing classroom management techniques—classroom management is arguably the foundation (Marzano, Marzano & Pickering, 2003).

Table 2.3
Competencies of English Faculty of TNU in terms of Instructional Expertise

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I give clear instructions for tasks by modelling.	3.47	Agree	4
2. I encourage my students to give suggestions for improving the course.	3.30	Agree	6
3. I teach my students self-learning strategies.	3.78	Strongly Agree	2
4. I use activities which allow my students to mix.	3.27	Agree	7
5. I highlight and review class learning goals with my students.	3.03	Agree	11
6. I ask my students what they like about the course/learning process.	2.65	Agree	17
7. I encourage students to be realistic about their language learning goals.	3.10	Agree	9
8. I make sure tasks are challenging but doable for my students.	2.95	Agree	13
9. I invite former/senior students to share their learning experience.	2.70	Agree	15
10. I give immediate feedback to my students.	2.67	Agree	16
11. I reward my students when they succeed.	3.20	Agree	8
12. I show my students how much they have progressed or learnt.	2.87	Agree	14
13. I use a short opening activity to relax and help my students to focus.	3.38	Agree	5
14. I tell my students that they can learn if they make the necessary effort.	3.58	Strongly Agree	3
15. I match tasks to my students' need/interests rather than exam requirements.	3.05	Agree	10
16. I remind students that mistakes are natural part of learning.	3.80	Strongly Agree	1
17. I offer a variety of tasks to my students.	3.02	Agree	12
Composite Mean	3.17	Agree	

Legend: 3.50 – 4.00 = Strongly Agree (Highly Competent); 2.50 – 3.49 = Agree (Competent); 1.50 – 2.49 = Disagree (Less Competent); 1.00 – 1.49 = Strongly Disagree (Not Competent)

Table 2.3 shows Competencies of English Faculty of TNU in terms of Instructional Expertise with the composite mean of 3.17. As gleaned from the table, the respondents strongly agreed that they remind students that mistakes are natural part of learning which got the highest weighted mean of 3.80, followed by teaching the students self-learning strategies (3.78) and telling students that they can learn if they make the necessary effort (3.58).

However, among the items they only agreed that they make sure tasks are challenging but doable for the students (2.95), they show students how much they progressed or learnt (2.87), they invite former/senior students to share their learning experience (2.70), they give immediate feedback to students (2.67) and ask students what they like about the course learning/process (2.65) who ranked least among the indicators.

This study confirmed the use of self-learning strategies in the instruction which is similar to the concept of self-regulation learning. Research shows that self-regulated students are more engaged in their learning. Self-motivation occurs when a learner independently uses one or more strategies to keep themselves on-track toward a learning goal. It is important to the process of self-regulation because it requires learners to assume control over their learning (Corno, 1993). Furthermore, self-motivation occurs in the absence of external rewards or incentives and can therefore be a strong indicator that a learner is becoming more autonomous (Zimmerman, as cited in Introduction of SRL, 2013).

Table 2.4

Competencies of English Faculty of TNU in terms of Communication Expertise

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I set class rules myself rather than allowing my students to do so.	2.85	Agree	4
2. I explain the importance of class rules to my students.	3.65	Strongly Agree	2
3. I encourage my students to use English outside the classroom.	3.85	Strongly Agree	1
4. I make myself available to my students outside class time.	2.43	Disagree	5
5. I tell my students that communicating effectively is more important than grammatical accuracy.	3.63	Strongly Agree	3
Composite Mean	2.74	Agree	

Legend: 3.50 – 4.00 = Strongly Agree (Highly Competent); 2.50 – 3.49 = Agree (Competent); 1.50 – 2.49 = Disagree (Less Competent); 1.00 – 1.49 = Strongly Disagree (Not Competent)

Table 2.4 presents the competencies of English Faculty of TNU in terms of Communication Expertise with composite mean of 2.74 verbally interpreted as “agreed”. However, data shows that respondents strongly agreed that faculty encourage students to use English outside the classroom (3.85). They are also explaining the importance of class rules to students (3.65) and telling students that communicating effectively is more important than grammatical accuracy (3.60).

The respondents only agreed that faculty members set self-class rules rather than allowing the students to set their own rules (2.83). However they feel disagree on the thought that faculty members make themselves available to the students outside class time (2.43).

The composite mean of 2.74 obtained in this indicator implies that respondents agreed in the competencies of English Faculty of TNU in terms of Communication Expertise.

Effective teacher can take something that is complex and present it in a way that can be easily absorbed by the students, and through different verbal and non-verbal communications (Prozesky, 2000).

Table 2.5
Competencies of English Faculty of TNU in terms of Diagnostic Expertise

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I give my students opportunities to experience success in their learning.	3.25	Agree	3
2. I investigate my students' learning needs.	3.72	Strongly Agree	1
3. I encourage my students to set specific learning	3.37	Agree	2
4. I encourage my students to assess themselves.	3.13	Agree	4
Composite Mean	3.37	Agree	

Legend: 3.50 – 4.00 = Strongly Agree (Highly Competent); 2.50 – 3.49 = Agree (Competent); 1.50 – 2.49 = Disagree (Less Competent); 1.00 – 1.49 = Strongly Disagree (Not Competent)

Table 2.5 presents the competencies of English Faculty in terms of Diagnostic Expertise with a composite mean of 3.37 and verbally interpreted as agree. Among the indicators, respondents strongly agreed that faculty members are investigating student's learning needs which got the highest weighted mean of 3.72. On the other hand they all agreed that faculty members are encouraging to set specific learning goals for themselves (3.37), giving students opportunities to experience success in learning (3.25) and encouraging students to assess themselves (3.13) being the lowest among the indicators.

In order to determine the scope and boundaries of teaching, teachers should be aware of the students' learning needs. In an educational setting, a learning needs analysis helps students identify where they are in terms of their knowledge, skills and competencies, versus where they wish to be - what is their learning goal (Whyne, nd).

However, this attempt should be coupled with student initiative in assessing their performance if their expected skills and competencies are being enhanced out of the instruction given to them by educational institutions. This is self-assessment, which tends to be less practiced in the present study. Reif and Wolf, as mentioned in an article Student Self-Assessment, says (2008), when students are collaborators in assessment, they develop the habit of self-reflection. They learn the qualities of good work, how to judge their work against these qualities, how to step back from their work to assess their own efforts and feelings of accomplishment, and how to set personal goals.

According to Graham et al. (2001), a good way to communicate high expectations is through challenging tasks, case-base approach involving real-world problems, sample cases, and praise.

Table 3
Difference of Responses on Teachers' Performance and Level of Competence

Level of Competence in terms of:	N	Mean	t-value	p-value	Interpretation
subject matter expertise	60	2.27	14.194	0.000	Highly Significant
classroom management expertise	60	2.92	1.747	0.083	Not Significant
instructional expertise	60	3.28	3.673	0.000	Highly Significant
communication expertise	60	3.17	3.275	0.001	Significant

Level of Competence in terms of:	N	Mean	t-value	p-value	Interpretation
diagnostic expertise	60	3.37	6.605	0.000	Highly Significant
relational expertise	60	2.91	2.036	0.044	Significant

Legend: mean performance = 3.04; Significant at p-value < 0.05

Table 3 shows the significant differences on teachers' performance and their level of competence. Results indicate that subject matter expertise, instructional expertise and diagnostic expertise are highly significant on the teachers' instructional performance. However, communication and relational expertise recorded only significant relationship on their performance. While, classroom management turned to be not significant on their instructional performance.

Various researchers were conducted to believe that the core competencies the teachers must possess to become efficient and effective are focused on three aspects; content knowledge background (subject matter), delivery knowledge (instructional) and analytical thinking (diagnostic) which the present study confirms. On the other hand, relational and communication expertise become secondary contributing factors towards teachers' good performance. These expertise are supplemental in establishing rapport with the students in handling difficulties in learning to show sense of support and belongingness.

While classroom management is deemed important in the delivery of instruction, the present study debunks the fact that it directly affects the performance of the teachers. According to Laygo (2010), good classroom management indicates teacher's authority, neither efficiency nor competence.

Table 4
Students' Level of Performance in Basic English

Performance	Frequency	Percentage (%)
Excellent	22	5.76
Good	104	27.23
Average	123	32.20
Poor Average (Fair)	95	24.86
Poor	38	9.95
Total	382	100.00
Mean Grade	60.13	

Legend: 0 – 39 = Poor; 40 – 54 = Fair; 55 – 69 = Average; 70 – 84 = Good; 85 – 100 = Excellent

Table 4 reports on the students' level of performance in Basic English. As reflected on the table, students have average performance with 60.13 mean grade. Most of the students fall under poor average (95F), average (123) and good (104) performance in Basic English.

Table 6

Relationship between Attitude of Students and Level of Performance in English

	r-value	p-value	Decision	Interpretation
Attitude of Students Towards English Language vs. English Performance	0.012	0.819	Fail to Reject	Not Significant

Legend: Significant at $p\text{-value} < 0.05$

Based from the table, the $r = 0.012$ (almost negligible correlation) with $p = 0.819$. This means that there is 82% probability that the observed relationship could have happened by chance. Or, there is a very low probability (18%) that the observed relationship would not happen by chance. Thus, the researcher fails to reject the null hypothesis that the variables are not correlated and conclude that the variables are not significantly correlated. This only means that the students' attitude towards English language is not affected by their performance.

Attitude is considered as one of the most important components of language learning. Regarding the learners' attitude towards English language learning, it is obvious that most of the learners in EFL contexts learn English as a compulsory subject (Solaimani & Hanafi, 2013). Therefore, attitude towards learning English sometimes becomes irrelevant as motivation to learn the language. Verma (2005) found that despite the desire to learn it, one does not exert effort to speak the language because they are afraid to make mistakes.

Findings

1. Level of teachers' instructional performance in terms of:

Respondents believed that teachers do not change teaching schedule and missed lessons which got the highest weighted mean of 3.33. Also, they agreed that teachers are authentic have respectful manners in teaching with 3.16 weighted mean. Moreover, they noticed that their teachers effectively answer questions from them which obtained 3.12 weighted mean. Meanwhile, although respondents have agreed, teachers need to work on the following indicators which got the lowest weighted means including utilizing various interactive learning opportunities to learn how to speak English (2.96), ensuring that the course meets student demand (2.95) and ensuring that textbook/materials are appropriate to students' level (2.78).

2. Extent of English competencies

Subject matter expertise. Among the indicators, respondents agreed that they make tasks attractive by using games and competitions (3.45) and they use authentic tasks to prepare students for real situations (3.33). However, they disagreed that they select tasks from the course book even if they do not relate to students' real life experience (1.15) and that they start all their lessons with the same presentation techniques (1.80). The composite mean of 2.27 implies that the respondents are neutral with regard to the competencies of English Faculty of TNU in terms of Subject Matter Expertise.

Classroom management expertise. The respondents agreed in creating supportive classroom environment so the students feel encouraged to take risks (3.22), encouraging students to teach other (2.85) and asking the students what they like about the course/learning process (2.68).

Instructional expertise. As gleaned from the table, the respondents strongly agreed that they remind students that mistakes are natural part of learning which got the highest weighted mean of 3.80, followed by teaching the students self-learning strategies (3.78) and telling

students that they can learn if they make the necessary effort (3.58). However, among the items they only agreed that they make sure tasks are challenging but doable for the students (2.95), they show students how much they progressed or learnt (2.87), they invite former/senior students to share their learning experience (2.70), they give immediate feedback to students (2.67) and ask students what they like about the course learning/process (2.65) who ranked least among the indicators.

Communication expertise. Data shows that respondents strongly agreed that faculty encourage students to use English outside the classroom (3.85). They are also explaining the importance of class rules to students (3.65) and telling students that communicating effectively is more important than grammatical accuracy (3.60). However, the respondents only agreed that faculty members set self-class rules rather than allowing the students to set their own rules (2.83). However they feel neutral on the thought that faculty members make themselves available to the students outside class time (2.43).

Diagnostic expertise. Among the indicators, respondents strongly agreed that faculty members are investigating student's learning needs which got the highest weighted mean of 3.72. On the other hand they all agreed that faculty members are encouraging to set specific learning goals for themselves (3.37), giving students opportunities to experience success in learning (3.25) and encouraging students to assess themselves (3.13) being the lowest among the indicators.

Relational expertise. The results show that the respondents agree in all the indicators. They ranked first the using of activities that familiarized the students with target culture (3.28), followed by trying to establish good rapport with the students (3.13), avoid embarrassing students when giving feedback (2.83), sharing personal interest with student (2.80) and lastly, using humor in the classroom (2.52).

3. Significant differences on teachers' performance and their level of competence.

Results indicate that subject matter expertise, instructional expertise and diagnostic expertise are highly significant on the teachers' instructional performance. However, communication and relational expertise recorded only significant relationship on their performance. While, classroom management turned to be not significant on their instructional performance.

4. Students' level of performance in Basic English

Students have average performance with 60.13 mean grade. Most of the students fall under poor average (95F), average (123) and good (104) performance in Basic English.

5. Relationship between students' attitude towards English and teachers' instructional performance

The researcher fails to reject the null hypothesis that the variables are not correlated and conclude that the variables are not significantly correlated. This only means that the students' attitude towards English language is not affected by their performance.

6. Extent of the attitudes manifested in the students

The respondents agreed that they wish they could speak English fluently (3.31), that they study English because that will make them more educated (3.14). Also, they wish they could have more friends speaking English (2.97) and they believe that being good in English will help them to study other subjects well (2.94). They also believe that, people who speak

more than one language are very knowledgeable and affirmed that knowing English is an important goal of their lives (1.94). On the other hand, respondents disagreed in asking friends or teachers for the homework on what has been taught when they missed the class (1.48), paying attention when English teacher is explaining the lesson (2.34) and like studying English (1.34).

Proposed instructional plan

Proposed instructional plan is anchored on improving the instructional competencies of the teachers in terms of subject matter, classroom management, instructional, communication, diagnostic and relational expertise. Moreover, the proposed plan also integrated the strategies and activities to enhance the students' attitude towards learning the Basic English language.

Conclusions

Based on the findings of this study, the following conclusions were drawn.

- Teachers are considered competent based on the respondents' assessment on their teaching performance.
- Teachers' instructional expertise in terms of subject matter is moderately competent; while they are considered competent in terms of classroom management, instructional, communication, diagnostic and relational expertise.
- Subject matter, instructional and diagnostic expertises are highly significant on the teachers' instructional performance. However, communication and relational expertise recorded only significant relationship on their performance. While, classroom management turned to be not significant on their instructional performance.
- Students perform in average level in Basic English.
- Students' attitude towards English language is not affected by teachers' instructional performance
- Students are neutral on their attitude towards learning Basic English Language.
- Instructional plan is proposed for implementation and evaluation to improve the teaching learning process in English Language.

Recommendations

In light of the foregoing findings, the following recommendations are given:

- The management should provide in-house trainings on various teaching techniques and methodologies to enhance the student interest towards learning.
- Open communication between teachers and students should be encouraged inside the classroom to promote freedom and ease of expression when it comes to subject matter difficulty.
- Student self-evaluation should be administered by the teachers to determine the competencies which were not enhanced during the entire curriculum.
- Follow-up study may be conducted to focus on the effectiveness of the proposed instructional plan.

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