



Technium.

40/2023

2023
A new decade for social changes

Technium
Social Sciences

Powered by

PLUS
COMMUNICATION



Teachers' Linguistic Competence, Teaching Skills and Students' Linguistic Competence: Bases for a Training Design

Ana Marie J. Matalines

Language Teaching Program, Master of Education Program, University of Southeastern Philippines

anamariebeth.matalines@dssc.edu.ph

Abstract. This study sought to determine the correlation between teachers' linguistic competence and students' linguistic competence as well as between teachers' teaching skills and students' linguistic competence. The researcher made use of descriptive correlation to determine the relationship among the variables. Fishbowl sampling was utilized to determine public high schools for the study, and multistage sampling was used to determine the student respondents using the Raosoft sample size calculator wherein out of 1,500 students, 306 students were picked. For teacher respondents, the total population of ten (10) grade eight English teachers coming from the four select public high schools comprised the group of teacher respondents. The findings revealed that there is a significant relationship when teachers' lesson management, assessment, and overall teaching skills were correlated with students' linguistic competence; furthermore, in terms of teachers' linguistic competence and students' linguistic competence, the teachers' grammar, textual knowledge, and overall linguistic competence show a strong correlation with students' linguistic competence. The multiple regression analysis also revealed that teachers' grammar, overall linguistic competence, classroom climate, and assessment predict students' linguistic competence. With the consistency of the results on teachers' grammar and assessment as correlates and predictors of students' linguistic competence, a training design on grammar review based on communicative language teaching approaches with embedded authentic assessment is proposed to address the problem on students' linguistic competence.

Keywords. Linguistic competence, teaching skills

A. Introduction

English is the lingua franca of business, culture and higher education across the globe and what comes with it are the opportunities for success which is tantamount to language competence (Hussain, Ahmed, & Zafar, 2009). In fact, the use of English has grown significantly over the last twenty years as a result of a remarkable rise in global communication, international education, multi-national business, and migration.

It is on this premise that public and private schools give importance to the learning and mastery of the English language; however, it is sad to note that in the global scenario, graduate employees still lag behind in terms of English language proficiency. The same dismal reality is explained in the national scene where the average English proficiency level of fourth year high school students in English is evident as shown in the fluctuating National Achievement Test results (NETRC, 2013). Much worse is the alarming state of very low English proficiency as shown in the results of the University of Southeastern Philippines Admission Test where more than 2,000 out of some 3,000 applicants for the school year 2010-2011 failed to pass the English Proficiency Test (Cascaro, 2010). Exasperating the issue is the universal problem of teachers' low proficiency level in English or their lack of confidence in their English ability (Garton, Copland & Burns, 2001).

Ideally, a standards-based curriculum requires English language learners to face demanding academic and cognitive requirements across content areas and grade levels and successfully participate in school. In fact, English language learners must develop language proficiency in the classroom to access the English language arts, mathematics, science, and social studies (Fenner & Segota, 2012).

With the persistent challenge on low English proficiency invading the English as a Second Language (ESL) teaching and learning since its inception (Brazil, 1996), the Philippine educational system is, indeed, facing the detrimental odds of challenged English proficiency levels of both students and teachers. Knowing that teachers are the front liners in education, they should be effective and proficient in the language; thus, regular trainings are upgraded and professional development of teachers improved, encouraging diversified teaching and learning resources, strategies, and progressive assessments.

This perennial problem spells out a dire need to investigate such occurrence; hence, the study was conducted in order to determine the relationship of teachers' linguistic competence and teaching skills to students' linguistic competence with high hopes of shedding light to the perturbing situation. Also, this study would benefit school administrators, private and public high school English teachers and researchers for educational as well as research purposes for such a study could surface data which could be utilized to improve the output of instruction or to launch other investigations similar to the present study.

B. Literature Review

This study finds its support from the study conducted by Cetinavci and Yavuz (2011) entitled, "Language Proficiency Level of English Language Trainees in Turkey", the study of Walt and Mafisa (2011) entitled "Grammatical Competence of ESL Teachers", and the study of Suciu and Mata (2011) entitled Pedagogical Competencies – The Key to Efficient Education. These three studies come into play with the current study.

Competence Defined. Competencies are "the set of knowledge, skills, and experience necessary for future, which manifests in activities" as cited by Katañe, Aizsila and Beitere in 2006 or the "knowledge, skills, attitudes, values, motivations and beliefs people need to be successful in a job" as cited by Gupta in 1999. These competencies are categorically divided into field competencies, pedagogical competencies and cultural competencies of which the most common is the field or subject matter knowledge

competencies. They refer to the essential competencies necessary for teachers to conduct their profession and the subjects that teachers will teach or students will learn. In particular, Teddick and Walker in 1995 mentioned that EFL teachers need to focus on English language skills based in grammar, syntax and lexicon of the language for without this content knowledge, it is impossible for language teachers to judge themselves competent enough (Cetinavci & Yavuz, 2011). Walt and Mafisa (2011) added that in their study of the grammatical competence of secondary English secondary language teachers in South Africa, it was found out that teachers had problems with grammatical structures tested; thus, language training was suggested as a necessity for teaching improvement.

In another light, pedagogical competencies have been considered as the ability of an individual to use tangible resources such as various instructional materials and intangible resources like knowledge, skills and experiences to achieve effectiveness and efficiency in pedagogy as cited by Madhavaram & Laverie (2010) in (Suciu & Mata, 2011).

The Importance of Linguistic Competence

Language teachers are expected to have the necessary repertoire to effectively teach and develop in the students the linguistic competence they ought to gain for potent understanding and performance of the four macro-skills, namely, listening, speaking, reading and writing. Canale and Swain in 1980 used the term linguistic competence for grammatical competence which is concerned with the mastery of the linguistic code that includes the knowledge of morphology, syntax and semantics (Bagaric & Djigunovic, 2007).

Morphology deals with vocabulary knowledge as an important aspect of cognitive development. It contributes to success in word reading and reading comprehension and, thus, has implications for learning in all subjects. Research literature stresses that both the quantity and quality of word knowledge are very significant. Furthermore, morphological awareness predicts reading development and teaching morphology increases vocabulary and reading achievement (Kirby & Bowers, 2012).

Ali (2010) asserted in his study that vocabulary mastery significantly affects students' reading comprehension. Moreover, he concluded that students with sufficient vocabulary can easily get information and understand text written in English which can enrich their knowledge through reading a lot of books. Butler (2007) added that explicit vocabulary instruction significantly contributes to comprehension and word knowledge. Such notions affirm the equal importance of teaching vocabulary apart from teaching other aspects of the English language as opined by Kirby and Bowers (2012) and Ali (2010).

An equally important contention on the importance of vocabulary is the affirmation that vocabulary strategies positively influence students' ability to comprehend social studies content, thus, calling for teachers to evaluate instructional practices to provide direct instruction combined with vocabulary strategies (Glende, 2013). Considering this argument, vocabulary ability is ultimately necessary in learning not only English but also other academic subjects; hence, language teachers are required to have this competence in order to provide appropriate vocabulary instruction and strategies to the learners.

Another significant aspect of linguistic competence is syntax or the knowledge of grammar. Grammar is the structural foundation of our ability to express ourselves; thus, it

is important to use correct grammar to avoid misunderstandings and ease the flow of communication. Language with errors slows down any form of communication (Subasini & Kokilavani, 2013). This further explains that a good command of the English language involves one's competence on the conventions of grammar such as word and sentence formation.

On the basis of the foregoing argument, Jackson (2003) claimed that knowledge of the technical aspects of English grammar translates into proficient writing or production of quality text. In another significant study, Hu (2012) suggested that grammar instructions should be part of the communicative approach strategies to balance the usage of grammatical forms in communication. On a significant note, Walt and Mafisa (2011) argued that English Second Language teachers' competence is frequently questioned in the present educational system because teachers are not always competent in English. In addition Strevens (1977) in Walt and Mafisa (2011) asserted that learners' achievement will be impaired if the teacher's command of the language is inadequate. The teacher whose language competence is inadequate becomes a 'constraint upon learning' as well as a 'great discouragement' for the learner.

The aforementioned claims emphasize the relevance of grammatical competence both in writing and speaking which are considered as equally important macro skills that students should develop mastery in and the importance of teachers' grammatical competence for ensuring that standards of correctness are maintained.

The third and final aspect of linguistic competence included in this study is semantics which deals with the study of meaning of linguistic expressions used in discourse. It deals with varieties and changes in the meaning of words, phrases, sentences and text. Bachman and Palmer in 1996 further expounded on the importance of language ability comprising not only grammatical knowledge but also textual knowledge. Textual knowledge enables comprehension and production of texts. It covers the knowledge of conventions for combining sentences or utterances into text, such as knowledge of cohesion and knowledge of rhetorical organization (Bagaric & Djigunovic, 2007).

Textual analysis, on the other hand, is a way of describing language functions, and cohesive elements are important linguistic features that pitch in the textual unity. Using principles of cohesion as a basis of teaching with a focus on lexicogrammar, learners might gain an understanding of the identification and application for meaning in English (Janjua, 2012). Significantly, the pre-service teachers' overall mastery of cohesive writing is insufficient as discovered in the study of Kwan and Yunus (2014), hence, implicating the importance of fortified teaching of cohesive devices in the linguistic courses to ensure that they are well-equipped in all aspects of cohesive writing.

In summary, what lies behind every student's success in attempting to achieve linguistic competence is the crucial teaching of a language teacher. English teachers serve as medium in the channel of knowledge. In this respect, teachers should attain high levels of proficiency in written and oral language for effective teaching to foster (Shin, 2008). Language teachers have to be competent in the language they teach in order to produce competent students. In addition, an effective English teacher must possess a good command of the English language in order to impart correct teaching of English to striving language learners. The Council of Ministers of Education in Canada, in fact, mentioned that language

proficiency is among the most important teacher characteristics contributing to quality teaching (CMEC, 2013). In another point of contention, evidence from the Texas Examination of Current Administrators and Teachers (TECAT) test scores in reading and writing suggests that teachers' scores in these areas do help in predicting students' achievement (Ferguson & Brown, 2000).

The Significance of Teaching Skills

In the light of pedagogical competencies, another factor that affects students' English language competence is language teachers' teaching skills as expounded in the National Competency-Based Teachers Standards with three components, namely, instructional competence, curriculum content and pedagogy, and planning, assessing and reporting (NCBTS, 2006).

Instructional competence emphasizes the ideal that teachers can facilitate the learning process in different types of learners. Effective teachers use varied instructional strategies and awareness on the learning styles that would increase teachers' sensitivity to differences of students. Curriculum content and pedagogy, on the other hand, pertains to all rudiments of the teaching-learning process that work in convergence to help students attain higher standards of learning and understanding. These include the teacher's knowledge of subject matter, teaching-learning approaches and activities, instructional materials and learning resources. Planning, assessing and reporting, as another component, focuses on the use of assessment data to plan and revise teaching-learning plans, as well as the integration of formative assessment procedures in the planning and implementation of teaching-learning activities. These three dimensions define the following teaching skills included in this study.

Planning and preparation. It is one of the teacher's key tasks which include setting up of a learning activity which effectively achieves the learning outcomes intended for each pupil. (Kyriacou, 2007). Teaching skills such as lesson planning means having clear objectives and interesting activities, and instructional skills such as teacher enthusiasm, the use of reinforcement, and motivation of students (Cubukcu, 2010).

Lesson management. It essentially refers to those skills involved in managing and organizing the learning activities such that pupil's productive involvement in the lesson as much as possible (Dean, 2000; Haydn, 2007; Kyriacou, 1997) in Kyriacou (2007). According to Gardner (2006), children learn differently based on their peculiar needs and learning styles. Hence, language teachers have to employ appropriate motivation and instructions that cater to the needs of varied learners. As a matter of fact, the effects of classroom practices employed by teachers positively contribute to student learning (Wenglinsky, 2001). Sapungan (2013) added that good teaching practices were proven to influence the performance of schools and promote quality education sustainability.

Classroom climate. This pertains to the climate established in the classroom that can have a major impact on students' motivation and attitude toward learning. This includes establishing a positive classroom climate, motivating students, relationship with students, enhancing students' self-esteem, conveying positive messages, classroom appearance and composition (Kyriacou, 2007). Falsario, Muyong & Nuevaespaña (2014) pointed out that classroom climate to a certain extent has some influence on the academic performance of students. Hashim, Alam and Yusoff (2014) added that classroom conditions predict

students' English proficiency, suggesting the physical aspects of the campus and classroom conveniences as essential to English language acquisition. Furthermore, the Department of Education's National Competency Based Teacher Standards (NCBTS, 2006) sheds light to the importance of promoting a healthy learning environment focusing on the importance of providing for a social and physical environment within which all students, regardless of their individual differences in learning, can engage in the different learning activities and work towards attaining high standards of learning (Borabo, 2009).

Assessment. This involves marking assignments, recording students' progress and reporting students' progress (Kyriacou, 2007). Guskey (2003) argued that teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn. The assessments best suited to guide improvements in student learning are the quizzes, tests, writing assignments and other assessments that teachers administer on a regular basis in their classrooms. Moreover, Cauley and McMillan (2014) asserted that formative assessment can strongly affect student motivation and achievement. Stiggins (2006) further explained that profound achievement gains can be realized with effective formative classroom assessments.

Indeed, quality of teaching and learning provision is by far the most salient influences on students' cognitive, affective and behavioral outcomes of schooling (Rowe, 2003). Successful teaching skills crucially involve knowledge, decision making and action. Quality teachers must embrace the vision of caring for students and their learning because they are the primary customers of educational organizations, and quality teachers need to be committed to students and their learning goals (Cubucku, 2010). Their procedural communications, assessment of student performance and positive social management contribute to improved achievement (Howard, 2009).

The studies of Cetinavci and Yavuz (2011) and Walt and Mafisa (2011), indeed, support the assertion that it is highly expected of teachers to be highly competent in terms of vocabulary, grammar, and textual knowledge to be able to produce students of high caliber. Also, the teachers' teaching skills impact students' performance in English; hence, high levels of performance of these skills must be equally manifested by English teachers as supported by Suciu and Mata (2011).

Theoretical Framework

This study is anchored on the language competence theory espoused by Lehmann (2009) and the teaching competence theory posited by the Australian Department of Education and Training (2004) and the Department of Education's National Competency-Based Teachers Standards (2006).

Lehmann in 2009 theorized that linguistic competence plays an important role both in professional life and in the disciplines concerned with the professional personality such as sociology, pedagogy, psychology, and personnel management. Competence is defined in linguistic theory as a person's knowledge of his language, the system of rules which a language user has mastered production and understanding of an infinite number of sentences and recognition of grammatical errors and ambiguities. It is equated to grammatical competence which encompasses "knowledge of lexical items and of rules of

morphology, syntax, sentence grammar, semantics and pragmatics” or the competence associated with mastery of the code of a language (Canale & Swain, 1980).

Chomsky (1957) in Llorca (2000) drew a fundamental distinction between a person’s knowledge of the rules of a language and the actual use of that language in real situations, emphasizing that linguistics should not be restricted to performance but rather embracing the importance of competence for effective performance. It is also argued that linguistics should not focus on the description of competence per se. A more powerful target must be endeavored and that is to provide a grammar capable of evaluating the adequacy of different counts of competence for a better understanding of the human mind.

Lehmann (2009) added that the grammar of the language characterizes the instrument, determining intrinsic, physical and semantic properties of every sentence. The grammar, thus, expresses a system of rules and principles constituting pragmatic competence that determines how the tool can effectively be put to use.

Moreover, the notion of ‘competence’ has its basis outside linguistics. It plays an important role both in professional life and in disciplines concerned with the professional personality such as sociology, pedagogy, psychology, and personnel management. Competence is essentially acquired through practice and experience. It is assessed according to some established standard. In psychology, a distinction is made between personal and professional competencies. A person’s linguistic competence is part of his personality. On the other hand, it is certainly one of those personal competencies that are highly relevant to professional life (Lehmann, 2009).

Considering a teacher’s responsibility in making students learn and be competent in the English language entails not only his linguistic competence but also his teaching competence. Teaching competence theory espoused by the Australian Department of Education and Training in 2004. The principle explains that effective teachers draw on a body of professional knowledge in order to maximize their ability to improve student educational outcomes. Knowledge of students, curriculum, subject matter and pedagogy among others is the foundation of effective teaching and enables teachers to be responsive to the changing needs of students. This concept further includes facilitating student learning and assessing and reporting student learning outcomes among others.

In another parallel perspective, good teaching requires the teacher’s active involvement in designing, redesigning and evaluation of the learning experiences of students. This pertains to curriculum, learning environment, planning, assessing and reporting among others as posited by the Department of Education’s National Competency-Based Teachers Standards (NCBTS, 2006). The job-embedded requirements of the teacher’s guide that include lesson planning and delivery, management of time and learning environment and assessment among others are actually stipulated in the Competency-Based Performance Appraisal for Teachers which primarily form the bases of the teacher performance indicators, which strengthens the need for yearly evaluation and assessment of teachers.

When teachers are evaluated using the criteria or assessment standards known to them, they become aware of the kind of performance expected of them and believe it will bring out the best in them. As such, they involve themselves in the improvement of their own teaching performance which consequently redounds to their own advancement, the

growth of their students and the strength or the refinement of instruction.

According to Wise et al (1985), the primary goal of the teacher is the improvement of the individual teacher and the improvement of the collective teaching performance in schools. This visibly points to the individual teacher improvement as viewed in the light of two considerations- the teacher's personal growth and his teaching competence, knowing that competent teachers produce competent students.

Considering the aforementioned theories and concepts, the initial challenge for novice teachers is to acquire the basic classroom teaching skills needed to present and navigate their lessons. Teaching from this perspective is an act of performance, and for a teacher to be able to carry herself through the lessons, she has to have a repertoire of subject matter knowledge, techniques and routines at her fingertips.

Conceptual Framework

This study is anchored on the proposition that there is a relationship between teachers' linguistic competence and students' linguistic competence as well as between teachers' teaching skills and students' linguistic competence.

The independent variable includes English teachers' linguistic competence and their teaching skills. Linguistic competence is categorized into three areas, namely, vocabulary, the set of words within a language involving contextual meaning, grammar, the set of structural rules governing the composition of clauses, phrases and words, and textual knowledge, the language skill referring to understanding and comprehension of texts.

Teaching skills, on the other hand, are classified into planning and preparation, the teaching skill concerning setting up of a learning activity, lesson management, the skill involving eliciting and sustaining students' involvement, classroom climate, the skill involving the climate established in the classroom, and assessment, the skills concerning the regular assessment of students' progress.

The dependent variable refers to the students' linguistic competence. This encompasses the students' vocabulary, grammar and textual knowledge levels.

Lexical and operational definitions of key terms of this study were provided for in this section.

Linguistic competence means the system of rules that govern an individual's understanding of what is acceptable and what is not in the language. Operationally, it is the level of competence displayed by students and teachers based on the adapted linguistic competence test for students and teachers, respectively.

Teaching skills are related to the way a teacher has carried out the activities and what results have been achieved (Uppsala University, 1992). Operationally, teaching skills refer to planning and preparation, lesson management, classroom climate, and assessing students' progress. Figure I presents the schematic diagram of the variables of the study.

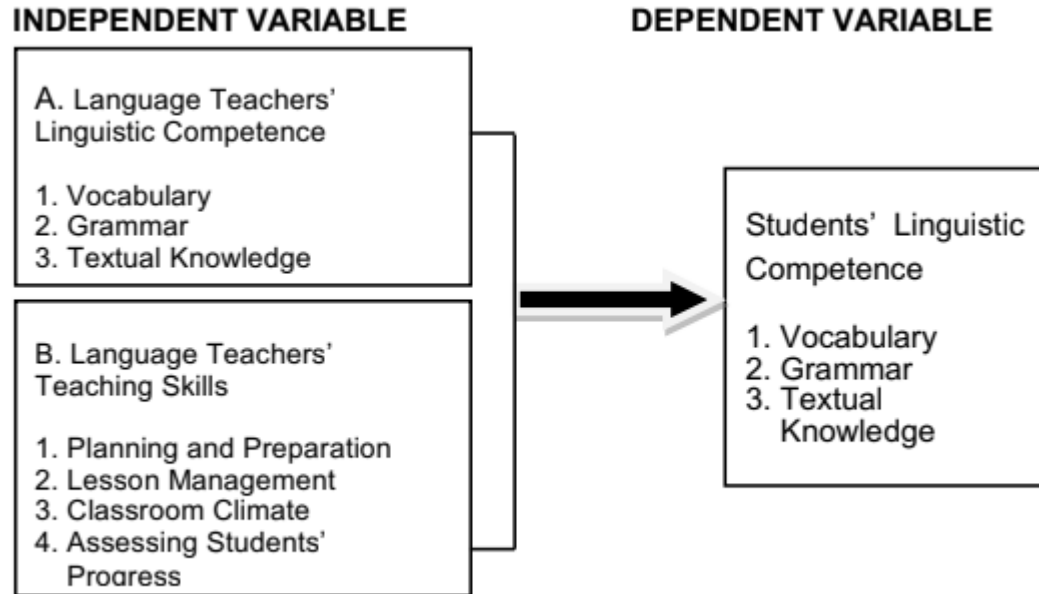


Figure 1 The Conceptual Framework of the Study

Statement of the Problem

The study aimed to determine the correlation between teachers' linguistic competence and students' linguistic competence as well as between teachers' teaching skills and students' linguistic competence. Specifically, the study sought to answer the following questions:

1. What is the level of teachers' linguistic competence in terms of the following indicators:

- 1.1 vocabulary
- 1.2 grammar
- 1.3 textual knowledge?

2. What is the level of teachers' teaching skills in terms of the following:

- 2.1 planning and preparation
- 2.2 lesson management
- 2.3 classroom climate
- 2.4 assessing students' progress?

3. What is the level of students' linguistic competence in terms of the following:

- 3.1 vocabulary
- 3.2 grammar
- 3.3 textual knowledge?

4. Is there a significant relationship between the language teachers' linguistic competence and the students' linguistic competence?

5. Is there a significant relationship between the language teachers' teaching skills and the students' linguistic competence?

6. What variable significantly contributes to the students' linguistic competence?

7. What English faculty training design can be conceptualized to address the students' linguistic competence?

Null Hypotheses

The following null hypotheses were tested at .05 level of significance:

Ho1 Teachers' linguistic competence has no significant relationship to students' linguistic competence.

Ho2 Teachers' teaching skills have no significant relationship to students' linguistic competence.

Ho3 Teachers' teaching skills and linguistic competence do not significantly contribute to students' linguistic competence.

C. Method

This chapter elucidates on the research design, participants, instruments, data gathering procedure and data analysis used in the present study.

Research Design

The researcher utilized the descriptive-correlation method of research in this study. Descriptive method is appropriate in this study because it requires description of the existing conditions of the subjects under consideration. This research design involves collections of quantitative information that can be tabulated in numerical form (AECT, 2001). Aside from the simple description asked for, this study also explored the degree of relationship among a set of variables. Specifically, this study sought to investigate the relationship between independent variables, namely, teachers' linguistic competence and teaching skills such as planning and preparation, lesson management, classroom climate and assessment, and the dependent variable which is the students' linguistic competence.

Respondents of the Study

The respondents of the study were the grade eight students and teachers from public schools. Out of eight public schools, four were chosen to participate in the study through fishbowl sampling. The Raosoft sample size calculator was used to determine the sample size of student respondents. From the total population of 1,500, the computation yielded 306. Using multi-stage sampling, public high school A with a total population of 350 students was trimmed down to 100; public high school B with a total population of 350 students was reduced to 100; public high school C with a total population of 200 students was trimmed down to 100, and public high school D with a total population of 600 students was trimmed down 200. Then, random sampling was employed to come up with the final sample size with public high school A reduced to 60 student respondents, public high school B with 62 student respondents, public high school C with 60 students respondents and public high school D with 124 student respondents. However, on the day of distribution of the instrument, some students were absent and when the tool was retrieved there were test papers that were not fully accomplished, thus, were expunged from the records. Hence, the actual number of test papers for public high school A was 53; public high school B had 61; public high school C had 57, and public high school D had 116. The total number of respondents yielded 287. For the teacher respondents, public high school

A had 2 teachers; public high school B had 2 teachers; public high school had 2 teachers, and public high school D had 4 teachers. The total population of teacher respondents was 10. The distribution of teacher-student respondents of the study is shown in Table 2.1.

Table 2.1 Distribution of Teacher-Student Respondents by School

Respondent Schools	Teacher Respondents	Percent (%)	Student Respondents	Percent (%)
1. Public High School A	2	20	53	18.47
2. Public High School B	2	20	61	21.25
3. Public High School C	2	20	57	19.86
4. Public High School D	4	40	116	40.42
TOTAL	10	100%	287	100%

Research Instruments

This study utilized three research instruments. The first tool is a Linguistic Competence Test for grade eight teachers. This adapted test from the University of Cambridge ESOL Examinations was developed in 2008 and revised by the researcher for appropriate use. This tool has three sectors, namely, vocabulary, grammar and textual knowledge. Vocabulary has 18 items on context clues, synonyms, and word derivation; grammar contained 12 items on grammatical functions and structures, and paraphrasing; and textual knowledge contained 20 on paragraph analysis and logical arrangement of sentences, making a total of 50 items. The researcher determined the level of teachers' linguistic competence, using a five-point rating scale based on the scoring and interpretation protocol set in the adopted teachers' linguistic competence varying from Grade A to Grade E (UCLES, 2008). The rating scale to determine the teachers' linguistic competence is shown in Table 2.2.

Table 2.2 Rating Scale for Teachers' Linguistic Competence Test

Rating Scale	Corresponding Mark
Grade A	80-100
Grade B	75-79
Grade C	60-74
Grade D	55-59
Grade E	54 or below

The passing mark in the test is determined at Grade C which is 60. The second tool is a researcher-made Teaching Skills Survey Questionnaire based on the insights of Kyriacou (2007). The questionnaire has four categories, namely, (1) planning and preparation with 10 items that dealt on lesson planning and preparation, (2) lesson management with 10 items that discussed on the skills involved in managing and organizing learning activities, (3) classroom climate with 10 items that involved establishing a positive classroom climate, and (4) assessing students' progress with 10 items that expounded on the skills in administering assessment. Each item has four response options coded and described as shown in Table 2.3.

Table 2.3 Measurement Scale to Determine the Level of Teachers'

Teaching Skills		
Range	Description	Interpretation
4	Very High Implementation	When teaching skill is always manifested, observed and practiced by teachers
3	High Implementation	When teaching skill is oftentimes manifested, observed and practiced by teachers
2	Low Implementation	When teaching skill is seldom manifested, observed and practiced by teachers
1	Very Low Implementation	When teaching skill is never manifested, observed and practiced by teachers

The third tool is a Linguistic Competence Test for grade eight students. This adapted test from the California Standards Test for grade eight students was developed in 2006 (California Department of Education, 2006) and revised by the researcher for appropriate use. This tool has three sections, namely, vocabulary with 17 items containing context clues with 13 items and 4 items on synonyms; grammar with 18 items having 2 items on parallel structure, 6 items on parts of speech with contractions, 7 items on word order, and 3 items on verb tense, and textual knowledge with 15 items, consisting of 10 items on cohesive devices and 5 items on paragraph analysis. To determine the level of students' linguistic competence, the scoring and interpretation scale set by the California English Language Development Test (CEDLT, 2007) was used ranging from beginning to advanced levels. The rating scale is shown in Table 2.4.

Table 2.4 Rating Scale for Students' Linguistic Competence Test

	Vocabulary (17)	Grammar (18)	Textual Knowledge (15)	Overall
Beginning	0-4	0-4	0-3	0-10
Early Intermediate	5-8	5-8	4-6	11-20
Intermediate	9-11	9-12	7-9	21-30
Early Advanced	12-14	13-15	10-12	31-40
Advanced	15-17	16-18	13-15	41-50

The passing rate is at the intermediate level.

Validity of Instruments

The validity of instruments was obtained after the instruments were subjected to close scrutiny of experts who were the college faculty who have been teaching in the graduate school at the University of Southeastern Philippines, Davao City. A pilot testing was, then, conducted at Daniel R. Aguinaldo National High School to determine the reliability of the tools with 3 grade eight teachers and 30 grade eight students as respondents. Cronbach alpha was used in the computation of results which yielded .706 for students' linguistic competence; .780 for teachers' linguistic competence test, and .952 for teachers' teaching skills survey questionnaire.

Data Gathering Procedure

The following steps were undertaken in the collection of data for the study.

1. *Asking permission from the Division Schools Superintendent and the principals of the respective schools.* Letters were sent to the division schools superintendent and the four principals, respectively, seeking permission to allow the researcher to conduct the study. The request was granted and the researcher conducted the study in the four chosen public high schools of Cluster 2.

2. *Administration of the linguistic competence test to the grade eight students.* The researcher administered the students' linguistic competence test to the students of public high school A in the morning and to the students of public high school B in the afternoon of February 9, 2015. A room was assigned for the researcher when she conducted the test. The students were assured that the result of the test shall be kept confidential and shall only be used in the study. The same administration steps were done to the students of public high school C and public high school D on the next day, February 10, 2015. The administration of the teachers' linguistic competence test and teachers' teaching skills questionnaire was done on February 11, 2015 for public high schools A and B and on February 12, 2015 for public high schools C and D.

3. *Tabulation of the results.* After the test, the researcher tabulated the scores of

the teachers and students.

4. *The conduct of the FGD.* The FGD was held in the Principal's office on February 13, 2015. The four English teachers of public high school D were issued a memo a week before the conduct of the FGD. Included in the memorandum were the topics to be discussed. The group was gathered at 9:00 o'clock on the morning. The researcher acted as the facilitator and the four English teachers served as participants of the discussion. After the introduction, the purpose of the discussion was explained and the discussion proper commenced. The discussion lasted until 10:00 o'clock in the morning of the same day. The exercise was written down by the researcher with prior permission from the participants. They were assured of the confidentiality of the session.

5. *Transcription of the result of the focus group discussion.* The researcher transcribed her notes after the focus group discussion. The result of focus group discussion is presented as Appendix L.

Data Analysis

The following statistical tools were used in the study.

1. Descriptive statistics such as mean scores and frequency distribution were used to determine the levels of teachers' linguistic competence, teachers' teaching skills and students' linguistic competence.

2. Pearson product-moment correlation was utilized to determine the significance of relationship between the linguistic competence of teachers and students' linguistic competence and between teachers' teaching skills and students' linguistic competence.

3. Multiple regression analysis was used to determine the best independent predictor of the students' linguistic competence.

4. Cronbach alpha was utilized to determine reliability of the instruments. 5. Statistical computations were done using SPSS 21 software.

D. Results and Discussion

Results of the study are presented and discussed in this chapter in the following sequence: (1) Level of teachers' linguistic competence, teaching skills and students' linguistic competence; (2) Correlation results between teachers' linguistic competence and students' linguistic competence; (3) correlation results between teachers' teaching skills and students' linguistic competence; (4) Multiple regression results with regard to teachers' linguistic competence, teaching skills, and students' linguistic competence.

Teachers' Linguistic Competence

Linguistic competence as espoused by Lehmann (2009) is a person's knowledge of his language, the system of rules which a language user has mastered production and understanding of an infinite number of sentences and recognition of grammatical errors and ambiguities. This, in effect, plays an important role in a person's personal and professional life. Relative to this is the supporting argument of Walker (1995) in Cetinavci and Yavuz (2011) which reiterates that EFL teachers need to give attention to language skills based in grammar, syntax, and lexicon of the language for without this content knowledge, a language teacher's competence can be questioned. Thus, it is right to

emphasize the significance of a language teacher's substantial knowledge of the English language to be able to teach accurate information and comprehensive usage of English both in written and oral forms. The following findings shown in Table 3.1 reveal the language teachers' level of competence in terms of vocabulary, grammar, and textual knowledge.

Table 3.1 Level of Teachers' Linguistic Competence

Indicators	N	Mean	Standard Deviation	Descriptive Rating
Vocabulary	10	55.56	12.56	Grade D
Grammar	10	34.17	6.15	Grade E
Textual Knowledge	10	28.00	28.11	Grade E
Overall	10	39.24	6.98	Grade E

In terms of vocabulary as one of the variables, the overall mean 55.56 reveals that the vocabulary competence of teachers is Grade D which falls under the 55-59 percentage range, thus, contradicting the claim on high proficiency level for quality teaching (Shin, 2008). Moreover, the result shows that teachers' very low level of vocabulary competence is not a good determinant of quality teaching (CMEC, 2013). A major implication of the findings of this investigation is the limited knowledge of teachers in terms of the synonyms and word derivation. Also, the teachers lack knowledge and understanding of context clues presented in the sentences. The findings, thus, explain the probability that teachers do not have a sufficient repertoire of vocabulary which is needed in teaching English.

With regard to teachers' grammar, the overall mean of 34.17 reveals that the grammar competence of teachers is Grade E which falls under 50 and below percentage range, thus, again negating the claim on high proficiency level for quality teaching (Shin, 2008). Moreover, the data show that teachers do not have the required language proficiency needed to impart correct teaching of the English language (CMEC, 2013). This gives an implication that the teachers' knowledge of grammar is below the required standards for English teachers. This further gives a notion that language teachers do not have competence in terms of grammatical knowledge which is very important in teaching the English language to non-native speakers.

As for teachers' textual knowledge, the overall mean of 28.00 shows that the textual knowledge competence of teachers is Grade E which falls under 54 and below percentage range, thus, contradicting the claim on high proficiency level for quality teaching (Shin, 2008). According to Bachman and Palmer in 1996, textual knowledge enables comprehension and production of texts. Moreover, it covers the knowledge of cohesion and rhetorical organization. Clearly, the findings reveal that teachers lack the knowledge of cohesion and rhetorical organization needed to be able to successfully manifest comprehension of texts. Moreover, the textual knowledge test elucidates the

weakness of teachers in paragraph analysis that prompted for the logical arrangement of paragraphs. This implies that the teachers found it difficult to connect the idea of one paragraph to the next. In other words, the teachers had limitations in terms of analyzing the transitions in paragraphs that would give a clue on which paragraph connects to the current, thus, experiencing difficulty in text comprehension and paragraph cohesion. According to Lehmann (2009), linguistic competence is highly relevant to professional life. This means that English teachers must be equipped in terms of content knowledge and usage of the English language to be considered competent. However, the findings reveal that the overall mean of 39.24 reveals the very low linguistic competence of teachers as reflected in their Grade E level of linguistic performance which is equivalent to 54 and below percentage range, thus, again contradicting the claim on high proficiency level for quality teaching (Shin, 2008). The data explain that the very low linguistic competence of teachers is not acceptable if English teachers are to produce quality students. Thus, language teachers should improve their linguistic competence to be considered competent in teaching the English language to striving learners.

Teachers' Teaching Skills

Good teaching requires effective planning and preparation, lesson management, positive classroom climate, and meaningful assessment (NCBTS, 2006). Gardner in 2006 argued that children learn differently based on their peculiar learning styles. This principle is supported by Wenglinisky (2001) who added that effective classroom practices contribute to student learning. Another equally important notion is the relevance of useful assessments to measure student outcomes as espoused by Guskey (2003). In relation to the foregoing principles, the following findings as reflected in Table 3.2 reveal the level of teachers' teaching skills in terms of planning and preparation, lesson management, classroom climate, and assessment.

Table 3.2 Level of Teachers' Teaching Skills

Indicators	N	Mean	Standard Deviation	Descriptive Rating
Planning and Preparation	10	3.41	.35	High Implementation
Lesson Management	10	3.45	.51	High Implementation
Classroom Climate	10	3.56	.40	High Implementation
Assessment	10	3.28	.35	High Implementation
Overall	10	3.43	.40	High Implementation

In terms of planning and preparation, the mean of 3.41 shows that teachers have high implementation in terms of planning and preparation. This implies that teachers'

planning and preparation is oftentimes manifested, observed and practiced. Teachers ensure that before they face the students, they have already planned and prepared well the lesson and activities that the students will engage in. The findings affirm the principle of Cubucko (2010) that planning means having clear objectives and interesting activities which are well thought of and prepared before conducting an English class. This particular skill, based on the results, is highly manifested by teachers in the conduct of their respective English classes.

As for lesson management. The mean of 3.45 reveals high implementation which explains the teachers' effectiveness in terms of the particular skill. This involves effective time allotment of activities and appropriateness of learning activities and instructional materials (NCBTS, 2006). This is a very good indication that the teachers are doing their best to maintain a meaningful teaching-learning process in the classroom. The findings affirm the claim of Richards (2011) that teaching is an act of performance that a teacher must be able to carry herself through.

With regard classroom climate which is concerned with the concept of creating a fair, safe and conducive learning environment (NCBTS, 2006), the mean of 3.56 reveals that the teachers have high implementation of this skill. This means that teachers oftentimes maintain a supportive classroom climate, give appropriate feedback to develop students' self-esteem, give realistic and challenging activities, motivate students well, and interact with students positively (Kyriacou, 2007). An implication of this would be that a good classroom environment fosters effective and meaningful learning. As opined by Falsario, Muyong and Nuevaespaña (2014), classroom climate to a certain extent has some influence on the academic performance of students. Added to this claim is the assertion of Hashim, Alam and Yusoff (2014) that classroom conditions predict students' English proficiency, suggesting the physical aspects of the campus and classroom conveniences as essential to English language acquisition.

In terms of assessment which deals with appropriate assessment strategies to monitor and evaluate learning (NCBTS, 2006), the mean of 3.28 shows high implementation. This explains that teachers have good confidence of their assessment techniques in terms of student progress. The teachers oftentimes utilize different types of assessment, employ formative and summative assessments, make appropriate assessment, give timely feedbacks on assessment, assist students in their assessment tasks, help students evaluate their own progress, and present fair and formative reports (Kyriacou, 2007). Moreover, the findings affirm the position of Guskey (2003) that teachers who develop corrective instruction and give students second chances to demonstrate success can improve their instruction and help students learn.

In totality, the overall mean of 3.43 indicates high implementation which means very satisfactory performance of teachers in terms of performing the teaching and learning process. The overall findings support the claims of Rowe (2003), Guskey (2003), Richards (2011), and Kyriacou (2007) which articulate that effective teaching takes a lot of hard work, dedication and effort to be able to produce healthy and productive students. Moreover, teaching needs effective planning and preparation, skillful lesson management, constant positive classroom climate, and well thought of assessment techniques. With all these principles in mind, language teachers can never go wrong in their teaching of the

English language.

Students' Linguistic Competence

Students with sufficient vocabulary can easily get information and understand text written in English (Ali, 2010). Glende in 2013 added that vocabulary ability is ultimately necessary in learning not only English but also other academic subjects which redounds to the notion that vocabulary competence is necessary in performing successfully in other academic subjects. In addition, a good command of the English language involves one's competence on the conventions of grammar such as word and sentence formation (Subasini & Kokilavani, 2013). This argument only proves that grammatical competence is equally important as vocabulary competence. Intertwined to these two skills is the skill on textual knowledge which students should possess to gain an understanding of the identification and application for meaning in English (Janjua, 2012). In relation to the aforementioned principles and arguments, the following findings reflected in Table 3.3 reveal the level of students' linguistic competence in terms of vocabulary, grammar and textual knowledge.

Table 3.3 Level of Students' Linguistic Competence

indicators	N	Mean	Standard Deviation	Descriptive Rating
Vocabulary	287	5.61	2.45	Early Intermediate
Grammar	287	6.40	2.76	Early Intermediate
Textual Knowledge	287	5.21	2.25	Early Intermediate
Overall	287	17.22	4.65	Early Intermediate

In terms of vocabulary, the mean of 5.61 indicates early intermediate level which explains that the students' vocabulary competence does not reach the required level of proficiency. There is limited comprehension of students in terms of context clues. The findings further reveal that the students have difficulty understanding words in a sentence just like the teachers do because of insufficient vocabulary exposure. A major implication of the findings is poor performance in other academic subjects due to difficulty in getting information and understanding of written texts as asserted by Ali (2010) and Glende (2013).

As for grammatical competence which entails mastery of the linguistic code for better understanding of utterances (Bagaric & Djigunovic, 2007), the mean 6.40 also reveals early intermediate level. This gives an implication that students' grammar competence is also much lower than the required level of competence which should range from intermediate to advanced. This gives an implication that students are struggling in terms of grammatical competence and this state can affect communication as asserted by Subasini and Kokilavani (2013) and hamper a learner's proficient writing or production of

quality text (Jackson, 2003). Hence, it is an alarming state that the low level of students' grammatical competence can possibly affect their entire academic performance.

When it comes to textual knowledge which is necessary in the comprehension and production of texts (Bagaric & Djigunovic, 2007), the mean of 5.21 shows early intermediate level. The textual knowledge test elucidates the weakness of students in paragraph analysis that prompted for a deeper analysis of the meaning of the text. This implies that the students found it difficult to synthesize the whole meaning of the paragraph. In other words, the students have limitation in terms of analyzing the context clues in each paragraph. The findings further reveal that students have a weakness in terms of textual knowledge as revealed in their very low scores. This gives a negative implication that students lack the required level of comprehension to be able to understand and make meaning of texts presented to them, thus, affecting their reading and writing skills as well. This only goes to show that students' very low level of textual knowledge can dampen their total development of the macro skills necessary in the performance of learning tasks in English and other academic subjects where English is applied.

To summarize, the overall mean of 17.22 reveals students' early intermediate level of competence. The data explain that the low level of students' linguistic competence needs to improve. From this perspective alone, there is a great challenge for teachers to raise their students' low competence level as it is an alarming condition in public school education.

Correlations between Teachers' Linguistic Competence and Students' Linguistic Competence

According to Strevens in Walt and Mafisa (2011), learners' achievement will be impaired if the teacher's command of the language is inadequate. The teacher whose language competence is inadequate becomes a 'constraint upon learning' as well as a 'great discouragement' for the learner. In addition, English teachers serve as medium in the channel of knowledge. In this respect, teachers should attain high levels of proficiency in written and oral language for effective teaching to foster (Shin, 2008). Language teachers have to be competent in the language they teach in order to produce competent students. Moreover, language proficiency is among the most important teacher characteristics contributing to quality teaching (CMEC, 2013). Evidence from the Texas Examination of Current Administrators and Teachers (TECAT) test scores in reading and writing suggest that teachers' scores in these areas do help in predicting students' achievement (Ferguson & Brown, 2000). The foregoing arguments strengthen the notion that teachers' linguistic competence correlates with students' linguistic competence. Table 3.4 reveals the findings on the correlation between teachers' linguistic competence and students' linguistic competence.



Table 3.4 Correlations between Teachers' Linguistic Competence and Students' Linguistic Competence

Teachers' LC Indicators	Vocabulary		Grammar		Textual Knowledge	
	r-value	p-value	r-value	p-value	r-value	p-value
Vocabulary	.067	.260	.005	.935	-.027	.643
Grammar	.174	.003	.258	.000	.199	.001
Textual Knowledge	-.151	.010	-.062	.298	-.080	.175
Overall	-.137	.020	-.035	.549	-.088	.135

* Correlation is significant at the 0.01 level of significance (2-tailed).

The result reveals that teachers' grammar, textual knowledge, and overall linguistic competence have significant relationship to students' vocabulary, grammar, and textual knowledge; therefore, the null hypothesis is rejected. In terms of students' vocabulary, the table shows a positive correlation at .003 level of significance which explains that as teachers' grammatical competence increases, students' vocabulary competence increases by .174. As for students'

grammar, the figure explains that there is also a strongly positive correlation to teachers' grammar at .000 level of significance which reveals that as teachers' grammar competence increases, students' grammar competence also increases by .258. In terms of students' textual knowledge, the data also show a positive correlation at .001 level of significance which signifies that as the teachers' grammatical competence increases, the students' textual knowledge also increases by .199. The foregoing findings, indeed, reveal that teachers' competence in grammar significantly affects students' competence in terms of vocabulary, grammar and textual knowledge. This gives an implication that English teachers should possess high proficiency level of grammatical competence to ensure the improvement of students' level of competence in the areas of vocabulary, grammar and textual knowledge.

On the other hand, the findings also reveal a negative correlation between teachers' textual knowledge competence and students' vocabulary at .010 level of significance which explains that as teachers' level of textual knowledge increases, students' vocabulary competence decreases by .151. Another negative correlation is found between teachers' overall linguistic competence and students' vocabulary at .020 level of significance which means that as the teachers' overall level of linguistic competence increases, students' vocabulary competence decreases by .137. The findings, therefore, show that only the teachers' grammar competence positively affects students' linguistic competence. To summarize the salient points mentioned, the findings, therefore, support the assertions of Strevens (1977), Shin (2008), and Ferguson and Brown (2000) that teachers' linguistic competence affects students' performance. This assertion affirms the linguistic competence theory espoused by Lehmann in 2009 which states that linguistic competence plays an important role both in professional life and in the disciplines concerned with the professional personality such as pedagogy among others.

The aforementioned findings are intensified by the succeeding results shown in Table 3.5 which reveal the correlation between teachers' overall linguistic competence and students' overall linguistic competence.

Table 3.5 Correlations between Teachers' Linguistic Competence and Overall Students' Linguistic Competence

Indicator	r with Students' Linguistic Competence	Sig.
Vocabulary	.025	.678
Grammar	.343	.000
Textual Knowledge	-.157	.008
Overall	-.139	.019

Correlation is significant at 0.01 level of significance (2-tailed). The figures reveal that there is a strongly positive correlation between teachers' grammatical competence and students' overall linguistic competence at .000 level of significance, thus, rejecting the null hypothesis for this case. This means that as teachers' grammatical competence increases, students' linguistic competence also increases by .343. However, in terms of teachers' textual knowledge competence, there is a negative correlation to students' linguistic competence at .008 level of significance which signifies that as teachers' textual knowledge increases, students' linguistic competence decreases by .157. The same truth speaks for teachers' overall linguistic competence which also bears a negative correlation to students' linguistic competence at .019 level of significance which gives an interpretation that as the teachers' linguistic competence increases, students' linguistic competence decreases by .139. The findings again stress the importance of teachers' grammatical competence in the development of students' language competence with relevance to vocabulary, grammar and textual knowledge. English teachers should be able to gain mastery of all grammatical components concerning the English language as it is the only variable that positively affects students' linguistic competence.

Correlation between Teachers' Teaching Skills and Students' Linguistic Competence

According to the Australian Department of Education and Training (2004), effective teachers draw on a body of professional knowledge in order to maximize their ability to improve student educational outcomes. Knowledge of students, curriculum, subject matter and pedagogy among others is the foundation of effective teaching and enables teachers to be responsive to the changing needs of students. The principle is intensified by the theory that good teaching requires the students' active involvement in designing, redesigning and evaluation of the learning experiences of students. This pertains to curriculum, learning environment, planning, assessing and reporting among others (NCBTS, 2006). The following findings reveal the correlation between teachers' teaching skills and students' linguistic competence as shown in Table 3.6.



Table 3.6 Teachers' Teaching Skills and Students' Linguistic Competence

Teachers' TS Indicators	Vocabulary		Grammar		Textual Knowledge	
	r-value	p-value	r-value	p-value	r-value	p-value
Planning and Preparation	.035	.558	.086	.144	.016	.789
Lesson Management	.090	.128	.103	.082	.036	.541
Classroom Climate	.087	.142	.051	.388	.014	.818
Assessment	.143	.016	.249	.000	.131	.026
Overall	.097	.101	.130	.028	.051	.386

Correlation is significant at 0.01 level of significance (2-tailed).

The data reveal that the only significant variable that shows a positive correlation to students' vocabulary, grammar and textual knowledge is assessment; hence, the null hypothesis is rejected. This explains that teachers' assessment positively affects students' vocabulary which explains that as teachers' level of assessment increases, students' vocabulary competence also increases by .143 at .016 level of significance. The same positive correlation is shown between teachers' assessment and students' grammar competence which signifies that students' grammatical competence increases by .249 at .000 level of significance as teachers' level of assessment increases. In terms of textual knowledge and assessment, a positive correlation is found which means that as teachers' level of assessment increases, students' textual knowledge also increases by .131 at .026 level of significance. With reference to teachers' overall teaching skills, the figures show that teachers' teaching skills affect students' grammatical competence by .13 at .028 level of significance.

In summary, Table 3.7 shows the correlation results between teachers' teaching skills and students' linguistic competence.



Table 3.7 Teachers’ Teaching Skills and Overall Students’ Linguistic Competence

Indicator	r with Students’ Linguistic Competence	Sig.
Planning and Preparation	.083	.159
Lesson Management	.133	.024
Classroom Climate	.090	.130
Assessment	.291	.000
Overall	.160	.007

Correlation is significant at 0.01 level of significance (2-tailed).

The figures reveal positive correlations between students’ linguistic competence and teachers’ lesson management, assessment and overall teaching skills; hence, the null hypothesis is rejected. In terms of lesson management, a positive correlation is found at .024 level of significance which explains that as teachers’ level of lesson management increases, students’ linguistic competence also increases by .133. With regard assessment, there is also a strongly positive correlation at .000 level of significance which means that as teachers’ level of assessment increases, students’ linguistic competence also increases by .291. As for overall teaching skills, a positive correlation is revealed at .007 level of significance which signifies that as teachers’ level of teaching skills increases, students’ linguistic competence also increases by .16. The results imply that teachers are very much aware and competent in terms of lesson management, assessment and overall teaching skills. With teachers’ teaching skills competence, students’ linguistic competence with reference to vocabulary, grammar and textual knowledge, has high chances of improving.

The foregoing results also affirm the teaching competence theories espoused by the Australian Department of Education and Training (2004) and the NCBTS (2006) which assert that knowledge of students, curriculum, subject matter and pedagogy among others is the foundation of effective teaching and that good teaching requires that the teacher’s active involvement in designing, redesigning and evaluation of the learning experiences of students. In addition, the findings also strengthen Wenglinsky’s (2001) claim that classroom practices employed by teachers positively contribute to student learning and Sapungan’s (2013) assertion that good teaching practices contribute to the performance of schools and promote quality education sustainability.



Predictive Influence of Teachers’ Linguistic Competence and Teaching Skills on Students’ Linguistic Competence

Table 3.8 Predictive Influence on Students’ Vocabulary

Indicators	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
Grammar	.640	.202	.184	3.171	.002
Overall	-.090	.035	-1.49	-2.568	.011
Multiple Correlation (R)	.229				
R2	.052				
F	7.855				
Sig.	.000				

Significant at p<0.05 n=287

The table reveals teachers’ grammar and overall linguistic competence as predictors of students’ vocabulary; hence, the null hypothesis is rejected. The figure shows that students’ vocabulary is influenced by teachers’ grammar by .64 at .002 level of significance which marks a 0.46 increase in the students’ vocabulary competence. On the other hand, teachers’ overall linguistic competence predicts a negative influence on students’ vocabulary by .09 at .011 level of significance which marks a .06 decrease in the students’ vocabulary competence. The findings conclude that among the three variables constituting teachers’ linguistic competence, only teachers’ grammar competence predicts a positive influence on students’ vocabulary. This signifies that teachers’ sufficient knowledge of English grammar can contribute to students’ linguistic competence with reference to vocabulary.

Table 3.9 Predictive Influence on Students’ Grammar

Indicators	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
Vocabulary	.233	.083	.183	2.795	.006
Planning and Preparation	-2.860	.793	-3.39	-3.605	.000
Assessment	4.644	.821	.549	5.658	.000
Multiple Correlation(R)	.329				
R2	.108				
F	11.465				
Sig.	.000				

Significant at p<0.05 n=287

The table reveals teachers' vocabulary, planning and preparation and assessment as predictors of students' grammar; hence, the null hypothesis is rejected. The findings show that teachers' vocabulary influences students' grammar by .233 at .006 level of significance which makes a .05 increase in students' grammar. Teachers' assessment also predicts a positive influence on students' grammar by 4.644 at .000 level of significance which marks a 4.095 increase in students' grammar. However, a negative influence is found in planning and preparation by 2.860 at .000 level of significance which marks a 2.521 decrease. The findings conclude that among the three variables, only vocabulary and assessment predict a positive influence on students' grammar. This explains

that teachers' knowledge and application of vocabulary and assessment can contribute to students' improvement in terms of grammar.

Table 3.10 Predictive Influence on Students' Textual Knowledge

Indicators	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
Grammar	.639	.186	.199	3.429	.001
Multiple Correlation(R)	.199				
R2	.040				
F	11.756				
Sig.	.001				

Significant at p<0.05 n=287

The table reveals teachers' grammar as predictor of students' textual knowledge; hence, the null hypothesis is rejected. The figures show a positive influence of teachers' grammar on students' textual knowledge by .639 with a marked increase of .44 at .001 level of significance. This explains that teachers' grammar can contribute to the development of students' textual knowledge competence.



Table 3.11 Predictive Influence on Students' Overall Linguistic Competence

Indicators	B	Unstandardized coefficients Std. Error	Standardized coefficients Beta	t	Sig.
Grammar	2.011	.441	.304	4.560	.000
Overall Linguistic	-.498	.096	-.431	-5.201	.000
Classroom Climate	-5.799	1.223	-.472	-4.740	.000
Assessment	4.356	1.166	.306	3.736	.000
Multiple Correlation (R)	.459				
R2	.211				
F	18.867				
Sig.	.000				

*Significant at $p \leq 0.05$ n=287

The table reveals teachers' grammar, overall linguistic competence, classroom climate, and assessment as predictors of students' overall linguistic competence; hence, the null hypothesis is rejected. The figures reveal the influence of teachers' grammar on students' overall linguistic competence by 2.011 with a marked increase of 1.71 at .000 level of significance. The result is also explained in the conducted focus group discussion which stresses that language competence deals with mastering grammar. Secondly, the teachers' assessment also influences students' linguistic competence by 4.356 with a marked increase of .62 at .000 level of significance. This conclusion is upheld by Unaldi (2014) in his argument that teacher assessment is a strong predictor of proficiency levels of EFL learners, which is strengthened by Guskey in 2003 in his study that concluded useful assessments can improve instruction and students' learning.

However, the teachers' overall linguistic competence negatively influences students' overall linguistic competence by .498 with a marked decrease of 5.33 at .000 level of significance which supports the claim of Falsario, Muyong, and Nuevaespaña (2014) that classroom climate to a certain extent has some influence on the academic performance of students and the assertion of Hashim, Alam, and Yusoff (2014) that classroom conditions predict students' English proficiency, suggesting the physical aspects of the campus and classroom conveniences as essential to English language acquisition.

To summarize the foregoing claims, Muzenda (2013) concluded in his study that teachers' subject knowledge and teaching skills have significant influence on students' academic performance. This assertion is supported by Fakeye (2012) in his study that generalized teachers' subject mastery as significant predictor on students' academic achievement in English. The findings, therefore, assert that teachers' competence in English and their teaching skills really predict the students' linguistic competence.

E. Conclusion

Based on the foregoing findings, the following conclusions are drawn:

1. Teachers with high level of linguistic competence produce competent students as well.
2. Teachers who effectively manage and assess their lesson hone students' performance.
3. The level of teachers' linguistic competence influences the students' vocabulary, grammar, and textual knowledge.
4. An effective classroom climate facilitates the development of students' use of the elements of language.

Recommendations

On the bases of the foregoing findings and conclusion, the following recommendations are offered:

1. School administrators should provide school-based trainings for teachers in terms of their linguistic competence and teaching skills to improve the competence issues of English teachers and students.
2. The Department of Education should consider giving division-wide faculty trainings in terms of enhancing teachers' linguistic competence and teaching skills, grammar and assessment, in particular.
3. The proposed faculty training design by the researcher may be utilized to enhance teachers' performance.
4. Consider a bigger group of respondents and other variables to identify factors that affect students' linguistic competence.

References

- [1] Ali, I.R. (2010). The correlation between students' vocabulary mastery and reading comprehension. Universitas Islam Negeri, Jakarta.
- [2] Bagaric, V. & Djigunovic, J.M. (2007). Defining communicative competence. *Metodika*. Vol. 8:94-103.
- [3] Borabo, M. (2009). National competency based teacher standards. Retrieved 11.13.14.from <http://www.mapsa.edu.ph/Uploads/Forms/Circular/MAPSASummer2009>
- [4] Brazil, M.V. (1996). The learning styles and communicative competence in English of college freshmen. University of Southeastern Philippines, Davao City.
- [5] Butler, T.W. (2007). Vocabulary and comprehension with students in primary grades: a comparison of instructional strategies. University of Florida, Florida.
- [6] California Department of Education. (2005). *California standards test grade 8 released questions*. Retrieved 10.25.14. from <http://www.cde.ca.gov/Ta/tg/sr/documents/cstrtqela8.PDF>

- [7] California Department of Education. (2013). *CELDT initial/annual scale score ranges*. Retrieved 03.10.15. from <http://www.cde.ca.gov/ta/tg/el/cutpoints.asp>
- [8] Cascaro, L.A. (2010), *Davao HS grade score high in entrep skills per NCA exam*. Retrieved 12.05.14. from http://www.edgedavao.net/index.php?option=com_content&view=article&id=2912:davao-hs-grads-score-high-in-entrep-skills-per-nca-exam
- [9] Cauley, K.M. & McMillian, J.H. (2010). *Formative assessment techniques to support student motivation and achievement*. Virginia: Heldref Publications.
- [10] Cetinavci, U.R. & Yavuz, A. (2011). Language proficiency level of English language teacher trainees in Turkey. *The International Journal of Research in Teacher Education* (1) 26-54.
- [11] Council of Ministers of Education, Canada. (2013). *Speaking for excellence: Language competencies for effective teaching practice*. Retrieved 12.15.14. from http://www.cmec.ca/Publications/Lists/Publications/Attachments/320/Speaking_for_Excellence.pdf
- [12] Cubukcu, F. (2010). Student teachers' perceptions of teacher competence and their attributions for success and failure in learning. *The Journal of International Social Research* (3) 1-7.
- [13] Department of Education, NETRC. (2013). *NAT overview and 2012 test results*. Retrieved from: <http://www.depedqc.ph/announcements/2013-NAT-GUIDELINES/2013%20NAT%20Overview%20-%20QC.pdf>
- [14] Department of Education and Training, Australia. (2004). *Competence framework for teachers*. Retrieved 11.13.14 from <http://www.teindia.nic.in/>
- [15] Fakeye, D. (2012). Teachers' qualification and subject mastery as predictors of achievement in English language in Ibarapapa Division of Oyo State. *Global Journal of Human Social Science* 12 (3): 1-6.
- [16] Falsario, H.N., Muyong, R.F. & Nuevaespaña, J.S. (2014). *Classroom climate and academic performance of education students*. De La Salle University, Manila.
- [17] Fenner, D.S. & Segota, J. (2012). *Standards that impact language learners*. Retrieved 10.10.14. from: <http://www.colorincolorado.org/article/50848/>
- [18] Ferguson, R.F. & Brown, J. (2000). *Certification test scores, teacher quality and student achievement*. Washington, D.C.: National Center for Educational Statistics.
- [19] Gardner, H. E. (2006). *Multiple intelligences: New horizons in theory and practice*. Retrieved 11.20.14. from <http://www.amazon.com/Multiple-Intelligences-Horizons-Theory-Practice/dp/0465047688>
- [20] Garton, S., Copland, F., & Burns, A. (2001). *Investigating global practices in teaching English to younger learners*. London, UK: British Council 2011.
- [21] Glende, L. (2013). *Vocabulary and word study to increase comprehension in content areas for struggling readers*. St. John Fisher College: Fisher Digital Publications.
- [22] Guskey, T.R. (2003). *How classroom assessments improve learning*. University of Kentucky, Kentucky.
- [23] Hashim, N., Alam, S. & Yusoff, N. (2014). Relationship between teacher's personality, monitoring, learning environment, and students' EFL performance. *Journal of Language Studies* 14(1): 101.
- [24] Howard, G. (2009). *The impact of teaching styles and other related variables on*

- student achievement in mathematics and the implications for curriculum management. Clark Atlanta University, Georgia.
- [25] Hussain, N., Ahmed, A., & Zafar, M. (2009). English and empowerment in the developing world. United Kingdom: Cambridge Scholars Publishing.
- [26] Hu, R. (2012). Should grammar be taught?. Finland: Academy Publisher.
- [27] Jackson, J.A.S. (2003). Writing proficiency among graduate students in higher education programs. University of North Texas, Texas.
- [28] Janjua, F. (2012). Cohesion and meanings. *Canadian Social Science* 8 (2): 149- 155.
- [29] Kirby, J.R. & Bowers, P.N. (2012). *What works? Research into practice*. Retrieved 04.02.15 from <http://www.edu.gov.on.ca/>
- [30] Kwan, L.S.L. & Yunus, M.M. (2014). Cohesive errors in writing among ESL preservice teachers, *English Language Teaching* 7 (11):130.
- [31] Kyriacou, C. (2007). Essential teaching skills. United Kingdom: Nelson Thornes Ltd.
- [32] Lehmann, C. (2009). *Linguistic competence theory and empiry*. Retrieved 02.25.15. from http://www.christianlehmann.eu/publ/language_competence.pdf
- [33] Llurda, E. (2000). On competence, proficiency and communicative language ability. *International Journal of applied Linguistics* (10) 1:85.
- [34] Muzenda, A. (2013). Lecturers' competences and students' academic performance. *International Journal of Humanities and Social Science* 3 (1): 6-13.
- [35] Richards J.C. (2006). Communicative language teaching today. New York, USA: Cambridge University Press.
- [36] Richards, J. C. (2011). Competence and performance in language teaching. New York, USA: Cambridge University Press.
- [37] Sapungan, R. M. (2013). An assessment of the performance of Philippine international schools in Jeddah, Kingdom of Saudi Arabia: A basis for OD interventions for sustainable quality education overseas. AMA International University, Bahrain.
- [38] Shin, S. J. (2008). Preparing non-native English speaking ESL teachers. *Teacher development* 12(1): 57-65.
- [39] Stiggins, R. (2006). Assessment: A key to motivation and achievement. USA: Phi Delta Kappa International.
- [40] Subasini, M. & Kokilavani, B. (2013). Significance of grammar in technical English. *International Journal of English Literature and Culture* 1(3): 56-58.
- [41] Suci, A.I. & Mata, L. (2011). Pedagogical competences – the key to efficient education. Turkey: IOJES.
- [42] Unaldi, I. (2014). Self and teacher assessment as predictors or proficiency levels of Turkish EFL learners, Gaziantep University, Turkey.
- [43] University of Cambridge ELA. (2008). Certificate of proficiency in English. Retrieved 10.25.14. from http://www.esolexams.ru/content/files/cpe/cpe_handbook.pdf
- [44] Uppsala University. (1992). *Assessing teaching skills in higher education*. Retrieved 10.28.14. from <http://www.uadm.uu.se/upi/arkiv/rapporter/Assessing%20Teaching%20Skills.pdf>
- [45] Walt, J.L. & Mafisa, P.J. (2011). Grammatical competence of ESL teachers. *Per Linguam: A Journal of Language Learning* 18 (1): 15-26.
- [46] Wenglinsky, H. (2001). Teacher classroom practices and student performance: How schools can make a difference. Princeton, New Jersey.

- [47] Wise, A.E. et al (1985). *Teacher evaluation: A study of effective practices*. Retrieved 04.28.15. from <http://www.jstor.org/>