

**LANGUAGE FUNCTIONS COMPETENCY OF ENGLISH TEACHERS, IN
THE DIVISION OF CATBALOGAN CITY**

A Thesis
Presented to
The Faculty of the College of Graduate Studies
Samar State University
Catbalogan City

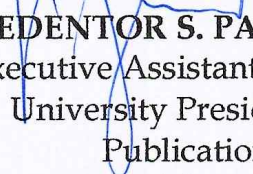
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in **English**

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APPROVAL SHEET


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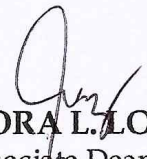
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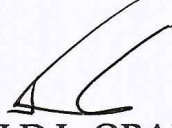
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- DODY



DEDICATION

*This precious piece of work
is chiefly dedicated,
free of charge, to my other half,
my darling Buchoi
and my prized masterpieces
Jahkim, Liam & Kion.*

- Dody



ABSTRACT

This study assessed the correlates of language functions competency of the secondary English teachers of the Division of Catbalogan City, aligned with the academic year 2017-2018. The study utilized descriptive research design both in quantitative and qualitative methodologies. Quantitative data was administered through a survey questionnaire for the profile of the teacher-respondents while qualitative data was gathered through an audio recorded interview using the Oral production test instrument and rating scale. The respondents' profile along civil status showed a significant relationship with their oral English competency in the seven language function in terms of personal, imaginative and representational functions and it was obtained at 0.05 level of significance and an r value of -0.297, -0.312 and -0.334 respectively. The level of oral English competency of the teacher-respondents in the instrumental, regulatory, interactional, personal, heuristic, imaginative and representational functions was fairly proficient. It implied that the Secondary English teachers had a moderately adequate vocabulary, somewhat precise in their expression and somewhat smooth and effortless in their speech. There should be a major shift of the English program to consider making oral communication as its focal point aligned and articulated with other macro skills. Professional growth should be capitalized and widely disseminated during forums and training courses.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

There are three factors to consider in the teaching-learning process. They are the learner, the teacher, and the environment. This study will focus on the need to capacitate the teachers as they are the stronghold of knowledge, the role models and they play a major part that cultivate and nurture student learning. Furthermore, this study will investigate the oral English competency of the Secondary English teachers in the Division of Catbalogan City.

English enjoys the status of international, global, and world language that is known and spoken by millions around the world, across linguistic and cultural boundaries, in this era of globalization (Alsagoff, 2012). In fact, English is the language used to address the global audience in terms of technology and innovations, not to mention the new technology applications and majority of websites. The Philippines is recognized globally as one of the largest English-speaking nations and English has always been one of the country's official language.

Competency in the English language is one of the Philippines' strengths, which has helped drive the economy and even made it the top voice outsourcing destination in the world (Cabigon, 2014). The country offered more affordable but

quality English as a Second Language programs attracting foreign learners of English. Moreover, English competency in the Philippines presents opportunities for the country in the area of tourism.

According to the Business Mirror (2016), the Filipino work force is the country's richest resource. The country's ability to communicate in English is one reason Filipinos are very much sought after by foreign employers, particularly the business-process outsourcing (BPO) companies. According to Cabigon (2014), the country needs to step up its efforts in improving the teaching and learning of English and developing it further as a vital skill of the workforce because through this initiative, it can help strengthen the Philippines' striking advantage around the globe.

It is somehow known to all that lacking in language competency holds one back from social interaction and sharing of one's thoughts and feelings with others. How well one knows a language essentially determines how one lives and experiences life (Mokhtar, 2016).

It is true that there was a consensus that the Philippines' mastery of the English language has become the country's biggest edge in the global job market, however, according to the Business Mirror Editorial (2016) it was eroded by rising competition from other Asian countries wherein a global English Proficiency Index showed the declining mastery of the English language by the country's college graduates and Singapore and Malaysia overtook the Philippines in the

latest English-proficiency ranking. This decline in our English competency level would have negative effects on the country's ability to compete in the global market and the whole country would suffer as global companies would be discouraged from investing in the Philippines (Business Mirror Editorial, 2016).

A very recent news delivered a very alarming result of Filipino college senior students who took the test of English for International Communication or TOEIC and only garnered an average score equivalent to that of the standard high school students in Vietnam and Thailand (Domingo, 2018). This is even frustrating knowing that few years back this decline has already been observed and foreseen. The Philippine government must do something to prevent further collapse in English and provide support and assurance that the Philippine educational system will be producing English language skilled and competent graduates in the years to come.

Among the reasons for the decline, according to Go, A. C. (2007), as reported by Conde (2007), was bad textbook English. Educators do not deny a problem with the quality of English in textbooks and instruction, but point out that there are other, perhaps more pressing, problems in the schools such as the lack of teachers, lack of equipment, and overcrowded classrooms (Conde, 2007). This has somehow congruency in the study of Souriyavongsa, T. et.al. (2013) on "Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos". The study revealed that majority of the students stated that the English teachers were not well-trained, students lack English

foundation background, students lack confidence to use English due to fear of uttering mistakes, curriculum is inappropriate, and students are not well-motivated and encouraged. Among the problems in English that is common to both Asian countries, the Philippines and Laos, who use English as a second language are the teacher, the curriculum and cultural factors.

Based on the latest result of the English Proficiency Test (EPT), conducted by the National Education Testing and Research Center (NERTC) of the Department of Education (DepEd) to the teacher applicants in the Division of Catbalogan City for the school year 2016-2017 wherein they were assessed in their communication skills particularly along structure, written expression and reading comprehension, it was found out that the teacher examinees' percentage scores had not even met a passing rate of 75 percent. The teacher applicants' rating along structure is 73.77 percent, along written expression is 55.74 percent, and along reading comprehension is 67.20 percent with a total TEPT average of 65.12 percent. This poor performance along the structure, written expression and reading comprehension is directly connected with oral language performance.

According to the Right to Read pamphlet, as cited by Gary (1983), reading and talking are interrelated skills as enhancement of one contributes to the development of the other. Gary (1983) further stated that the relationships that exist among the skills of reading, writing, speaking, and listening suggest a need for greater attention to oral communication processes in the formal instructional program and that the extent of these relationships is such that oral language

competency is the basis for success in reading, and having an adequate facility in spoken language are less likely to suffer reading and writing difficulties.

On the other hand, the most serious usage of the English language in the Philippines is its integration to the educational system. Both teachers and students share the use of the language. Listening, speaking, reading and writing skills are the four language skills being developed in teaching English in the classrooms and the focus of the current study is on speaking skills.

Speaking is the most basic means of human communication. For most people, the ability to speak a language is synonymous with knowing and mastering it. Of the four macro skills in communication, speaking in a second language, like English has often been viewed as the most demanding of the four skills (Bailey and Savage, 1994). The researcher aims to assess the language function competency of English teachers in the Division of Catbalogan City.

The seven language function is a language model introduced by Michael Halliday (1975). Halliday chose to describe language in a model that adopted the child's perspective. This language model started with instances of the actual use of language in real life situations. Halliday argued that a child understands that a language is functional and it serves some purpose. As children's language develops, the number of uses increases rapidly and these uses have been categorized as the seven language functions. These seven language functions are instrumental, regulatory, interactional, personal, heuristic, imaginative and representational functions (Halliday, 1975). This study will use this language

model as an instrument in assessing the oral English language competency of English teachers in the Division of Catbalogan City.

The purpose of setting language competency levels is to promote effective teaching and enhance the quality of education. Language competency levels provide an avenue against which teachers' competency can be measured to help them pursue continuous professional development (Hashemi, 2011). Teachers are encouraged to strive for higher levels of language competency since one cannot teach what one does not know.

It is necessary to consider the language-specific competencies a language teacher needs in order to teach effectively. These include the ability to provide good language models, to maintain use of the target language in the classroom, to give correct feedback on learner language, and to provide input at an appropriate level of difficulty (Medgyes, 2001). Learning how to carry out these aspects of a lesson fluently in English is an important part of teacher-learning process of second language acquisition. According to Monette Hamlin, as cited by Domingo (2018), "Competency enhancement must have to start with the teachers because if the teachers teach well, then the students will learn well."

Teachers' language competency has a direct influence on students' language performance and language development because teachers' oral output and classroom interaction are among the opportunities for students to take part in authentic communicative interaction (Ting Tang 2007). That is why, it is very

important to look at teachers' language competency and how it affects their instruction.

Teachers play a central and multiple roles that foster student learning and these are the key to effective teaching. There is ample evidence that effective teachers are the most important in-school contributors to student learning in classrooms (Harris, 2012). Teachers' English competency leads to the development of their ability to be responsive and effective in teaching.

According to Onwuegbu (2001), as cited by Ogbuehi (2011), teaching is the most important job in the world and, at the same time, the most difficult one. The teacher is called to change, to modify existing behaviors and establish new ones. A great deal of emphasis has been placed on the teachers as they are the key element in the success of any education reform process.

Given the existing circumstances, the role of language teachers cannot be underestimated. Much is expected of them. And these English Language teachers themselves must not allow this unnerving decline of English competency to continuously happen. This study aims, somehow, to regain back what has been deteriorating and looking forward to an educational system with a pool of highly competent English teachers and learners secured with an unfaltering mastery of English language, the country's biggest competitive advantage.

Statement of the Problem

This study aims to assess the correlates of language functions competency of the secondary English teachers of the Division of Catbalogan City, aligned with the academic year 2017-2018. Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of the following:
 - 1.1 demographic characteristics;
 - 1.2 professional characteristics;
 - 1.3 work-related characteristics;
2. What is the level of oral English competency of the English teachers of the Division of Catbalogan City in the following language functions:
 - 2.1 instrumental;
 - 2.2 regulatory;
 - 2.3 interactional;
 - 2.4 personal;
 - 2.5 heuristic;
 - 2.6 imaginative, and
 - 2.7 representational?
3. Are there significant differences in the oral English competency of the English teacher-respondents by function?

4. Is there a significant relationship between English teacher-respondents' level of oral English competency in the seven language functions and their profile?
5. What inputs to improve English instruction program especially for the Division of Catbalogan City English Program, may be derived from the results of the study?

Hypotheses

1. There are no significant differences in the oral English competency of the English teacher-respondents by function.
2. There is no significant relationship between oral English competency of the English teacher-respondents in the seven language functions and their profile.

Theoretical Framework

This paper anchored its theoretical underpinning on the Social Cognitive Theory of Bandura, Bruner's Constructivist Theory, the Socio-cultural Theory of Vygotsky, Stephen Krashen's Theory of Second Language Acquisition, Discourse Analysis and the Communicative Language Teaching.

According to Hurst, M. (2013), Bandura's social cognitive theory stresses the importance of observational learning, imitation and modeling. His theory integrates a continuous interaction between behaviors, personal factors - including

cognition - and the environment. In the classroom as a teacher presents a lesson to the class, students reflect on what the teacher is saying. Therefore, social cognitive theory, as seen in the constructivist view, places the teacher once more in the role of a facilitator, guide and model of specific domains of learning.

Bruner's Constructivist Theory expounds that the outcome of cognitive development is thinking and that the intelligent mind creates from experience "generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions" (Bruner, 1957). Cognitive structure provides meaning and organization to experiences and allows the individual to "go beyond the information given". As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding.

This research also finds theoretical anchorage on Socio-cultural Theory of Vygotsky (1976), it described learning as a social process and the origination of human intelligence in society or culture. Vygotsky believed everything is learned through interaction with others, and then integrated into the mental structure of the individual, and that cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop. A teacher or more experienced peer is able to provide the learner with

"scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills.

Krashen's theory of second language acquisition is another theory anchored in this study. According to Krashen (1987), language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill, it requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. In the teaching process, the teacher should not only focus on the structure of the language but in negotiating meaning that students would be able to speak English as a second language and be understood.

Another theory anchored in this study is the Discourse analysis which means primarily a linguistic study examining the use of language by its native population whose major concern is investigating language functions along with its forms, produced both orally and in writing (Brindhamani, 2014). Discourse analysis is sometimes defined as the analysis of language "beyond the sentence". The same with Krashen's theory, learning must be focused not just with the structure of grammar but the meaning beyond the context.

The last theory anchored in this study is the Communicative Language Teaching. According to Savignon (2005), Communicative Language Teaching (CLT) is a unified but broadly based theoretical position about the nature of language and of language learning and teaching. In CLT, classroom goals are

focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence and language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

Based on the preceding theories, effective communication skills of English teachers are dependent on their perception, judgment, and in realizing the goals they have set for themselves such as being competent and effective in the different forms of language communication. Meaning, their performance as to low, moderate, and high along English language depends in their personal will and decision of achieving the kind of performance that they want. The cited theories also apply to the learners who are exposed to the teachers' individual brand of instruction in schools aside from serving as the learners' models not only in the developing or teaching of the English language communication skills but also of the manifested gestures and utterances that the learners absorb, learn, and/or imitate. Meaning, the present status of the learners along English communication skills is a reflection of their teachers' communicative skills.

Teachers' command of the English language be it with mastery or otherwise in the four macro-skills: listening, speaking, reading, and writing is not developed solely in schools. Rather, effective English communication skills are further developed and enriched based on their constant exposure to the language through the printed literature, visual entertainment like movies, theatres, stage plays,

news, etc. and interaction with effective/fluent English speaking individuals; attendance/participation in language training courses; and their reading habits and reading background aside from their uniqueness as individuals brought about by their personal, educational and professional backgrounds.

These are scenarios that are hinged on the theories and at the same time describe or show the role of communicative competence in validating teachers' competence not only in speaking but in the entire English language communication skills.

Conceptual Framework

Taking into account all the concepts and theories presented which this proposed study will be anchored, the researcher created a conceptual model presenting the schematic diagram of the study (Figure 1).

The base frame of the conceptual epitome showed the respondents of the study who were the Secondary School English Teachers of Catbalogan City Division. It is connected to the next higher frame, presented by two boxes that contain the main variables of the study. These two boxes are connected by a single-directional arrow. The left frame is the seven language function variables such as instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational functions, for the oral English language competency level. The right frame is the teacher's profile in terms of age, sex, civil status, academic degree obtained, affiliation to professional organization, relevant

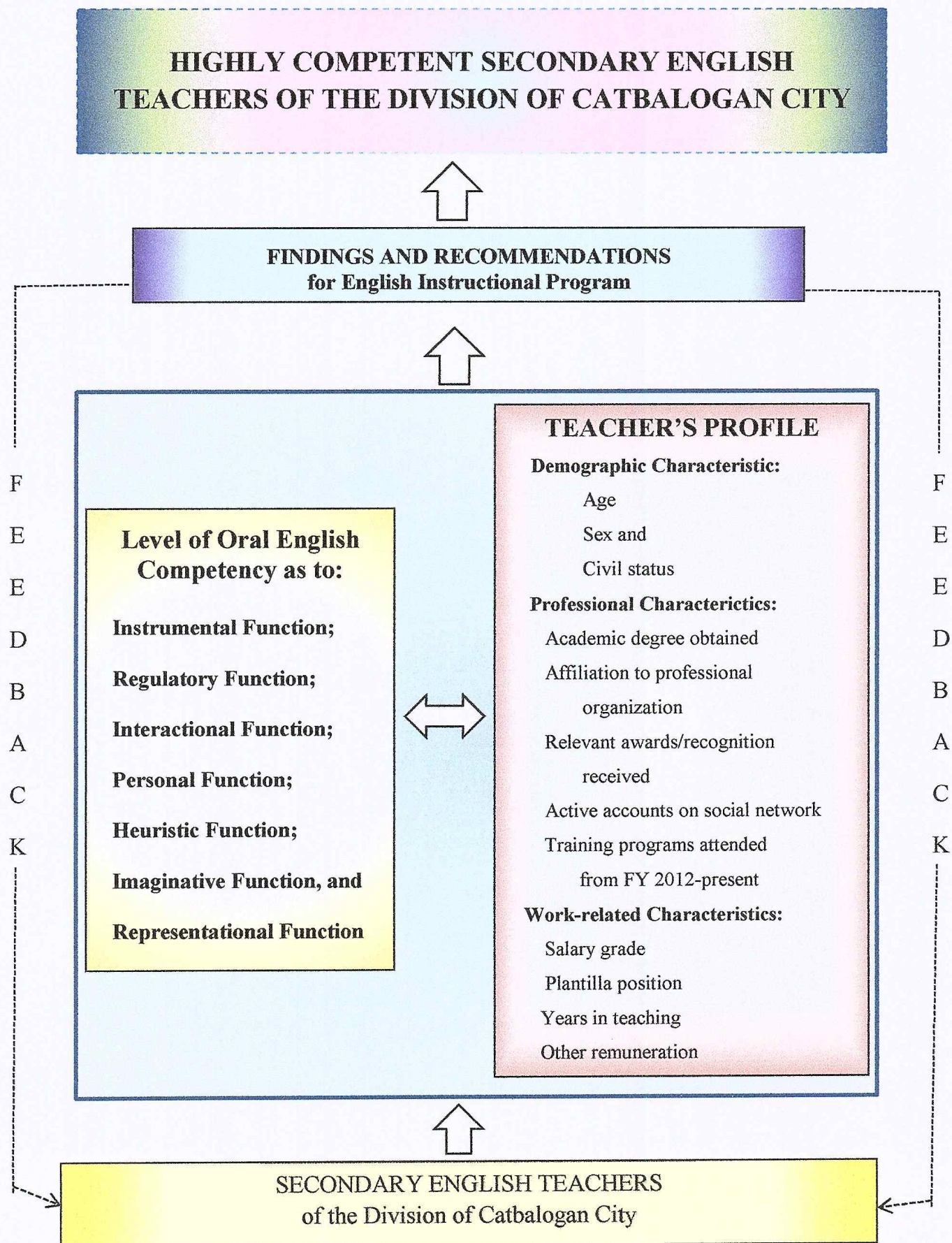


Figure 1. The Conceptual Framework of the Study

awards/recognition received, active accounts on social network, training programs attended from FY 2012 to present, salary grade, plantilla position, teaching experience, other remuneration and performance rating. This study is primarily a descriptive research, both in quantitative and qualitative methodologies, using a correlation analysis.

Shown by the double-directional arrow connecting the two boxes, the study will attempt to assess the significant differences in the oral English competency of the teacher-respondents by function, which is presented in the left box and the significant relationships between teacher-respondents' level of oral English competency in the seven language functions and the teachers' profile, as enumerated in the right box.

The findings and recommendations of the study would provide useful information and relevant inputs, such as an effective Oral English training program, at least once a year, in the improvement of the oral English competence of the Secondary English Teachers and the English instruction program of the Division of Catbalogan City.

Lastly, the researcher found it significant to provide feedback from the findings and recommendations being an instrument in bringing the problem to the administration head or the English education program supervisor for English curriculum intervention, to produce highly competent secondary English teachers of the Division of Catbalogan City.

Significance of the Study

This study would assess the oral English language competency level of Secondary English Teachers of the Catbalogan City Division, thus, the findings of this study will be of great advantage to the English teachers, students, school administrators/officials, the stakeholders in education, the parents, the business sector, and future researchers.

To the English teachers. The teachers play a potent role in effective transfer of learning on their students. In this regard, they have to be equipped with baseline as well as advanced oral English language communication skill. The English teachers will greatly benefit in this study since this will serve as an eye opener for them being aware of their oral English level of competency. At the same time, this will allow them to find means by which they can improve their oral English language competency seriously, thereby making them excellent in their oral English language performance in the field of instruction.

The Students. The result of this study would enable the students to enjoy a pool of orally competent English teachers. Eventually, students would benefit from a more improved English teachers that are capable of teaching and influencing the students become competent in oral English language themselves.

To the school administrators/officials. The school administrators will be given an objective assessment of how competent are the English teachers in their oral English

language. With this, they will be able to create policies and regulations and conduct trainings and seminars that will specifically enhance the teachers' level of competency in oral English. This will give them point of view from which they can start to lobby for more effective English instruction.

To the stakeholders in Education. This study specifically addresses to the stakeholders of the Department of Education (DepED). This study will guide them to put in perspective the need for enhancing an English instruction which will aim at advancing, specifically, the Teachers' level of oral English competency.

To the parents. The study would provide benefit to the parents by giving them an assurance that their child/children are being well-equipped with not just the basic but the advanced competency in their oral language skill by providing an enhanced English curriculum and very competent English teachers.

To the business sector. This study would cater to the advancement of the students' oral English language skill, eventually producing future employees with higher oral English language competency, thereby, benefitting the business sector, especially in the outsourcing industry.

To the future researchers. The study on the expository writing performance of the Secondary English Teachers of the Catbalogan City Division has already been conducted (Gabon, 2017) and with the current study, it focused on the oral English language competency of the same set of respondents. This study would be of great value to the future researchers of the other two macro skills of language which are the reading and listening skills. Furthermore, this

study would also give precedent to future researchers of similar studies in other area.

Scope and Delimitation

The current study revealed the level oral English language competency in the seven language functions such as instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational functions of the secondary English teachers of Catbalogan City Division as an avenue where inputs for improvement of instructional program will be gained. It discovered the relationship between the level of the secondary English teachers' oral language competency in the seven language functions and their profile.

It enclosed only, as a research environment, all the fifty (50) secondary English teachers of the ten (10) Secondary schools (public and private) of Catbalogan City Division, Catbalogan City for the SY 2017-2018.

This study used two instruments in collecting the needed data. These were the following: Oral Production Test and its Rating Scale and the Profile questionnaire.



Figure 2. Map Showing the Locale of the Study

Definition of Terms

To provide the readers a better understanding on this study, the following terms are herein defined conceptually and operationally.

English Language. It is the West Germanic language of the Indo-European language family that originated in England and is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various island nations in the Caribbean Sea and the Pacific Ocean which is also an official language of India, the Philippines, Singapore, and many countries in sub-Saharan Africa, including South Africa (Crystal, D. and Potter, S. 2018). As used in the study, it refers to the medium of instruction and the language employed in oral language competency assessment.

Fluency. Conceptually, the term is defined as eloquence or being powerful and effective in language, being skillful in speaking (Scarcella and Rumberger, 1999). In this study, the term is used as one of the criteria in rating the teachers' oral English language competency.

Heuristic function. In heuristic function, language is used in order to learn, to explore reality. This is the "tell me why" function (Halliday, 1975). In this study, the respondents used the language in asking a co-teacher about a coaching task given during his/her absence .

Imaginative function. In this function, language is used to create reality and what is being explored is one's own mind and the language itself. This is the

“let’s pretend” function (Halliday, 1975). In this study, the respondents used the language on practicing his/her stand as a medical representative applicant.

Instrumental function. Language is used in this function for the satisfaction of material needs. This is the “I want” function (Halliday, 1975). In this study, the respondents used the language to express themselves in getting the shoe size that he/she would like to buy.

Interactional function. In this function, language is used in getting along with others. This is the “me and him” function (Halliday, 1975). In this study, the respondents used the language in sharing his/her experiences from a vacation to his/her friend.

Language. Language is the result of the unfolding of a genetically determined program and it serves essentially for the expression of human thought (Chomsky, 1996). It is in the same manner that this term will be used in this research.

Language function. The language function is a language model introduced by Michael Halliday. There are seven functions of language, namely the instrumental, regulatory, interactional, personal, heuristic, imaginative and representational functions (Halliday, 1975). This study will use this seven language functions as an instrument in assessing the oral English language competency of English teachers in the Division of Catbalogan City.

Level of oral language competence. This is the range of the respondents’ actual use of the English language as manifested by their ability to carry out and

achieve a desired goal in speaking and coming up with an appropriate response in certain speaking situations (Shaham 2013). In this study, it is defined as how the English teacher-respondents fair in the seven language functions.

Oral language. Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings (Lesaux, N.K. & Harris, J.R. n.d.). This study evaluated the respondents in their use of oral language in the seven language function.

Oral language competence. This pertains to the respondents' actual use of the English language as manifested by their ability to carry out and achieve a desired goal in speaking and coming up with an appropriate response in certain speaking situations (Shaham 2013). The study used this as the dependent variable.

Personal function. In this function, language is used for the expression of identity, of the self, which develops largely through linguistic interaction. This is the "here I come function" (Halliday, 1975). In this study, the respondents used the language in sharing his/her personal impressions on the artistry of the effective horrifying effects of the scary movie he/she saw.

Regulatory function. In this function, language is used for the control of other's behavior. This is the "do as tell you" function (Halliday, 1975). In this study, the respondents used the language in convincing his/her co-teacher to calm down for having an argument with a driver because of high fare.

Representational function. In this function, language is used to communicate content. This is the "I've got something to tell you" function

(Halliday, 1975). In this study, the respondents used the language as an advocate on the use of contraceptives.

Teachers' profile. In this study, it refers to the teacher-respondents' age, sex, civil status, average monthly income, educational background, length of teaching experience, related in-service training, number of affiliations in professional organizations, honors and awards, social networking sites and latest performance rating.

Vocabulary. It is all the words used by a particular person, or all the words that exist in a particular language or subject (Cambridge Dictionary, 2018). This term is defined in this study as one of the criteria in rating the teachers' oral language competency.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a series of related literature and studies from books, journals, magazines, handouts, and internet which will provide the researcher relevant information and wider insights to this study. All of these will serve as a background and support on the study which deals with the language function competency of English teachers, a relationship between oral English language competencies in seven language functions of the secondary English teachers. In addition, this also consists of excerpts from unpublished materials such as master's theses and dissertation papers that are found to have relevance to the present study.

Related Literature

The foregoing are ideas from local and foreign authors of books, journals, magazines and other reference materials that deal with the language functions competency of English teachers

English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world. And the Philippines once prided itself on having some of the world's best speakers. Unfortunately, the country's crucial language skills are degenerating.

Among the reasons of the decline, according to Go, A. C. (2007), as reported by Conde (2007), was bad textbook English. Educators do not deny a problem with the quality of English in textbooks and instruction, but point out that there are other, perhaps more pressing, problems in the schools such as the lack of teachers, lack of equipment, and overcrowded classrooms (Conde, 2007). This has somehow congruency in the study of Souriyavongsa, T. et.al. (2013) on "Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos". The study revealed that majority of the students stated that the English teachers were not well-trained, students lack English foundation background, students lack confidence to use English due to fear of uttering mistakes, curriculum is inappropriate, and students are not well-motivated and encouraged. Among the problems in English that is common to both Asian countries, the Philippines and Laos, who uses English as a second language are the teacher, the curriculum and cultural factors.

Based on the latest result of the English Proficiency Test (EPT), conducted by the National Education Testing and Research Center (NERTC) of the Department of Education (DepEd) to the teacher applicants in the Division of Catbalogan City for the school year 2016-2017 wherein they were assessed in their communication skills particularly along structure, written expression and reading comprehension, it was found out that the teacher examinees' percentage scores had not even met a passing rate of 75 percent. The teacher applicants' rating along structure is 73.77 percent, along written expression is 55.74 percent, and along

reading comprehension is 67.20 percent with a total TEPT average of 65.12 percent. This poor performance along the structure, written expression and reading comprehension is directly connected with oral language performance.

According to the Right to Read pamphlet, as cited by Gary (1983), reading and talking are interrelated skills as enhancement of one contributes to the development of the other. Gary (1983) stated that the relationships that exist among the skills of reading, writing, speaking, and listening suggest a need for greater attention to oral communication processes in the formal instructional program and that the extent of these relationships is such that oral language competency is the basis for success in reading, and having an adequate facility in spoken language are less likely to suffer reading and writing difficulties.

This study aims to assess the oral language competency of the English teachers of Catbalogan City in the seven language functions of Halliday (1975). Michael Halliday introduced a language model known as the seven language functions (Halliday, 1975). Halliday broke down the skill area of oral language into seven functions, namely; instrumental, regulatory, interactional, personal, heuristic, imaginative and representational functions .

The instrumental function is defined as the "I want" function. In this function, language is used to get what the speaker wants, to fulfil a need on the part of the speaker and directly concerned with obtaining food, drink and comfort. Regulatory function is the 'do as I tell you' function where language is used to influence the behavior of others. This function is concerned with

persuading, commanding, requesting other people to do things that the speaker wants. Interactional function is the 'me and him' function and language is used to develop social relationships and ease the process of interaction. This function is concerned with the phatic dimension of talk. Personal function is the use of language to express the personal preferences, the feelings and identity of the speaker. This is the 'Here I am!' function announcing oneself to the world. The Heuristic function is the 'tell me why' function where language is used to learn and explore the environment and the reality. In this function, the speaker uses the language in asking and finding things out. Imaginative function is the 'let's pretend' function. This function uses the language to explore the imagination and to create reality. And the last function is the Representational function which is the 'I've got something to tell you' function. This function uses the language to communicate content and express opinion or proposition (Halliday 1975). This study used this seven language function language model as an instrument in assessing the oral English language competency of English teachers in the Division of Catbalogan City.

In language teaching and learning, Lightbown (1999) revealed that continued and appropriate use of language can contribute to improved oral linguistic achievement on behalf of the child. Just like in the mother-and-child relationship wherein the child's first exposure and acquisition of the first language (mother tongue) comes from the mother, the foreign language teacher serves as a kind of surrogate mother in the introduction and nurturing of the foreign

language. If learners are unable to speak, something is lacking in the encounter between foreign language learners and these surrogate mothers. If the language model is unable or unwilling to use the target language, the consequences on oral development skills of the child learner can be dramatic (Lightbown, 1999). It is, therefore, essential that the educator's ability and willingness to use language be encouraged and nurtured.

The teacher's oral language competency is essential in language learning as Baloch (2003) reported that, when English is considered as the medium of instruction, like in the Philippines, it is directly linked with the speaking competency of the teachers. Learning a language requires four fundamental competencies i.e. listening, speaking, reading and writing (Bel & Luis, 2010). There is a need to assess the level of Teacher competency because as what Shamim (2008) stated that generally, it is assumed that different teachers have different levels of language competencies i.e. some may be competent in reading and writing but poor in listening and speaking and vice versa. Knowing the level of competency that the English teachers possess, gives this study a better picture on how to deal with their weaknesses as far as the use of English language is concerned.

In all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. Naik (2008) explains that teaching is noble, but demanding occupation. In order for the teachers to maintain a high level of professional performance under these

conditions, they must assume personal responsibility for their own performance, growth and development.

Mohanty (2000) explains that teacher's performance is the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude and a mass of other factors, not the least of these being the environment and management structures with in which they perform their role.

Education in the Philippines is governed by R.A. no. 7784 which is an act to strengthen teacher education in the Philippines by establishing centers of excellence, creating a teacher education council for the purpose, appropriating funds therefore, and for other purposes. According to this act, under declaration of policy (section 1), it is universally recognized that the teacher is the key to the effectiveness of the teaching-learning process by drawing out and nurturing the best in the learner as a human being and a worthy member of society. Thus, this Act aims to provide and ensure quality education by strengthening the education and training of teachers nationwide through a national system of excellence for teacher education (Chan Robles, 1994).

In this light, one can infer the importance of the teachers' competency in the oral English language skill in the aid of the student's competency as well, in that very same skill. This is a significant concern not just here in the Philippines but

also around the globe. A teacher needs to master and be equipped with excellent skills that can be shared to language learners.

English language has been noted as the language of power and progress. Speaking and using it is an essential skill that employer demands when applying for a job. In the Philippines, it is highly valued not only because it is functional and practical, but more importantly because it is a skill that can be used to increase one's position, respectability and marketability. In most cases, the better one's ability to understand and use English, the better he is in his career (Espinosa, 1997).

The goal of the oral English is communication. Communication means that people speaking to one another can understand each other. Much of this communication with people is done in English. The world is learning English from an early age through college and the most effective way to learn the language is to "speak it".

Related Studies

The studies are cited here as they find similarity with the present study since they investigated on competency, proficiency and oral language level of performance in other field of studies. Moreover, studies below found relevant support in the use of Halliday's seven language functions as an instrument in the assessment of oral language performance.

In the study of Alaga (2015) on " Level of Media Exposure and English Language Performance of Selected Freshmen Students of Samar State University",

it showed that majority of the oral language skill of the students obtained the level of “fairly proficient” in the seven language functions. It further revealed that there was a significant relationship between the media exposure and the English performance of the respondents on their speaking skill.

In the study of Roa (2013) on “Oral English Performance and Learning Styles and Strategies of College of Management and Information Technology (CMIT) Freshmen: Inputs for an Improved English Instruction”, it revealed that there is no significant difference in the Oral English performance of the respondents by function. The respondents’ level of oral English performances in the seven language functions appeared to be fairly proficient with an implication that the respondents’ acquisition of vocabularies were not sufficient enough for them to precisely express their ideas using the language in varied situations. Two of the recommendations of Roa’s study were the revisit of the English curriculum and revival of the English 3 subject to give emphasis on speech and public speaking as a way to enhance oral English communication and the exposure of the instructors to trainings, seminars and workshops relative to the development of instruction for their update of the recent teaching trends.

Palencia (2009) investigated on the “Correlates of Oral English Performance in the Language Functions of Nursing Freshmen: Inputs for Improved English Instruction”. Among the seven language functions, the study concluded that the level of oral English performance of the respondents in the instrumental, regulatory, interactional, personal, heuristic, and imaginative language functions

was fairly proficient. It would be implied that the respondents had a moderately adequate vocabulary, somewhat precise in their expression and somewhat smooth and effortless in their speech.

Magdua (2005) pointed out in his study on "Correlates on Oral Language Performance in the Seven Language Functions of the English Majors of Leyte Normal University," that the mean scores of the respondents in each of the seven language functions all lead to one interpretation, that these English majors generally were fairly proficient, five student factors were found to correlate significantly with heuristic, imaginative, representational, instrumental, and regulatory functions, previous college grades in English also correlated significantly with personal, heuristic, and representational functions; lastly, socio-economic status significantly correlated with all the seven language functions.

The studies of Alaga (2015), Roa (2013), Palencia (2009), and Magdua (2005) showed close similarities with the present study in terms of focus along oral language competency or performance of the respondents and the utilization of the seven language function instrument in their assessment. The point of difference was on the research locale and respondents. Alaga's (2015) respondents were the selected College of Arts and Sciences students of Samar State University, Roa's (2013) respondents were the freshmen students of the CMIT of Northwest Samar State University, Palencia's (2009) respondents were the nursing students of Samar State University, and Magdua's (2005) respondents were English majors

of Leyte Normal University while the present study's respondents were the Secondary English teachers of the Division of Catbalogan City.

Chang (2014) studied on "Conversations about Visual Arts: Facilitating Oral Language". Chang's (2014) study described the significance of facilitating children's oral language through adults' talking with young children about their visual arts based on Otto's linguistic scaffolding strategies and Halliday's seven language function.

Feng (2007) conducted a study on "The Language Patterns of Preschool Children in the Computer Environment". This study described the language patterns of eight preschool students in a computer environment using Halliday's functional framework. Videotaped interactions at the computer center were analyzed to examine the nature of the verbal interaction that took place among peers. The study found that regulatory was the most popular language pattern, followed by heuristic and representational. The results of this study revealed the scope and variety of preschool children's language in the computer environment and may help early childhood educators understand how preschool children use language to interact with each other.

The studies of Chang (2014) and Feng (2007) showed similarities with the present study on the use of Halliday's Language Function. The three studies used the seven language functions to assess the oral language or verbal communication of the respondents, however, Chang and Feng's respondents were children while the present study's respondents were teachers.

The study of Thompson (2001) on “Adaptations of Language Functions in Caregiver Speech: Nurturing the Acquisition of Pragmatic Competence”, examined how a child acquire language early in life through external environmental influences. His research noted that caregivers often adapt their speech when talking to young children. And that these adaptations, known as caregiver speech, demonstrate to the child how language is used to do things, the pragmatic nature of language. The four language function theories by Roman Jakobson (1960), Michael Halliday (1977), Joan Tough (1977), and Naomi Baron (1990) were used to assess the adaptations of language functions by the parents. According to the study, it is Baron’s collection of five language functions, affection, control, information, pedagogy, and social exchange that emerged as the most effective description of adaptations of language functions in the caregiver speech. Furthermore, this adaptation of language functions facilitates the child’s acquisition of pragmatic competence.

The study of Thompson showed relevance on the present study since both studies used the language function in the assessment of oral language abilities, however, Thompson’s study focused on the children while the present study focused on the teachers. Moreover, both Thompson’s and the present study anchored on how competence of oral language is achieved through modeling, only that his study was based on the caregiver-child (or mother-child) relationship while the present study focused on the teacher-student relationship.

Shahwar & Shamsa (2015) in their study entitled “ Teachers' Level of Proficiency in English Speaking as Medium of Instruction and Causes for English Speaking Deficiency” assessed teachers’ competencies and identified the existing deficiencies or gaps as a means for the implementation of a policy to use English as the medium of instruction. The objectives of the study were to test the secondary school teachers’ speaking proficiency in English as medium of instruction and explore the causes for a deficient English speaking. The major emphasis of the study was to explore the English speaking proficiency of teachers adopting English as a medium of instruction and to identify their training needs to meet their role of teaching at secondary level. Findings revealed that teachers were confident to speak in English, while their fluency and pronunciation in speaking were average and they were deficient in vocabulary and grammar. According to teachers perception the main cause of the weak speaking competency is the social environment. The personal characteristics are also more responsible than causes related to school policy. The study found that the teachers had gaps in their English teaching competencies, like vocabulary teaching, oral communication, pronunciation, intonation, assessment and preparation of valid test. And another finding of the study is that fluency and grammar competency of teachers were rated the lowest by the teachers themselves. In short, it was found that, teachers were deficient in grammar and vocabulary, however average in fluency, pronunciation and confidence, while speaking in English.

The study of Shahwar & Shamsa showed relevance on the present study in terms of the selection of the respondents which were the teachers and the focus on the speaking macro skill. Both studies sought to assess the oral English language competency of the secondary teachers and both studies aimed to capacitate educators.

Butler (2004) investigated on "What Level of English Proficiency Do Elementary School Teachers Need to Attain to Teach EFL? Case Studies from Korea, Taiwan, and Japan." Butler's study focused on teachers' English proficiency, which has been recognized as an important qualification for successful English teaching. Elementary school teachers from Korea, Taiwan, and Japan were asked to self-evaluate their English proficiencies as well as to specify the minimum level of proficiency that they felt was needed to teach English at the elementary school level. The teachers evaluated their proficiencies in productive skills (speaking and writing) as weaker than those in receptive skills (listening and reading). Teachers in each of the three countries perceived substantial gaps between their English proficiency and the minimum level needed to teach. The widest gaps were in productive domains in general and in oral grammar in particular.

Hope (2002) conducted a study on "Foreign Language Teachers' Oral Proficiency and Its Impact on Classroom Usage." His study investigated teachers' foreign language oral proficiency and how that relates to the level of their foreign language usage in the classroom setting. The study showed that, although

acquisition and improvement of second language skills is a fluid process in which positive and negative fluctuations can occur, participation in a professional development program designed to improve teacher's oral proficiency does positively affect the oral proficiency levels of some teachers.

The study of Butler, Hope and the present study were similar in terms of investigating teacher's oral language proficiency and the aim to help improve the teachers' level of oral language competency. The studies, however, differ in the environment like the country where the study was conducted.

Gabon (2017) in her thesis entitled "Expository Writing Performance and Experiences of the Secondary English Teachers in the Division of Catbalogan City" reported that the expository writing performance of the respondents along the 9 writing dimensions – is moderate. Out of the 9 writing dimensions – they rated moderate in the 7 writing dimensions particularly along development, organization, conventions / language use, punctuation, capitalization, spelling and handwriting/neatness – except along grammar and usage/content.

The study of Gabon showed similarities with the present study on the use of the Secondary English Teachers of the Division of Catbalogan City as the respondents and the assessment of the teacher-respondents' level of performance. However, Gabon's study focused on the written English language skill whereas the present study anchored on the oral English language skill.

Dacanay (2017) conducted a study on "Competency on Samar Folkdances of MAPEH Teachers in Catbalogan City Division". Based on the results, most of the respondents were slightly knowledgeable in dance literature and in costumes and props and not skilled in the execution of step pattern with correct time signature and in the execution of arm movements of Samar folkdances. It also revealed that most of the respondents have not attended trainings in any dance discipline. The study recommended that they be given trainings and seminars for further knowledge and enhancement.

Delgado (2017) utilized the descriptive type of research with comparative and correlation analysis in order to assess the competence of the Technology and Livelihood Education (T.L.E) teachers for k-12 program of junior high schools in the Department of Education (DepEd), Division of Samar. The study found that the teachers' level of competence in teaching the four major components of T.L.E. is "Moderately Competent". This reflected that the T.L.E. teachers of the Division of Samar are moderately competent in teaching the four major components of the said subject. The study recommended that the T.L.E. teachers be given trainings and seminars on the four components with particular emphasis on the specialized technical-vocational skills needed per sub-components of its major fields.

The study of Torremoro (2001) reported on the "Teaching Competencies of the Technology and Home Economics (THE) Teachers among Private Secondary Schools in the Division of Samar: Inputs to an In-service Program". Her study concluded that the teacher-respondents were moderately competent on mastery

of content and in the instructional material's preparation and there were no opportunities or lack of in-service trainings. Torremoro recommended that a training program be planned and conducted to address these particular findings.

Fernandez (2013) looked into the teacher's competence and learner's performance in the Alternative Learning System (ALS). The descriptive survey method was employed in this study. It was found out that no significant relationship exists between teachers' competence and certain socio-demographic profile such as gender and educational background. Furthermore there is no significant relationship between the teachers' competence and learners' performance. With regards to teachers' competence, the following weaknesses were identified: manifest a thorough knowledge of the subject matter; formulate questions to clarify a lesson; usage of various aids to make the subject matter in the module more interesting to learners; make use of a variety of teaching strategies to make the lessons in the module more interesting; and provide challenging task applicable to real life situations.

Sali-ot (2011) determined the competencies of the instructors and its correlation to the factors affecting the academic performance of students in Western Mindanao State University-External Studies Units, Western Mindanao, Philippines. The instructors are much competent in the five indicators of the teaching competencies. The most prevailing competency was communication with the learners, and the least prevailing is learner reinforcement-involvement. The most prevailing factor was intellectual, and the least prevailing was physical.

There was moderate correlation between the competencies of the college instructors and the factors affecting the academic performance of the students.

Despite the differences in the focus of the specific areas of competencies among the respondents, the studies of Dacanay (2017), Delgado (2017), Torremoro (2001), Fernandez (2013), Sali-ot (2011) and the present study found similarity in the aspect of the assessment of the teachers' competence and the aim to improve teacher competency in their respective fields of specialization. Dacanay focused on the competency on the Samar folkdances of MAPEH teachers, Delgado dealt on the competence of the TLE teacher for the K-12 program, Torremoro investigated on the teaching competencies of the THE teachers, Fernandez focused on ALS teachers, Sali-ot determined the teaching competencies of instructors whereas the present study focused on the language functions competency of the English teachers.

With all the inputs in language functions, oral skills, teacher competency, and their profound effect in everyone's life, it is but right to further capacitate English teachers. As what had been noted, teachers were the stronghold of knowledge, the role models and they fulfill a paramount function that enrich student learning. It is but right and best to boost their capabilities to a maximum level, after all, they are the core individuals whom the learners and the whole education system depend upon.

Chapter 3

METHODOLOGY

This chapter presents the research design, instrumentation, validation of instrument sampling procedure, data gathering procedure and the statistical treatment of data.

Research Design

The study utilized descriptive research design both in quantitative and qualitative methodologies. Quantitative data was administered through a survey questionnaire for the profile of the teacher respondents while qualitative data was gathered through an audio recorded interview using the Oral production test instrument and rating scale.

The descriptive data were collected to determine the level of oral English competency of the English teachers in the seven language functions of Halliday (Halliday, 1974). Comparative analysis was used to determine the significant differences between the oral English competencies of the English teacher-respondents by function. The correlation analysis was used to assess the significant relationship between the level of the respondents' oral English language competency in the seven language functions and the respondents' profile.

The researcher distributed the profile questionnaire adopted from Dela Cruz (2000) and conducted the interview with an audio recorder. The Oral Production Test (OPT) instrument adopted from Magdua (2005) was used in the interview.

Some modifications were made to this oral production test instrument to accustom with the teacher-respondents of the study, since the said instrument was initially made for student-respondents.

The respondents were rated using the rating scale adapted from Vivero (2002). The researcher sought the help of the three inter-raters who used the audio recorded interview and the adapted rating scale as the basis for rating.

The chosen three inter-raters were from Catbalogan City, Samar and known to have excellent track records and notable experience in teaching English subjects and handling English Curriculums and undeniably competent in utilizing the English language.

Lastly, all the ethical rules of the research participants, had been met in this research study based on what Bless and Higson Smith (2000) stated that the main rules are voluntary participation, the right to privacy, freedom and anonymity, and confidentiality.

Instrumentation

The study used the Oral Production Test and rating scale and a survey questionnaire for teacher respondents' profile.

The Oral Production Test and Scale. This instrument determined the level of oral English competency of the English teachers by language function and the significant difference in the oral English competency of the English teacher-respondents by function. The study adapted the instrument from Magdua (2005). This instrument was composed

of seven (7) questions each corresponding to the seven language functions. This oral production test was used in interviewing the respondents while the rating scale and interpretation scheme by Vivero (2002) were used in rating the respondents by the three raters or evaluators.

Each respondent was rated using these criteria: vocabulary, clarity of expression, and fluency of speech.

Questionnaire. The teacher respondents' questionnaire were used in determining the respondents' profile along demographic characteristics, professional characteristics and work-related characteristics and in identifying the significant relationship between English teacher-respondents' level of oral English competency in the seven language function and their profile.

The demographic characteristics included the respondents' age, sex, civil status, and plantilla position. The professional characteristics revealed the respondents' academic degree obtained, affiliation to professional organization, relevant awards/recognition received, active accounts on social networking, training programs attended from FY 2012-present, and performance rating. The salary grade, number of years in teaching, and other remuneration were noted along work-related characteristics.

This instrument was adapted from Dela Cruz (2000) but the researcher made some adjustments to attain the desired data needed by the study.

Validation of the Instrument

The instruments used by the researcher were adapted from various studies and just made some adjustments to properly connect with the current study.

The Oral Production Test was adapted from Magdua (2005) while the rating scale and interpretation scheme was adapted from Vivero (2002). Moreover, these Oral Production Test and the rating scale and interpretation scheme had already been utilized in the studies of Alaga (2015), Roa (2013), and Palencia (2009) where they studied the Oral English performance in the language functions of the selected College of Arts and Sciences freshmen students of Samar State University, the College of Management and Information Technology (CMIT) students of Northwest Samar State University and the nursing students of Samar State University respectively.

The survey questionnaire for teacher respondents' profile was adapted from Dela Cruz (2000: 47-53) and the same had already been utilized in the study of Gabon (2017) on the "Expository Writing Performance and Experiences of the Secondary English Teachers in the Division of Catbalogan City.

Sampling Procedure

The study employed the total enumeration method. The respondents of this study were the fifty (50) secondary English teachers of Catbalogan City Division both in public (8) and private (2) schools for the School Year 2017 - 2018.

The respondents along public schools were twenty three (23) from Samar National School (SNS), six (6) from Catbalogan National Comprehensive High School (CNCHS),

five (5) from Silanga National High School (SNHS), three (3) from Eastern Visayas Regional Science High School (EVRSHS), three (3) from Guinsuran National High School (GNHS), one (1) from each of the following: Pangdan National High School (PNHS), Antonio G. Tuason National High School (AGTNHS) and Catbalogan City Agri-Industrial School (CCAIS) and along private schools there were five (5) respondents in Samar Colleges, Inc. (SCI) and two (2) in St. Mary's College of Catbalogan (SMCC).

Data Gathering Procedure

The researcher secured a letter of approval from the office of the Schools Division Superintendent of the Division of Catbalogan City during the conduct of this study. The Schools Division Superintendent allowed the researcher to conduct the study only during the teacher-respondents' vacant time, on weekdays and weekends. Upon approval of the letter, the researcher sought the master list of the names and contact numbers of the schools heads and teachers of all the secondary schools from their office then proceeded to the administration of the survey questionnaire and the conduct of an exclusive one-on-one audio recorded oral interview.

The researcher let the respondents fill up the questionnaire, waited for it to finish, and then, with their consent, turned on the audio recording and proceeded with the oral interview. The conduct of the interviews were held in a separate empty classroom or in an available office where employees were temporarily asked to leave by the school head.

The researcher did a courtesy call to the School Heads of the schools in her every first visits and gave a copy of the approved letter to them. The researcher exhausted the

whole month of January of 2018 to finish interviewing the 50 respondents of the 10 secondary schools of the Division of Catbalogan City. Furthermore, the researcher spent around one to three days in all the schools she visited except for the Samar National School which had the most number among the fifty respondents, where the researcher visited and spent a week or two.

The researcher visited at least 2-3 schools a week and interviewed around 7-9 respondents in a day, during weekdays. There were times when the data gathering were conducted during the weekend, in the residences of the respondents with prior agreement. The researcher went to the respective residences of a few respondents who were on leave during the researcher's visit in their schools and others whose school were situated in an island like the Pangdan National High School (PNHS) and Antonio G. Tuason National High School (AGTNHS), since all the respondents of this study happened to be residents of Catbalogan City. The researcher first sought the consent of the school heads by meeting them in the Division of Catbalogan City before the researcher went to the residences of the said teacher-respondents.

After administration of the survey questionnaire and the conduct of the interview, the researcher saved the recorded files in three USBs, changed the file names into number codes from 1 to 50 then distributed them to the three inter-raters. The researcher made an evaluation sheet based on the rating scale and interpretation scheme by Vivero (2002) which were also given to the inter-raters.

The tabulation of data followed after the three raters submitted the evaluation results to the researcher. Then the researcher consulted the statistician for all the statistical processing needed by the study.

In the feedbacks received by the researcher, the three raters commonly agreed that the teacher-respondents' answers were simple and fundamental like beginners, some answers were out of context or topic, they lacked fluency and consistency, lacked logical connections, and choice of words were notably inefficient.

Statistical Treatment of Data

The study used both descriptive and inferential statistical tools in analyzing the collected data. These statistical tools were mean, standard deviation, frequency distribution, percentage distribution, Pearson-r, Spearman Rank , Point Biserial , One-Way ANOVA and Pairwise t-test.

Mean. This is used in reporting the level of oral language competency of the secondary English teachers in the seven language functions and their profile along age, number of affiliations, honors and awards received, training programs attended, average monthly income, length of teaching experience, and latest performance rating.

Standard deviation. This is used in the analysis of the respondents' profile in terms of age, number of affiliations, number of honors and awards received, number of training programs attended, average monthly income, length of teaching experience, and latest performance rating.

Frequency and percentage distribution. In here, data is presented in tabular form, where data are into different classes and then determining the number of observations that fall in each of the classes. These will be used to determine all the respondents' profile such as age, sex, civil status, plantilla position, academic degree obtained, affiliation to professional organization, relevant awards/recognition received, active accounts on social networking, training programs attended from FY 2012-present, performance rating, salary grade, number of years in teaching, and other remuneration?

Pearson-r. This is used to measure the strength and direction of the association that exists between one continuous variable and one dichotomous variable (Lund Research, Ltd. 2013). This is used to correlate between English teacher-respondents' level of oral English competency in the seven language functions and their profile in terms of age, number of social media accounts, number of trainings attended, number of years in teaching, performance rating, and other remuneration.

Spearman Rank. This is used to measure the strength and direction of association between two ranked variables (Lund Research, Ltd. 2013). This is used to correlate between English teacher-respondents' level of oral English competency in the seven language functions and their profile in terms of salary grade.

Point Biserial. This is used to measure the strength and direction of the association that exists between one continuous variable and one dichotomous variable and this is a special case of the Pearson's product-moment correlation, which is applied when you have two continuous variables, whereas in this case one of the variables is measured on a dichotomous scale (Lund Research, Ltd. 2013). This is used to correlate

between English teacher-respondents' level of oral English competency in the seven language functions and their profile in terms of sex, academic degree obtained, affiliation to professional organization, and relevant awards/recognition received.

Analysis of Variance (ANOVA). ANOVA is used to determine whether there are any statistically significant differences between the means of two or more independent (unrelated) groups (Lund Research, Ltd. 2013). This is used to determine the significant differences in the oral English competency of the English teacher-respondents by language function.

Pairwise t-test. This is a testing approach taken for testing the software using combinatorial method, a method to test all the possible discrete combinations of the parameters involved (Lund Research, Ltd. 2013). This is used to determine the significant differences in the oral English competency of the English teacher-respondents by language function.

The Oral Production Test's Scoring and Interpretation were presented below. It consists of the performance indicators, the description and its equivalent scoring.

Interpretation Scheme

<u>Score</u>	<u>Description</u>	<u>Performance Indicator</u>
4.51 – 5.00	Highly Proficient	Very adequate vocabulary, Very precise expression, Smooth and effortless speech
3.51 – 4.50	Proficient	Adequate vocabulary, Somewhat precise expression, Somewhat smooth and effortless speech
2.51 – 3.50	Fairly Proficient	Moderately adequate vocabulary, Somewhat precise expression, Somewhat smooth and effortless speech
1.51 – 2.50	Modest	Inadequate vocabulary, Vague expression hesitant speech

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter revealed the findings, analyses and the interpretation of results, thus answering the specific questions and testing the validity of the hypotheses presented in Chapter 1.

Profile of the Teacher-Respondents

In Tables 1 to 3, the profile of the respondents categorized into demographic, professional and work-related characteristics are presented and discussed as follows:

Demographic characteristics. Table 1 presents the demographic characteristics of the teacher-respondents in terms of age, sex, and civil status.

Age. As gleaned on the table, the mean age of the teacher-respondents was 34.46 with an SD of 11.17. Majority of the respondents belong to the 30 years and below bracket with 20 or 40.0 percent and only five respondents or 10.0 percent were more than 50 years old. This implied that the respondents were in the early adulthood which is the age characterized by pursuit for personal as well as professional development (Erikson, 2008).

Table 1
**Demographic Characteristics of Teacher-
Respondents**

Demographic Characteristics Variables	<i>f</i>	<i>Percent</i>
<i>Age</i>		
30 years & below	20	40.0
31-40 years	18	36.0
41-50 years	9	18.0
more than 50 years	5	10.0
Total	50	100.0
Mean	34.46 years	
SD	11.17 years	
<i>Sex</i>		
Female	37	74.0
Male	13	26.0
Total	50	100.0
<i>Civil Status</i>		
Single	23	46.0
Married	27	54.0
Total	50	100.0

Sex. Of the 50 teacher-respondents, 37 or 74.0 percent were females while thirteen respondents or 26.0 percent were males. The result implied that there were higher number of women teaching English than men. This was expected since it has been a common knowledge that the teaching profession attracts more females than males.

Civil Status. Among the 50 respondents, 27 or 54.0 percent were married, 23 or 46.0 percent were single. Generally, majority of the secondary English teachers were married.

Professional Characteristics. Table 2 provides the professional characteristics of the teacher-respondents in terms of academic degree obtained, affiliation to professional organization, relevant awards/recognition received, utilized social media account and training programs attended for the last 5 years.

Table 2

Professional Characteristics of Teacher-Respondents

Professional Characteristics Variables	<i>f</i>	<i>Percent</i>
<i>Academic Degree Obtained</i>		
Bachelor's Degree	46	92.0
English Major (41)		
Non-English Major (5)		
Master's Degree	4	8.0
English Major (2)		
Non-English Major (2)		
Total	50	100.0
<i>Affiliation to Professional Organizations</i>		
No Membership	27	54.0
As Officer/Member	23	46.0
Total	50	100.0
<i>Awards/Recognition Received</i>		
No Awards	37	74.0
Received (Int'l, Nat'l, etc.)	13	26.0
Total	50	100.0
<i>No. of Active Accounts in Social Media</i>		
1-3	33	66.0
4-6	17	34.0
Total	50	100.0
Mean	3	
SD	2	
<i>Number of Training Programs attended for the past 5 years</i>		
None	12	24.0
1-5 trainings	22	44.0
more than 5 trainings	16	32.0
Total	50	100.0

Academic Degree Obtained. A gleaned in table 2 , among the 50 teacher-respondents, 46 respondents or 92.0 percent were Bachelor's degree holders with 41 English majors and 5 non-English majors, while only 4 respondents or 8.0 percent were Master's degree holders with 2 English majors and 2 non-English majors . It could be implied that majority of the teacher-respondents have not pursued their graduate studies to enrich them professionally and it could further be implied that majority of the Bachelor's degree holders were English majors and half of the Master's degree holders were non-English majors.

Affiliation to Professional Organizations. Table 2 further revealed that 23 respondents or 46.0 percent were affiliated to professional organizations while 27 respondents or 54.0 percent had no membership in any professional organization. This means that majority of the teachers were not affiliated in any organization. This result implied that more than half of these teacher-respondents need to join professional organizations for career enhancement and networking. Cherwin (2010) revealed that joining professional organizations can enhance professional networking and can broaden one's knowledge. Moreover, Cherwin explained that joining professional organizations brings opportunities to learn about breaking news in one's career, learn "best practices" or new ideas, hear about key achievers in one's field and also meet and brainstorm with others who are also looking to share and learn new information.

Awards/Recognition Received. Thirty seven of the 50 teacher-respondents or 74.0 percent of the English teachers have not received any relevant

award/recognition while thirteen respondents or 26.0 percent have received awards in the local, regional or national levels. It could be deduced that majority of the teachers are yet to be given recognition. Andrews (2011) capitalized that recognition is a very rewarding experience for an excellent classroom teacher and his or her students. The study of Andrews also revealed that teachers receiving recognition and awards for their teaching from praise recognition programs are providing motivation for them to continue high-level instruction.

No. of Active Accounts in Social Media. As depicted in table 2, the weighted mean of the no. of active social media accounts owned by the respondents is 3 and that 33 respondents or 66.0 percent of the teacher-respondents had one to three social media accounts while 17 respondents or 34.0 percent had four to six accounts in the social media. It showed that the teacher-respondents are active in social media as projected in the results but they differed on the number of the preferred social networking sites. This denoted that these respondents are engaged in social networking. Social media generally stimulates collaboration and knowledge sharing between individuals, which can lead to increased or decreased productivity (Aguenza, Al-Oassem and Mat Som, 2012). But social media should be channelled in an effective way to get maximum results from the employees, as there are pitfalls that employees may succumb to it, if left unattended (Ferreira & du Plessis, 2009). Furthermore, it is far wiser for organizations to embrace social media, sponsor social media platforms, and

institute policies, procedures and security to control how these tools are used in the workplace (Hutley, 2009).

Relevant Trainings Attended. Table 2 disclosed the number of training programs attended by the respondents for the past 5 years and 22 of 50 respondents or 44.0 percent had attended 1 to 5 trainings while 16 or 32.0 percent attended more than 5 trainings, however, 12 or 24.0 percent have not attended any training programs at all. This means that the secondary English teachers somehow had attended trainings but they differed on the number of trainings attended. It can further be implied that the teacher-respondents gave more time and effort in the use of social media accounts instead of investing them in searching and participating significant training programs for professional growth.

Work-related characteristics. Table 3 showed the work-related characteristics of the teacher-respondents in terms of salary grade, plantilla position, number of years in teaching, performance rating and other remunerations.

Salary Grade. From table 3, majority of the respondents with 21 or 42.0 percent claimed to be a salary grade 11 position holder. The data implied that most of the respondents were somehow new in the teaching profession since mostly were receiving the lowest salary grade. At some point, the salary affects the performance of an employee. The study of Trevor, Gerhart and Boudreau (1997) entitled "Voluntary Turnover and Job Performance: Curvilinearity and the Moderating Influences of Salary Growth and Promotions" revealed that salary

Table 3

Work-Related Characteristics of Teacher-Respondents

Work-related Characteristics Variables	<i>f</i>	<i>Percent</i>
<i>Salary Grade</i>		
Grade 11	21	42.0
Grade 12	17	34.0
Grade 13	9	18.0
Grade 18	3	6.0
Total	50	100.0
<i>Plantilla Position</i>		
Teacher 1	21	42.0
Teacher 2	17	34.0
Teacher 3	9	18.0
Master Teacher	3	6.0
Total	50	100.0
<i>Other Remunerations Received</i>		
1 & No remuneration at all	32	64.0
more than 1 remuneration	18	36.0
Total	50	100.0
<i>No. of Years in Teaching</i>		
less than 3 years	16	32.0
3-6 years	15	30.0
7-10 years	8	16.0
more than 10 years	11	22.0
Total	50	100.0
Mean	8.18 years	
SD	8.92 years	
<i>Performance rating</i>		
Private & New employee	10	20.0
Very Satisfactory	37	74.0
Outstanding	3	6.0
Total	50	100.0

growth effects on turnover were greatest for high performers, with high salary growth predicting rather low turnover for these employees, whereas low salary growth predicted extremely high turnover.

Plantilla Position. Majority of the respondents, that is, 21 or 42.0 percent were Teacher 1, and 17 or 34.0 percent and only three respondents or 6.0 percent were Master Teachers. It could be implied that most of the secondary English teachers occupied the first two lower levels of the Second Level Plantilla Positions and that very few have been appointed Master Teachers. Pursuant to the Implementating Rules and Regulations of R.A. 9155, the selection, promotion and designation of teachers shall be based on merit, competence, fitness and equality (DO 1, s., 2003). Specific criteria are the following: performance is 35 points, experience 5 points, outstanding accomplishment or meritorious accomplishments 20 points, education 25 points, training 5 points, psychosocial attributes 5 points and potential is 5 points for a total of 100 points (D.O. 66, 2007). This can be implied that the teacher respondents need to pursue higher degree and be capacitated with competency for better performance to achieve promotion and attain higher Plantilla position.

No. of Years in Teaching. In table 3, it revealed that the weighted average mean of the respondents' teaching experience is 8 years. Among the 50 respondents, 16 or 32.0 percent had been teaching English for less than 3 years and 15 respondents or 30 percent had been teaching English for 3 to 6 years. It could be gleaned that the teacher-respondents, generally, had 8 years teaching

experience in teaching English. The study of Kotur, B. R., & Anbazhagan, S. (2014) indicated that the performance of the employees gradually increases with their experience and after an experience of 20 years the performance is again getting lower. With growing experience in a job, the employees learn almost all the knacks concerned with the job and nothing much remains to be learned. In the early stages of doing a job, there are many things to learn and individuals are curious to things and they will show interest on the job. But, when everything has been explored, repeating the same job again and again, gives the sense of boredom in the minds of the employees and this might affect on their performance negatively. Due to more involvement they lose interest in their jobs.

Level of Oral English Competency of the Teacher-Respondents

Table 4 presents the level of the oral English competency of the English teacher-respondents in the seven language functions such as instrumental, regulatory, interactional, personal, heuristic, imaginative and representational.

The level of oral English competency of the teacher-respondents in the instrumental, regulatory, interactional, personal, heuristic, imaginative and representational functions was fairly proficient. It implied that the respondents had a moderately adequate vocabulary, somewhat precise in their expression and somewhat smooth and effortless in their speech. This result is similar to the results of the studies of Alaga (2015), Roa (2013), Palencia (2009) and Magdua (2005).

The study of Alaga (2015) on "Level of Media Exposure and English Language Performance of Selected Freshmen Students of Samar States University" revealed that majority of the oral language skill of the students obtained the level of "fairly proficient" in the seven language functions. It further revealed that there was a significant relationship between the media exposure and the English performance of the respondents on their speaking skill. And the study of Palencia (2009) on "Correlates of Oral English Performance in the Language Functions of Nursing Freshmen: Inputs for Improved English Instruction". Palencia's respondents were first year nursing students of Samar State University and the result of the study is generally fairly proficient. The same result happened with the study of Roa (2013) on "Oral English Performance and Learning Styles and Strategies of College of Management and Information Technology (CMIT) Freshmen: Inputs for an Improved English Instruction" where the level of oral English performances in the seven language functions of the first year college students of the CMIT of North-west State University in Calbayog City also appeared to be fairly proficient while the study of Magdua (2005) on "Correlates on Oral Language Performance in the Seven Language Functions of the English Majors of Leyte Normal University," revealed that the mean scores of the respondents in each of the seven language functions, generally, led to be fairly proficient.

Table 4

Level of the Oral English Competency of the English Teacher-Respondents

Numerical Rating	Descriptive Rating	Language Functions													
		Instrumental		Regulatory		Interactional		Personal		Heuristic		Imaginative		Representational	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
4.51-5.00	Highly Proficient	-	-	-	-	-	-	-	-	-	-	-	-	1	2.0
2.51-4.50	Proficient	4	8.0	1	2.0	7	14.0	5	10.0	6	12.0	17	34.0	13	26.0
2.51-3.50	Fairly Proficient	27	54.0	35	70.0	32	64.0	29	58.0	37	74.0	26	52.0	29	58.0
1.51-2.50	Modest	19	38.0	14	28.0	11	22.0	16	32.0	7	14.0	7	14.0	7	14.0
Total		50	100	50	100	50	100	50	100	50	100	50	100	50	100
Mean		2.69	-	2.80	-	2.86	-	2.85	-	2.98	-	3.05	-	3.15	-
SD		0.47	-	0.42	-	0.45	-	0.44	-	0.49	-	0.63	-	0.55	-

Based on the results of Alaga (2015), Roa (2013), Palencia (2009) and Magdua (2005), this study could imply that the level of oral competency that the secondary teachers possess will just be the level of oral competency the students will achieve.

On the other hand, in the study of Gabon (2017) on "Expository Writing Performance and Experiences of the Secondary English Teachers in the Division of Catbalogan City", the expository writing performance of the secondary English teachers along the 9 writing dimensions was just moderate. And this can be an indication that the Secondary English teachers truly need more support and exposure to relevant and appropriate training programs, especially in the enhancement of their speaking and writing skills, to become effective and competent language teachers.

Along the instrumental function, the teacher-respondents gained a fairly proficient level of oral English competency with a weighted mean of 2.69 and a standard deviation of 0.47. In instrumental function, language is used to fulfil a need on the part of the speaker and directly concerned with obtaining food, drink and comfort (Halliday, 1975). Majority of the respondents with 27 or 54.0 percent were fairly proficient. This implied that they were fairly proficient with the use of the language in getting what they want. Among the seven functions, instrumental function had the lowest grand mean and highest respondent with the modest level. This further implied that the respondents found this function the most difficult.

Another function in the oral language competency assessment is regulatory. In regulatory function, language is used to influence the behavior of others and concerned with persuading, commanding and requesting other people to do things a speaker wants (Halliday, 1975). Along this function, the teacher-respondents gained a fairly proficient level of oral English competency with a weighted grand mean of 2.80 and a standard deviation of 0.42. This denoted that the teacher-respondents had moderately adequate vocabulary, somewhat precise expression, and somewhat smooth and effortless speech in controlling or influencing the behavior of others. Thirty five or 70.0 percent of them were fairly proficient while 14 or 28.0 percent were categorized as modest. This language function appeared to be difficult to the respondents, next to instrumental function

considering the number of those who attained the fairly proficient and modest level and there was only 1 or 2.0 percent who were categorized as proficient.

As depicted in table 4, teacher-respondents were fairly proficient in the interactional function of the language with a weighted grand mean of 2.86 and a standard deviation of 0.45. In interactional function, language is used to develop social relationships and ease the process of interaction and concerned with the phatic dimension of talk (Halliday, 1975). There were 32 or 64.0 percent of them who were fairly proficient while 11 or 22.0 percent were modest and only 7 or 14.0 percent were proficient. Thus, the respondents had moderately adequate vocabulary, had somewhat precise expression, and somewhat smooth and effortless with their use of English language in social interaction or getting along with others.

Table 4 presented the teacher-respondents' level of oral English competency in personal function. This function is defined as the use of language to express the personal preferences and identity of the speaker. Generally, the respondents were fairly proficient with a weighted mean of 2.85 and a standard deviation of 0.44. Twenty nine or 58.0 percent of them were fairly proficient. This showed that majority of the respondents had moderately adequate vocabulary, had somewhat precise expression and somewhat smooth and effortless in expressing their personal preferences, feelings, opinion and individual identity.

Heuristic function is the use of language to learn and explore the speaker's environment. Table 4 presented the level of oral English performance of the

respondents as fairly proficient with the grand mean of 2.98 and a standard deviation of 0.49. It could be implied that the respondents had moderately adequate vocabulary, had somewhat precise expression and somewhat smooth and effortless speech in exploring their reality and environment.

In imaginative function, language is used to create reality, and to explore the speaker's mind and the language itself (Halliday 1975). Along this function, the respondents were fairly proficient with the weighted grand mean of 3.05 and a standard deviation of 0.63. Twenty six or 52.0 percent were fairly proficient while 7 or 14 percent were modest. The respondents found this function with the least difficulty, among the seven language functions, next to representational function, having the most number of respondents who obtained proficient level, with 17 or 34.0 percent. This would imply that these 17 or 34.0 percent have adequate vocabulary, somewhat precise expression, somewhat smooth and effortless speech in using the language to explore the imagination from the world of make believe.

Along representational function, table 4 projected the level of oral English language competency of the respondents as fairly proficient with the highest grand mean of 3.15 and a standard deviation of 0.55. In representational function, language is used to communicate content and express the speaker's opinion. Twenty nine or 58.0 percent of them were fairly proficient. There was one who was highly proficient with 2 percent. This implied that one had a very adequate vocabulary, very precise expression, and smooth and effortless speech in conveying facts. This further implied that the teacher-respondents, generally, have

moderately adequate vocabulary, somewhat precise expression, and somewhat smooth and effortless speech in relaying information or expressing proposition. Being the only function with a teacher-respondent who attained a highly proficient level and having the highest weighted grand mean among the language functions, an implication could be derived that the respondents found this function the least difficult one.

Comparison of the Oral English Competency of the Teacher-Respondents by Function

Table 5 presents the comparison of the respondents' oral English competency of the teacher respondents by function using ONE- WAY ANOVA and Pairwise t-test.

As depicted in table 5, the instrumental function posted a mean of 2.67, regulatory function 2.78, interactional function 2.86, personal function 2.85, heuristic function 2.98, imaginative function 3.05 and representational function 3.15. Based from this result, generally, the teacher-respondents obtained a fairly proficient oral English competency and that means the teacher-respondents had moderately adequate vocabulary, had somewhat precise expression, and had somewhat smooth and effortless speech.

Table 5 presented the comparison of the respondents' oral English competency by function using Pairwise t-test. As gleaned on the table 5, the computed P value of 3.968 resulted to be higher than the critical F value of 2.125.

It implied that there are significant differences in the oral language competency of the teacher respondents in the seven language language functions. Thus, the null hypothesis that there are no significant differences in the oral English competency of the English teacher-respondents by language function was rejected. The result projected that from the 21 pairs of language functions, 9 pairs appeared to have significant differences. These pairs were instrumental

Table 5
Comparison in the Oral English Competency of the English
Teacher- Respondents by Function

SUMMARY						
<i>Language Functions</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Description</i>	<i>Variance</i>	
Instrumental	50	133.68	2.67	Fairly Proficient	0.23	
Regulatory	50	139.22	2.78	Fairly Proficient	0.20	
Interactional	50	142.79	2.86	Fairly Proficient	0.21	
Personal	50	142.49	2.85	Fairly Proficient	0.20	
Heuristic	50	149.20	2.98	Fairly Proficient	0.24	
Imaginative	50	152.31	3.05	Fairly Proficient	0.39	
Representational	50	157.32	3.15	Fairly Proficient	0.31	
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	7.90	6	1.32	5.19	3.96807E-05	2.12504
Within Groups	87.02	343	0.25			
Total	94.9	349				

Post Hoc Analysis (Pairwise t-test)			
Pair	Absolute Mean Difference	p-value	Evaluation
Instrumental & Heuristic	0.310	.0022	S
Instrumental & Imaginative	0.373	.0003	S
Instrumental & Representational	0.473	4E-06	S
Regulatory & Heuristic	0.200	.0483	S
Regulatory & Imaginative	0.262	.0098	S
Regulatory & Representational	0.362	.0004	S
Personal & Imaginative	0.196	.0520	S
Personal & Representational	0.297	.0035	S
Interactional & Representational	0.291	.0042	S

Legend: S - Significant

NS - Not Significant

and heuristic function, instrumental and imaginative function, instrumental and representational function, regulatory and heuristic function, regulatory and imaginative function, regulatory and representational function, personal and imaginative function, personal and representational function and the final pair was interactional and representational function.

Along the pairs of instrumental and heuristic function, instrumental and imaginative function and instrumental and representational function, the pairs implied that teachers' competency in using the language for the purpose of getting what they want or getting things done is significantly different with the respondents' language usage in getting information, in exploring imaginations and giving information.

Along the pairs of regulatory and heuristic function, regulatory and imaginative function, regulatory and representational function, it implied that

teachers' competency in the use of language in controlling other's behavior is significantly different with how they use the language in getting information, in exploring imagination and giving information.

Along the pairs of personal and imaginative and personal and representational, it showed that teachers' competence in the use of language in expressing their feeling differ significantly in expressing their imagination and giving information. And with the last pair of interactional and representational, this revealed that the teachers' competence in their language use to socialize or simply bond with other people had a significant difference in their ability to share information.

Generally, based on the pairing results, it was implied that the teacher respondents tend to become competent with speaking the language in a more formal context than the non-formal or casual sense of the language use.

Relationship between Oral English Competency of the Teacher-Respondents in the Seven Language Function and their profile

Table 6, 7, 8 and the succeeding discussions presented the relationship between the oral English competency of the teacher-respondents in the seven language function and their profile along demographic characteristics, professional characteristics and work-related characteristics.

Demographic Characteristics. In table 6, it showed the relationship of the respondents' oral English competency in the seven language function and the respondents' profile, along demographic characteristics.

In this table, the respondents' profile along civil status showed a significant relationship with their oral English competency in the seven language function in terms of personal, imaginative and representational functions and it was obtained at 0.05 level of significance and an r value of -0.297, -0.312 and -0.334 respectively. This led to the rejection of the null hypothesis that stated "there is no significant relationship between the respondents' oral English competency in the seven language function and their profile along civil status."

This implied that single teachers have the tendency to be competent in their language usage in getting things done or getting what they want, in exploring their imagination and in expressing their opinion than married teachers. It can further be implied that married teachers could have the tendency to care more for the family and care less for themselves, thus, married teachers are less focused in getting what they want, in exploring their imagination and in expressing their opinion than single teachers.

Table 6

Relationship Between English Teacher-Respondents' Language and their Profile

Language Functions		Demographic Characteristics		
		Age	Sex	Civil Status
Instrumental	Pearson Correlation	-0.07	-0.20	0.00
	Sig.(2-tailed)	0.62	0.16	1.00
	N	50	50	50
Regulatory	Pearson Correlation	-0.06	0.00	-0.16
	Sig.(2-tailed)	0.70	0.98	0.28
	N			
Interactional	Pearson Correlation	-0.26	-0.04	-0.16
	Sig.(2-tailed)	0.07	0.79	0.27
	N			
Personal	Pearson Correlation	-0.26	0.14	-.297(*)
	Sig.(2-tailed)	0.07	0.33	0.04
	N			
Heuristic	Pearson Correlation	-0.14	-0.05	-0.11
	Sig.(2-tailed)	0.34	0.73	0.44
	N			
Imaginative	Pearson Correlation	-0.17	0.08	-.312(*)
	Sig.(2-tailed)	0.25	0.58	0.03
	N			
Representational	Pearson Correlation	-0.22	0.19	-.334(*)
	Sig.(2-tailed)	0.12	0.19	0.02
	N			

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

* Correlation is significant at the 0.05 level (2-tailed).

Professional Characteristics. Along professional characteristics, table 7 showed that the respondents' academic degree obtained had a significant relationship with their oral English competency in the instrumental function at 0.05 level of significance and an r value of -0.306. The stated null hypothesis that "there is no significant relationship between the respondents' oral English competency in the seven language function and their profile along academic degree obtained," was rejected. It implied that teachers with bachelor's degree tend to become competent in the use of language in getting what they want than

those teachers with higher academic degree. The same is true with the study of Kotur, B. R., & Anbazhagan, S. (2014) on "Education and Work-Experience - Influence on the Performance", it revealed that with increasing educational

Table 7

Relationship Between English Teacher-Respondents' Language and their Profile

Language Functions		Professional Characteristics				
		Academic Degree Obtained	Affiliation to Professional Org	Awards/Recognition Received	No. of Active Social Media Acct	No. of trainings
Instrumental	Pearson					
	Correlation	-.306(*)	0.00	-0.05	0.11	0.00
	Sig.(2-tailed)	0.03	0.99	0.71	0.44	0.99
	N	50	50	50	50	50
Regulatory	Pearson					
	Correlation	-0.20	0.26	0.11	0.21	0.19
	Sig.(2-tailed)	0.16	0.07	0.46	0.15	0.18
	N	50	50	50	50	50
Interactional	Pearson					
	Correlation	0.00	0.21	0.14	0.19	0.26
	Sig.(2-tailed)	0.98	0.15	0.34	0.20	0.07
	N	50	50	50	50	50
Personal	Pearson					
	Correlation	-0.07	0.13	0.05	0.27	0.21
	Sig.(2-tailed)	0.61	0.36	0.72	0.06	0.15
	N	50	50	50	50	50
Heuristic	Pearson					
	Correlation	-0.06	0.27	0.18	.349(*)	0.18
	Sig.(2-tailed)	0.70	0.06	0.21	0.01	0.21
	N	50	50	50	50	50
imaginative	Pearson					
	Correlation	-0.06	0.16	0.07	0.27	0.13
	Sig.(2-tailed)	0.70	0.26	0.66	0.05	0.37
	N	50	50	50	50	50
Representational	Pearson					
	Correlation	-0.01	0.12	-0.03	.336(*)	0.10
	Sig.(2-tailed)	0.93	0.40	0.81	0.02	0.51
	N	50	50	50	50	50

**

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

*

Correlation is significant at the 0.05 level (2-tailed).

qualifications the performance of the employees declines and those who have only the higher secondary education perform better than those who have completed only the secondary education.

Another respondents' profile, along professional characteristic, which is the number of active social media accounts had significant relationship with their oral English competency in the heuristic function at 0.05 level of significance and an r value of 0.349 and representational function at 0.05 level of significance and an r value of 0.336. Thus, the null hypothesis that there is no significant relationship between the respondents' oral English competency in the seven language functions and their profile along number of active social media accounts was rejected. This manifested that teachers who are more exposed to social media tend to have competency in the use of language in getting information and in expressing opinion or giving information than teachers with lesser social media exposure. Furthermore, being exposed to social media gives the teachers source of information which they can acquire and share.

Work-related Characteristics. As projected in Table 8, the respondents' profile along salary grade had a significant relationship with their oral English competency in the seven language function in terms of regulatory and interactional function at 0.05 level of significance and an r value of -0.292 and -0.322. Thus, the null hypothesis that there is no significant relationship between the respondents' oral English competency in the seven language functions and their profile along salary grade was rejected. This denoted that teachers with lower

salary grade tend to become competent in the use of language in controlling other's behavior and in social interaction than teachers with higher salary grade.

Table 8
Relationship Between English Teacher-Respondents' Language and their Profile

Language Functions		Work-Related Characteristics			
		Salary Grade	Other Renumeration	No. of Years in Teaching	Performance Rating
Instrumental	Pearson				
	Correlation	0.12	-0.03	-0.11	-0.14
	Sig.(2-tailed	0.42	0.81	0.43	0.35
	N	50.00	50.00	50.00	50.00
Regulatory	Pearson				
	Correlation	-.292(*)	0.08	-0.06	0.03
	Sig.(2-tailed	0.04	0.60	0.70	0.84
	N	50.00	50.00	50.00	50.00
Interactional	Pearson				
	Correlation	-.322(*)	0.20	-.282(*)	-0.13
	Sig.(2-tailed	0.02	0.17	0.05	0.38
	N	50.00	50.00	50.00	50.00
Personal	Pearson				
	Correlation	-0.17	-0.09	-.353(*)	-0.20
	Sig.(2-tailed	0.23	0.54	0.01	0.17
	N	50.00	50.00	50.00	50.00
Heuristic	Pearson				
	Correlation	-0.14	0.02	-0.20	-0.15
	Sig.(2-tailed	0.34	0.89	0.17	0.29
	N	50.00	50.00	50.00	50.00
imaginative	Pearson				
	Correlation	-0.12	-0.01	-0.19	-0.22
	Sig.(2-tailed	0.41	0.92	0.20	0.13
	N	50.00	50.00	50.00	50.00
Representational	Pearson				
	Correlation	-0.12	-0.15	-0.25	-0.23
	Sig.(2-tailed	0.40	0.32	0.08	0.11
	N	50.00	50.00	50.00	50.00

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

* Correlation is significant at the 0.05 level (2-tailed).

This result was supported by the findings of the study of Korm (2011) on "The Relationship Between Pay and Performance in the Cambodian Civil Service" that pay played little or no role in motivating people in seeking civil service jobs and in encouraging performance when employed. Thus, the increase in salary or income does not necessarily keep the teacher or employee more competent than those who have lower salary grade or lesser pay.

Lastly, table 8 showed that the respondents' oral English competency in the interactional and personal function had a significant relationship with their profile along no. of years in teaching at 0.05 level of significance and an r value of -0.282 and -0.353. With this result, the null hypothesis, "there is no significant relationship between the respondents' oral English competency in the seven language functions and their profile along number of years in teaching," is rejected. It could be implied that teachers with lesser teaching experience tend to become competent in the use of language for social interaction and in expressing their feelings than teachers with higher teaching experience. This result was somehow supported by the study of Kotur, B. R., & Anbazhagan, S. (2014) on "Education and Work-Experience - Influence on the Performance", it indicated that the performance of the employees gradually increases with their experience and after an experience of 20 years the performance is again getting lower and this might be due to the fact that the employees lose interest for having done their work for a long time and feel the sense of boredom and thereby perform lesser.

Inputs to an Effective Training Program

Based from the foregoing findings, the following inputs can be considered to an effective training program for an improved English instruction program:

1. There should be a competitive hiring of English teachers. Likewise, the degrees earned by the applicants should be vertically articulated with the position they are applying for.
2. Some of the teacher-respondents were not able to attend any training programs as presented in their no. of training programs attended. A training seminar or workshop appropriate for an English instruction program must be conducted at least once a year for English teachers.
3. Most of the teacher respondents were just starting in the teaching field as depicted in their age, plantilla positions and number of years in teaching. Moreover, the English teacher-respondents' oral English competency level was found to be just fairly proficient. The study found it valuable that training authorities may organize training programs that would develop their Oral English competencies by giving activities for dialogue and speeches aside from English teaching techniques and training exercises on all four language competencies such as listening, speaking, reading and writing.
4. Training program proponents, English program officials, head teachers and English department heads may upgrade the quality of teaching

English curriculum by continuous and consistent monitoring and follow up to ensure whether teachers are adopting their competencies in their teaching or not.

5. The faculty must be provided relevant social forums on which they can practice speaking English. And the Division must conduct competitions of speaking English among teachers in order for them to be motivated in improving their English speaking skills.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the salient findings, conclusions and recommendations of the study.

Summary of Findings

The following were the prominent findings derived from the study:

1. The mean age of the respondents was 34.46 years old with a standard deviation of 11.17 years. Most of the respondents were below 31 years old resulting to a frequency of 20 or 40.0 percent out of 50 respondents.
2. Thirty seven or 74.0 percent were females while 13 or 26.0 percent were males. Majority of the respondents were female.
3. Twenty seven or 54.0 percent were married while 23 or 46.0 percent were single. Majority of the teacher-respondents were married.
4. Among the 50 teacher - respondents, 46 were Bachelor's degree holders with 41 English majors and 5 non-English majors and 4 were Master's degree holders with 2 English majors and 2 non-English majors. The respondents, majority had no affiliations to professional organizations, majority had not received any awards or recognitions, had an average of 3 social media accounts and had attended 1 to 5 trainings for the last 5 years.

5. Workwise, majority of the respondents received a salary equivalent to that SG/T1 position, with almost no other remuneration received, they had a weighted mean average of 8.18 years of teaching experience with a standard deviation of 8.92 and majority had a very satisfactory (VS) performance rating.

6. The oral English language competency level of the English teacher-respondents in the seven language functions such as instrumental, regulatory, interactional, personal, heuristic, imaginative and representational function – is FAIRLY PROFICIENT.

The teacher - respondents had moderately adequate vocabulary, somewhat precise expression, somewhat smooth and effortless speech with the use of the language in getting what they want (instrumental function) with a grand mean of 2.69 and a standard deviation of 0.47, in controlling or influencing the behavior of others (regulatory function) with a grand mean of 2.80 and a standard deviation of 0.42, in social interaction or getting along with others (interactional function) with a grand mean of 2.86 and a standard deviation of 0.45, in asking questions, assessing answers and forming new information (personal function) with a grand mean of 2.85 and a standard deviation of 0.44, in exploring their reality and environment (heuristic function) with a grand mean of 2.98 and a standard deviation of 0.49, in exploring their imagination (imaginative function) with a grand mean of 3.05 and a standard deviation of 0.63, and in relaying information or expressing own opinion (representational function) with a grand mean of 3.15 and a standard deviation of 0.55.

7. The comparison of the Oral English Competency of the Teacher-Respondents by Function showed a significant difference with the computed P-value of 3.968 higher than the critical F value of 2.125. The null hypothesis that there are no significant differences in the oral English competency of the English teacher-respondents by language function was rejected.

Using the pairwise t-test, the result projected that from the 21 pairs of language functions, 9 pairs appeared to have significant differences. These pairs were: instrumental and heuristic function with a P-value of 0.0022 , instrumental and imaginative function with a P-value of 0.0003, instrumental and representational function with a P-value of 4E-06, regulatory and heuristic function with a P-value of 0.0483 , regulatory & imaginative function with a P-value of 0.0098, regulatory and representational function with a P-value of 0.0004, personal and imaginative function with a P-value of 0.0520 , personal and representational function with a P-value of 0.0035, and interactional and representational function with a P-value of 0.0042.

8. The relationship between the level of oral English competency of the English teacher-respondents in the seven language functions and their profile was significant. This led to the rejection of the null hypothesis that there is no significant relationship between the oral English competency of the English teacher-respondents in the seven language functions and their profile.

9. The respondents' profile along civil status showed a significant relationship with their oral English competency in the seven language function in

terms of personal, imaginative and representational functions and it was obtained at 0.05 level of significance and an r value of -0.297, -0.312 and -0.334 respectively.

10. The respondents' profile along academic degree obtained had a significant relationship with their oral English competency in the instrumental function at 0.05 level of significance and an r value of -0.306.

11. The respondents' profile along number of active social media accounts had significant relationship with their oral English competency in the heuristic function at 0.05 level of significance and an r value of 0.349 and representational function at 0.05 level of significance and an r value of 0.336.

12. The respondents' profile along salary grade had a significant relationship with their oral English competency in the seven language function in terms of regulatory and interactional function at 0.05 level of significance and an r value of -0.292 and -0.322.

13. Lastly, the respondents' oral English competency in the interactional and personal function had a significant relationship with their profile along number of years in teaching at 0.05 level of significance and an r value of -0.282 and -0.353.

Conclusions

Based on the salient findings derived from this study, the following conclusions were considered:

1. Along the respondents' profile, this study was female dominated. Majority of the teachers were married with an average age of 34.46 years old. Majority of them were baccalaureate degree holders. They had no affiliations to professional organizations, had not received any awards or recognitions, had an average of 3 social media accounts and had attended 1 to 5 trainings for the past 5 years. Workwise, the respondents received a salary equivalent to that SG/T1 position with almost no other remuneration, they had been teaching English for 8 years and had a very satisfactory (VS) performance rating.

2. The level of oral English competency of the teacher-respondents in the instrumental, regulatory, interactional, personal, heuristic, imaginative and representational functions was fairly proficient. It implied that the Secondary English teachers had a moderately adequate vocabulary, somewhat precise in their expression and somewhat smooth and effortless in their speech.

3. The comparison of the Oral English Competency of the Teacher-Respondents by Function showed a significant difference. The null hypothesis that there are no significant differences in the oral English competency of the English teacher-respondents by language function was rejected.

Among the seven language functions, the following 9 pairs out of 21 pairs showed significant differences: instrumental and heuristic function,

instrumental and imaginative function, instrumental and representational function, regulatory and heuristic function, regulatory & imaginative function, regulatory and representational function, personal and imaginative function, personal and representational function with, and interactional and representational function.

4. The teacher-respondents' level of oral English competency in the seven language functions revealed a significant relationship with their profile. This led to the rejection of the null hypothesis that there is no significant relationship between the oral English competency of the English teacher-respondents in the seven language functions and their profile.

The respondents' profile along civil status showed a significant relationship with their oral English competency in the seven language function in terms of personal, imaginative and representational functions.

Along academic degree obtained, the respondents' profile had a significant relationship with the instrumental function. It implied that teachers with bachelor's degree tend to become competent in the use of language in getting what they want than those teachers with higher academic degree.

Their profile along number of active social media accounts had significant relationship with their heuristic and representational functions. This manifested that teachers who are more exposed to social media tend to have competency in the use of language in getting information and in expressing opinion or giving information than teachers with lesser social media exposure. Furthermore, being

exposed to social media gives the teachers source of information which they can acquire and share.

The respondents' profile along salary grade had a significant relationship with their regulatory and interactional functions. This denoted that teachers with lower salary grade tend to become competent in the use of language in controlling other's behavior and in social interaction than teachers with higher salary grade. This result was supported by the findings of the study of Korm (2011) on "The Relationship Between Pay and Performance in the Cambodian Civil Service" that pay played little or no role in motivating people in seeking civil service jobs and in encouraging performance when employed. Thus, the increase in salary or income does not necessarily keep the teacher or employee more competent than those who have lower salary grade or lesser pay.

Lastly, their oral English competency in the interactional and personal function had a significant relationship with their profile along number of years in teaching. It could be implied that teachers with lesser teaching experience tend to become competent in the use of language for social interaction and in expressing their feelings than teachers with higher teaching experience. This result was somehow supported by the study of Kotur, B. R., & Anbazhagan, S. (2014) on "Education and Work-Experience - Influence on the Performance", it indicated that the performance of the employees gradually increases with their experience and after an experience of 20 years the performance is again getting lower and this

might be due to the fact that the employees lose interest for having done their work for a long time and feel the sense of boredom and thereby perform lesser.

Recommendations

Based on the aforementioned findings of the study, the following recommendations are considered in view of improving the English instruction program of the Division of Catabalogan City.

1. There should be a major shift of the English program to consider making oral communication as its focal point aligned and articulated with other macro skills.
2. The administration should begin considering that the English teachers especially the newly hired would be provided with relevant and appropriate training programs with emphasis on the oral language skill and intensify linguistic competence and pragmatics and the same should be one of the main focuses in teaching English as a second language.
3. Moreover, teachers must focus in conducting oral classes that are structured around functional use of the language to develop fluency and accuracy. The use of relevant oral activities such as dialogues, one-act plays discussions, prepared and impromptu speeches, and oral dialogue journals should be maximized.

4. Since only 4 out of 50 teacher-respondents achieved a master's degree, encouragement and support should be extended to faculty members to pursue higher learning. Professional growth should be capitalized and widely disseminated during forums and training courses.

5. The teachers' speaking competency should be enhanced further by exerting extra efforts in improving themselves by occasionally watching films where English native speakers perform, listening to them and practicing accordingly. Importantly, teachers should practice conversations in English with people who have different levels of skills in the language.

6. Further studies on the competencies of the Secondary English teachers of the Division of Catbalogan City along the other two macro skills of language such as reading and listening comprehension. This is to give further enlightenment and a clear picture of their communicative competence as a whole, thereby capacitating these English teachers extensively and contributing to a more improved English language program as well as preventing the decline of the country's English mastery.

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APPENDICES

Republic of the Philippines
 SAMAR STATE UNIVERSITY
 College of Graduate Studies
 Catbalogan City

December 05, 2017

CRISTITO A. ECO, CESO VI
 Schools Division Superintendent
 Division of Catbalogan City
 Catbalogan City

Sir:

The undersigned is a masteral student of Samar State University, Catbalogan City. She is conducting a research study entitled "**Language Function Competency of English Teachers of the Division of Catbalogan City.**"

In this regard, she would like to ask permission from your good office if you would allow her to **DISTRIBUTE QUESTIONNAIRES AND CONDUCT AN ORAL PRODUCTION TEST** to the **SECONDARY ENGLISH TEACHERS** *during their vacant periods, after class hours or during weekends*. The data which will be gathered will serve as bases on the making of the final copy of the said research instruments.

Hoping for your favorable approval and accommodation on this request.

Respectfully yours,

SGD. MELODY CLAIRE M. BACHAO
 Researcher

Noted:

SGD. REDENTOR S. PALENCIA, Ed. D.
 Adviser

SGD. FELISA E. GOMBA, Ph. D.
 VP-Academic Affairs/
 Dean, College of Graduate Studies

Approved:

SGD. CRISTITO A. ECO, CESO VI
 Schools Division Superintendent
 Division of Catbalogan City
 Catbalogan city

Republic of the Philippines
 SAMAR STATE UNIVERSITY
 College of Graduate Studies
 Catbalogan City

January 15, 2018

NIMFA SOL N. MUNOZ
 Former English Department Head
 Samar National School
 Catbalogan City

Madam:

The undersigned is a masteral student of Samar State University, Catbalogan City. She is conducting a research study entitled "**Language Function Competency of English Teachers of the Division of Catbalogan City.**"

Part of her data gathering is the CONDUCT OF AN ORAL PRODUCTION TEST to the SECONDARY ENGLISH TEACHERS of the Division of Catbalogan City. In this regard, she would like to request if you can be part of her research study as an **EVALUATOR**.

Hoping for your favorable response on this request.

Respectfully yours,

SGD. MELODY CLAIRE M. BACHAO
 Researcher

Noted:

SGD. REDENTOR S. PALENCIA, Ed. D.
 Adviser

SGD. FELISA E. GOMBA, Ph. D.
 VP-Academic Affairs/ Acting
 Dean, College of Graduate Studies

Approved:

SGD. NIMFA SOL N. MUNOZ
 Former English Department Head
 Samar National School
 Catbalogan City

Republic of the Philippines
 SAMAR STATE UNIVERSITY
 College of Graduate Studies
 Catbalogan City

January 23, 2018

MYRA VERONICA D. LETABA
 SSHT VI, SPED/English Department
 Samar National School
 Catbalogan City

Madam:

The undersigned is a masteral student of Samar State University, Catbalogan City. She is conducting a research study entitled **"Language Function Competency of English Teachers of the Division of Catbalogan City."**

Part of her data gathering is the CONDUCT OF AN ORAL PRODUCTION TEST to the SECONDARY ENGLISH TEACHERS of the Division of Catbalogan City. In this regard, she would like to request if you can be part of her research study as an **EVALUATOR**.

Hoping for your favorable response on this request.

Respectfully yours,

SGD. MELODY CLAIRE M. BACHAO
 Researcher

Noted:

SGD. REDENTOR S. PALENCIA, Ed. D.
 Adviser

SGD. FELISA E. GOMBA, Ph. D.
 VP-Academic Affairs/ Acting
 Dean, College of Graduate Studies

Approved:

SGD. MYRA VERONICA D. LETABA
 SSHT VI, SPED/English Department
 Samar National School
 Catbalogan City

Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City

January 15, 2018

DR. MELDRITO B. VALLES
Vice-President for Academic Affairs
Samar Colleges, Inc.
Catbalogan City

Madam:

The undersigned is a masteral student of Samar State University, Catbalogan City. She is conducting a research study entitled "**Language Function Competency of English Teachers of the Division of Catbalogan City.**"

Part of her data gathering is the CONDUCT OF AN ORAL PRODUCTION TEST to the SECONDARY ENGLISH TEACHERS of the Division of Catbalogan City. In this regard, she would like to request if you can be part of her research study as an **EVALUATOR**.

Hoping for your favorable response on this request.

Respectfully yours,

SGD. MELODY CLAIRE M. BACHAO
Researcher

Noted:

SGD. REDENTOR S. PALENCIA, Ed. D.
Adviser

SGD. FELISA E. GOMBA, Ph. D.
VP-Academic Affairs/ Acting
Dean, College of Graduate Studies

Approved:

SGD. DR. MELDRITO B. VALLES, Ph. D.
VP-Academic Affairs
Samar Colleges, Inc.
Catbalogan City

Republic of the Philippines
 SAMAR STATE UNIVERSITY
 College of Graduate Studies
 Catbalogan City

January 15, 2018

FELISA E. GOMBA, Ph. D.
 VP-Academic Affairs/ Acting
 Dean, College of Graduate Studies
 Samar State University
 Catbalogan City

Thru: **RONALD L. ORALE, Ph. D.**
NORA L. LOPEZ, Ph. D.
LAURA B. BOLLER, Ph. D.

Madam:

The undersigned would like to appeal from the panel that she may be allowed to just do an audio recording rather than video recording as what had been agreed during the pre-oral defense. The undersigned believes that there is consistency and free from biases in the assessment of audio recording since evaluators will not be able to recognize the identity of the respondents.

Hoping for your favorable action on this request.

Respectfully yours,

SGD. MELODY CLAIRE M. BACHAO
 Researcher

Noted:

SGD. REDENTOR S. PALENCIA, Ed. D.
 Adviser

Approved:

SGD. FELISA E. GOMBA, Ph. D.
 VP-Academic Affairs/ Acting
 Dean, College of Graduate Studies

1.1 Please write your **name**. (Optional) _____

1.2 Please indicate your **age**. (Numeric entry) _____

1.3 Please indicate your **sex**. / / Male / / Female

1.4 Please indicate your current **civil status**. / /Single / /Married
/ /Separated / /Widow/er

1.5 Please indicate **academic degrees** obtained?

1.5.1 Bachelor's Degree

1.5.2 Master's Degree

/ /Completed

/ /Still being pursued

/ / Complete academic requirements (CAR)

/ / Not yet started

1.5.3 Doctorate

/ /Completed

/ /Still being pursued

/ / Complete academic requirements (CAR)

/ / Not yet started

1.5.4 Post Doctorate

/ /Completed

/ /Still being pursued

/ / Complete academic requirements (CAR)

/ / Not yet started

1.6 Please indicate your **number of affiliations** in professional _____ As Officer
organizations as an officer or member. **(Numeric entry)** _____ As Member

1.7 How many awards and recognition have you received by level? (Numeric entry)

Local ☒ Regional ☐ National ☐ International ☐

- 1.8 Please check the **social networking site** ☐ / Facebook
 where you have an account. (Please check all if appropriate.) ☐ / Yahoo Mail
☐ / Skype
☐ / Twitter
☐ / Gmail
☐ / Viber

Others (Please specify)

- 1.9 Please indicate the number of **training programs**

relevant to teaching English you attended from

Fiscal Year 2013 - present. (Numeric entry in all applicable options.)

	School	Div.	Regional	National	International
2013	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
2014	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
2015	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
2016	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
2017	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

- 1.10 Please indicate the **salary grade** of your present

plantilla position.

- 1.11 What **other remunerations** do you receive as an English teacher?

(Please check all appropriate options)

- ☐ / RATA
☐ / Honoraria
☐ / Service Credits
☐ / Overtime Pay
☐ / Others (Please Specify)

- 1.12. How many **years** have you been **teaching English**?
(Numeric entry in years)
-

- 1.13. What is your latest **performance rating**?
-

THE ORAL PRODUCTION TEST

To Elicit the Seven Language Functions

Directions: This Oral Production Test will determine how well you use English for the different uses or purposes of language namely: instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational. A situation and/or question is set for each language function which you will answer using English language.

Your speaking performance is rated based on your vocabulary, clarity of expression and fluency of speech. All answers are accepted. There is no definite right or wrong answer. Your performance in this oral test will be treated with strict confidentiality and will never affect your work.

1. *INSTRUMENTAL:*
You wish to get the size of the shoes that you want to buy. What will you say to the store attendant?
2. *REGULATORY:*
A co-teacher of yours is arguing angrily with a driver about the high fare. How will you calm your co-teacher down?
3. *INTERACTIONAL:*
Coming back from a vacation, you wish to relate your experiences to a friend who has been to the same place. How will you start the sharing and what will you say?
4. *PERSONAL:*
You are impressed with the artistry and the effective horrifying effects of the scary movie you saw. Share your personal impressions.
5. *HEURISTIC:*
During your faculty meeting, a coaching task was assigned or given while you were on leave. Ask your co-teacher about it.
6. *IMAGINATIVE:*
You wish to apply as a medical representative. Practice what you will say.
7. *REPRESENTATIONAL:*
You are in a campaign for the use of contraceptives, what will you say?

ORAL PRODUCTION TEST RATING SCALE

CODE #	LANGUAGE FUNCTIONS	MODEST (<i>Inadequate vocabulary, Vague expression hesitant Speech</i>) 1.51 - 2.50	FAIRLY PROFICIENT (<i>Moderately adequate vocabulary, Somewhat precise expression, Somewhat smooth and effortless speech</i>) 2.51 - 3.50	PROFICIENT (<i>Adequate vocabulary, Somewhat precise expression, Somewhat smooth and effortless speech</i>) 3.51 - 4.50	HIGHLY PROFICIENT (<i>Very adequate vocabulary, Very precise expression, Smooth and effortless speech</i>) 4.51 - 5.00
	1. Instrumental				
	2. Regulatory				
	3. Interactional				
	4. Personal				
	5. Heuristic				
	6. Imaginative				
	7. Representational				
	1. Instrumental				
	2. Regulatory				
	3. Interactional				
	4. Personal				
	5. Heuristic				
	6. Imaginative				
	7. Representational				
	1. Instrumental				
	2. Regulatory				
	3. Interactional				
	4. Personal				
	5. Heuristic				
	6. Imaginative				
	7. Representational				

Printed Name and Signature
(Rater)

RAW DATA
Comparison in the Oral English Competency of the English
Teacher- Respondents by Function

SUMMARY						
Language Functions	Count	Sum	Average	Description	Variance	
Instrumental	50	133.68	2.67	Fairly Proficient	0.23	
Regulatory	50	139.22	2.78	Fairly Proficient	0.20	
Interactional	50	142.79	2.86	Fairly Proficient	0.21	
Personal	50	142.49	2.85	Fairly Proficient	0.20	
Heuristic	50	149.20	2.98	Fairly Proficient	0.24	
Imaginative	50	152.31	3.05	Fairly Proficient	0.39	
Representational	50	157.32	3.15	Fairly Proficient	0.31	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	7.90	6	1.32	5.19	3.96807E-05	2.12504
Within Groups	87.02	343	0.25			
Total	94.9	349				

**Comparison in the Oral English Competency of the English
Teacher- Respondents by Function**

Post Hoc Analysis (Pairwise t-test)			
Pair	Absolute Mean Difference	p-value	Evaluation
Instrumental & Regulatory	0.111	.2722	NS
instrumental & Personal	0.176	.0812	NS
Instrumental & Interactional	0.182	.0714	NS
Instrumental & Heuristic	0.310	.0022	S
Instrumental & Imaginative	0.373	.0003	S
Instrumental & Representational	0.473	4E-06	S
Regulatory & Personal	0.065	.5166	NS
Regulatory & Interactional	0.071	.4790	NS
Regulatory & Heuristic	0.200	.0483	S
Regulatory & Imaginative	0.262	.0098	S
Regulatory & Representational	0.362	.0004	S
Personal & Interactional	0.006	.9525	NS
Personal & Heuristic	0.134	.1837	NS
Personal & Imaginative	0.196	.0520	S
Personal & Representational	0.297	.0035	S
Interactional & Heuristic	0.128	.2040	NS
Interactional & Imaginative	0.190	.0596	NS
Interactional & Representational	0.291	.0042	S
Heuristic and Imaginative	0.062	.5374	NS
Heuristic & Representational	0.100	.1079	NS
Imaginative & Representational	0.100	.3206	NS

Legend: S - Significant
NS - Not Significant

RAW DATA
Relationship Between English Teacher-respondents' Oral English Competency
in the Seven Language Function and their Profile

Language Functions	Demographic Characteristics				Professional Characteristics				Work-Related Characteristics			
	Age	Sex	Civil Status	Academic Degree Obtained	Affiliation to Professional Org	Awards /Recognition Received	No. of Active Social Media Acct	No. of trainings	Salary Grade	Other Remuneration	No. of Years in Teaching	Performance Rating
Instrumental	-0.07	-0.20	0.00	-.306 (*)	0.00	-0.05	0.11	0.00	0.12	-0.03	-0.11	-0.14
	0.62	0.16	1.00	0.03	0.99	0.71	0.44	0.99	0.42	0.81	0.43	0.35
Regulatory	-0.06	0.00	-0.16	-0.20	0.26	0.11	0.21	0.19	-.292 (*)	0.08	-0.06	0.03
	0.70	0.98	0.28	0.16	0.07	0.46	0.15	0.18	0.04	0.60	0.70	0.84
Interactive	-0.26	-0.04	-0.16	0.00	0.21	0.14	0.19	0.26	-.322 (*)	0.20	-.282 (*)	-0.13
	0.07	0.79	0.27	0.98	0.15	0.34	0.20	0.07	0.02	0.17	0.05	0.38
Personal	-0.26	0.14	-.297 (*)	-0.07	0.13	0.05	0.27	0.21	-0.17	-0.09	-.353 (*)	-0.20
	0.07	0.33	0.04	0.61	0.36	0.72	0.06	0.15	0.23	0.54	0.01	0.17
Heuristic	-0.14	-0.05	-0.11	-0.06	0.27	0.18	.349(*)	0.18	-0.14	0.02	-0.20	-0.15
	0.34	0.73	0.44	0.70	0.06	0.21	0.01	0.21	0.34	0.89	0.17	0.29
Imaginative	-0.17	0.08	-.312(*)	-0.06	0.16	0.07	0.27	0.13	-0.12	-0.01	-0.19	-0.22
	0.25	0.58	0.03	0.70	0.26	0.66	0.05	0.37	0.41	0.92	0.20	0.13
Representational	-0.22	0.19	-.334 (*)	-0.01	0.12	-0.03	.336(*)	0.10	-0.12	-0.15	-0.25	-0.23
	0.12	0.19	0.02	0.93	0.40	0.81	0.02	0.51	0.40	0.32	0.08	0.11

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

* Correlation is significant at the 0.05 level (2-tailed).

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	MELODY CLAIRE M. BACHAO
Date of Birth	:	September 7, 1980
Citizenship	:	Filipino
Status	:	Married
Father	:	Antonio Borja Munoz III (+)
Mother	:	Nimfa Sol Pedraza Nono - Munoz
Religion	:	Roman Catholic
Name of Spouse	:	Ronaldo Casino Bachao
Occupation of Spouse	:	Government Employee
Children	:	Elijah Kim M. Bachao Liam Aron M. Bachao Kion James M. Bachao

EDUCATIONAL BACKGROUND

Graduate Studies	:	Master of Arts in Education major in English Samar State University Catbalogan City On Thesis Writing
Undergraduate Studies	:	Bachelor of Arts in Communication Arts University of the Philippines Tacloban City 1997-2001
Secondary Education	:	Samar State Polytechnic College (now SSU) Catbalogan City 1993-1997
Elementary Education	:	Catbalogan I Central Elementary School Catbalogan City 1987-1993

WORK EXPERIENCE:

College Instructor
 College of Industrial Technology
 Samar State University
 June 2014-present

Planning Officer-Designate (Job Order)
 Catbalogan City Division
 Department of Education
 Catbalogan City
 April 2012-May 2013

Senior Branch Teller
 Green Bank, Inc. (A Rural Bank)
 Calbayog Branch
 Calbayog City
 September 2004 - March 2012

TRAININGS/SEMINARS ATTENDED

Seminar-workshop on Basic Radio Operations and Programming Cum
 Samar State University
 Catbalogan City
 October 10 - 12, 2016

CIT Strategic Planning Seminar-Workshop
 Samar State University
 Catbalogan City
 September 26-27, 2016

In-House Seminar-Workshop
 Samar State University
 Catbalogan City
 May 25-27, 2016

Linguistic for Language Teachers Seminar
 U.P. Diliman
 Quezon City
 May 16-20, 2016

ELIGIBILITY:

Licensure Examination for Teachers	September 2016
Civil Service Professional Examination	July 2002

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