Teachers' Pedagogical Practices and Pupils' Communicative Competence

Joris Daligdig
University of Mindanao - Graduate School
Davao City, The Philippines
jorishdaligdig@yahoo.com

Ariel E. San Jose
Institute of Human Service
Southern Philippines Agribusiness and Marine
and Aquatic School of Technology
Malita, Davao Occidental, The Philipines
arielsanjose74@gmail.com

Maria Gregoria R. Concepcion
Higher College of Technology
Abu Dhabi, United Arab Emirates
maria.con1920@gmail.com

Abstract—**This study was conducted to determine the significant relationship between pedagogical practices and the communicative competence of grade six pupils. The quantitative non-experimental research design utilizing the correlational technique was used. A total of 162 grade six pupils from three public elementary schools in the division of Davao del Sur were considered respondents. Two sets of researcher-made and validated questionnaires were to gather data. Results showed a very high level of teachers' pedagogical practices while pupils' level of communicative competence was high. However, the results indicated that there was no significant relationship between the pedagogical practices of teachers and the communicative competence of pupils. Among the indicators of pedagogical practices, only 'involving active learning' showed a correlation with communicative competence. It implies that the longer the involvement of the pupils in active learning, the higher the pupils' communication competence. It further indicates that if pupils are involved in a student-centered learning approach, they can use competitive, negotiating, and verbal and non-verbal skills; hence, their communicative competencies are developed.**

Keywords—pedagogical practice; communicative competence; teachers

I. INTRODUCTION

English communication skills are considered to be globally relevant by almost all educators and governments (Rao, 2019). However, teachers noticed that the pupils weren't communicating in English outside of the classroom (Asaka et al. 2018). The excessive dependence on the mother tongue among the students deprived learners of the opportunity to listen and speak in English (Burdujan, 2022), and it caused students' ignorance of the target language (Jiang, 2021).

In the Philippines, English is the medium of instruction. Many Filipino students have poor English speaking skills and most often than not most teachers revert to their dialect when teaching English. Magallanes (2008) said that the reasons why the Philippines was facing poor English speaking skills were the declining supply of English-speaking graduates, the mass exodus of professionals who were not experts in English language communication, and the public schools failing to teach the youth good speaking English skills.

Santos et al. (2019) observed that there was a discernible contradiction between the teachers' pedagogical practices and instructional approaches and their beliefs about teaching. Lehtonen et al. (2018) observed that there was a lack of inter-connectedness among teachers in their pedagogical practices.

It was observed by the researchers that the most common problem experienced by English teachers in public schools was the poor communicative competence of pupils. This problem of communication impeded the good performance of the learners, particularly in expressing their ideas during classes, taking examinations, writing compositions, joining literary competitions, and even in doing casual conversations inside the classroom where English is the medium of communication. Due to this problem, pupils were inattentive during the discussion, refuse to share their ideas, and were unresponsive.

It was in this context this study was coined, to determine the link between teachers' pedagogical practices to the English communicative competence of public elementary pupils. Though there were studies of this sort in the international setting, the researchers had not come across a similar study in the local setting. This made the study a contribution to the existing literature on the topic in the local context.

A. Research Objectives

This study was conducted to determine the significant relationship between pedagogical practices and the communicative competence of public

elementary school students. Specifically, it sought answers to the following objectives:

1. To determine the level of teachers' pedagogical practices employed for the grade six pupils of Matanao II District in terms of:

    1.1 ensuring student-centered learning
    1.2 encouraging problem solving
    1.3 developing higher-order thinking skills
    1.4 involving active learning
    1.5 varying assessment practices
    1.6 addressing diversity

2. To determine the level of English communicative competence of grade six pupils in terms of:

    2.1 linguistic competence
    2.2 sociolinguistic competence
    2.3 discourse competence
    2.4 strategic competence

3. To determine a significant relationship between the pedagogical practices of teachers and the communicative competence of grade six pupils with their corresponding indicators.

B. Hypothesis

The study tested the null hypothesis at a 0.05 level of significance stating that there was no significant relationship between pedagogical practices and the communicative competence of grade six pupils.

C. Theoretical Framework

This study was anchored on the theory of Second language acquisition proposed by Giles and Byrne (1982). This theory states that second language acquisition is a long-term convergence and explains it in terms of attitude relating to the relationship between the learners and the targeted language. Conjuico (2001) emphasized that to achieve communicative competence the teacher has to apply theories in English language teaching and pick out principles from different approaches, which apply to second language teaching. Language varies according to its functions. This means that language in terms of its function reminds teachers that what matters about language is what students can do with it, rather than what they know about it. Students will not develop their communicative competence by merely studying language but they have to use the language for real purposes in a real social context. The such theoretical assumption is duly supported by the good principle of teaching by Dewey (1974). Which stated that teaching is good when the method is used supplemented by another method and instructional devices.

This study is also supported by another theory of scaffolding by Vygotsky and Brunner (Nordlof, 2014) which supports that students may learn a lot by discovery and learn better in the presence of others who are good models in using the language. Teachers should set up a literate environment such that the activities and experiences of learners are continuously related into a larger, more meaningful, more inclusive relation pattern.

D. Conceptual Framework

Figure 1 shows the relationship between pedagogical practices as the independent variable and communicative competence as the dependent variable. The independent variable consisted of six indicators namely: ensuring student-centered learning which entails that the focus is not on the information delivered, but on students' actual learning; encouraging problem solving which means students application of their thinking and strategies to solve everyday problems; developing higher order thinking skills which means making sense of the word by carefully examining the thinking process to clarify and improve thinking; involving active learning which means the engagement and enthusiasm of the student in the lesson taught for them to grasp new information; and addressing diversity which means emphasizing the diverse backgrounds of the students; varying assessment practices which mean the different approaches in assessing students' knowledge and skills.

The dependent variable was communicative competence which included linguistic competence which means knowing how to use grammar syntax and a language; socio-linguistic competence which means knowing how to use and respond to the language appropriately; discourse competence which means knowing how to interpret the larger context of the language and strategic competence which means knowledge on how to recognize and repair communication breakdowns in oral or written form of communication.

Independent Variable   Dependent Variable

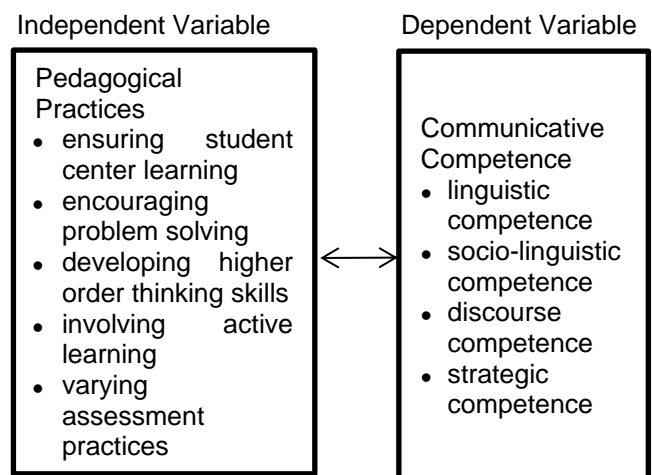| Pedagogical Practices	Communicative Competence
• ensuring student center learning • encouraging problem solving • developing higher order thinking skills • involving active learning • varying assessment practices	↔ • linguistic competence • socio-linguistic competence • discourse competence • strategic competence

Figure 1: The Conceptual Framework showing the variables of the Study

II. METHOD

A. Research Design

The quantitative non-experimental research design utilizing the correlational technique was used in this study. Johnson (2001) said that quantitative non-experimental is appropriate when variables of interest cannot be manipulated because they are naturally existing attributes. This method was appropriate in this study because it determined the link between the

pedagogical practices of teachers and the communicative competence of pupils.

B. Population Sample

Universal sampling was used in the study. A total of 162 grade six pupils from three public elementary schools in the division of Davao del Sur were considered respondents to the study.

C. Research Instrument

The researchers developed two sets of questionnaires to generate data on the pedagogical practices of teachers and the communicative competence of grade six pupils. The pedagogical practices were composed of five items with six indicators while communicative competence had four indicators. The expert validators rated the questionnaires with a mean score of 3.5 or very good. Below was the numeric equivalents and descriptive interpretations used in determining the pedagogical practices of teachers:

Range of Means	Level	Description
4.20 -5.00	Very High	It indicates that the teachers' pedagogical practices are always manifested.
3.40 - 4.19	High	It indicates that the teachers' pedagogical practices are often manifested.
2.60 - 3.30	Moderate	It indicates that the teachers' pedagogical practices are sometimes manifested.
1.80 - 2.59	Low	It indicates that the teachers' pedagogical practices are seldom manifested.
1.00 - 1.79	Very Low	It indicates that the teachers' pedagogical practices are never manifested.

Below was the scale used in evaluating the communicative competence of the grade six pupils:

Range of Means	Level	Description
4.50 - 5.00	Very High	It means that the communicative competence of the student is always observed.
3.50 - 4.49	High	It means that the communicative competence of the student is often observed.
2.50 - 3.49	Moderate	It means that the communicative competence of the student is sometimes observed.
1.50 - 2.49	Low	It means that the communicative competence of the student is seldom observed.
1.00 - 1.49	Very Low	It means that the communicative competence of the student is never observed.

III. RESULTS AND DISCUSSION

A. Level of Pedagogical Practices of Teachers

The overall level of pedagogical practices of teachers obtained a mean score of 4.30 with a descriptive equivalent of very high. It also garnered a standard deviation of 0.435 which indicated that teachers' pedagogical practice was always manifested. In particular, addressing diversity obtained a standard deviation of 0.658, ensuring student-centered learning gained 0.642, encouraging problem-solving had 0.595, varying assessment practices got 0.590, involving acting learning had 0.579, and developing higher order thinking skills got 0.549.

The very high pedagogical practices of teachers imply that they always take measures for continuous improvement in their teaching and learning techniques as their core educational responsibility to their learners. It also means that teachers are very well aware of their responsibilities as facilitators of learning and molders of young minds. Hence, they need to address each student's needs, focus on the learners' competencies which the learners need to obtain, encompass critical thinking, and apply those learning concepts. Bain (2004) mentioned that the best teachers recognize that their students can learn, know their subjects extremely well, and care about their learners' deep knowledge.

In particular, the very high level of the variable ensuring student-centered learning shows that teachers are democratic in teaching by making them learn from their experiences. Serin (2018) mentioned that democratic pedagogy is the foundation of student-centered instruction which emphasizes that students make meaning of what they learn in a learning environment where they are encouraged to develop their reflective and critical thinking as well as a sense of responsibility. Chen and Tsai (2021) said that a student-centered is usually used by teachers to assist potent implementation of novel pedagogies. For Komatsu et al. (2021), student-centered learning is a sustainable approach because it allows an understanding of each learner's cultural diversity.

The very high level of the indicator encouraging problem-solving indicates that teachers guide their pupils to apply thinking skills and strategies to solve their daily problems. Anyachebelu (2012) averred that for teaching to be adjudged effective, it should impact the pupil's ability to cope with the demand of life, empower pupils to master content, and transform knowledge into action. In the same vein, Khoiriyah and Husamah (2018), problem-solving strategy encourages teachers to constantly train students' logical skills while Ulger (2018) pointed out that problem-solving strategy inspires pupils to become credible in their outputs.

B. Level of Student's English Communicative Competence

The overall level of communicative competence of pupils was high. This high level of pupils' linguistic

competence indicates that learners can communicate with people around them and make meaningful interactions. Moreover, the high level of socio-linguistic competence of pupils implies that learners knew whom they were conversing with and can use words appropriately. Likewise, the very high level of strategic competence indicates that the pupils knew how to recognize and repair communication breakdowns; how to work around gaps in one's knowledge of the language; and how to learn more about the language in the context. Lastly, the discourse competence was also high which infers that the pupils can understand individual words and sentences. It further implies that the pupils can listen and go beyond the specific information and make a variety of inferences to fully understand it.

The high level of linguistic competence as an indicator of pupils' communicative competence conveys a favorable output academically. Although Filipinos are non-native English speakers still they can speak English fluently. This indicates that language learning depends more on the positive interactions and relationships that develop among the people in the classroom. Braid (1993) supported that learners' linguistic environment attitude toward the language and perception of the language contribute to language acquisition

Sociolinguistic competence is one of the most crucial factors for language learners because it involves the learners' capacity to interact with people at their level of development and be aware of non-traditional elements like the culture, way of life, and other social contexts of the speakers of the language (Sarimsakova, 2021), including an understanding of the social values (Valieva et al., 2019), and socio-cultural rules of language (Panhwar et al., 2016). The high level of pupils' socio-linguistic competence indicates that they are sociologically aware of the language they use in their day-to-day communication. It further implies that they understand very well the difference between English and their mother tongue, when to use these languages, and in what context they need to communicate using this language.

The pupil's high level of strategic competence implies that they know how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and the context. Konishi and Tarone (2008) said that strategic competence is a way of speaking the language naturally, like a native speaker. In a natural communicative situation, it is used by the learners in attempts to collaboratively get their meanings across and to simply communicate successfully with each other. Moreover, Mariani (2008) found that strategic competence can help learners to have a "more successful performance" which leaves a positive impact on learning.

The high level of pupils' discourse competence indicates that the learners know how to interpret the larger context and how to construct longer stretches of language. This further implies that the learners can understand or infer individual words and sentences. They can make a variety of inferences to understand the words or sentences. Graesser et al. (1994) posit that in discourse competence the ability to infer is critical to the comprehension process.

C. Significance of the Relationship between Teachers' Pedagogical Practices and Students' English Communicative Competence

The test of the relationship between variables obtained an overall computed r value of 0.075 with a probability of 0.348 which was greater than the 0.05 level of significance. The result indicated that there was no significant relationship between the pedagogical practices of teachers and the communicative competence of pupils.

Teachers' pedagogical practices are specialized knowledge (Guerreiro, 2014) framed by personal values and epistemologies, core beliefs about knowing and knowledge, and perceptions of the learners (Ukkonen-Mikkola & Fonsén, 2018). This practice influences teachers' classroom activities (Savignon, 2018). It promotes conditions for the implementation of teachers' initiatives (Mukhamadovna et al., 2020). On the other hand, communicative competence is a significant individual component that gives someone competitiveness (Koval et al., 2018). Someone also can negotiate meanings in English by utilizing a variety of semiotic tools (Concetta, 2018); the ability to use verbal and non-verbal to attain someone's goal in a communicative event (Nastasiu, 2018).

The results imply that the pedagogical practices of teachers did not enhance the pupils' communicative competence. The researchers assumed that the pedagogical practices of the teachers did address the communicative needs of the pupils. The results further indicate that other factors contribute to the increase in pupils' communicative competence.

However, it could be noted that one indicator of pedagogical practices which was *involving active learning* was correlated with linguistic competence. The probability of the relationship registered at 0.031 which was lesser than the 0.05 level of significance. It inferred that the higher the involvement of the pupils in active learning, the higher the pupils' linguistic competence. This result shows that if pupils are involved in a student-centered learning approach they can use competitive, negotiating, and verbal and non-verbal skills; hence, their communicative competencies are developed. Hernández-de-Menéndez et al. (2019) pointed out that if pupils are led to engage in meaningful activities, they can use their communicative skills to negotiate.

TABLE I. SIGNIFICANCE OF THE RELATIONSHIP BETWEEN TEACHERS' PEDAGOGICAL PRACTICES AND STUDENTS' ENGLISH COMMUNICATIVE COMPETENCE

Teacher Pedagogical Practices	Students' English Communicative Competence				
	Ling	Socio Ling	Dis	Strat	Overall
Ensuring student-centered learning	0.013 (0.869)	0.066 (0.408)	0.039 (0.623)	0.028 (0.721)	0.044 (0.578)
Encouraging problem solving	0.136 (0.086)	0.040 (0.614)	0.082 (0.301)	0.041 (0.609)	0.086 (0.278)
Developing higher-order thinking skills	0.039 (0.624)	0.066 (0.408)	-0.022 (0.778)	-0.079 (0.318)	0.002 (0.981)
Involving active learning	0.171* (0.031)	0.140 (0.078)	0.059 (0.459)	0.051 (0.525)	0.123 (0.120)
Varying assessment practices	0.055 (0.492)	0.077 (0.335)	0.008 (0.917)	-0.008 (0.925)	0.040 (0.619)
Addressing diversity	0.071 (0.372)	0.023 (0.770)	0.018 (0.820)	-0.010 (0.904)	0.029 (0.711)
Overall	0.111 (0.164)	0.093 (0.240)	0.043 (0.588)	0.007 (0.933)	0.075 (0.348)

Legend:
Ling - Linguistics
Soc Ling - Socio Linguistics
Dis - Discourse
Strat - Strategic
*significant at 0.05 significance level

IV. CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the findings of the study, the following conclusion is drawn. The findings of this study do not confirm the theoretical assumptions about the influence of pedagogical practices of teachers and the English communicative competence of grade six pupils. However, the relationship between the pedagogical practices of teachers is only seen in pupils' active involvement with the activities. Thus, the findings may not be interpreted as a general rejection of the assumption. The findings provide evidence that the English communicative competence of pupils and the pedagogical practices of teachers are essential, but the pedagogical practices need to address the needs of the pupils. It implies that before teachers take their pedagogical practices, they need to involve pupils' characteristics.

B. Recommendation

Based on the findings and conclusion of the study, the following recommendation is offered:

The Department of Education officials may utilize the result of the study to find pedagogical practices in teaching which are student-centered for teachers to be adapted and use.

The school, heads may evaluate the applicability and congruence of the pedagogical practices of teachers.

Teachers may reformulate their pedagogical practices based on the pupil's needs, skills, and competence.

REFERENCES

[1]   P. S. Rao, "The role of English as a global language. Research Journal of English," 4(1), 65-79. 2019.

[2]   S. Asaka, F. Shinozaki, & H. Yoshida, "The effect of a flipped classroom approach on EFL Japanese junior high school students' performances and attitudes." In Proceeding: 2nd International Conference on Social Sciences, Humanities and Technology (ICSHT 2018) (p. 84). 2018.

[3]   R. Burdujan, "Role of mother tongue use in the foreign language classroom." https://www.dpublication.com/wp-content/uploads/2022/04/15-10374.pdf. 2022.

[4]   J. Jiang, "Code-switching in the foreign language classroom." https://minds.wisconsin.edu/bitstream/handle/1793/82139/Jiang,%20Jingkun.pdf?sequence=1. 2021.

[5]   V. Magallanes, "Poor English speaking skills affecting Philippine call center industry." http://ezinearticles.com/?Poor-English-Speaking-SkilsAffecting-Philippine-Call-Center-Industry&id=1066525. 2008.

[6]   J. Santos, A. S. Figueiredo, & M. Vieira, "Innovative pedagogical practices in higher education: An integrative literature review." Nurse Education Today, 72, 12-17. 2019.

[7]   A. Lehtonen, A.. Salonen, H. Cantell, & L. Riuttanen, 'A pedagogy of interconnectedness for encountering climate change as a wicked sustainability problem." Journal of Cleaner Production, 199, 860-867. 2018.

[8]   H. Giles, I. L. Byrne, "An intergroup approach to Second Language Acquisition. Journal for Multilingual and Multicultural Development, 3(11),17-14. 1982.

[9]   R. Conjuico, "The English language needs of central Visayas Polytechnic College (CVPC) first-year students: a basis for proposed English111 syllabus using the eclectic approach." 2001. Unpublished master's thesis. University of Mindanao, Davao City.

[10] J. Dewey (1974). "John Dewey on education: Selected writings." 1974. Retrieved https://philpapers.org/rec/DEWJDO

[11] J. Nordlof "Vygotsky, scaffolding, and the role of theory in writing center work." The Writing Center Journal. 2014 Oct 1:45-64.

[12] P. N. Johnson-Laird, "Mental models." Cambridge, MA: Harvard University Press. 1983.

[13] K. Bain, "What do the best college teachers do?" Cambridge, MA: Harvard University Press. 2004.

[14] H. Serin, "A comparison of teacher-centered and student-centered approaches in educational settings." International Journal of Social Sciences & Educational Studies. 2018. 5(1), 164-167.

[15] C. H. Chen, & C. C. Tsai, "In-service teachers' conceptions of mobile technology-integrated instruction: Tendency towards student-centered learning." Computers & Education. 2021. 170, 104224.

[16] H. Komatsu, J. Rappleye, I. & Silova, "Student-centered learning and sustainability: Solution or problem?" Comparative Education Review. 2021. 65(1).

[17] F. E. Anyachebelu, (2012). "Teachers' extent of use of teaching strategies that impact the thinking skills of learners." Journal learners. Journal of Educational and Social Research. 2012. 2(2),4- 41.

[18] A. J. Khoiriyah & H. Husamah, "Problem-based learning: Creative thinking skills, problem-solving skills, and learning outcome of seventh-grade students." JPBI (Jurnal Pendidikan Biologi Indonesia). 2018. 4(2), 151-160.

[19] K. Ulger, (2018). The effect of problem-based learning on the creative thinking and critical thinking disposition of students in visual arts education." Interdisciplinary Journal of Problem-Based Learning, 12(1).

[20] F. Braid, Reading on trends and directions in language education. Manila: Philippine Normal University. 2013.

[21] D. Sarimsakova, "Developing the sociolinguistic competence of future English teachers through the use of case studies." Mental Enlightenment Scientific-Methodological Journal. 2021. (2), 54-65.

[22] F. Valieva, J. Sagimbayeva, D. Kurmanayeva, & G. Tazhitova, "The Socio-linguistic adaptation of migrants: the case of oral man students' studying in Kazakhstan." Education Sciences. 2019. 9(3), 164.

[23] A. H. Panhwar, S. Ansari, K. Ansari, "Sociocultural theory and its role in the development of language pedagogy." Advances in language and literary studies. 2016. Dec 1;7(6):183-8.

[24] K. Konishi, & E. Tarone, "English constructions used in compensatory strategies: Baseline data for communicative EFL instruction." In D. Boxer & A. Cohen (Eds.), Studying speaking to inform second language learning. 2008. (p. 174-199). Clevedon: Multilingual Matters.

[25] L. Mariani, "Developing strategic competence: Towards autonomy in oral interaction Perspective." A Journal of TESOL. 1994. Vol. XX. Ne 1.

[26] A. C. Graesser, M. Singer, & T. Trabasso, (1994). "Constructing inferences during narrative text comprehension." Psychological Review. 1994. 101, 371-395.

[27] S. Guerriero, "Teachers' pedagogical knowledge and the teaching profession." Teaching and Teacher Education. 2014. 2(1), 7.

[28] T. Ukkonen-Mikkola, & E. Fonsén, "Researching Finnish early childhood teachers' pedagogical work using Layder's Research Map." Australasian Journal of Early Childhood. 2018. 43(4), 48-56.

[29] S. J. Savignon, "Communicative competence." The TESOL encyclopedia of English Language Teaching. 2018. 1-7.

[30] T. M. Mukhamadovna, H. A. Sharipovna, & H. N. Supkhonovna, "The system of development of professional competence in future primary school teachers." The system. 2020. 7(13).

[31] V. Koval, Y. Polyezhayev, & A. Bezkhlibna, "Communicative competencies in enhancing regional competitiveness in the labor market." Baltic Journal of Economic Studies. 2018. 4(5), 105-113.

[32] F. Concetta, "Developing university students' multimodal communicative competence: Field research into multimodal text studies in English." 2018. The system, 77, 19-27.

[33] S. Nastasiu, "Deontological aspects in training interpersonal doctor-patient communicative competencies in medical students. 2018, April.In The Fifth International Conference on Adult Education (p. 565).

[34] M. Hernández-de-Menéndez, A. Vallejo Guevara, J. C. Tudón Martínez, D. Hernández Alcántara, & R. Morales-Menendez, "Active learning in engineering education. A review of fundamentals, best practices, and experiences." International Journal on Interactive Design and Manufacturing (IJIDeM). 2019. 13(3), 909-922.