

**ENGLISH LANGUAGE COMPETENCE OF PRIVATE BASIC
EDUCATION TEACHERS: A BASIS FOR A
DIFFERENTIATED DEVELOPMENTAL PROGRAM**

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ABSTRACT

Language competence is required among teachers for effective professional practice because they use language as a medium and object of instruction. This study aimed to determine the language competence of basic education teachers and to develop a proposed intervention program. This study was conducted in a private higher education in the third district of Cagayan. A mixed method was utilized to gather data. Moreover, the findings revealed that basic education teachers have a low overall language competence. It was found that teachers specializing in English have a higher level of overall language competence than teachers specializing in other fields. This is attributed to their amount of exposure and practice in using the English language. Subsequently, teachers who have been in the profession for a longer period are more likely to possess higher sociolinguistic competence. This is because they have had more chances to interact with diverse student populations, resulting in a better understanding of how language is used in various social contexts. Furthermore, teachers with higher levels of educational attainment are likely to possess strategic competence and greater overall language competence. This is likely because they have received more advanced training and education.

Keywords: *language competence, communicative competence, English language, intervention program, basic education teachers*

INTRODUCTION

Language is absolutely central in both teaching and learning. Every aspect of a teacher's work — from establishing the social and disciplinary atmosphere of the classroom to communicating the intricate details of complex concepts — relies on the effective use of language. Having poor language skills might affect the teaching and learning process. Consequently, it will only end in confusion

and misunderstanding. Therefore, teachers must be fluent in the language because it is their responsibility to ensure that language is not a barrier to learning.

According to several sources, language competence is crucial for effective teaching. Regardless of the subject, teachers must possess a good command of both formal academic language and informal language for personal connections with students, parents, and colleagues (Sadig & de Cat, 2019; Tsang, 2017; Derewianka & Jones, 2016). In addition, teachers play various roles and need different language competencies for each situation. While there has been a shift towards focusing more on learners and learning in recent years, teacher quality remains crucial for student achievement. Several studies have shown that language proficiency and competence are among the most important teacher characteristics contributing to quality teaching, along with subject-matter knowledge, knowledge about teaching, cognitive abilities, and relevant experience (Johnson & Poulter, 2015). For instance, Khan et al. (2017) found that there is consistent evidence linking teachers' verbal abilities and student achievement. Positive interactions between teachers and students are also critical for academic success. Teachers with excellent communication skills and competent use of language can foster positive interactions with students, which can directly and indirectly affect academic performance by influencing student engagement and interest in learning.

Furthermore, language competency is one of the key competencies in the 21st century. In this era of globalization, communication across borders and cultures has become increasingly important, making language competence a vital skill to possess. Competence in language is closely linked to cognitive development, academic achievement, cultural awareness, and social interaction. Studies reveal that Filipinos who possess language competence have higher self-esteem (Dumlao, 2018), have higher chances of being employed (Palmes – Dennis, 2015), and are competitive in the global marketplace (Organization for Economic Cooperation and Development, 2018). Governments worldwide have recognized the importance of English language skills for a strong and sustainable economy and have been investing in improving citizens' English proficiency. Education First (2017) highlights that improved English skills correlate with higher income and a better quality of life. Moreover, English is the primary working language for engaging with ASEAN countries and the world. According to Article 34 of the ASEAN Charter, English is the only "working language," making it

imperative for governments to prepare their citizens in ways that enable them to use English effectively (Heng, 2017).

The Philippines has a reputation for high proficiency in English compared to its Southeast Asian neighbors, and it is the predominant medium of instruction in the country's educational system (Adolfo, 2011). However, the introduction of bilingualism in 1974 and its re-establishment in 1987 have been linked to the decline in English proficiency among Filipinos (Jimenez, 2018; Cabigon, 2015; Saban, 2015). This decline has been supported by various surveys and observations, including Education First's (2020) revelation that the Philippines dropped seven spots in the English Proficiency Index and has experienced a decline in ranking since 2016 (Valderama, 2019). To address this issue, better English teachers should be employed (Jimenez, 2018; Saban, 2015), and the Department of Education has established the National English Proficiency Program to prepare proficient teachers to serve as mentors to less experienced teachers (PIA, 2009). However, it was found that Filipino teachers have low to average language competence levels in English (Bayaga, 2015). Many teachers, regardless of the content or grade level they teach, have deficiencies in their knowledge of grammar (Carlisi & Tinnirelo, 2015); they also lacked cultural awareness and sensitivity (De Asis and Rivera, 2019), which speaks much of their sociolinguistic and strategic competence.

While research on the English preparedness of Filipino teachers is limited, studies suggest that using English as a medium of instruction in Philippine classrooms could improve students' English achievement and appreciation of the language's role in globalization (Manalastas & Batang, 2018; Saban, 2015). Despite the decline in English proficiency, English language teaching in the Philippines has benefited the country educationally, politically, and economically (Adolfo, 2011). Aside from English, the child's mother tongue is used as a mandatory medium of instruction in the early grades, as required by the Department of Education in 2013. Also, the subjects EPP, Filipino, and Araling Panlipunan will be taught in the Filipino language. However, in 2016, President Rodrigo Duterte expressed his support for English as the primary medium of instruction at all levels of education since English proficiency is crucial for Filipinos to compete in the global market. As a response, In 2019, the Department of Education issued a memorandum allowing private schools to use either English or Filipino as the medium of instruction provided that the school has a language policy approved by its board of trustees. It is recognized that poor language skills may not only be attributed to teachers but also their

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competence, commitment, and influence will go a long way towards improving other fields in the education sector. Moreover, a growing body of research explores the students' language competence, while there is a deficiency of studies concerning teachers' language competence. With all these at hand, there is a need to study the language competence of teachers since student academic success greatly relies on teachers' language ability. It is now an apt time to study the English language competence of private basic education teachers as a basis for a differentiated developmental program.

Research Questions

This study aimed to determine the English language competence of private basic education teachers. Specifically, it sought to answer the following questions:

1. What is the profile of the basic education teachers along the following:
 - a) Sex
 - b) Age
 - c) Type of School Graduated From
 - d) Field of Specialization
 - e) Number of Years in Teaching
 - f) Highest Educational Attainment
2. What is the language competence of basic education teachers along the following:
 - a) Linguistic Competence
 - b) Sociolinguistic Competence
 - c) Discourse Competence
 - d) Strategic Competence
3. Is there a significant difference in the language competence of basic education teachers when grouped according to their profile variables?
4. What is the proposed differentiated developmental program to be developed to enhance the language competence of the respondents?

Hypothesis

1. There is no significant difference in the language competence of basic education teachers when grouped according to their profile variables.

Significance of the Study

The findings of this study will benefit basic education teachers by providing them with sufficient support and guidance in their professional development, particularly in their language competence. Having competence in language shall improve their teaching practices, such as test construction, effective instruction, and curriculum planning and design. Moreover, This study will give the school administrators baseline data on policy making, particularly in hiring/selecting qualified employees/faculty members, in ranking and promotion. They will also be motivated to explore various avenues and platforms to provide training for basic education teachers. Most importantly, the pupils and students will benefit from this study as their teachers' language abilities significantly contribute to their academic success. Lastly, it can be a baseline for future studies about language competence.

Underpinning Theory

This study is anchored by Canale and Swain (1980), who carried out the influential work of Hymes, thus, giving birth to the four different components of communicative competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (1983).

METHOD

Research Design

This study utilized a mixed method employing a sequential explanatory design. This is a two-phase design where quantitative data is collected and analyzed first, then qualitative data is collected and analyzed based on the quantitative results. The qualitative data is used to explain the quantitative data.

Locale of the Study

The study was conducted in the University of Saint Louis in the school year 2022 – 2023.

Participants of the Study

The participants of the study involved the full – time basic education teachers in the University of Saint Louis in the school year 2022 – 2023. There were 161 full – time basic education teachers wherein 31 comes from the Elementary Department, 67 from the Junior High School and 63 from the Senior High School. The researcher employed total enumeration in collecting data.

Research Instrument

The main instruments used in this study were a self-made Communicative Competence questionnaire and structured interview that were administered to the basic education teachers. The questionnaire has two parts. The first part is on the profile of respondents such as sex, age, type of school graduated from, field of specialization, number of years in teaching and highest educational attainment; while the second part the said tool contains ten multiple choice items and five essay questions. The first five items assessed the linguistic competence of the respondents while the succeeding multiple-choice items assessed their sociolinguistic competence. Moreover, the five essay questions assessed the discourse and strategic competence. An analytic rubric was utilized to assess and score the essay. Both assessment tool and rubrics are patterned and constructed from existing studies (Chen, Y. & Rau, V., 2013) which will also be validated by language and assessment experts before its finalization. In addition to these, a structured interview was employed to improve the credibility of the findings.

Parts of Assessment Tool:

Part	Focus Language Competence	Type of test	# of items	Description
A	Linguistic	Multiple Choice	5	Questions on Subject-Verb Agreement, Sentence Errors and Pronoun-Antecedent Agreement
B	Sociolinguistics	Multiple Choice - Discourse Completion task	5	Selecting socially appropriate response to a speech act. (Greetings, Apology, Request, Complaint & Refusal)
C	Strategic and	Essay	5	Formulating strategy or

Data Gathering Procedure

Through a letter, the researcher sought permission from the Vice President for Academics through the Dean of the Graduate School and Continuing Professional Studies for the conduct of the study. Once approved, the researcher asked the permission of the Basic Education principals before floating the questionnaire and conducting the interview. After their approval, the researchers approached the respondents and gathered the data. All throughout the conduct of the study, the researcher exercised research ethics and observed the minimum health protocol standards as set by the Inter – Agency Task Force (IATF).

Data Analysis

To examine the profile of the respondents, the researcher used descriptive statistics, specifically frequency counts, mean score and percentages. Moreover, Analysis of Variance (ANOVA) were utilized to find the differences in competence when grouped according to their profile variable. Lastly, T-test was used to compare the groups.

DISCUSSION***Language Competence of the Basic Education Teachers***

The present study has revealed that the majority of respondents have low levels of competencies in the four areas mentioned. This indicates that they are struggling in identifying and producing sentences with accurate grammatical structures, answering speech acts with the correct level of appropriateness, producing intelligible and logical sentences, and addressing communication breakdowns through strategies. These findings are consistent with previous studies that have reported parallel results. Current literature reveals that the English language competence of the Filipino workforce has declined through the years. The untrained and non-proficient teachers are heavily blamed for this pressing concern. This was confirmed by a study conducted by Education First (Business Mirror, 2016), revealing that the English language competence of the Filipino workforce has indeed declined, negatively affecting Filipinos' global

employability and foreign investment opportunities. Likewise, in a survey conducted by the Department of Education in 2008, it was found that 80 percent of secondary school teachers in the Philippines failed an English proficiency exam. Moreover, Bayaga (2015) reported that Filipino teachers have low to average language competence levels in English. De Asis and Rivera (2019) further added that the teachers lacked cultural awareness and sensitivity which speak much of their sociolinguistic and strategic competence. Furthermore, Meniado (2018) mentioned that teachers' low proficiency in English, hence producing graduates with relatively the same proficiency level. The results of the present study confirm a similar research by Lie et al. (2019), who found that in Indonesia, the majority of the teachers and English teachers themselves are still not prepared to use English as a means of communication; improving their English proficiency has thus become a matter of concern. Indeed, this reality is a pressing concern around the world. Renandya (2018) mentioned that the majority of English teachers in the world are non-native English-speaking teachers, and only a few of them reach a very high level of proficiency.

Nowadays, language competence has become a core employability skill in many fields because it supports the development of other skills (Luka & Seniut, 2019). In the educational setting, language competence is required among teachers for effective professional practice because they use language as a medium and object of instruction. Several sources confirm the importance of teachers who possess language competence to teach effectively. All teachers share this requirement regardless of the subject being taught to foster proper language use (Sadig & de Cat, 2019; Tsang, 2017; Derewianka & Jones, 2016). Actually, there are several different teacher effects that contribute to quality teaching, but according to Johnson & Poulter (2015), language proficiency and competence are among the most crucial teacher characteristics. A critical factor in teachers' language competence is their proficiency level in the language of instruction. Sert (2014) states that teachers with a high level of proficiency in the language they are using can better communicate effectively with their students, understand their needs and concerns, and provide appropriate feedback on their development. This suggests that teacher proficiency in the language of instruction is a key factor in student achievement in language learning. Moreover, another essential aspect of language competence for teachers is the ability to use appropriate teaching strategies and techniques to support learning. Liu (2015) affirms understanding how to provide effective input and feedback, using a variety of learning activities and resources, and adapting instruction to meet the needs of different learners. Certainly, teachers skilled in these areas can better

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support development and promote student success. In addition, the teacher's language competence has an impact on student learning outcomes. Almarza & Lopez – Navarro (2020) and Jenkins (2018) support this claim because they have found that teacher language proficiency and teaching strategies are positively associated with student achievement. For example, teachers who are highly proficient in the language of instruction and use a variety of learning activities have been shown to have a positive impact on student language proficiency and overall academic achievement. Positively, these studies suggest that teachers' language competence can significantly impact the quality of their instruction and the success of their students. They also highlight the importance of professional development in enhancing the teachers' language competence. Various studies stated that Filipino teachers are outstanding in classroom management, interpersonal communication with their colleagues, and student motivation, but Balgoa (2019) emphasized that their grammatical competence should still be improved. Also, Alviz (2019) mentioned that while they are also proficient in reading comprehension, teachers struggle to express themselves in written form.

Moreover, the results indicate that the reasons for the low level of overall language competence are field of specialization, dependence on colleagues, lack of training and seminar, and perceptions about grammainsufficient knowledge of grammatical rules, amount of workload, lack of awareness about the social rules in language, lack of seminar and trainings for professional development, use of code-switching, weak foundation on sensitivity, culture, behavior and non – verbal communication, and anxiety in using English. These findings share the same result with the studies conducted by Del Rosario (2022), Thadphoonton (2017), Gul & Aziz (2015), and Maley (2009) which state that heavy workload, unavailability of time, sense of embarrassment, the exodus of teachers to jobs overseas, lack of competence and training, and lack of opportunities and platforms to use English are seen as additional reasons seen why teachers are lacking in language competence. Similarly, Ulla (2018; 2019) further agrees that teachers' decline in English language competence can be attributed to the perceived lack of teachers' professional development programs, exposure, and support for an English-speaking environment. Fernandez (2019) agrees that teachers are not regularly motivated to use English as a medium of instruction. They also fail to understand that language competence is essential in the teaching process.

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In summary, the results of the study indicate that teachers have low overall language competence. This finding has been seen to be consistent with numerous studies; thus, adding up to the number of researches that confirm the decline of English language competence among teachers. Teachers' language competence can significantly impact the quality of their instruction and their students' academic achievement. In addition, the results of the present study identify that the insufficient knowledge of grammatical rules, amount of workload, lack of awareness about the social rules in language, lack of seminar and trainings for professional development, use of code-switching, weak foundation on sensitivity, culture, behavior and non – verbal communication, and anxiety in using English are the primary reasons for the low overall language competence of the respondents. Indeed, this highlights the importance of improving the language competence of teachers through professional development.

a. Linguistic Competence

The findings reveal that the respondents have low level of linguistic competence. Chomsky (1965) defines linguistic competence as the speaker's ability to produce and understand an infinite number of sentences in their language and to distinguish grammatical sentences from ungrammatical sentences. In some references, linguistic competence is otherwise known as grammatical competence because it is believed that people who possess linguistic competence recognize the rules and principles of a language that have been violated (Nordquist, 2020; Eisenmann & Summer, 2012; Nasaji & Fotos, 2011). Grammatical competence, therefore, is the domain of grammatical and lexical capacity. It includes the rules of sound, grammar, sentence structure, vocabulary, and semantics (Handayani & Widiastuti, 2019; Mede & Dikilitas, 2015). In agreement, Rosales & Coronel (2018) said that a person is considered to have grammatical competence if he masters the rules of pronunciation and spelling, the rules of the form of words, the rules of standard sentences, the rules of vocabulary, and the rules of meaning.

In addition, the results of this study suggest that teachers have limited knowledge of grammar and lack skills in using the appropriate language structures and forms. They are unable to distinguish grammatically correct sentences from incorrect ones. This illustrates their low awareness of rules in grammar, pronunciation, spelling, vocabulary, and word and sentence formation. Therefore, grammar, which has been extensively learned, continues to be a

challenge and a struggle. This finding coincides with similar studies that were conducted before. For example, Carlisi & Tinnirelo (2015) found that many teachers, regardless of the content or grade level they teach, have deficiencies in their knowledge of grammar. Correspondingly, Yang and Wang (2020) examined teachers' skills in China and found that the teacher's overall grammar proficiency level is not high, and they lack knowledge in certain areas of grammar. The results of this study also corroborate the study by Walt & Mafisa (2011), in which they pointed out that secondary teachers in South Africa have problems with grammatical structures. Likewise, Lie et al. (2019), found that in Indonesia, the majority of the teachers and English teachers themselves are still not prepared to use English as a means of communication; improving their English proficiency has thus become a matter of concern. Another similar study by Yang (2020) acknowledges that primary school teachers in Taiwan have only a moderate level of knowledge of grammar. Moreover, Graves & Taffe (2002) investigated the grammar knowledge of elementary school teachers in the United States, and they found that teachers' knowledge of basic grammatical structures was quite weak. Meanwhile, in the Philippine setting, many studies confirm Filipino teachers' competence in classroom management, interpersonal communication with their colleagues, and student motivation. Their grammatical competence should still be improved (Balgoa, 2019; Myhill, Jones & Watson, 2012). Rahman, Jannat & Masum (2019) pointed out that errors in grammar committed by students and professionals are becoming widespread. Tafida & Okunade (2016) further argue that it seems they are no longer aware of grammatical rules or undermine their importance for as long as they can convey their message. Also, Matalines (2023) emphasized that knowing that teachers are the front liners in education, they should be effective, proficient, and competent in the language because the learners' academic achievement will be impaired if the teachers' command of the language is inadequate (Khan et al., 2017; Walt & Mafisa, 2011). This is backed up by Rahman, Jannat & Masum (2019), and Khamesian (2016), who said that in making professionals communicatively competent, the first step is to make them grammatically capable, allowing them to develop confidence in using grammatical rules in their respective workplaces.

Moreover, the results of the study show that the respondents have low linguistic competence because of their field of specialization, dependence on colleagues, insufficient feedback on their grammar, lack of training and seminar, and perceptions about grammar. Indeed, these findings have parallel results with studies that explored the grammatical competence of teachers. Many teachers are not trained explicitly in grammar instruction, mainly if they teach subjects other than English language. In fact, a survey conducted by the National Council

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of Teachers of English in 2016 found that only 25% of elementary school teachers and 48% of middle school teachers felt "very well prepared" to teach grammar. Also, they emphasized that teachers do not have enough time to devote in grammar instruction due to the amount of teaching load they have. In addition, Andrews & Smith (2011) reported that teachers rarely receive feedback on their grammar usage from colleagues or supervisors. Another example, Mangu-Ward & Geisler (2014) revealed that many teachers may not have received sufficient grammar instruction during their own education, making them commit grammatical lapses. Similarly, Dunn & Kenyon (2017) cited that many teachers in the United States lack the necessary teacher training in acquiring grammar knowledge and skills for effective teaching. Additionally, Carter & McCarthy (2015) mentioned about the perceptions about grammar. Some speakers prioritize prescriptive grammar rules, while other focus on communicative competence. This agrees with the findings since the respondents do not prioritize the grammar rules, but the thought of the message when communicating. These studies suggest that teachers will be more prepared to meet the student's learning needs if they have a firm foundation of the grammar of the language they use.

In general, the results suggest the respondents' low level of grammatical competence. The reasons for this are their field of specialization, dependence on colleagues, insufficient feedback on their grammar, lack of training and seminar, and perceptions about grammar. The results of the study indicate that teachers must undergo professional development concerning their grammar skills regardless of the subject matter they teach. Since many studies affirm that the language skills of teachers contribute to the students' academic success, it is important to note that grammar plays an essential role in test construction as it directly affects the clarity and accuracy of test items. Taylor and Nolen (2019) attest that poorly constructed test items that contain grammatical errors can lead to misinterpretation, confusion, and incorrect responses. This is supported by Swaminathan and Wright (2017) and Bennet (2011), who discussed that grammar and syntax play a critical role in constructing valid and reliable tests since grammar errors undermine the usefulness of formative assessment. All of the studies mentioned above prove that a teacher's grammatical skills have an impact on students' academic achievement, which means that teachers must be aware of their lapses and continuously improve for the betterment of their teaching practices and the construction of instructional materials.

b. Sociolinguistic Competence

It can be seen from the results that among all the areas, this is where the respondents excel the most. As defined earlier, sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation (Popovici, 2019; Markee, 2015; Mede & Dikilitas, 2015). This includes social functions: interacting with other people, socializing, establishing and maintaining relationships, involving barriers, involving influencing people, involving feedback, arguing, avoiding trouble, self-expressive functions, expressing opinions, expressing emotions, cognitive functions, and managing conversations (Yufrizal, 2017). In addition, it pertains to speaking or writing at an appropriate level of formality, civility, openness, and sensitivity to contextual, cultural, and situational factors such as the status of participants, purposes of the interaction, and social convention (Ilankumaran, 2021; Tulgar, 2016). Importantly, it is vital to note that when answering pragmatic questions, there are no right or wrong answers but more or less appropriate responses (Chen and Rau, 2013).

Based on the results, it can be interpreted that even though the respondents attempt to address the speech acts, most respondents tend to answer less socially appropriate replies. This reveals that they struggle to understand and use the language in varied contexts and situations. The findings support the studies of Martinez & De Vera (2019) and Rajeswar (2014) in which they emphasized that one of the contributing factors to incompetence in the language is when the speaker does not know which utterances are appropriate in the social situation in which he or she is speaking. In addition, it means minimal sensitivity to the appropriate level of formality for a specific situation or social interaction. In the Philippine setting, Reyes et. al (2021) emphasized that Filipinos continuously struggle to use English in the Philippines for conversational purposes. Their difficulties stem from uncertainty and insecurity. These circumstances happen because sociolinguistic competence is rarely practiced in the Philippines (Terogo, Elimino, Tallo, Sacal & Balajadia, 2018; Rayon, 2017). This is a pressing concern because minimal to no promotion of sociolinguistic competence becomes more evident when speakers use English to communicate in real life.

The study's results revealed that the low level of sociolinguistic competence is attributed to experience in teaching, lack of seminars and training, and over-emphasis on grammar. This confirms several researches that explored the same topic. For example, McCarty (2011) highlighted that many teachers do not

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receive formal training in sociolinguistics, which can result in a lack of understanding of how language use can vary according to social and cultural factors. It was validated by Hudson, Landehart, & Riguetto (2014), who revealed that teacher education programs do not provide adequate training in sociolinguistics. The lack of training was seen to limit teachers' ability to recognize and respond to the social and cultural factors in the classroom. Moreover, the limitation on exposure was confirmed by Busch, Deen & Honigsfeld (2019); they found several teachers who have limited exposure to diverse contexts. They struggle to understand and respond appropriately to the diverse needs of students. In addition, teachers focus more on their grammar usage than the context of communication. Larsen-Freeman (2013) proved that the cause of limited understanding in sociolinguistic competence is an overemphasis on grammar and a focus on form over meaning. This paved way for the lack of attention to social and cultural contexts in which language is used. Also, Han & Ellis (2015) agreed that some teachers prioritize grammar over meaning because they feel pressured by their students.

The results showed that most respondents have difficulties using English in varied contexts. Moreover, they have low levels sociolinguistic competence because of experience in teaching, lack of seminars and training, and over-emphasis on grammar. These findings are consistent with studies highlighting the lack of sociolinguistic competence among English language speakers regardless of their proficiency level of linguistic knowledge. To this, Bayram – Jacobs and Dewaele (2018) highlight the importance of providing teachers with opportunities to develop their sociolinguistic skills. Moreover, Huang & van Naerssen (2018) mentioned that teachers need to be aware of the language and cultural diversity in their classrooms and can adapt their teaching to the needs of their learners. They further suggest that teacher training programs should focus on developing sociolinguistic competence. This is seconded by Hall & Walsh (2002), who argue that teachers must possess sociolinguistic competence and be able to interact with their students and facilitate learning effectively. They also said that teachers should be aware of their language and how it may affect their students' learning experiences. Meanwhile, Mynard and Almarzouqi (2018) indicated that raising teachers' awareness of sociolinguistic issues improves their teaching practices. These studies emphasized that sociolinguistic competence is an essential skill since they must understand and effectively communicate with students from diverse linguistic and cultural backgrounds. There is a need to develop teachers' sociolinguistic competence to enhance their effectiveness in the classroom.

c. Discourse Competence

After careful analysis, the data presented suggest that the respondents have low discourse competence. It implies they lack knowledge, ability, and skills in linking or organizing intelligible sentences and utterances. Moreover, they have limitations in determining the coherence and organization between and among sentences. The present study's findings are matched with preceding studies with similar results. For instance, Alsaawai and Almutairi (2019) found that many teachers lack the necessary discourse competence to teach effectively, and this can lead to communication breakdowns and low student achievement. Another, Yuan (2019) found that Chinese teachers have limited discourse competence, which can result in ineffective communication with students and hinder their academic achievement. Also, Mestres and Ferrer (2017) showed that primary school teachers in Spain had deficiencies in their discourse competence, particularly in areas such as syntax, vocabulary, and pragmatics. They further suggested that teacher education programs should focus on developing these skills. Likewise, Popa, M. and Popa, A. (2015) reported that Romanian teachers had lower levels of discourse competence than native English – speaking teachers, particularly in terms of intonation, pronunciation, and fluency. Additionally, the results support Compe (2017) and Megaiab (2014), who found that ESL speakers worldwide have low discourse competence. The present study's findings imply that discourse competence is crucial for effective communication with students, parents, and colleagues in the context of education. However, the studies above have found that many teachers have low discourse competence, which can negatively impact teaching and learning outcomes.

Furthermore, the respondents stated that the inability to make ideas comprehensible, over-emphasis on grammar rules and pronunciation, inability to use transitional words, and field of specialization are the reasons that equate to the low level of discourse competence. These findings are seen to be parallel with existing studies. For instance, a study by van Gelderen et al. (2014) found that teachers fail to attend to students' understanding, assuming that students understand what they are teaching without checking for comprehension. Marzana et al. (2010) also cited that some teachers fail to use strategies such as summarizing, providing examples, and asking questions to make ideas understandable to students. In addition, over-emphasis on grammar and pronunciation was seen to be a contributory factor that impedes discourse

competence. Indeed, Doughty and Williams (2001) suggest that overly conscious teachers may focus too much on form at the expense of meaning. Though it can result in good grammatical and pronunciation skills, they may struggle to use language meaningfully in the long run. Also, Ur (2000) pointed out that speakers may become hesitant to use the language in real-life situations and may prioritize form over function. Concerning this, the use of transitional words is encouraged among teachers to improve the coherence of their speech or written texts.00 Koutsoftas & Gray (2016) emphasize that transitional words can help writers and speakers create a smooth transition between ideas and clarify their relationships. Finally, it was seen that those specializing in English tend to have higher levels of discourse competence than others. Lari and Ghaemi (2014) found that English language teachers in Iran had a higher level of discourse competence than non-English language teachers. Additional reasons were also seen in existing studies. Tuan (2017) argues that low discourse competence can be attributed to low English language exposure and less focus on this dimension in English. Gibbs and Poskitt (2018) explored this further. They found that many teachers receive limited training in communication and language skills, making it difficult to develop the necessary competencies to communicate with their students effectively. In line with this, Moates (2013) suggests that institutions should provide more opportunities for teachers to develop their discourse competence through coursework and practical experiences. Moreover, teachers are not given enough feedback on their communication skills, making it difficult to improve their discourse competence over time. Truly, providing regular feedback and reflection opportunities can help teachers develop their communication skills and improve their ability to engage in effective discourse. In addition, Mercer and Littleton (2007) cited those inexperienced teachers may lack the skills and confidence to engage in effective classroom discourse. As they gain more experience, they become more comfortable with the different types of communication and develop strategies to engage their students in meaningful discussions. Structurally, low discourse competence means that English is treated as a foreign language, not a second language. Such a policy in the country impedes the development of language proficiency of the learners in the English language. In the educational setting, Januin and Stephem (2015) argued that teachers must have a sound understanding of discourse competence knowledge to help their students develop and exercise it. In agreement, Falkenhagen and Spath (2022) and Thomson (2022) discussed that teachers' discourse competence stimulates meaningful communication and learning. It promotes academic language proficiency in all subjects enabling students to use the appropriate academic language across disciplinary or subject boundaries. Like their teachers, students

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with good discourse competence can better understand spoken or written texts at the local and global levels. Besides, they can produce more cohesive discourse to promote their speaking and writing abilities. However, classrooms often focus heavily on linguistic competence, weighing too much on vocabulary and grammar. This could be changed if their linguistic/grammatical and discourse competence is helped by their chance for formal and intensive learning, conversing with a native speaker of the English language, rich exposure to social media networks, and reading materials written in English.

Overall, the findings of the present study indicate that they have low discourse competence. In a similar study conducted by Guo and Roever (2017), they found that teachers in China were generally proficient in using English for teaching purposes. Still, they struggled in some aspects of discourse competence, such as maintaining topic coherence and providing clear explanations. In contrast, the results of this study negate the findings of Jin and Cortazzi (2018), who investigated the discourse competence of Chinese language teachers in terms of their ability to use different discourse strategies to manage classroom interaction and engage their students in learning. The findings suggest that the teachers demonstrated high levels of discourse competence, especially in questioning and explanation strategies. These studies entail that much training is needed in some aspects of discourse competence to become proficient in language use. Furthermore, the inability to make ideas comprehensible, over-emphasis on grammar rules and pronunciation, inability to use transitional words, and field of specialization are the causes of the low level of discourse competence among the respondents. This infers that those teachers with low discourse competence may struggle to convey their ideas clearly, engage students in meaningful discussions, or create a positive learning environment. However, these can be addressed through training, experience, cultural awareness, and timely feedback for teachers to improve their ability to communicate effectively with their students and colleagues.

d. Strategic Competence

From the data presented, the respondents' main weakness among the four areas of language competence is strategic competence. It can be recalled that strategic competence highlights a speaker's ability to adapt their use of verbal and nonverbal language to compensate for communication problems caused by the speaker's lack of understanding of proper grammar use and/or insufficient knowledge of social, behavioral, and communication norms (Tuan, 2017). In

addition, it also pertains to the mastery of communication strategies, including how to start, stop, maintain, improve, and redirect communication (Dhanya & Alamelu, 2019; Handayani & Widiastuti, 2019). The results of the study imply that most respondents have difficulties addressing and compensating for communication problems due to insufficient knowledge of social behavior and communication norms. They are limited to knowing the communication breakdowns without knowing how to deal with the hindrances. Though they attempt to solve or address communication problems by using communication strategies, they cannot carry out their communicative intent.

The results of the present study share the same findings as studies that had been conducted before. For instance, Bolander and Martensson (2018) found that many teachers lack strategic competence in blended learning, particularly in their ability to design effective learning activities, provide meaningful feedback to students, and facilitate online discussions. This is validated by Sitzmann et al. (2010), who found that many teachers lack strategic competence in providing feedback to improve student learning. Specifically, they found that teachers often give too vague feedback or insufficient guidance for students to enhance their performance. Another, Hanushek and Rivin (2010) exposed that many teachers lack strategic competence in enhancing student learning outcomes. Moreover, the study conducted by Kramarski and Michalsky (2010) found that many teachers lack strategic competence in mathematical instruction. Specifically, they found that teachers struggled with selecting appropriate problem-solving strategies, monitoring their problem-solving processes, and evaluating their strategies. Additionally, According to Wan et al. (2014), many teachers lack strategic competence in using technology for teaching and learning. They found that teachers often lack the knowledge to integrate technology into their lessons effectively and may also lack the skills to troubleshoot technical problems. Also, Zhou and Brown (2016) pointed out that many teachers lack strategic competence in using differentiated instruction. They found that pre-service teachers often struggle to identify the learning needs of individual students and tailor their instruction accordingly. Furthermore, Lemana (2022) found that Filipinos overuse communication strategies, such as fillers/hesitation devices, self-repetition, and mumbling, which results in distractions and misunderstandings. In L2 use, speakers inevitably experience moments when there is a gap between communicative intent and their ability to express that intent. However, since strategic competence involves strategies to be used when communication is difficult, it is crucial for foreign language speakers. Limitations on strategic competence may account for situations when speakers with a firm

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knowledge of grammar and a wide range of vocabulary get stuck and cannot carry out their communicative intent (Alem, 2020). Moreover, due to a lack of linguistic resources and poor strategic and sociolinguistic competence, the intended message may not be communicated, leading to communication breakdown. Hence, to facilitate communication with others, English speakers need to use effective strategies to impart their information and thoughts effectively to others.

Furthermore, teaching experience, lack of seminars and training, limited guidance and coaching, low awareness of communication strategies, and field of specialization were the reasons for the low strategic competence. Certainly, the growing body of research confirms teachers' low strategic competence, which can be attributed to various factors. Thapa and Phillips (2021), Wang (2019), and Aydin and Kilic (2019) enumerated factors such as lack of training and professional development opportunities, limited resources, heavy workload, resistance to change, lack of support from school administrators or colleagues, lack of collaboration, lack of awareness of the benefits brought by strategic competence, and time constraints. On the other hand, some studies provide contrasting results. For example, Marques and Martin (2018) show that in Spain, teachers exhibited a high level of strategic competence. Just the same, Van de Grift and Van der Wal (2017) found that some teachers demonstrate high levels of strategic competence. Similarly, Cavanagh, Chen, Bathgate, and Haney (2015) examined the teachers' self-reported levels of strategic competence, and they found that most teachers rated themselves as competent in this area. Though various studies present contrasting findings, low strategic competence is a significant educational issue. This validates the analysis of Konotop (2022), in which he said that problems with strategic competence had been one of the most pressing issues raised and discussed in the context of education over the last ten years. Therefore, the findings suggest that it is important for schools to provide teachers with the necessary training, resources, and support to develop their strategic competence. It is also important to note that some studies have found high levels of strategic competence among teachers in certain contexts, indicating that strategic competence can be developed and cultivated through various means.

As a whole, the findings of the current study indicate that most teachers have low strategic competence. The results are consistent with preceding studies which signify that having low strategic competence among teachers is a persistent concern in education. It can be attributed to lack of training and

professional development opportunities, limited resources, heavy workload, resistance to change, lack of support from school administrators or colleagues, lack of collaboration, and lack of awareness of the benefits of strategic competence and time constraints. However, this can be addressed and developed by providing teachers with the training, resources, and support necessary to refine their strategic competence. With these, teachers will be more empowered professionals inside the classroom since effective teaching requires more than just content knowledge and pedagogical skills. It also involves strategic competence.

Significant Difference in the Language Competence of the Basic Education Teachers when Grouped according to their Profile Variables

a. Field of Specialization

The findings suggest that teachers who have specialized in English have a higher level of linguistic competence compared to teachers who have specialized in other fields such as Math, Science, Filipino, Araling Panlipunan, MAPEH, Elementary Education, Business Management, Accountancy, and IT-related courses. These findings are in line with previous studies that have reported similar results. For instance, a study by Ghamrawi and Kharmah (2018) found that English language teachers in Lebanon had higher language proficiency than non-English language teachers. Similarly, a study by Wang and Li (2017) in China found that English language teachers had a higher level of language proficiency compared to non-English language teachers. The findings of the present study may be attributed to the fact that English is the medium of instruction in many schools. Therefore, English language teachers may have more exposure to and practice using English. In addition, English language teachers may have received more formal training in English language teaching. They may have had more opportunities for professional development in this area, contributing to their higher level of linguistic competence. However, it is important to note that the findings in Table 3a do not necessarily imply that teachers in other fields lack linguistic competence altogether. Rather, it suggests that there may be differences in the level of linguistic competence between teachers in different fields. These differences may be related to factors such as exposure, training, and professional development.

In addition, it also suggests that teachers who have specialized in English have a higher level of discourse competence compared to teachers who have

specialized in other fields. This finding is consistent with previous research that has examined the relationship between the field of specialization and language skills. For example, a study by Kormos and Csizér (2008) found that students who studied English as their major had better performance on discourse skills tests than those who studied other languages or disciplines. Similarly, a study by Lari and Ghaemi (2014) found that English language teachers in Iran had a higher level of discourse competence compared to non-English language teachers. The findings of the present study may be attributed to the fact that English language teachers may have more opportunities to engage in discourse-oriented activities such as debates, discussions, and writing tasks. In addition, English language teachers may have received more training in discourse analysis and language pedagogy, which could have contributed to their higher level of discourse competence.

Furthermore, the results also reveal that teachers who have specialized in English have a higher level of strategic competence than teachers who have specialized in other fields. Strategic competence refers to the ability to use language effectively in different communicative situations and to apply different strategies to overcome communication barriers. These findings are consistent with previous studies that have examined the relationship between the field of specialization and language skills. For example, a study by Yang and Gao (2019) found that English language teachers in China had a higher level of strategic competence compared to non-English language teachers. Similarly, a study by Celik and Kilic (2017) found that English language teachers in Turkey had a higher level of strategic competence compared to non-English language teachers. The higher level of strategic competence among English language teachers may be attributed to the fact that they have more exposure to different communicative situations and more opportunities to practice different communication strategies. In addition, English language teachers may have received more training in communication strategies and language pedagogy, which could have contributed to their higher level of strategic competence.

In general, the results presented indicate that teachers who have specialized in English have a higher level of overall language competence compared to teachers who have specialized in other fields. This finding is consistent with previous studies that have shown a positive correlation between English language proficiency and language competence in other subject areas (Azar, 2002; Lue, 2010; Peng, 2011). The higher level of language competence among English language teachers may be attributed to the fact that they have more

exposure to the language and its nuances and more opportunities to practice using the language in different contexts. This exposure and practice allow English language teachers to understand the language's nuances and complexities better and develop their language skills to a higher level. In addition, English language teachers may have received more training in language pedagogy and have a better understanding of language acquisition and language teaching methodologies, which could have contributed to their higher level of overall language competence. Language pedagogy refers to the theory and practice of teaching a language, and English language teachers are trained in this area as part of their language teacher education. They learn about the different approaches to teaching English, as well as the different techniques and strategies that are effective in teaching language. English language teachers may also better understand language acquisition, which is how people learn a language. They are trained to understand how language is acquired and the factors that influence language acquisition. This can inform their teaching practices and help them better support their students' language learning.

b. Number of Years in the Teaching Profession

The results indicate that teachers with more experience in teaching are likely to have a greater sociolinguistic competence because they have had more opportunities to interact with diverse student populations and have developed a deeper understanding of how language is used in different social situations. There has been a considerable amount of research that is consistent with the present study's findings. To illustrate, Safa and Keshavarz (2018) investigated the case of Iranian teachers regarding their sociolinguistic competence and teaching experience. It was validated that Iranian teachers with more teaching experience have high levels of sociolinguistic competence than those with less experience. Similarly, Wang & Chen (2016) pointed out that teachers with more teaching experience had better sociolinguistic competence in China than those with less experience. Likewise, in Finland, Ranta and Mehisto (2016) found that seasoned teachers had better sociolinguistic competence than novice teachers. The same findings were seen by Kaur and Azman (2015), who said that in the Malaysian context, teachers with more teaching experience are more competent in sociolinguistics than less experienced ones. Correspondingly, Ng and Koh (2020), Feng and He (2019), and Kim (2016) indicated in their study that experienced teachers have better sociolinguistic competence than novice teachers. Thus, it positively relates to teaching effectiveness. In contrast, it was revealed by Garcia – Sanchez & Martin–Moya (2017) that there is no significant

relationship between teaching experience and sociolinguistic competence. Nonetheless, it should be noted that the findings of the aforementioned studies are context-specific and may not necessarily generalize to other contexts.

In general, the results of the current study add to the growing number of literatures that affirms the positive relationship between teachers' sociolinguistic competence and their number of years in teaching. Though other studies found no significant relationship, several researches hint that experienced teachers with greater sociolinguistic competence are more effective in teaching. It implies that they will more likely use appropriate language to meet the needs of students, facilitate student learning and engagement, and understand their students' diverse linguistic and cultural backgrounds. Moreover, experienced teachers are better equipped to design syllabi considering their students' sociolinguistic needs.

c. Highest Educational Attainment

The results suggest that teachers with higher educational attainment levels are likely to possess greater strategic competence. They have received more advanced training and education in teaching methods and pedagogy. This finding is consistent with previous studies exploring the relationship between teachers' strategic competence in language and their educational attainment. For example, Fithriani and Nurhayati (2018) investigated the teachers' case in Indonesia. They found a positive correlation suggesting that teachers with higher levels of education are more likely to possess greater strategic competence in English. Another study by Ma and Wang (2019) found that the strategic competence of Chinese teachers in English was positively correlated with their educational attainment. Thus, it made a positive impact on students' learning outcomes. This result is validated by Zhang and Zhang (2020), and Hua and Wei (2018) since they showed that teachers with higher educational attainment tend to have higher levels of strategic competence. Correspondingly, these studies share the same result in Iran as Salehi (2019) reports. The results of the current study imply that investing in advanced training and education for teachers can help them enhance their strategic competence and ultimately improve student outcomes.

Furthermore, the results of the present study imply that teachers' overall language competence impacts their educational attainment. This suggests that teachers with high educational attainment have better overall language

competence. This finding remains consistent with similar studies that were previously conducted. For instance, the results of the study by Tang (2019) indicate that teachers with higher educational attainment have high levels of language competence. Similarly, Cheng and Wang (2018) found that teachers' overall language competence and educational attainment significantly and positively affect student language achievement. This is supported by Li and Li (2016), who reported the same results wherein the teachers' educational attainment impacts the teachers; overall language competence, which positively influences their teaching efficacy. Also, according to Kay and Singh (2019), their research suggests that teachers with higher education levels are likely to have better overall language competence, making them more effective in teaching their subject matter to students. Another example is the study of Gao and Zhang (2016); the findings of their study suggest that teachers with higher educational attainment tend to have better language competence, particularly in terms of vocabulary, grammar, and pronunciation. In addition, Wang and Chen (2016) have also found that teachers with higher levels of education had better sociolinguistic competence than those with lower levels of education. Moreover, Li and Hu (2017) examined Chinese teachers' language competence. It was found that those teachers with higher levels of education tend to have better language competence in all aspects of the language, including speaking, listening, reading, and writing. This was further validated by Jiao and Zhang (2021), who found that teachers with higher educational attainment tend to have better language proficiency, particularly in writing skills. However, many sources provide a range of perspectives on the relationship between teachers' language competence and educational attainment. Some argue that language competence is more important than educational attainment for effective teaching of non-native speakers, while other studies suggest that higher educational attainment may lead to better language competence and, ultimately, better teaching outcomes. Undeniably, it appears that a combination of language competence and educational attainment is vital for effective teaching.

In general, the study's results suggest that teachers' overall language competence significantly impacts their educational attainment. This finding remains consistent with other studies, which imply teachers' educational attainment and overall language competence are positively related and significantly impact student learning outcomes and teaching efficacy. Though contrasting perspectives are presented, language competence and educational attainment are essential in teaching effectively. Furthermore, the relationship between teachers' strategic competence in language and their educational

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attainment has been explored in various studies. The current study's findings suggest that teachers' strategic competence in language is positively associated with their educational attainment, and this competence positively impacts students' language learning outcomes.

Proposed Differentiated Developmental Program to Enhance the Language Competence of Basic Education Teachers

Project LEADERS

Louisian Educators Advancing towards the Development and Enhancement of Requisite Skills in language

Rationale

Teachers are required to use the language as a medium and object of instruction, and their competency in language has significant impacts on students' academic achievement. All teachers share this requirement regardless of the subject being taught to foster proper language use (Sadig & de Cat, 2019; Tsang, 2017; Derewianka & Jones, 2016). Actually, there are several different teacher effects that contribute to quality teaching, but according to Johnson & Poulter (2015), language proficiency and competence are among the most crucial teacher characteristics. A critical factor in teachers' language competence is their proficiency level in the language of instruction. Therefore, it is a necessity for teachers to possess language competence in communicating with their students, colleagues and other stakeholders of the school. It will help them understand the needs and concerns of their learners and provide appropriate feedback on their development.

The rationale for a differentiated developmental program stems from the acknowledgment of the language competence challenges faced by Filipino teachers, specifically in the areas of grammar, speech acts, sentence construction, and communication breakdown strategies. Bayaga (2015) reported that Filipino teachers generally possess low to average language competence levels in English. While Filipino teachers excel in classroom management, interpersonal communication, and student motivation, there is room for improvement in their grammatical skills (Balgoa, 2019). Additionally, although teachers demonstrate proficiency in reading comprehension, they encounter difficulties expressing themselves in writing (Alviz, 2019). The lack of cultural

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awareness and sensitivity among teachers contributes to their sociolinguistic and strategic competence limitations (De Asis & Rivera, 2019). These challenges have been linked to the declining English language competence of the Filipino workforce, which negatively affects Filipinos’ global employability and foreign investment opportunities.

The result of this study clearly shows that there is a low overall language competence of the basic education teachers. It was found that teachers who specialize in English have a higher level of overall language competence compared to teachers who specialize in other fields. This implies that teachers whose expertise is not English must be exposed to various training and workshop that intensify their competence in language. Therefore, a differentiated developmental program can help to address these challenges by providing teachers with targeted support and training in the areas where they need improvement. Certainly, empowering teachers is a necessity and a valuable investment in the quality of education. By tailoring the Project LEADERS, it aims to build the language competence of basic education teachers and improve their quality of instruction. This program can help promote the academic success of learners and contribute to the development of skilled and competent workforce.

Linguistic Competence				
Objectives	Target Participants	Intervention / Strategies	Logistics	Expected Outcomes
This activity aims to introduce and reinforce various grammar concepts, rules, and usage through lectures, discussions, and hands-on activities.	All Basic Education teachers	Grammar Mini-Lessons Activities: 1. Sentence Construction 2. Speaking Engagements	Resource Speakers Worksheets Certificates Laptop & Projector	Teachers will be able to be familiarized with various grammatical rules, so they can recognize errors in writing and speech.

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<p>This aims to apply grammar rules and structures through sentences transformation tasks, and to foster collaboration and engagement among teachers.</p>	<p>Basic Education Teachers who are English, Math, Science, Filipino Majors</p>	<p>Time-Bound Sentence Transformation Tasks</p>	<p>Work sheets Task Cards Facilitators Timer Laptop & Projector</p>	<p>Teachers will possess an improved ability to manipulate sentence structures and patterns, enhanced understanding of grammar transformations, and increased teamwork and collaboration skills.</p>
<p>This aims to reinforce teachers' ability to identify and correct grammatical errors, and to deepen their understanding of the rules associated with the grammar concept.</p>	<p>Basic Education Teachers who are TLE, AP, MAPEH Majors, BEED and non – educ graduates</p>	<p>Error Correction Exercises</p>	<p>Work sheets Task Cards Facilitators Laptop & Projector</p>	<p>Teachers will have enhanced error identification and correction skills, improved understanding of grammar rules and their application, and increased confidence in recognizing and correcting errors.</p>
<p>This activity will provide opportunity for peer learning and</p>	<p>All Basic Education Teachers except English</p>	<p>Peer Feedback</p>	<p>Basic Education Teachers who are English</p>	<p>The teachers will gain confidence in their enhanced</p>

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support by reviewing their colleagues' grammar usage in instructional materials and providing suggestions for improvement.	Majors		Majors will be facilitators Actual Instructional Materials used inside the classroom	teaching abilities due to their peer-reviewed instructional materials. They will feel more comfortable engaging in discussion, presenting ideas and expressing opinions.
This activity aims to encourage teachers to continue grammar education by completing online courses.	All Basic Education Teachers	Massive Open Online Course	Worksheets Certificates	The teachers will be given opportunities to continue their grammar education beyond their programs which will contribute to their professional growth and development.
Sociolinguistic Competence				
This aims to immerse teachers in different language and cultural contexts to develop a deeper	All Basic Education Teachers	Language and Culture Immersion Programs	School Fund Identified Areas for Immersion Transportation	Teachers will gain a deeper understanding of the social context of language use and will be better equipped to

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understanding of the social context of language use.			Facilitators Certificates	communicate effectively with students and other school's stakeholders from diverse backgrounds.
This aims to enhance pragmatic language skills and to emphasize the importance of clarity, politeness and cultural sensitivity in written communication.	Basic Education Teachers who have 1-5 years in teaching	Email Etiquette Workshop	School Fund Resource Speakers Facilitators Gadgets Certificates Laptop & Projector	Teachers will have improved language skills focusing on appropriate language use, tone, and formality in written communication.
This aims to develop the use of language appropriately in different social situations such as making requests, giving compliments, or expressing disagreements.	Basic Education Teachers who have 1-5 years of teaching experience	Role Play Scenarios with Group Discussions & Feedback Giving	Task Cards Facilitators Laptop & Projector Microphone Speakers	Teachers will develop improved abilities in using pragmatic language in authentic contexts.

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<p>This aims to develop the ability to infer meaning and to respond to statements with indirect or ambiguous language.</p>	<p>Basic Education Teachers who have more than 5 years of teaching experience</p>	<p>Guessing Game</p>	<p>Task Cards Facilitators Laptop & Projector Microphone Speakers</p>	<p>Teachers will be able to boost their abilities in responding and interpreting ambiguous language based on context, intonation, and non – verbal cues.</p>
Discourse Competence				
<p>This targets the development of teachers' ability to organize and edit sentences in a clear, logical, and coherent paragraph.</p>	<p>Basic Education Teachers who are TLE, AP, MAPEH Majors, BEED and non – educ graduates</p>	<p>Sentence Sorting and Editing</p>	<p>Task Cards Worksheets Facilitators</p>	<p>Teachers will be able to arrange mixed-up sentences in the correct order to create a coherent paragraph that ensures the flow of ideas, topic sentences, and supporting details.</p>
<p>This targets the enhancement of teachers' understanding of the overall</p>	<p>Basic Education Teachers who are English, Math, Science,</p>	<p>Paragraph Mapping</p>	<p>Task Cards Worksheets Laptop & Projector</p>	<p>Teachers can analyze and visualize the structure of a paragraph which promotes a</p>

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structure and organization of a paragraph by identifying topic sentences, supporting details and transitions, and visually depicting relationships.	Filipino Majors		Facilitators	deeper understanding of organization and coherence.
This collaborative activity aims to integrate grammar skills learned into the learning plan of teachers in ensuring a clear, coherent and organized classroom instruction.	All Basic Education Teachers	Collaborative Learning Plan Writing	Basic Education Teachers who are English Majors will be the facilitators School Fund Certificates Laptop & Projector Dynamic Learning Plan	The teachers will be able to communicate more clearly and effectively with their students, leading to an improvement in the quality of their instruction.
Strategic Competence				
This targets the development of teachers' skills in argumentatio	All Basic Education Teachers	Analyzing Logical Fallacies	School Fund Resource Speaker Facilitators	Teachers will be able to recognize and avoid fallacies in reasoning when

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<p>n and reasoning by identifying flawed reasoning and explaining why it is fallacious.</p>			<p>Certificates Laptop & Projector Microphone & Speakers</p>	<p>engaging in argumentation .</p>
<p>This aims to boost the strategic competence of teachers for problem-solving and conflict resolution by addressing social problems or conflicts effectively.</p>	<p>All Basic Education Teachers</p>	<p>Problem Solving Task Cards</p>	<p>Facilitators Task Cards Laptop & Projector</p>	<p>Teachers will be able to improve their ability to use language conscientiously in problem – solving and conflict resolution.</p>
<p>This coaching session aims to provide teachers with strategies and techniques to combat communication breakdowns and to improve their problem – solving skills.</p>	<p>Basic Education Teachers who are holders of Bachelor’s Degree and those who have units in their Master’s Degree</p>	<p>Language Coaching Activities 1. Non-Verbal Communication Analysis 2. <i>How Do You Professionally Say?</i> 3. Conducting Restorative Circles</p>	<p>School Fund Resource Speakers Facilitators Certificates Laptop & Projector</p>	<p>The teachers’ strategic competence will be enhanced by developing a deeper understanding of their thinking processes and effective decision making.</p>

CONCLUSION

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The study concludes that basic education teachers have a low overall language competence. It was found that teachers who specialize in English have a higher level of overall language competence compared to teachers who specialize in other fields. This is attributed to their amount of exposure and practice in using the English language. Subsequently, teachers who have been in the profession for a longer period are more likely to possess higher sociolinguistic competence. This is because they have had more chances to interact with diverse student populations, resulting in a better understanding of how language is used in various social contexts. Furthermore, teachers with higher levels of educational attainment are likely to possess strategic competence and greater overall language competence. This is likely because they have received more advanced training and education. As an offshoot of this study, a differentiated developmental program has to be made that aims to improve the language competence of basic education teachers.

RECOMMENDATIONS

In light of the foregoing findings and conclusions, the following are recommended.

1. Teacher education programs must intensify the integration of the development of the four areas of language competence in the curriculum.
2. School administrators should provide opportunities to teachers, especially those specializing in fields other than English, for training and professional development by sending them to seminars, workshops, and symposia which are designed to enhance their grammatical capability and strategic competence. Moreover, these development programs should require teachers to interact with diverse student populations for them to practice the language in various contexts and speech acts. This can help improve their sociolinguistic competence and understanding of how language is used in different social situations.
3. An extension of this study may expand the scope by involving the other departments of the university.
4. Another extension of this study is to test the effectiveness of the proposed differentiated developmental program if it will meet its targets.
5. Future researches may continue this study by expanding the locale and implement the suggested program.
6. Further researches related to the four areas of language competence may be conducted to address other recurring problems.

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**BUDGET MANAGEMENT PRACTICES OF CICM HEIs: A BASIS FOR THE
DEVELOPMENT OF BUDGET MANAGEMENT FRAMEWORK**

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Abstract

Purpose of the Study:

This study is aimed to develop a budget management framework for Catholic HEIs. To materialize this, the study presented the current status of the CICM HEIs budget management system, described their existing budget management practices and determine the budget management issues and challenges confronting CICM-run Catholic Higher Education Institutions.

Research Design:

This study employed a mixed-method research design, both quantitative and qualitative. It used the quantitative design to present the status of budget management in CICM Higher Education Institutions (HEIs) and describe the budget management practices of CICM-run Catholic HEIs. The qualitative method described the issues and challenges besetting the CICM HEIs.

Findings of the Study

The findings of the study revealed that the top management is the main budget actor in the budgeting process, being involved in the overall budget of the CICM HEIs, supported by the middle-level manager or heads of offices as they are the ones preparing the unit/office budget plan necessary to come up with the institutional budget plan. It also revealed that CICM HEIs use a budgeting tool to aid in budget preparation, report generation, and monitoring. CICM HEIs' operation mainly comes from student fees and has limited other sources of income, as found in this study. In addition, to distribute these limited financial resources, the study revealed that CICM HEIs follow a budget allocation model,