

## **Faculty Gender: Its Relevance in the Teaching Competence of English Language Teachers**

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### **Abstract**

This study used the descriptive-correlation method. The variables such as teacher's practice of the vernacular and its frequency were also described. The study sought further to find out whether there was a relationship between the profile of the respondent teachers, educational attainment and the length of service.

The respondents of the study were English faculty members of the Cotabato City State Polytechnic College regardless of academic rank whether permanent or tenured, job-order, or contractual status. Complete enumeration of the faculty respondents was used while student respondents were randomly selected. The class of each of the faculty respondent students was again randomly selected to generate an objective validation of the faculty respondent responses. A random interview was also conducted to faculty and student respondents to generate responses as to the reasons of employing or using other languages despite the mandate of using the target language in their respective subjects taught.

**Key words:** Gender, Teaching Competency, English Language Teachers, CCSPC, Philippines

### **Introduction**

Teaching competency among educational institutions speaks of as the drive in the plight of all people in their desire to attain quality education. The Philippine educational system has the mandate of teaching the subject in the target language which is English. However, interaction in the different domains which involves the use of English as the basic language tool has been observed that Tagalog was used as an alternate language and various dialects have been dominating in a particular area.

The speaker played upon the we-code to create a conversational effect (Gumperz, 1982). This is fulfilling to effectively transmit the message to the learner. Billones (2002) describes that

the alternation of Tagalog and English in the informal discourse is a feature of linguistic repertoire of educated, middle and upper-class Filipinos because it is easily comprehended, commonly heard, and spoken by elite groups or institutions although it is considered a substandard language usage.

Though, it is an accepted fact that using in alternate of the English to Tagalog or other dialects may come at any point of the sentence or conversation and it is a widely observed phenomenon (Numan & Carter, 2001).

Be that as it may but the alternation is primarily used to build an interpersonal relationships among members of the bilingual community as a manifestation of linguistic solidarity who share the same ethno-cultural identity.

In the Philippine setting, there is a prevalent occurrence in the classroom domains on the low quality on use of English in the instruction by teachers, by students, and the tendency of using Tagalog as an alternate or the use of local dialects, or the use of short-cut English as influenced by the social media usage which the DepEd found it a factor in the deteriorating English Fluency in the Philippines today.

Thus, the researcher finds it practical to study whether gender has influenced teaching competency and whether gender has relationship with the profile of the respondent-teachers on the use of the English language.

## Objectives

1. To determine the extent of teaching competency among English language teachers
2. To determine whether faculty gender has relevancy on the use of other language.
3. To determine whether profile has relationship with the teaching competency of English teachers.

## Methodology

A descriptive survey method was used in the study. The respondents were all English teachers of the Cotabato City State Polytechnic College, Sinsuat Avenue, Cotabato City for Academic Year 2012-2013. The respondents were completely enumerated regardless of academic rank, status and gender.

Research instruments were distributed to each and every English faculty members at no particular time who among others their classes were also observed to validate their responses.

The responses were tallied, tabulated and interpreted using the SPSS to get the frequency and percentile weighted mean of the respondents. It was set at 0.05 level of significance.

## **Results and Discussions**

The study found out that the practice of using the alternate language, inter alia: the tagalog and local dialect are consistently high interpreted as alarming and it was done at no certain point of the class discussion. This further revealed that the higher the practice the lower is the competency of teaching the language.

The desirable work attitudes on the use of other local dialects other than English were primarily used to give leeway to words which were not understood properly and to respond to the clarificatory inquiries of the students. It was further revealed that teachers opt to use other common language or dialects for simple reason that these add to the force of the statement.

The study further found out that gender was not significant in the use of other language or local dialects as it is committed by both genders. The shifting was performed both consciously and unconsciously to increase understanding by students and create a conversational effect.

The study also found out that the profile of the respondents in terms of academic rank, status of appointment and the length of service was not significant in shifting to local dialects or language. These consistent findings on the regular use of Tagalog alternate and local dialects have shown that teachers have lack proficiency and mastery of the language. Indeed, it is expected that fluency and/or mastery of target language should be tightened so that we can compete with in the international market.

## **Conclusions**

The study concluded that gender does not, in anyway, influence teaching competencies nor profile has relationship on it. Whether male or female, tenured or temporary or contractual status, length of service, or any sectoral membership or tribal affiliation, regardless of membership the use of Tagalog as alternate language, or other tribal dialects are present.

## **Recommendations**

Further indepthstudy on the use of dialects as an alternate to the target language is recommended. Comparative study on the use of alternate language such as by schools, by gender, tribal affiliation or religion, is further recommended. Deeper study on the reasons on why shifting to dialects can not be avoided should also be given consideration.

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