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Socialist Republic of Vietnam



BATANGAS STATE UNIVERSITY
Republic of the Philippines

**THE COMPETENCIES AND PERFORMANCE OF ENGLISH TEACHERS
AND FIRST YEAR STUDENTS ACHIEVEMENT AND ATTITUDE: BASIS
FOR A PROPOSED INSTRUCTIONAL PLAN**

A Dissertation Presented to
The Faculty of Graduate School
Batangas State University
Batangas City, Philippines

In partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy
Major in English

By
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December, 2014



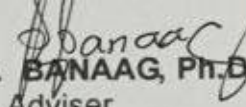
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APPROVAL SHEET


This dissertation entitled **THE COMPETENCIES AND PERFORMANCE OF ENGLISH TEACHERS AND FIRST YEAR STUDENTS ACHIEVEMENT AND ATTITUDE: BASIS FOR A PROPOSED INSTRUCTIONAL PLAN** prepared and submitted by **NGUYEN THI DIEU HA** in partial fulfillment of the requirements for the degree of Doctor of Philosophy major in English has been examined and is recommended for Oral Examination.



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
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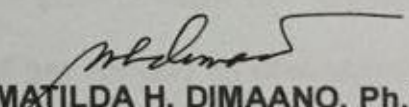
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CHAPTER I

THE PROBLEM

Introduction

Quality education is first and foremost a function of instruction, because in the hands of uncommitted and ineffective teachers, the best-designed curriculum is doomed to fail. While it is true that some students can learn in spite of the teacher, it cannot be denied that the quality of the outputs of education is a function, to a great extent, of instruction and students' interaction with the teachers.

Teachers who are masters of their craft and are genuinely concerned with the total growth of their students can leave an indelible imprint in the hearts and minds of the learners that can withstand the passage of time. Teaching expertise is ordinarily attained by only a small percentage of those who are competent in teaching (Berliner, 1992 in Reyes, 2002).

Nothing is more central to student learning than the quality of the teacher. He is the most important education factor influencing student outcomes and his far reaching influence as agent of constructive change in



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society cannot be questioned. His influence on student achievement is inarguable. These observations stem from the findings of previous researchers who posited that the quality of the teacher could account for a significant amount of variance in student achievement (Hua:2010; Goldhaber:2002; Frost Leo in Hua:2010).

Teacher competencies which deal with what the teacher does while teaching include behaviors related to student achievement which were referred to in a separate publication as key and catalytic behaviors. Subsequent analysis showed two behaviors consistently related with student achievement namely task orientation or direct instruction, and opportunity to learn oftentimes referred to as academic time, engaged time or content covered.

It was also found that to increase student achievement scores, a teacher should use strong classroom management, possess high expectations for students, and maintain an optimal level of learning difficulty. Teachers who were accepting, attentive, aware of developmental needs, consistent in controlling classes, democratic, encouraging, tolerant of race and class, flexible, and optimistic were also found to be successful. There were other models developed both by foreign and local researchers



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who identified teacher behaviors that correlate strongly with student outcomes.

It is evident that teachers have the greatest potential to influence students' education, and that student achievement is related to teacher competence in teaching. There is sufficient evidence that shows that students achieve more when teachers employ systematic teaching procedures and systematic feedback on students' performance and that achievement is higher in classrooms where the climate is warm and democratic, neither harsh nor overly lavish with praise and that teachers who adjust the difficulty level of material to student ability have higher rates of achievement in their classes (Kemp & Hall, 1992 in Goldhaber, 2003). These studies confirm that teachers have a greater impact on students than any other schooling factor and that there is no substitute for a highly skilled teacher.

No one can deny the fact that the role of the teacher is crucial in establishing a culture of learning. There have been so many factors considered in making a teacher effective and efficient in this complex endeavor. One of the most important and complex issue in education is on teacher evaluation and professional growth since no answer yet has been