Language Teaching Method, Pedagogies, Attitudes and Competencies toward English as a Second Language Among Senior High Schools: Basis For Intervention Program

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Abstract *–This paper aimed to study as to what extent the different language teaching methods and pedagogies were used by the teachers and how these and attitudes affect the second language competencies of the students utilizing the descriptive-correlational and comparative methods of research. Three hundred eighty five (385) respondents answered a researcher-made questionnaire which underwent reliability testing and validation. The findings revealed that language teachers used in high extent all the language teaching methods and pedagogies, however, the respondents were proven to have positive attitudes towards second language learning and with good second language competencies. Results showed the extent of use of the methods and pedagogies and having positive attitudes towards the language are significant in the second language skills' development of the students. The researchers recommended that the proposed intervention program be adopted by the language teachers for they firmly believed that through continuous and enhanced very high extent use of methods and pedagogies, full mastery of second language competencies will be achieved. The data obtained through this study would serve as input to produce competent language learners which is among the major concerns of the government in promoting paradigm shift from inputs-based to outcomes-based education.*

Keywords*: intervention program, language teaching methods and pedagogies, students' attitudes, second language competencies*

INTRODUCTION

Nowadays, Philippine education is concerned with the delivery of quality education among which are the paradigm shift from inputs-based to outcomes-based education and the implementation of K to 12 curriculum. Within the framework of all levels in the newly implemented K to 12 program, acquisition of four major skills are expected among learners especially the Senior High Schools who should be ready for work, business and tertiary education right after completion. These include information, media and technology skills; learning and innovation skills; life and career skills and communication skills.

To ensure the development of communication skills in the K to 12 curriculum, the areas of language and communication are embedded. The language and communication curricula of K to12 Program help learners understand that English language is a dynamic social process which responds to and reflects changing social conditions, and that English is inextricably involved with values, beliefs and ways of thinking about oneself and the world where one dwells. To this effect, the Senior High School language and communication curricula expect for the learners' development of listening, speaking, reading, writing and viewing competencies.

Hence, the second language competencies can only be achieved by the students if they will be equipped with the five macro-skills. One of these is reading wherein students should not only acquire reading comprehension skills such as identifying contents and elements but also knowledgeable on how to formulate assertions, counterclaims and evaluative statements about the text read. Through these, students will be honed into critical thinkers who have higher reasoning abilities. When it comes to writing, students are expected to learn the different properties of well-written text and acquire the abilities on how to produce written report for various disciplines. Being well equipped writers, they must also possess the skills in critiquing written texts.

Of all the skills, it was mentioned that listening is the most neglected one despite its importance [1]. Listening does not limit to identification of important details in any oral texts since there are different skills to be learned by the students. Their listening must also focus on the verbal and non-verbal cues or strategies used by the speakers in order to achieve their purpose and how these were used to fit various functional purposes. These can be done through exposing them to varied oral texts wherein they can practice adjusting their listening strategies for further comprehension. Meanwhile, speaking pertains to the acquisition of varied skills such as being able to use effective principles of speech delivery in any situations, respond appropriately and effectively to a speech act and use various strategies in order to avoid communication breakdown. With the inclusion of viewing in the macro-skills, students are also anticipated to be armed with the ability to access, analyze and evaluate visual media.

Yet, the expectations brought to the learner by this new scheme are demanding to achieve. Helping the learners develop the second language competencies requires language teachers to tailor the best language teaching methods and pedagogies to make their students highly proficient in English, as well as creating within the students their positive attitudes to English language learning.

Teachers must apply efficient strategies, techniques and methods in language classes, since it was proven in one study that these aroused students' interest in learning the language and acquired proficiency after [2]. Having positive attitude towards learning a language is a good start to learn a language but before learning can begin, learners must be ready to learn, that is, their positive attitudes toward English language learning in terms of behavioral, cognitive and most especially emotional may be contributory factors to be equipped with the different English language competencies. This is strengthened by the statement that attitude greatly influence students' English language performance [3]. Similarly, in separate studies, it is confirmed that students' English language performance is greatly affected with their attitudes toward learning the language, the reason why those who are positive that learning the language could benefit them, usually develop better than those who negatively perceived English [4],[5].

On the other hand, the absence of teacher's awareness on those practical methods, students may feel bored and disinterested to participate actively in any English class since they do not meet their learning expectations. As a result, they become passive in English learning and often did not meet some competencies required in developing the second language competencies (reading, writing, listening, speaking and viewing). This negative scenario implies that the teachers' competence in identifying the appropriate language teaching methods and pedagogies and selecting strategies and activities may influence the level of second language competencies of their students. In this study, five teaching methods and five pedagogies were used to identify their impact on the development of the students' second language competencies in terms reading, writing, listening, speaking and viewing. The language teaching methods utilized are the direct, grammar translation, audio-lingual, community language learning and total physical response while constructivist, inquiry-based, collaborative, integrative and reflective in the English pedagogies.

It is said that there is no best single method, the reason why teachers must be artistic and knowledgeable enough to use as many as teaching methods as possible, not only sticking to those conventional ones. Students who were exposed to different methods of teaching in English would likely be able to communicate well for they are trained in different aspects.

Teachers should engage the students in different methods of teaching which will not only help develop their English language competencies but also create within them positive attitudes toward learning the English Language since it was mentioned that language competence is the knowledge of skills, attitude and abilities [6]. Through a variety of social situations teachers can provide through different language teaching methods used inside the classroom, students learn a language.

Based on the foregoing issues, the researcher deemed it necessary to determine if to what extent those language teaching methods and pedagogies are employed in the target twenty- seven (27) secondary schools, public (14) and private (13) in the Province of Oriental Mindoro, Philippines. Likewise, this study sought to determine how these methods and pedagogies and also their attitude toward English Language Learning influence the development of the students' second language competencies in terms of reading, writing, listening, speaking and viewing. Findings of the study may contribute to the enhancement of English language education particularly in the school respondents by identifying and applying effective strategies through a proposed comprehensive language intervention program. Thus, students would be provided

with a learning environment where strong development of second language competencies is highly implemented. Their competencies would be improved based on their actual needs, their strengths and weaknesses on the use of English, and their current performance as revealed in the findings of the study. Each school-respondent would be benefitted from the study by getting real-time information on the perceived needs of students for the improvement of their second language competencies. The data obtained through this study would serve as input to produce competent language learners which is among the major concerns of the government in promoting paradigm shift from inputs-based to outcomes-based education.

OBJECTIVES OF THE STUDY

This study determined the extent of use of language teaching methods and pedagogies, attitudes towards English language learning and second language competencies among senior high school students from public and private secondary schools in the province of Oriental Mindoro.

Specifically, this assessed the extent of use of the different methods in language teaching in terms of direct, grammar translation, audio-Lingual, community language learning and total physical response and pedagogies in terms of constructivist, collaborative, inquiry-based, integrative and reflective; determined the respondents' attitude toward English language learning in terms of behavioral, cognitive and emotional as well as their level of the second language competencies in terms of reading, writing, speaking, listening and viewing; tested the significant difference between public and private language teachers' extent of use of language teaching methods and pedagogies , respondents' attitude toward English language learning and level of second language competencies; tested the significant relationship between the extent of use of language teaching methods and pedagogies, attitudes toward second language learning to the respondents' second language competencies and propose a comprehensive language intervention program based from the findings of the study.

METHODS
Research Design

The descriptive-correlational and comparative methods of research were used in this study. Descriptive correlational method provides an explanation about the extent of relationship between two or more variables [7]. In this study, the relationships among the variables

were examined. Correlational studies were designed to estimate the extent of use of the different methods of teaching and pedagogies and their attitude on the development of students' second language competencies. On the other hand, comparative studies were used in identifying differences on the responses of respondents from public and private secondary schools.

Sampling Technique

Three-hundred eighty five (385) respondents as the exact number of respondents needed, were identified through G* Power Sampling method with an effect size of 0.22, power probability of 0.95, alpha level of 0.5. G* Power Analysis is an excellent piece of software for performing statistical power analysis. It is particularly useful for applied researchers who need to perform a power analysis as part of the research.

Reliability Testing and Validation of the Research Instrument

The study utilized a researcher made questionnaire with four parts as the main data gathering instrument. This was conceptualized based on the ideas obtained from the books, journals and other related reading materials. To test the reliability of the instrument, the twenty (20) non-respondents of the study were asked to answer the questionnaire wherein results were subjected to Cronbach's Alpha. Also, the instrument underwent validation which was done by ten (10) experts in the field of English language. Their comments and suggestions were integrated carefully by the researchers. Upon ensuring the reliability and validity of the instrument, the researcher personally administered the instrument to the respondents. The respondents were oriented on the objectives and the contents of the questionnaire.

Data Analysis

The data gathered were treated statistically using descriptive statistics such as mean and rank. Weighted mean was used to determine the extent of use of language teaching methods and pedagogies, respondents' attitude toward English language learning and their level of second language competencies in terms of reading, writing, listening, speaking and viewing. Ranking was used in identifying the items which got the highest and lowest overall mean score.

To test the hypothesis of the study, the Pearson's Product Moment Correlation Coefficient or Pearson's r and T-test were employed. Pearson's Product Moment Correlation Coefficient was used in identifying

significant relationships of the extent of use of language teaching methods and pedagogies and respondents' attitude toward English language learning to the level of respondents' second language competencies. However, T-test was employed in order to identify the differences on the responses of respondents from public and private secondary schools.

Ethical Considerations

After having granted the permission to conduct the study from the Department of Education-Oriental Mindoro Division, the researcher considered ethical issues in the conduct of this study. An individual letter addressed to all the principals and/or administrators of the selected public and private schools was prepared and sent ahead the administration of research instrument. Along with the letter are the copies of consent to participate in the study which were filled out and signed by the chosen respondents. Before the administration, the researcher explained each item in the consent form. The respondents were rest assured that the data obtained from them will be used for research purposes and that their privacy will be protected. They were also given the option to voluntary participate in the data gathering and freely withdraw their participation from it when they feel like to. The items in the questionnaire were likewise explained to them carefully.

RESULTS AND DISCUSSION

Table 1. Teachers' Extent of Use of Language Teaching Methods

LTM	Private		Public		Over-all	
	CM	VI	CM	VI	CM	VI
Direct Method	2.97	HE	3.01	HE	2.99	HE
Grammar Translation	2.86	HE	2.82	HE	2.84	HE
Audio-Lingual	2.97	HE	3.04	HE	3.01	HE
Community Language Learning	3.21	HE	3.35	HE	3.28	HE
Total Physical Response	3.01	HE	3.00	HE	3.01	HE

Scale: 3.50 – 4.00 = Very High Extent (VHE); 2.50 – 3.49 = High Extent (HE); 1.50 – 2.49 = Moderate Extent (ME); 1.00 – 1.49 = Low Extent (LE)

Table 1 presents the language teachers' extent of use of the language teaching methods in public and private secondary schools in Oriental Mindoro.

It can be gleaned from the table that the language teachers used direct method at a high extent as evidenced by the composite mean of 2.99. Obviously, the findings revealed that this method really exists in the classroom scenario which is good news because it helps improve the communication skills of the students. Teachers implement this method because it is reasonable for it can give students a great motivation to learn English especially in communicating. This conforms to the idea that direct method can improve students' motivation, interest and achievement [8]. It also supported that perspective that direct method is very effective to use by the teacher in their English language class. The students can understand easily if the teacher uses direct method because this method enhances the communication skills of the students [9].

With the overall composite mean of 2.84, which is described as high extent, it can be inferred that language teachers of the respondents were observed that they used in high extent the grammar translation method. It suggests that they knew how effective this method is in improving both pronunciation and grammar of the students. This is confirmed by the studies related to this which proved the effectiveness of grammar translation method [10], [11].

Also, the overall composite mean of 3.01 can be inferred that language teachers of the respondents were observed that they used in high extent the audio-lingual method. Teachers used different strategies which are more on the purpose of developing students to communicate effectively in different real life scenarios. They act as leader who controls and direct the language while students are the imitators. This is related to the concepts that teachers who use Audio - Lingual method expect that the students are capable to form the spoken language based on the correct grammar pattern [12].

As gleaned from the table, it is shown that language teachers use community language learning in high extent as evident with its overall composite mean of 3.28. Having students involved in a community wherein they can share their ideas and insights would likely lead them into good communicators. The result showed that teachers really want the respondents to have good communication skills. The finding supports the idea that teacher who uses Community Language learning method wants his/her students to learn how to use the target language communicatively [13]. It also suggests that teachers are aware that trusting

relationship towards students which reduces any debilitating anxiety can help develop students' macro-skills, specifically speaking. This relates to what was mentioned that teachers who use CLL method aim to remove anxiety from learning by changing the relationship between the teacher and students [14]. Also, the result is a great evidence that students are given the chance to participate in any group activities along with the development of their communicative skills.

As perceived from the table, the computed overall composite mean of 3.01 reveals that the respondents' language teachers used in high extent the total physical method. This means that language teachers are combining their language instruction with motor activities for the students to learn quicker, more effectively, and in a stimulating atmosphere. This relates the idea that language learning should resort to physical actions [15]. It can be perceived that students are exposed to different activities which involved them physically and mentally getting them motivated and create within them the enjoyment of learning English. This strengthened the suggestion that the English teacher should be able to create their own way to arouse their students' interest in joining their instruction [16].

Table 2. Teachers' Extent of Use of English Language Pedagogies

ELP	Private		Public		Over-all	
	CM	VI	CM	VI	CM	VI
Constructivist	3.13	HE	3.20	HE	3.16	HE
Collaborative	3.15	HE	3.18	HE	3.17	HE
Inquiry-Based	3.12	HE	3.18	HE	3.15	HE
Reflective	3.07	HE	3.10	HE	3.09	HE
Integrative	3.13	HE	3.23	HE	3.18	HE

Table 2 presents the extent of use of English Language Pedagogies.
As manifested in the table, constructivist is described as high extent by the respondents gaining an overall composite mean of 3.18. This means that language teachers are providing learners with chances to participate in learning process for them to construct their own learning. They are letting students to be involved in the acquisition of their own knowledge rather than just imitating what have been said or discovered by others. The result conforms to the notion that constructivism refers to the idea that learners construct knowledge for themselves, each learner individually and socially constructs meaning- as he or she learns through the interaction of what they already know and believe and the ideas, events, and activities with which they come in contact [17] [18]. This also shows that students are practiced not be just dependent to their teachers but also they are taking the initiatives to learn on their own too. Language teachers let students experience learning rather than just be spoon-fed without knowing that learning is a complicated process.
The extent of use of collaborative is described as high extent with its overall composite mean of 3.26. This implies that students are exposed to different group activities where everyone are given the chance to participate because tasks are distributed equally and accordingly to the members of the group. Language teachers assumed that putting students in group will develop their sense of responsibility while acquiring the knowledge. This is in lined with the concept that students are accountable for their work but also for the work of the group as a whole [19]. Likewise, it portrays that students and teachers are sharing responsibility for an effective and successful teaching-learning process.
Based from the computed overall composite mean of 3.15, it shows that inquiry based is used in high extent by the language teachers of the respondents. It suggests that students are exposed to kind of teaching and learning process which involves activities such as searching, discovering, and analyzing an issue or questions by using critical and analytical thinking to get information. Giving students something to reflect hones their higher order and metacognitive skills. Language teachers let their students discover the solutions through investigations. This fortifies definition of Inquiry Based Learning as a series of learning activities based on critical and analytical thinking to look for and find the answer of issue [20]. Also, this is parallel to the idea that this pedagogy is a series of teaching and learning process which involves all students' ability to search and investigate systematically, critically, logically and analytically [21].

Analyzing the result, it can be noted that the overall composite mean of 3.09, where all items correspond to high extent, clearly showed that reflective teaching is used in highly by the language teachers of the respondents. This affirms that teachers are knowledgeable on how to properly use this pedagogy and were able to incorporate proper strategies for the students to achieve complete learning. Since they knew very well how to use this, students are informed on what the benefits that this pedagogy can bring to them. This supports the persons who mentioned that though

reflective learning is a natural act, people need to accurately understand its processes and to use appropriate strategies to access new information [22]. De-motivation in the learners may occur when they are not able to understand the increasing benefits. Likewise, it is proven that teachers are helping their students' cognitive and affective be honed for the improvement of their ability to react and respond, through activities where they can do reflections on their present learning to previous ones. This corresponds to the notion that reflection helps people link their new learning or experiences to the previous ones so that learners can integrate the disconnected aspects of their experiences into a more holistic and encompassing learning [23]. On the other hand, as teachers are teaching, they are able to assess, revise and implement approaches and activities on the spot.

The computed overall composite mean of 3.18 revealed that language teachers use in high extent this pedagogy. This means that the language teachers believed that learning should not only inside the classroom, but theories and concepts must be used in dealing with the real problems in outside world. This is in lined to the knowledge that this pedagogy aims to connect what is learned in school to real life situations [24]. Similarly, it can be interpreted that teachers are applying the cognitive, behavioral and affective dimensions in teaching. Not only theories ad concepts are taught to students but also values that they can use in dealing with real life problems. Teachers aimed to make their students well rounded individuals. Relevant to this is what stated that values must be integrated in instruction across all subject areas which will bear "integrated" or "well-rounded" individuals [25].

Table 3. Students' Attitudes towards English Language Learning

ELP	Private		Public		Over-all	
	CM	VI	CM	VI	CM	VI
Behavioral	2.98	A	2.94	A	2.96	A
Cognitive	3.11	A	3.14	A	3.12	A
Emotional	3.08	A	3.04	A	3.06	A

Table 3 displays the attitudes toward English language learning of the respondents from public and private secondary schools. Based from the data, it can be perceived that the overall composite mean of 2. 96 is described as agree which confirms that respondents have positive attitude toward English language learning in terms of behavioral. This means that students are aware on the good things that English learning can bring to them and they are positive that showing

enthusiasm in the entire process can make them acquire the necessary competencies and skills. They treat English as an important subject to deal with, so all their actions reflect how interested and willing they are to study. This is in lined with what stated that a behavioral feature of the attitude is concerned with the actions and reactions of the learner in a particular situation [26].

The data from the table also revealed that students has positive attitude toward English learning in terms of cognitive considering the computed overall composite mean of 3.12 which is described as agree. This shows that intellectually, students observed how learning English helps them improve their comprehension and understanding of almost all second language competencies. This is of relevance to what was cited that this aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning [27].

It can be gleaned from the table that respondents have positive emotional attitude towards English as indicated in the overall composite mean of 3.06 which is described as agree. The result suggest that respondents have positive feelings toward studying English, they treat any issue regarding their English performance as tool for improvement and their emotions greatly influenced their perception towards English. This clearly proves that students' outlooks and attitudes to language learning are highly influenced by their heart, feelings and emotions [26].

Table 4. Students' Level of Second Language Competencies

SLC	Private		Public		Over-all	
	CM	VI	CM	VI	CM	VI
Reading	2.95	G	2.91	G	2.93	G
Writing	2.89	G	2.87	G	2.88	G
Speaking	2.99	G	2.87	G	2.93	G
Listening	3.07	G	3.01	G	3.04	G
Viewing	3.02	G	2.94	G	2.98	G

Legend: 3.50 – 4.00 = Very Good (VG); 2.50 – 3.49 = Good (G); 1.50 – 2.49 = Satisfactory (S); 1.00 – 1.49 = Low (L)

Table 4 presents the respondents' level of second language competencies. Result showed that Senior high school students are good in reading based from the computed overall composite mean of 2.93. This indicated that the respondents acquired the necessary competencies needed in reading but there is still a need for more interventions for them to be excellent in this area. Language teachers still need to continue nurturing

students' competencies on this area to achieve mastery and excellence.

As manifested in the overall composite mean of 2.88, it is proven that respondents are good when it comes to writing. They are able to express their ideas, understand different forms of writings and familiar with the different competencies needed for producing a well written text. Though they are proven to be good in reading, it means that there are still areas in this macro-skill needed to be mastered by the students. Language teachers still need to identify those lapses so teaching reading will be fitted to the needs of the learners. This verifies the notion that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements [28].

Also, the overall composite mean of 2.93 confirmed that respondents are good in speaking. Being good means that they can express their ideas in varied communicative situations with the information of the different factors to consider in speaking.

The overall composite mean of 3.04 confirmed the level of respondents in listening as good which means that respondents are familiar, equipped and knows how to apply the competencies, strategies and approaches on how to be an effective listener. This draws support to what was explained that to listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication [29].

It is revealed that respondents have good viewing skills based fro the overall composite mean of 2.98. They have the ability to construct meaning from images and from whatever perceived by their sense of sight which means that the respondents can fully meet the expectations from hem as 21st century learner. This is of relevance to the call to continuously support schools in promoting viewing comprehension in basic education to meet the demands of the 21st century [30].

Table 5 presents the relationship between the extent of use of the teaching methods and level of second language competencies as to reading, writing, speaking, listening and viewing. It was observed that the computed r-values indicate a moderate positive correlation and the resulted p-values were less than 0.01 alpha level. Thus, the null hypothesis is rejected and implies that there was a significant relationship exists between language teaching methods and the second language competencies. The result also reveals that the

higher the extent of use, the higher the level of competencies. This is due to the fact that the more the students are exposed to different strategies under methods of teaching, the more they can have the opportunity to practice and develop their macro-skills.

Table 5. Relationship between Extent of Use of the Teaching Methods Employed by the Teacher and Level of Second Language Competencies

Extent of Use of the Teaching Methods Employed by the Teacher	Reading	Writing	Speaking	Listening	Viewing
	r-value				
Direct Method	0.391 **	0.397 **	0.276 **	0.376 **	0.437 **
Grammar Translation Method	0.474 **	0.521 **	0.467 **	0.491 **	0.517 **
Audio-Lingual Method	0.404 **	0.453 **	0.439 **	0.505 **	0.496 **
Community Language Learning	0.335 **	0.388 **	0.329 **	0.398 **	0.426 **
Total Physical Responses	0.455 **	0.464 **	0.429 **	0.459 **	0.491 **

Legend: Highly Significant at p-value < 0.01

Table 6. Relationship between Extent of Use of the English Language Pedagogies Employed by the Teacher and Level of Second Language Competencies

Extent of Use of English Language Pedagogies	Reading	Writing	Speaking	Listening	Viewing
	r-value				
Contructivist	0.486 **	0.519 **	0.448 **	0.539 **	0.534**
Collaborative	0.417 **	0.453 **	0.465 **	0.555 **	0.494**
Inquiry – Based	0.421 **	0.478 **	0.458 **	0.506 **	0.461**
Reflective	0.466 **	0.513 **	0.501 **	0.520 **	0.518**
Integrative	0.398 **	0.434 **	0.475 **	0.512 **	0.500**

*Legend: **Highly Significant at p-value < 0.01*

Table 6 presents the relationship between the extent of use of the English Language Pedagogies and level of second language competencies as to reading, writing, speaking, listening and viewing. It was observed that the computed r-values indicate a moderate positive correlation and the resulted p-values were less than 0.01 alpha level. Thus, the null hypothesis is rejected and

implies that there was a significant relationship exists between English language pedagogies and second language competencies. The result also reveals that the higher the extent of use, the higher the level of competencies.

Table 7. Relationship between Attitude toward English Language Learning and Level of Second Language Competencies

	Behavioral		Cognitive		Emotional	
	r-value	p-value	r-value	p-value	r-value	p-value
Reading	.556**	0.000	.655**	0.000	.716**	0.000
Writing	.599**	0.000	.653**	0.000	.711**	0.000
Speaking	.624**	0.000	.588**	0.000	.573**	0.000
Listening	.519**	0.000	.502**	0.000	.545**	0.000
Viewing	.559**	0.000	.577**	0.000	.561**	0.000

Legend: Highly Significant at p-value < 0.01

Table 7 presents the relationship between attitude toward English Language Learning and level of second language competencies as to reading, writing, speaking, listening and viewing. It was observed that the computed r-values indicate a moderate positive correlation and the resulted p-values were less than 0.01 alpha level. Thus, the null hypothesis is rejected and implies that there was a significant relationship exists between attitudes towards English language learning and the second language competencies. The result also reveals that positive cognitive, behavioral and emotional attitude toward English language learning resulted to high level of second language competencies. Good attitudes and feelings are needed to raise the efficiency of the students in language learning class. This is in lined with the findings in separate researches that language learners' attitude towards the language greatly influence the language process and outcomes [4] [5],[2]. Moreover, it was mentioned that the association between attitudes and learning a language has been proved through number of studies while dealing with language learning, attitude is considered one of essential features to affect the performance [26].

CONCLUSION AND RECOMMENDATION

Based on the foregoing issues and findings, it was found out that the respondents have good level of second language competencies and positive attitudes toward English. However, teachers are proven to be using the different language teaching methods and English language pedagogies in high extent. Also, the teachers' extent of use of language teaching methods and English language pedagogies and students' positive behavioral, cognitive and emotional attitudes toward English were found highly significant in the improvement of students' second language competencies. The researchers recommended language teachers to use the different methods and pedagogies in very high extent for these will greatly contribute to the development of the students' second language competencies.

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