

Instructional Practices of English Teachers Teaching Purposive Communication to Students of John B. Lacson Foundation Maritime University (JBLFMU)

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ABSTRACT

The study explored the instructional practices of English teachers teaching Purposive Communication to students of John B. Lacson Foundation Maritime University in terms of curriculum design, instructional delivery, instructional materials development, and learning assessment. This study employed quantitative research design using survey questionnaire in exploring the instructional practices of English teachers of Purposive Communication to students in a maritime university. The study used a 20-item modified-researcher-made questionnaire with rubric quality descriptions such as 'evident,' 'not evident,' 'highly evident,' and 'highly not evident'. The respondents included in this study were the 17 English teachers teaching Purposive Communication subjects to students at John B. Lacson Foundation Maritime University system. Results revealed that the instructional practices of English teachers in terms of curriculum design, instructional delivery, instructional materials development, and learning assessment were 'highly evident.'. Thus, a prototype syllabus in English for Maritime Purposes was considered as a course of action.

Keywords: Curricular enhancement, English for specific purposes, instructional practices, maritime English, Purposive Communication, syllabus

INTRODUCTION

Rationale

Living in a competitive society brings every individual into the real challenges of surviving any situation in life. Furthermore, one of these challenges is communicating in English to land an excellent job for the family. Fluency in written and oral communication is essential for workplace performance and students in any institution worldwide. Thus, English language learning is essential for maritime students prepared to work in shipping industries here and abroad.

English as a lingua franca has emerged to refer to communication in English between speakers of different first languages (Seidlhofer, 2005). According to Tornquist (2008), English is necessary for studies, travel, and social and international undertakings. English then has become a global language that students need to master through formal education or experiences to be globally competitive in the workplace where they belong in the future. Moreover, the role of communication lies between the collaborative effort of teacher and student (Cited in Sugai et al., 2013).

To be successful in education, one needs a thorough knowledge of English used in their profession, as everyone uses it in the workplace. Communication is a learned behavior. Nothing is essential to success than the ability to communicate well. Learners need to focus on the five intricately intertwined macro skills (reading, writing, listening, speaking, and viewing), building blocks for understanding and creating meaning and effective communication. They added that students learn best with oral language among these macro skills because it is essential for literacy learning and its successful use in students' critical well-being. Thus, speaking is one of the skills that students should master (Cristobal & Lasaten, 2018). Moreover, students both in secondary and tertiary levels are said to perform poorly in English as the language of instruction and struggle to express themselves clearly in the language they have not mastered. This performance has been contributed by poor preparation at the primary level, poor teacher preparation, lack of relevant teaching-learning materials, inefficient techniques, and lack of reading habits among students (Cristobal & Lasaten, 2018).

With this, Teodorescu (2010, as cited in Tenedoro & Orias, 2016) described that English teaching should focus on students to master the four macro skills (listening, reading, speaking, and writing) those skills that are relevant to the learner's target profession. These skills are determined through needs analysis, including course content and syllabus design (Ting, 2010). Furthermore, Rahman (2015, as cited in Tenedoro & Orias 2016), stated that the language requirements in the learner's academic setting or target occupation, the need of the learners to learn based on their emotional needs, and the learners' language strengths and weaknesses are valuable insights for syllabus designers.

Overview of Purposive Communication

The K-12 policy is one of the defining changes in the Philippine education system in the past decade to strengthen childhood education, ensure integrated and seamless learning through language proficiency and gearing up for the future of a holistically developed Filipino" (www.gov.ph/k-12/). This major shift in the dynamics of primary education naturally prompted changes in the curriculum of higher education. The Commission on Higher education implemented the College Readiness Standards (CEB Resolution No. 298-2011) to prepare students for the tertiary level and focus on the undergraduate curricula that conform with the standards set by UNESCO and other international bodies" (p. 2. Tenedoro & Orias, 2016).

The CHED released Memorandum Order (CMO) 20-2013 on the revised general education curriculum to develop a professionally competent, humane, and morally upright person affirms the holistic value of general education (p. 3). Purposive communication is one of the values (Pur.Com), described as presenting to different audiences through writing and speaking and other purposes. (p. 6). As defined, the course is a variation of Language for Specific Purposes or LSP and can be taught either in English or Filipino (p. 6). Tenorio & Orias (2016) added that the language decision is left to the universities and colleges (Tenorio & Orias, 2016).

As a response to the K-12 Basic Education Program, the Commission on Higher Education (CHED) recommends that all tertiary institutions align their goals in the 21st-century global standards of learning paradigm. Further, the following objectives were prepared by CHED.

1. align the CHED mandate and materials to the 21st-century literacies,
2. ensure that the materials jibe with the established and current theories and principles in English,
3. incorporate socio-cognitive and transformative learning.

In the CHED Memorandum Order (CMO) No. 20, series of 2013 spelled out as the Revised General Education Curriculum (GEC) for 2018, the core course title Purposive Communication generally

aims to develop students' fundamental skills of communication such as listening, speaking, reading, writing, viewing in an advanced academic and other multicultural settings (Barrot, J.S. & Sipacio, P.J. 2018).

Moreover, Barrot, J.S. & Sipacoa, P.J. (2018) stressed that Purposive Communication includes topics to develop students' listening, comprehending, critiquing skills, and responding to live or recorded discussions, speaking publicly with confidence, explaining authentic passages or text in your own words aided by illustrations in various forms, writing technical reports and academic papers, and preparing a presentation using PowerPoint or any web-based platforms.

On the other hand, English for Specific Purposes (LSP) is a variant of Purposive Communication where instructors create authentic lessons and activities to succeed in their chosen profession. As Tubbs and Moss (2006) stated, communication is effective when the stimulus as initiated and intended by the sender or source corresponds closely to the stimulus perceived and responded to by the receiver. A teacher who already has experience teaching English as a Second Language (ESL) can exploit her background in language teaching. She should recognize that she can adapt teaching skills to teach English for Specific Purposes (Priorito, 2005). Furthermore, a teacher must play many roles, such as setting learning objectives, establishing a positive learning environment in the classroom, and evaluating students' progress.

However, based from the study of Ramos (2015) traditional methods and techniques used in the Philippines, especially in teaching communication and other English subjects to develop necessary skills used in majority of Filipino classrooms have not produced proficient English speakers and readers who can confidently and autonomously speak and read English in and outside the classrooms. In like manner, Ramos (2015) and Pangalagan (2008) explain that the traditional teaching methodology and techniques used in teaching English subjects have proven ineffective and a pressing need for adopting or using more current and effective methods and techniques in teaching the subject are necessary.

According to Madrunio, Martin, and Plata (2016) the methods employed by teachers to teach English courses remains one of the leading causes behind students' poor communication and reading skills. They also discussed that majority of teachers use traditional lecture-based methods to teach English subjects in their classroom and does not show much evidence of proper planning. In addition, there is little emphasis on using strategies that encourage the students to become actively involved and participate in the lesson. The examples used in class are not based on local, personal, and real-life experiences. These poor strategies are the reason why there is no focus on developing metacognitive awareness in general.

Lastly, the study conducted by Chan, Y.F. & Sidhu, G.K. (2015) suggested that the higher learning institutes should give the construction of knowledge through active interaction between lecturers and students emphasis because this became a platform for the students to cope up with the learning challenges they were facing in higher education.

English in the Maritime Industry

The maritime industry is one of the fastest-growing jobs nowadays. Modern shipping is highly international and multicultural, with solid demands on economic efficiency and profitability. The ship's crews are multinational, and a growing number of crew members come from emerging seafaring nations, such as China and the Philippines (Berg et al., 2013). It has also become a primary target of employees because it is a highly profitable international activity (Llangco, 2017).

It is said that the essential part of human interaction is communication which is evident in all aspects of the personal and professional lives of many. In international shipping, seafarers from many countries

sailing on ships worldwide stressed that effective communication such as ship-to-ship and ship-to-coast is vitally important.

Richter (2016, as cited in Agena et al., 2017) emphasized that the education and training of seafarers is a primary factor of the maritime industry because it guarantees maritime safety by developing seafarers' knowledge and skills. Agena et al. (2017) added that academic institutions are in the frontline of the 21st Century that hone the students' competencies on how to deliver the best quality of education suitable for the requirements of the next generation through innovative strategies.

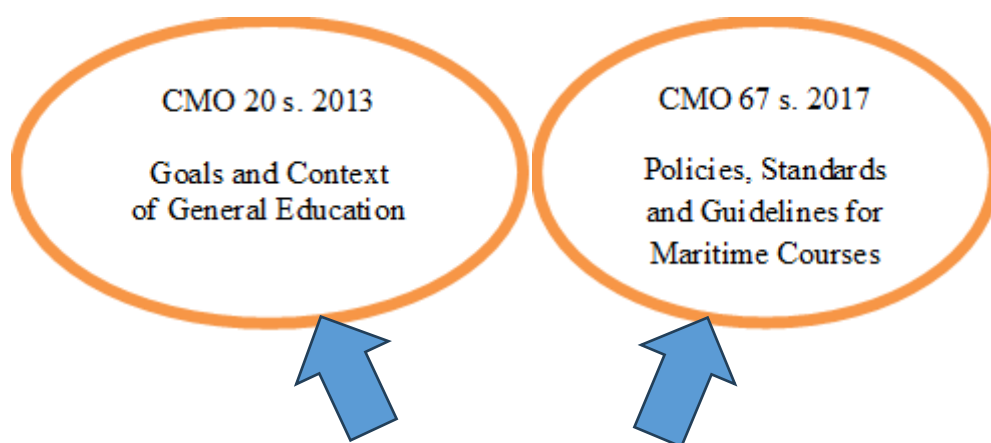
Communication is one of the essential skills that maritime students still need to enhance. Ping (2010 as cited in Agena et al., 2017) emphasized that the sailors' ability to use exceptional English, like professional expertise and skills, has become one of the professional requirements wherein the shipping industry, it is a widely acknowledged fact that English is an integral part of the sailors' seafaring life.

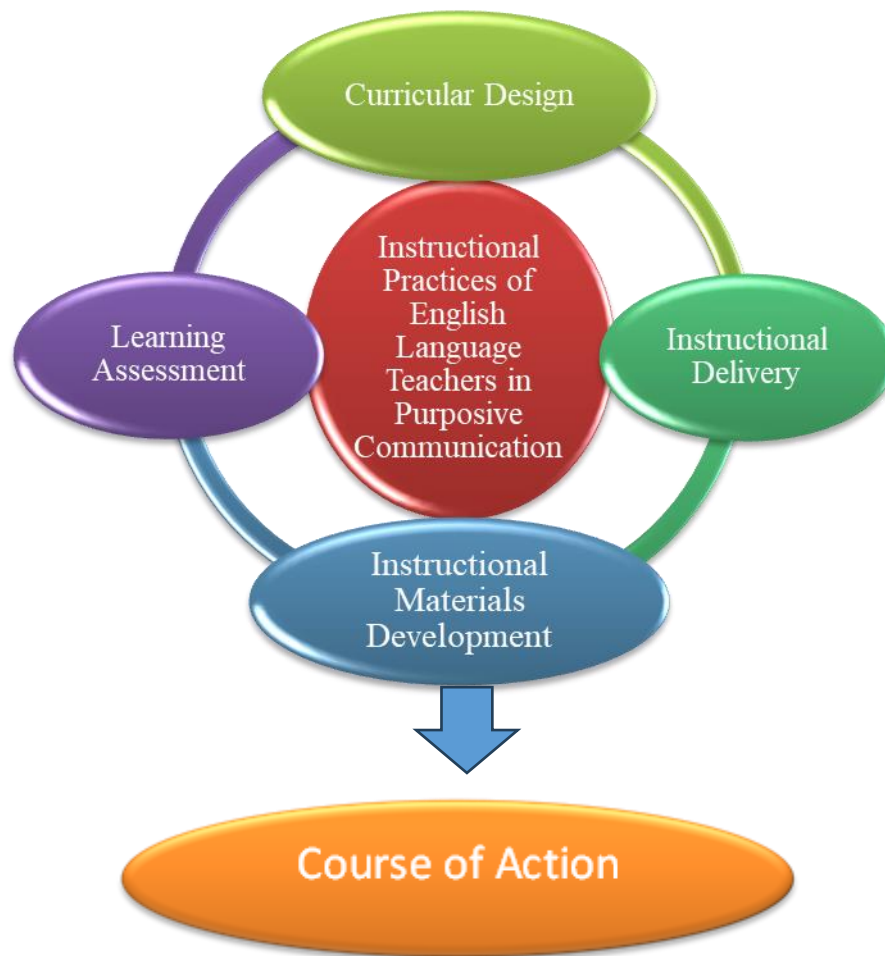
After studying English for so many years, many students still are incompetent with the ocean work because of poor English. Many maritime college graduates cannot understand ordinary voyage orders, charter contracts, and ship owners' instructions and cannot communicate necessary language with ship-owners and related parties. He added that although some sailors are hired, the ship-owners often complain or send them back because of their low-level English. Many students lack writing and vocabulary training, so ocean sailors are too dependent on dictionaries (Shen 2011).

Related work by Jalaludin et al. (2008) showed that the most obvious weaknesses of the students' language ability lay in grammar, morphology, and syntax. The study revealed that students have problems with affixes and plural inflections as these linguistics variables do not exist in any language. Likewise, the study maintains that, apart from the linguistics obstacles, the social surroundings such as unenthusiastic attitude, lack of interest towards learning the language, and the environment that does not encourage learners to use the language have worsened the effort to acquire the language.

With this in mind, the researcher is motivated to address this communication gap through exploring the instructional practices of English instructors in teaching Purposive Communication to students in terms of their participation in curriculum designing, instructional delivery, their ways of developing instructional materials for their students, their approaches in giving assessments, and how evident are these practices on their Purposive Communication classes.

Figure 1 *The conceptual and theoretical framework of the study.*





This study is anchored on the idea stated in CMO 20 (Commission Memorandum Order), series of 2013 on the purposes of general education to which Purposive Communication belongs, which is to provide graduates with high levels of academic, thinking, behavioral, and technical skills or competencies aligned with national and, when applicable, international standards and help improve the quality of Filipino life. CMO 20, series of 2013 establishes the New General Education Curriculum for holistic understanding, intellectual and civic competencies. It implements the "shifts to learning competency-based standards/ outcomes-based education to ensure the global competitiveness of maritime programs." On the other hand, the CMO 67 series of 2017 emphasized the policies, standards, and guidelines for maritime courses. CMO guidelines, However, the guidelines also provide ample space for Higher Education Institutions (HEIs) to innovate the curriculum in line with the assessment of how best to achieve learning outcomes in their respective curriculum, if they can exhibit the same leads to the attainment of the required minimum set of program outcomes and course outcomes, albeit by a different route.

Undoubtedly, English language teachers' practices in curriculum designing, instructional delivery, instructional materials development, and learning assessment in teaching Purposive Communication to students have a significant role in creating a learner-centered approach to Communicative Language Teaching-based syllabi.

Subsequently, if English language teachers exhibit high-level performance in their classroom practices in teaching Purposive Communication classes, given the proper training in maritime-related courses, balanced teacher-student ratio, appropriate time allotment, and proper sequencing of topics, will make

maritime students improve their oral and written communication skills in preparation for their future work in the shipping industry.

Statement of the problem

This study aims to explore the instructional practices of English language instructors teaching Purposive Communication among students at JBLFMU.

Specifically, this study sought answers to the following questions:

1. What are the English teachers' practices in terms of:
 - 1.1 Curriculum Designing.
 - 1.2 Instructional Delivery.
 - 1.3 Instructional Materials Development; and
 - 1.4 Learning Assessment?
2. How evident are these practices among English language teachers teaching Purposive Communication?

MATERIALS AND METHODS

This chapter presents the underlying processes of the study on English language teaching to maritime students in terms of curricular design, instructional delivery, instructional materials development, and learning assessments. This chapter includes research design, research environment, participants, instruments, data-gathering procedure, data analysis, and ethical considerations.

Research Design

This study employed quantitative research design using survey questionnaire in exploring the instructional practices of English language teachers of Purposive Communication to students in a maritime university. This method is beneficial in traversing into the instructional practices of English language teachers of Purposive Communication for students in a maritime university to come up with an appropriate course of action as well as suggestions for curricular enhancement from among the English language teachers of Purposive Communication.

Research Environment

The study was conducted in the first maritime university in the Philippines accredited by Det Norske Veritas (DNV). It consists of three major academic components (and one Training Center for professional seafarers), which offers the following maritime courses: Bachelor of Science in Marine Transportation, Bachelor of Science in Marine Engineering, Bachelor of Science in Criminology. Also, it offers a Bachelor of Science in Hotel and Restaurant Management Major in Cruise Ship Services and Bachelor of Science in Cruise Ship Management.

Campus A is located at Bacolod City, Negros Occidental. Aside from the maritime courses mentioned, the school offers a Bachelor of Science in Customs Administration and Maritime High School. Campus A has a total student population of 2170 students and 88 faculty members. There are only six English language teachers teaching Purposive Communication to different courses in the college.

Campus B is at Iloilo City. Aside from BS Maritime Transportation and BS Criminology, it also offers Maritime High School. Campus B has a total student population of 3,283, most of them are males. It has 75 faculty members, but only five are English teachers teaching Purposive Communication to maritime students.

Campus C is also situated at the heart of Iloilo City. Aside from BS in Marine Engineering, BS in Cruise Ship Management, the school also offers BS in Customs administration, BS in Tourism Management, BS

in Business Administration, and secondary education such as the Senior and Junior Maritime High School. It has 2,240 students, and 97 are faculty members, of which six are English teachers teaching Purposive Communication to maritime students.

Research Respondents

The study involved 17 research respondents who met the following inclusion criteria: must be a permanent, probationary, or part-time instructor in any of the three units involved in the study and must have taught Purposive Communication (PC) to students of any program in their respective unit which are the basis in getting the respondents of the study.

The respondents were all female and were permanent, whose ages ranged from 35- 55 years old. They are also master's and doctorate holders with 8-20 years of teaching experience in the institution.

Research Instruments

In gathering quantitative data, a modified researcher-made questionnaire (Appendix H) was used for this study. The questionnaire has two parts: Part I, Information Profile, contains the name (optional), teaching status (permanent, probationary, part-time), and place of unit (JB-Arevalo, JB- Bacolod, JB-Molo), age, level of education, and the number of years in the institution. Part 2, Survey questionnaire, consists of 20 item questions related to the instructional practices of English language teachers towards the teaching of Purposive Communication to students of JBLFMU-Inc. The researcher-made questionnaire was validated and obtained a Cronbach Alpha of 0.82 interpreted as Good Internal Consistency.

For statistical purposes, Table 1 below shows numerical weights and extent of evaluation for the assigned responses.

Rate	Frequency	Mean Ranges	Description
4	Always	3.25-4.00	Highly Evident
3	Often	2.50-3.24	Evident
2	Rarely	1.75-2.49	Not Evident
1	Never	1.00-1.74	Highly Not Evident

Legend:

Highly Evident: (Teaching practices are highly commendable for exceeding expectations. A strong competency level is evident)

Evident: (Teaching practices are very effective, exhibiting proficiency in teaching skills. Above average competency level is evident.)

Not Evident: (Teaching practices and basic competency are vague. Practice needs improvement.)

Highly Not Evident: (Teachings practices are unacceptable.)

Both data-gathering instruments were validated by experts in the English language teaching field.

Data-gathering procedure

The researcher asked permission from the Unit Administrators of the John B. Lacson Foundation Maritime University System to administer the questionnaire among the respondents. With the Unit Administrators' approval to conduct the study, the researcher then conducted the survey forms to the intended respondents of the study.

The survey questionnaire addressed the sub-problems of the study, such as the instructional practices in teaching Purposive Communication subjects in terms of curriculum designing, instructional delivery, instructional materials development, and learning assessment.

Data Analysis

For quantitative analysis, the data gathered was subjected to the following appropriate statistical treatment: This study used frequency counts to determine the distribution of the respondents. In this study, the instructors teaching Purposive Communication for students from the university's three (3) campuses served as the respondents of the student.

Mean was used to obtain the instructional practices of English language teachers from the perspective of the participants. The researcher processed the data obtained for interpretation using the Statistical Package for Social Sciences (SPSS) software.

RESULTS AND DISCUSSIONS

This chapter presents the results on the instructional practices of English language teachers of Purposive Communication to students in terms of curriculum design, instructional delivery, instructional materials development, and learning assessment. Finally, it described how evident these practices were in the teaching-learning of students.

Table 1 Instructional Practices as to Curriculum Design

#	Instructional Practice	Weighted Mean	Interpretation	
1	I participated in curriculum designing for Purposive Communication subject to be taught to maritime students.	3.24	Evident	
2	I involved himself/herself in clarifying standards for student learning through in-depth discussion with other instructors teaching Purposive Communication.	3.41	Highly Evident	
3	I helped in improving the target skills to be learned by the students in Purposive Communication.	3.47	Highly Evident	
4	I joined regularly in reviewing and updating the curriculum in compliance with the rules set by Commission on Higher Education.	3.29	Highly Evident	
5	I shared idea on devising effective teaching strategies to be used in the Purposive Communication curriculum.	3.65	Highly Evident	
	Aggregate Mean	3.41	Highly Evident	

Results revealed that the instructional practices of English language teachers teaching Purposive Communication in terms of Curriculum design is "Highly Evident."

These practices are shown in the following such as the instructor participated in curriculum designing for Purposive Communication subject to be taught to maritime students with $M=3.24$ perceived as "Evident" and ranked fifth among the practices, involved themselves in clarifying standards for student learning through in-depth discussion with other instructors teaching Purposive Communication with $M=3.41$ perceived as "Highly Evident" ranked second, helped in improving the target skills to be learned by the students in Purposive Communication with $M=3.47$ perceived as "Highly Evident" was third in the rank. Also, "joined regularly in reviewing and updating the curriculum in compliance with the rules set by Commission on Higher Education with $M=3.29$ perceived as "Highly Evident" ranked fourth among the

practices, and instructor should "shared idea on devising effective teaching strategies to be used in the Purposive Communication curriculum" with $M=3.65$ perceived as "Highly Evident" and ranked first among the practices in Curriculum Design.

Involving English teachers in designing a curriculum for Purposive Communication would give teachers the chance to align the content of the curriculum with the needs of students in line with their chosen profession. In addition, teacher involvement in curriculum design will empower teachers across all the course content areas and create lifelong critical thinkers through authentic activities designed for students' needs.

According to Dodd, B. J. (2021) curriculum design is a core pillar of educating, training, and engaging in informal learning experiences and is essential to students' learning experiences. Practical curriculum design guides are becoming complex, incorporating new technologies and strategies to acquire optimum learning results. Moreover, curriculum design is an essential skill for emerging education and learning professionals and will continue to be a dynamic, innovative, and exciting field of practice for years to come.

In addition, curriculum design is concerned with much more than learning materials. In one sense, curriculum design is creating a holistic plan for the environments where learning happens. Curriculum design includes considering the physical, digital, social, and psychological factors that define the spaces and places where people learn (American Educational Research Association, n.d. cited in Dodd, B.J., 2021).

Table 2 Instructional Practices as to Instructional Delivery

#	Instructional Practice	Weighted Mean	Interpretation
1	I described specific strategies students might use in the context of what they are learning in Purposive Communication.	3.76	Highly Evident
2	I used open-ended questions, inviting students to think and/or offer multiple possible answers that they might encounter in their future job.	3.94	Highly Evident
3	I gave authentic assignments/ activities in line with their work in the future.	3.94	Highly Evident
4	I tried different teaching strategies in order to significantly affect his/her students' level of achievement.	3.71	Highly Evident
5	I used different instructional grouping strategies in teaching PC (Ex. Small group discussion, simulation, role playing etc.)	3.76	Highly Evident
	Aggregate Mean	3.82	Highly Evident

Results showed that the instructional practices of English language teachers teaching Purposive Communication in terms of Instructional Delivery is "Highly Evident" with an aggregate $M=3.75$. Results revealed in the following practices: described specific strategies students might use in the context of what they are learning in Purposive Communication with $M=3.75$ viewed as "Highly Evident" and ranked third

among the practices. On the other hand, using open-ended questions, inviting students to think and offer multiple possible answers that they might encounter in their future job with $M=3.94$ viewed as "Highly Evident," and gave authentic assignments/ activities in line with their work in the future with $M=3.94$ viewed as "Highly Evident" were ranked first among the practices. The instructor "tried different teaching strategies to significantly affect his/her students' level of achievement with $M=3.71$ viewed as "Highly Evident" ranked fifth and used different instructional grouping strategies in teaching PC (Ex. Small group discussion, simulation, role-playing, etc." with $M=3.76$ viewed as "Highly Evident" and ranked third among the practices in Instructional Delivery.

It is imperative to note that in terms of instructional delivery, English teachers teaching Purposive Communication involved a repertoire of their knowledge, skills, strategies and approaches necessary to achieve the learning objectives needed by the students in whatever form of delivery applicable, such as face to face, converge learning, synchronous online, online, hybrid or flex.

According to Tomlinson (2004 as cited in Jones, D. & Kass, D., 2010), instructional delivery practices that are differentiated and interdisciplinary support the range of intelligence profiles among individuals providing equitable learning opportunities. Social integration and differentiation are therefore supported by instructional experiences that encourage a diverse range of participation. Each participant is a valued contributor to a learning community (Carter & Kennedy, 2006).

Table 3 Instructional Practices as to Instructional Materials Development

#	Instructional Practice	Weighted Mean	Interpretation
1	I made instructional materials in teaching Purposive Communication that are readily available for students to use (Ex. Microphones, audio-video equipment, charts and reading materials etc.)	3.65	Highly Evident
2	I used oral communication activities in order to develop students' communicative skills.	3.94	Highly Evident
3	I made changes in the instructional materials to suit students' needs.	3.71	Highly Evident
4	I used diverse methods in order to achieve the learning objectives of Purposive Communication subject.	3.82	Highly Evident
5	I used modern devices in improving the teaching-learning process in Purposive Communication classes such as videos and power point presentations	3.65	Highly Evident
	Aggregate Mean	3.75	Highly Evident

As to the practices of English language teachers teaching Purposive Communication in terms of Instructional Materials Development, the entire group indicated a "Highly Evident" result where $M=3.75$ shown in the following practices. The instructors made instructional materials in teaching Purposive Communication that are readily available for students (Ex. Microphones, audio-video equipment, charts, and reading materials, etc. with $M=3.65$ viewed as "Highly Evident" and ranked fourth among the practices, used oral communication activities to develop students' communicative skills" with $M=3.94$

viewed as "Highly Evident" ranked first, made changes in the instructional materials to suit students' needs with $M=3.71$ viewed as "Highly Evident" and ranked third among the practices. Meanwhile, use diverse methods to achieve the learning objectives of Purposive Communication with $M=3.82$ viewed as "Highly Evident" ranked second. In addition, instructors "used modern devices in improving the teaching-learning process in Purposive Communication classes such as videos and PowerPoint presentations" with $M=3.65$ also viewed as "highly Evident" and ranked fourth among the practices in Instructional Materials Development.

The descriptive numerical presentations of English teachers in terms of developing instructional materials convey that teachers are not only limited to teaching the subject per se, but they are also engaged in developing instructional materials for lectures, readings, textbooks, multimedia components, and other resources of a course to help maritime students equip with proper knowledge before working on board. According to Irawan, A.G. et al. (2017), instructional material development is essential for teaching and learning, positively influencing students' learning process. For that reason, the researcher concludes that developing appropriate English learning materials is necessary. Instructional materials can help the students learn English quickly because they learn valuable materials related to their future job.

Table 4 Instructional practices as to Learning Assessment

#	Instructional Practices	Weighted Mean	Interpretation
1	I used variety of performance opportunities for students in relation to their work in the future.	3.82	Highly Evident
2	I discussed clearly the rubrics to be used with each corresponding descriptor.	3.65	Highly Evident
3	I provide students with opportunities to improve their performance and achieve the intended learning outcomes.	3.76	Highly Evident
4	I see to it that the assessment system meets the objectives of the course.	3.76	Highly Evident
5	I used diverse methods and tools for assessing students' performance in Purposive Communication.	3.65	Highly Evident
	Aggregate Mean	3.73	Highly Evident

As to instructional practices of English language teachers teaching Purposive Communication in Learning Assessment, the result showed an overall mean ($M=3.73$) perceived as "Highly Evident." The following practices support these results: The instructor used a variety of performance opportunities for students with their work in the future with $M=3.82$ perceived as "Highly Evident" and ranked one among the practices, discussed the rubrics to be used with each corresponding descriptor with $M=3.65$ perceived as "Highly Evident" ranked fourth.

Moreover, the practices such as the instructor providing students with opportunities to improve their performance and achieve the intended learning outcomes were perceived as "Highly Evident" with $M=3.76$ and ranked second among the practices. Lastly, the instructor used diverse methods and tools to assess students' performance in Purposive Communication with $M=3.65$ perceived as "Highly Evident" and ranked fourth among the practices.

As far as results are concerned, learning assessment plays a vital role in the teaching-learning process. English teachers use various tools to assess students' performance and enhance students' communication skills needed for their future career on board. As Torrance (2007) states, assessment for learning has become so technical in some institutions where assessment procedures and processes dominate the teaching and learning experience (p. 291). Moreover, Dann (2002, promotes the concept of 'assessment for learning as a process through which students' involvement in assessment is part of learning. (p. 153)

Table 5 Summary of Ratings by Area

Area	Weighted Mean	Interpretation
Curriculum Designing	3.41	Highly Evident
Instructional Delivery	3.82	Highly Evident
Instructional Materials Development	3.75	Highly Evident
Learning assessment	3.73	Highly Evident
Overall Rating	3.68	Highly Evident

Overall, the participants indicated that the instructional practices of English language teachers are "Highly Evident," as shown by the overall result, $M=3.68$. It is noted that practices in terms of Curriculum Designing, Instructional Delivery, Instructional Materials Development and Learning Assessment are perceived as "Highly Evident" as indicated by $M=3.41$; $M=3.82$; $M=3.75$; and $M=3.73$, respectively.

CONCLUSIONS

English teachers teaching Purposive Communication to students exhibit outstanding commitment in carrying out their tasks through different instructional practices mentioned. This only means that no matter what intricacies teachers experienced, they could defy the odds and continue their mission in helping students express themselves better in spoken and written English for better future opportunities. Therefore, the English language teachers' experiences in curriculum designing, instructional delivery, instructional materials development, and learning assessments, have helped them see the need to enhance their teaching strategies or practices as an answer to bridge the gap.

RECOMMENDATIONS

The findings of this study indicate the practices of English language teachers in teaching Purposive Communication to students in terms of instructional practices, as well as the course of action. The following recommendations were advanced:

1. English Language teachers may continue participating in curriculum designing in their respective units, looking for innovative ways to strengthen instructional delivery, develop instructional materials, and create authentic learning assessments for their students.
2. English teachers may give students diversified and authentic situational activities to better enhance their communication skills.
3. The University's Academic Coordinator of each unit may revisit and reconsider the policies on time allotment, the appropriate number of students per class, and topics included in the syllabi for Purposive Communication.
4. The institution may consider adding an elective course in Purposive Communication. And.

5. The researcher recommends further studies to understand students' needs and strengthen their English language skills necessary to perform workplace functions.

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