



Pedagogical beliefs of online ESL teachers and Public School teachers

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Abstract

This correlational-quantitative study identifies the significant difference between the pedagogical beliefs in terms of pedagogical content knowledge and teaching practice of online ESL and Public School teachers. This is done using a survey-type questionnaire distributed to respondents to quantify the pedagogical beliefs of the aforementioned teachers in various teaching environments. It is found out in this study that there is a significant difference between the pedagogical beliefs of online ESL and public school teachers in terms of their pedagogical content knowledge and teaching practice. Therefore, the differences in the teaching-learning environment affects the teachers knowledge on what to teach and how to teach. This further implies that teachers in two different environments who underwent the same undergraduate education actually performs in different levels of efficiency to answer the need of their teaching environment.

Keywords: quantitative, correlational, pedagogical beliefs, online ESL teachers, public school teachers, pedagogical content Knowledge, teaching practice

Introduction

Teachers situated in different pedagogical environments may have differing notions on their teaching performance. Different environment entails different needs, thus, resulting to a unique assessment and evaluation criteria. Teachers vary their teaching style, technique, and approach according to the need of the environment. As the traditional four-walled classroom is now paralleled with the growing popularity of the open, flexible, and non-formal online classrooms which offers various short courses especially English classes, it is important to look into how efficient the teachers think they are in delivering the lesson to their clientele. Due to lack of unified assessment criteria and the informality in its setup, online ESL teachers often have higher regard for the teachers in public schools who in the Philippines follow a unified system – the Results-based Performance Management System.

However, there are certain realities in this noble profession that cannot be changed even when with the myriad alternatives theorists have come up to deliver personalized and learner-centered education. In both online and physical classrooms, there is a need for a strong foundation of pedagogical content knowledge and knowledge how to teach among teachers. These are the most important things a teacher should acquire next to knowing one's educational philosophy. Knowing what to teach and how to teach is at the very core in this profession.

The growth of this online education industry is evidently manifested by the growing number of online education centers or companies in the country. Cebu City, one of highly urbanized cities in the country and known as the country's ESL hub, prides itself with more than 150 ESL centers. Thus, this innovation in delivering education needs attention as it uses the new technology to create an avenue for learning – a distinguishing feature of education in the 21st century.

An attempt to look into these aspects in the pedagogical beliefs of teachers in two different teaching-learning

environments may correct existing notions and establish differences and similarities on how teachers think they perform. It may also bring significant improvement in the trust we place on online education environments thus creating more possibilities and opportunities to deliver different lessons (apart from existing English classes) in less-structured nature which would allow learners from all walks of life to easily learn things they deem important in their lives at their own pace, whenever, and wherever they may be.

It is along these views and opinions that the researchers should conduct this study being ESL and public school teachers to know the difference of their beliefs on their efficiency in delivering education to learners by assessing their knowledge on what to teach and how to teach.

Methods and Materials

This study will conduct the thorough investigation through a survey-type questionnaire on the pedagogical beliefs of ESL teachers and Public School teachers. The target respondents of this study are the 50 QQ English teachers and 50 Public School Teachers of the Municipality of San Francisco. To arrive at conclusive results, ESL teachers from QQ-English and public school teachers across all age, length of teaching experience, sex, and other differences shall be given equal chances through a Stratified sampling method. The researchers will choose representatives from each institution. The researchers shall only conduct the study to a total of one hundred English teachers to assess their teaching beliefs.

A consent form signed by the participant will be secured after carefully explaining the objectives of the study. In order to be considered into being a respondent of the study, one should be a teacher of QQ English or any public school in San Francisco, Cebu. The teacher can be tenured or working on contractual basis and of any sexual orientation. In order not to interfere with company policies on rules and responsibilities, the survey form shall only be given after

working hours or during weekends/rest days. Being ESL and public school teachers, the researchers will not discuss personal experiences during the interview in order to maintain the integrity of the study and not to cause the slightest unintentional manipulation of data. Anonymity of these informants shall be kept between the researchers to ensure that no harm and judgement of any sort shall come to the respondents in giving their assessment of their own teaching practices and beliefs. The research instruments are composed of two sets of questions, one of which assess Pedagogical Content Knowledge level of the teachers which consists of 38 items which the respondents have to rate in a scale of 1-5, 1 as strongly disagree and 5 being strongly agree. The other set assesses the level of teaching Practice of teachers which is comprised of 35 items to be rated using a scale of 1-5, 1 for practices they never did and 5 for practices they always do. These survey questionnaires shall then be collected upon accomplishment of answering the instrument.

The data collected in this quantitative study will be analyzed by following the procedure for data analysis. The data from the collected and returned survey questionnaires will be tallied one at a time using the SPSS application to analyze the different pedagogical beliefs of the English teachers teaching in various environment. Then, a t-test will be used to see if there is any difference between the mean of the two groups teaching in an online ESL and public school respectively. Finally, each will be analyzed individually to better explain the significance of the numerical data presented in the tables. The highest and lowest ranked indicator based on the answers for the Pedagogical Content Knowledge and Teaching Practice of online ESL and public school teachers will also be presented separately.

Results and Discussion

In this section, the overall and item-based results of the participants were given. First of all, the pedagogical content knowledge of online ESL teachers are presented and examined, then their Teaching Practice. The Pedagogical Content Knowledge of public school teachers, and their Teaching Practice come after. Lastly, both data are compared to see their difference. All these are analyzed carefully and are supported with related texts.

Pedagogical Content Knowledge of Online ESL Teachers

Teacher's teaching beliefs whether you are teaching in ESL or in public schools is not actually a matter to discuss for mostly teachers are well-equipped by the principles they have in their mind whether it is taught in school or by their own principles. According to Kindsvatter *et al.* (2018), there is a Personal Belief System Theory (PBS) that teachers practices but they may or may not be conscious of. The author distinguished two different types in their theory. First, the Initiative bases where most teachers are not fully aware of because this belief was unexamined so it just comes out naturally as they teach. First under this is the Experience-based perspective. In this perspective, no matter how little the experiences the teachers have, if they handle classes every day, then there is a big possibility that they will improve and knows how to handle the situation and problem and resolve them eventually. Next, they have also perceived that Traditional Practice is also convenient in this situation due to the fact that, teachers tend to adjust their way of teaching depending on the level or culture they have to handle. For example, an ESL teacher who handled

different nationalities with the same levels may still find it difficult to teach more efficiently may be because they have varieties of way of how they learn. They may have the same level but a teacher may tackle particular topics which makes a certain group of students feel very sensitive. There is also the Personal Needs base which is one of the factors in obtaining proper classroom management. A teacher may set standards to their students so that they will know what to expect in their class. This might be better on the students' part because of they are under and that they have to set a higher goals to themselves and may help them develop in a certain way in acquiring a language.

Second, the Rational Bases where teachers are fully aware of this basis and they can apply this in a classroom setting because they have studied it for quite some time. These basis are already tested throughout times. Though this belief have stand the test of time already with different kinds and levels of learners in the classroom teachers are not really quite sure what principle they are pertaining to. Kindsvatter *et al.* (2018) tackled how difficult it was to define the pedagogical principles of the teacher mainly because students are so different. So, teachers need to have ways and styles that are suitable for the learners and at the same time construct their own activities that may help them enhance their language abilities. Due to the fact that teachers in ESL school handle diverse students, every day is a challenging task. They have to choose what topic to discuss which should be aligned to the title of their curriculum.

Thus, no matter where you teach if it involves learners, every teacher in their own ways are versatile and adaptable to the problems they have going to face. They may not do it perfectly but they can handle it eventually.

Table 1: Pedagogical Content Knowledge of Online ESL Teachers

Pedagogical Content Knowledge	Total	Weighted Mean
2.I can use question-answers activities during lessons	204	4.975609756
6. I can consist a useable platform during lessons	166	4.048780488

Legend

Rating Score	Adjectival rating	Parameter limits	Interpretation
5	Strongly agree	4.21- 5.00	Very high
4	Agree	3.41 -4.20	High
3	Undecided	2.61 – 3.40	average
2	Disagree	1.81 – 2.60	Low
1	Strongly disagree	1.00 -1.80	Very low

Pajares (1992) viewed that teachers' foundation of their pedagogical belief are kind of unstable due to the fact that, there understanding towards their beliefs in the classroom are somewhat different from what they are taught so, if their beliefs, knowledge and thinking combined together they get a higher cognitive level of thinking (Calderhead, 1996). Although Kagan (1990) stated the term "teacher cognition" is somewhat a vague statement since there are a lot of factors that teachers may consider before they can have their own interpretations of their own belief and that includes the planning of their lesson, teaching students, and problem of the day that they may developed at hand.

Teaching Practice of Online ESL Teachers

Table 2: Teaching Practice of Online ESL Teachers

Teaching Practice	Total	Weighted Mean
33. Give worth respect to the opinions, ideas, and beliefs of learners	206	5.024390244
11. Use Powerpoint presentation with moving clip art or animation to make learners more attentive in class	148	3.609756098

Legend

Rating Score	Adjectival rating	Parameter limits	Interpretation
5	Strongly agree	4.21- 5.00	Very high
4	Agree	3.41 -4.20	High
3	Undecided	2.61 – 3.40	average
2	Disagree	1.81 – 2.60	Low
1	Strongly disagree	1.00 -1.80	Very low

Kagan (1993) also linked some proof that abide the connection between these studies and figured out that teachers’ style of teaching is highly paralleled with different levels and classes they have handled in their classes. With varieties of students they encounter every day and every week, most online ESL teachers are planning at the back of their mind the things that might be useful in the class. If it is suitable to students level, then it is a huge success. If not, they conduct another experiment the following day, because handling multicultural students entails a significant amount of trial and error processes.

In an ESL institute, technology is also very essential to allow learners do better in their studies and enhancing their skills towards the English language. Becker (2000) quoted that computers are “valuable and well-functioning instructional tool” since students in this kind of school wanted to go to school just to practice the four macro skills (most especially the speaking skill) and schools need to have the right tool to satiate their students’ need for learning. Still, online ESL schools are still businesses so customers’ concerns are highly mended.

Pedagogical Content Knowledge of Public School Teachers

The target number of public school teacher-respondents in this study is fifty but only made it to a 56% turnout. The data from this turnout is the basis for the data being interpreted below.

Table 3: Pedagogical Content Knowledge of Public School Teachers

Pedagogical Content Knowledge	Total	Weighted Mean
2) I can use question-answers activities during lessons	129	4.607142857
19) I can determine insufficiency related to vocation and overcome it	105	3.75

Legend

Rating Score	Adjectival rating	Parameter limits	Interpretation
5	Strongly agree	4.21- 5.00	Very high
4	Agree	3.41 -4.20	High
3	Undecided	2.61 – 3.40	average
2	Disagree	1.81 – 2.60	Low
1	Strongly disagree	1.00 -1.80	Very low

Of the 38 indicators of pedagogical content knowledge proficiency, public school teachers rated determining insufficiency related to vocation and overcoming it as their least proficient skill lowest. Although it ranked lowest, it is

still pretty high so public school teachers are still able to perform this skill with high efficiency level. This skill is very important because teachers need not only to assess and evaluate the student's learning but more so on their teaching performance and how to work on shortcomings. As Taylor (1994) [6] pointed out, evaluation is of tantamount importance in improving one's pedagogical effectiveness.

On the other hand, public school teachers are quite confident on their effectiveness in using question-answer activities during lessons. This is only fitting because unlike most online ESL companies offer one-to-one classes, public school teachers are faced with a large number of student population thus calling for a need to use questions that would engage everyone in the class. According to the official press release of the House of Representatives (2019) [2], although the teacher- student ratio for public secondary schools in 2018-2019 is 25, there are still certain schools, especially those in remote areas, who have students exceeding the national average. So, teachers in public school simply have to develop certain skills to maximize learning in these big class populations, and one of this is the art of questioning.

Teaching Practice of Public School Teachers

Table 4: Teaching Practice of Public School Teachers

Teaching Practice	Total	Weighted Mean
18) Treat each student as an individual that is deserving of respect and not as a representative of a group	128	4.571428571
27) Uses the internet as an instrument for giving students assessments and assignment.	99	3.535714286

Legend

Rating Score	Adjectival rating	Parameter limits	Interpretation
5	Always	4.21- 5.00	Very high
4	often	3.41 -4.20	High
3	sometimes	2.61 – 3.40	average
2	rarely	1.81 – 2.60	Low
1	never	1.00 -1.80	Very low

Although the respondents in this study have various backgrounds, experience, and philosophies, most of them claimed that they treat each student as an individual who is deserving of respect and not as a representative of a group. This is in accordance with the statement of the present Secretary of Education, Leonor M. Briones, during the Global Education Meeting (GEM) in Brussels, Belgium where she first described the country as tolerant and inclusive to the diversity of religion, race, ethnicity, and et cetera. Then, she enumerated the different programs of the Department of Education to ensure inclusivity through accepting diversity. It includes the Mother Tongue-Based Multilingual Education (MTB-MLE), and inclusive education, especially for indigenous peoples (IP) and Muslim communities to name a few (Malipot, 2018) [7]

Inside the classroom, teachers are also using differentiated instruction to cater differences and offer education that does not only cater one of the many intelligences. This proves that with the growing clamor of violence against public school teachers in the country, they are still efficiently showing respect to their clientel are still confident that they

respect each learner as an individual in every aspect of their teaching.

Unsurprisingly, the respondents ranked the use of internet as an instrument for giving students assessment and assignment the lowest for teaching practice. This can also be attributed to the fact that the research environment, San Francisco, is located in an island north of Cebu where there

is still not enough equipment or gadgets for students and where internet connection is generally slow. Although, students believe that the Internet is a good educational tool (Dogruer, et. al, 2011) ^[3], teachers also need to consider the availability of the resources. Although few students have access to it, it simply cannot be used in the classroom on a daily basis due to the limited number.

Table 5: Pedagogical content knowledge of public school teachers and online ESL teachers

	Mean	SD	t	df	P Value	Decision	interpretation
Pedagogical content knowledge of public school teachers – Pedagogical content knowledge of online ESL teachers	4.1288 4.1854	.14315	-2.439	37	0.020	Reject the null	Significant difference

Table 5: Teaching practice of public school teachers and online ESL teachers

	Mean	SD	t	df	P Value	Decision	interpretation
Teaching Practice of public school teachers – Teaching practice of online ESL teachers	4.1163 4.2331	.26293	-2.628	34	0.013	Reject the null	Significant difference

With the figures presented above, it is clear that there is a significant difference between the pedagogical content knowledge and teaching practice of online ESL and public school teachers.

Conclusions

The following conclusions are drawn from this study:

- Online ESL teachers are most likely to be involved with questions with the use of their art of questioning for most student in this area wanted to enhance their speaking ability in English and mostly teachers in this institution helped them developed it. On the other hand, teachers in this school doesn't have to worry the materials needed in the class because they are already provided that's why it is the least.
- For teaching practices, online ESL teachers are highly observant on their learners so they are quick to identify the kind of approach to use and the platforms that best fit the learner and his/her preferences. Self-learning in the online ESL class is also likely to happen but is followed up by the teacher using different modalities.
- Public school teachers are most confident in their efficiency in using questions-answers during classes and feel like they are least efficient in determining insufficiency related to vocation and overcoming it. Although they scored the latter lowest, their mean score is still generally high.
- In terms of practice, public school teachers believe that they are treating the learners as an individual and are respecting them and their diverse nature. However, their score showed that they still have to improve more on the use of internet in giving assessment and assignments.
- The two groups of teachers working in different teaching-learning environment have different pedagogical beliefs as far as their pedagogical content knowledge and teaching practices are concerned. The result of the data analysis showed significant difference.

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