
An Initial Foray into the Productive Pedagogies Practices of an English Language Program: Realities

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Abstract

This study presents the initial findings of the use of productive pedagogies in the teaching and learning processes of six English Language Teaching classes at the Graduate School of a higher education institution in the Philippines. It is a descriptive study exploring firstly the dimensions of (a) Intellectual quality; (b) Supportive classroom; (c) Recognition of difference; and (d) Connectedness using a questionnaire. Secondly, the researchers compared the results of the above perceptions against the actual video recordings and the written transcripts if the productive pedagogies are actually practiced. Findings show that participants felt that all the dimensions were demonstrated in the teaching. However, video recordings and transcripts show that there were features which were not practiced and/or weak. As a teacher-training institution, using this framework will enrich the teaching-learning repertoire of teachers.

Key phrases: Productive pedagogies, intellectual quality, supportive classroom environment, recognition of difference, connectedness

Introduction

As a framework for planning and reflecting on teaching, productive pedagogies reassemble familiar characteristics of effective teaching and combine them into a workable and comprehensive model that focuses on high quality student learning (Cloonan, 2011) and improved outcomes (New South Wales Department of Education and Training, 2010). In today's 21st century teaching and learning, productive pedagogies are important because they draw attention to how students are helped to develop high intellectual quality and social outcomes. In

addition, it has become especially relevant in today's educational reform in the Philippines as it is consistent with many of the aims of the K-12 curriculum.

Pedagogy as teaching method includes the ways in which the aims of education may be achieved. The study of Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld and York (1966) recognized that pedagogy greatly influences students' learning outcomes (see also Varughese & Fehring, 2009; Wenglinisky, 2001). Therefore the quality of pedagogical

practices need to be in place so that teacher-training institutions can help strengthen (National Education Association, n.d.) the skills of their students. However, studies also show that the traditional didactic teaching is still being used whereby the responsibility for teaching and learning is mainly on the teacher (Aloisi, Major, Coe, & Higgins, 2014; Sevensing & Baron, 2008).

The main objective of the present study is to present the initial findings of the use of productive pedagogies in the teaching and learning processes of six English Language Teaching (ELT) classes at the Graduate School of a higher education institution in the Philippines. The University recognizes the importance of innovative teaching methods in achieving quality education and thus trains its student-participants to be future trainers of their own teachers in the different divisions and regions of Mindanao. The Graduate School accepts Department of Education teacher-scholars of Mindanao who not only teach but will become the administrators of their own schools, if they are not already. This is why there is a need to study the ELT program's own practices so that it will become more responsive to its clientele, and its graduate students would become better, if not the best teachers and educational administrators. Thus in this study, the purpose was to delve into the perceptions of the faculty and students on productive pedagogies and what would be the future moves so that both faculty and graduate students can use this framework more effectively.

Framework

Seminal papers on productive pedagogies framework had been written by Alsharif and Atweh (2012), Mills, Goos,

Keddie, Honan, Pendergast, Gilbert et al. (2009), Lingard, Hayes, and Mills (2003), Gore, Griffiths, and Ladwig (2001), and many more. In Australia, it has been adapted as educational policy in the states of New South Wales and Queensland. It has also been used in Oman (Alhosni, 2013), Penang, Malaysia (Ahmad & Jamil, 2012), Saudi Arabia (Alsharif, 2011), and elsewhere.

Productive pedagogies framework is a model for teaching and learning where teachers choose and develop strategies that fit to the students' learning styles and backgrounds (The State of Queensland, Department of Education and the Arts 2004, *New Basics*). As a theoretical framework productive pedagogies can be applied by teachers to think critically upon their current classroom practices; that is, it becomes a vehicle to use as a professional 'vocabulary' in collegial discussions where they talk about their teaching practice and focus on individual student needs. There are 20 elements of productive pedagogies that are grouped under four dimensions of classroom practice (Chapuis, n.d.): excellent intellectual quality, very supportive classroom environment, strong recognition of difference, and high levels of demonstrable relevance or connectedness (*A Guide to Productive Pedagogies, Classroom Reflection Manual*, 2002).

In the first dimension, intellectual quality, there are six elements, namely higher-order thinking, deep knowledge, deep understanding, substantive conversation, knowledge as problematic, and metalanguage (Quinn & Poirier, 2007). Under intellectual quality, the first element is higher-order thinking involving the transformation of information and ideas. Transformation occurs when students put facts and ideas together to synthesize,

generalize, explain, hypothesize or arrive at a conclusion or interpretation. In here the students solve problems, gain understanding and discover new meanings. When they are engaged in the construction of knowledge, there is an element of uncertainty into the instructional process and the outcomes are not always predictable. In helping students become producers of knowledge, the teacher's task is to create environments that allow them opportunities to engage in higher-order thinking.

The second element is deep knowledge and this occurs when the main ideas are able to develop complex connections where the lesson covers operational fields in depth or level of specificity. The third element is deep understanding. This occurs when students are able to understand the complex relationships between the central concepts. They understand the topic in a systematic, integrated or holistic way. Because of this understanding they can produce new knowledge by discovering relationships, solving problems, constructing explanations and drawing conclusions. The fourth element is substantive conversation where there is significant interaction among students, and between teacher and students, about the ideas of a substantive topic; the interactions are reciprocal, and promote shared understanding. The characteristics of substantive conversation are intellectual substance, dialogue, logical extension and synthesis and sustained exchange.

The fifth element is knowledge as problematic. This involves an understanding of knowledge not as a fixed body of information, but as being constructed, and hence subject to political, social and cultural influences and implications. Multiple contrasting and potentially conflicting

forms of knowledge are represented. The sixth element is metalanguage. High metalanguage instruction incorporates frequent discussion about talk and writing, about how written/spoken texts, technical vocabulary, grammar and semantics work or not work, and about how discourses and ideologies work in speech and writing. Teachers choose teaching moments within activities, assignments, readings and lessons to focus on particular words, sentences, text features, discourses and so on.

The second dimension of productive pedagogies is supportive classroom environment. QSRLS 2002 states that students require supportive classroom environment if they are to achieve what teachers ask of them (Brophy & Good, 1986), and in the presence of school and classroom ethos, concerns for the treatment of students according to the social dynamics of race, gender and class. The first element here is student direction where they influence the activities they will do in the lesson, or how they will undertake them, e.g., student-centered such as group work, individual research or investigative projects. Second is social support where the teacher supports students by sharing high expectations for them all: a) that it is necessary to take risks and try hard to master the challenging academic work; b) that all members of the class can learn important knowledge and skills; and c) that a climate of mutual respect contributes to achievement by all. Third is academic engagement where students are attentive and do the assigned work showing enthusiasm for their work by asking questions, contributing to group activities and helping peers. Fourth, explicit quality performance criteria are frequent, detailed, and give specific statements about what the students are to do and achieve. This may

involve overall statements regarding tasks or assignments, or about performance at different stages in a lesson. On the other hand, there may be an absence of written or spoken reference to requirements, benchmarks, or levels of acceptable performance expected of students. In this situation the performance criteria are implicit which is a deliberate strategy for students to discover or construct their own outcomes. Fifth is self-regulation where teachers who exert high implicit control rarely makes explicit statements to discipline students, or to regulate students' movements and dispositions. Whereas, teachers who exert low implicit control have to devote a substantial amount of verbal work to disciplining students and regulating their movements.

The third dimension is recognition of difference where teachers are able to help students from scholastically disadvantaged sociocultural backgrounds achieve. The first element is cultural knowledge reflected in traditions, practices and knowledge system of the community. Beliefs and practices are valued when there is an explicit appreciation of these characteristics, and within the curriculum this requires that a range of cultures are acknowledged and given importance. Cultural groups are distinguished by social characteristics such as gender, ethnicity, race, religion, economic status or age. Giving importance to them means acknowledging these cultures for all students, through the inclusion, recognition and transmission of cultural knowledge. Second is inclusive classroom practices which acknowledge and support the diversity of students' backgrounds, experiences and abilities. Third is the use of narrative in lessons involving an emphasis on structure and forms. This includes personal stories, biographies, historical

accounts, and literary and cultural texts. On the other hand, expository style of teaching places more emphasis on written, nonfiction prose, and scientific and expository expression, by both teacher and students. It involves descriptions, reports, explanations, demonstrations, and the use of documentaries. Fourth is group identity where schools need to create an environment that supports diversity and difference is positively accepted. In the classroom, group identities are valued and there is a strong sense of community. Fifth is active citizenship where everybody acknowledges that everyone has rights and responsibilities. This means that they have the right to engage in the creation and re-creation of a democratic society, and to participate in all of the democratic practices and institutions within that society. They have the responsibility to ensure that no groups or individuals are excluded from these practices and institutions.

The fourth dimension is connectedness. This dimension synthesizes common concern that emanates from diverse interests and research findings. The first element here is knowledge integration which occurs when there are explicit attempts to connect two or more sets of subject area knowledge, or no boundaries between subject areas are readily seen. Second is background knowledge where there is high-connection lessons between students' own background knowledge and experience and the topics, skills and competencies they are studying and acquiring. Third is connectedness to the world where the lesson has value and meaning beyond the instructional context, making a connection to the wider social context within which students live. Fourth is problem-based curriculum where students are given practical, real or hypothetical problems to solve. These

problems have no single correct solution, requiring the construction of knowledge by the students, and requiring sustained attention beyond a single lesson.

Objectives

This study explored firstly the perceptions of the graduate school students and faculty on productive pedagogies in the English Language Teaching (ELT) classes of the Graduate School in terms of (a) intellectual quality; (b) supportive classroom; (c) recognition of difference; and (d) connectedness. Secondly, finding the presence or absence of the above dimensions based on the observations of the researchers which were compared to the video tape recordings and their written transcripts, and lastly, presenting what actually took place in the classes against the ideal productive pedagogies framework.

Methodology

This is a descriptive study using triangulation to gather the data of the productive pedagogies present in six ELT classes observed in the first semester of SY 2017-2018. The procedures included a survey questionnaire of Gore, Griffiths, and Ladwig (n.d.) administered to the graduate students, observation of classes using video recording, and FGD of the faculty and students on the dimensions and elements which were identified in the study. The data from the questionnaire were summarized using frequency and percentage. Comments which were written on the questionnaires were also summarized and placed in frames. The videos and FGD were transcribed where data were used to reinforce the presence or absence of the productive pedagogical practices. Video recordings were conducted to obtain the complex interactions in

speech and non-verbal behavior. All video recordings were transcribed. The process of watching the video was made together with reading the transcript and sometimes made separately. The researchers viewed attentively the video data, described the video data, identified critical events, coded, and composed narratives looking for ideas or themes based on each dimension of productive pedagogies. In order for the participants not to feel nervous with the presence of the video recordings, the researchers spent time to meet them before each recording. The classes were only recorded once but there were two recording equipment used so that the whole class could be video-recorded and group sessions could be taken with focus on the subjects. The whole class duration was recorded.

The productive pedagogies framework (Gore, Griffiths, & Ladwig, n.d.) was used as the observation instrument for the current study. Following ethical considerations, permission was sought from the dean of the College of Education to conduct this study. This is the college where the graduate classes of the ELT program are assigned following the vertical alignment of this HEI. Permission was also sought from the students and the faculty specifying their consent and if ever they wish to retract their consent they could get back their answered questionnaire or in the FGD responses they participated in.

Findings and Discussion

Tables 1-4 in the appendix show the findings of the perception of all participants in the productive pedagogy dimensions which include intellectual quality, supportive classroom environment, recognition of difference, and connectedness. The overall finding

indicates that they felt that all the dimensions were demonstrated in the teaching as indicated in the frequencies and percentages of the Yes, No, and Sometimes.

From the written observations of the participants' perception of productive pedagogy, two comments struck a difference from the perception questionnaire. Under the dimension on classroom dimension, one comment said "There are less tasks given in my class but they're heavy enough to suit the students' capabilities," and "Students are not always given leeway on how specific activities should be done." In the dimension recognition of difference, the class where the graduate students were made to do a demonstration class a comment given was "some strategies are not suited to the kind of environment and resources that are existing in the field".

The following transcripts of video tape recordings show how far these dimensions are practiced in the classes. As mentioned the six classes were video taped using two equipment starting from the beginning of the class until the end. The recordings included the graduate professors'/instructors' lecture/discussion, students' verbal exchanges during the class interaction and the discussions in the groupings or activities that happened during the meeting. In the following transcripts, T means teacher or graduate professor/instructor and S means the graduate student who was in the class.

Intellectual Quality

There are six elements under intellectual quality dimension which are higher order thinking, deep knowledge, deep understanding, substantive conversation, knowledge as problematic, and meta-

language. As observed, in terms of higher order thinking skills the students do not initiate higher order thinking and critical analysis. These skills are almost always started by the graduate school faculty. In one class after a demonstration teaching by one student, the faculty summarized it by asking:

(Class 6)

T: What was the focus of the lesson?

S: Sounds.

T: How do you know the lesson was focused on sounds?

S: Because in the activity we were asked to repeat the first letter of the word.

T: ...and so what was mastered in the lesson?

S: The sounds.

In another class on Planning Reading Instruction, the faculty was doing all the teacher talk and stopped in between long spiels of reading approaches to ask questions like:

(Class 5)

T: So for example, if it is hmm... predicting, how are you going to incorporate the 21st century concepts in teaching reading—if it is predicting?

S: Make use of graphic organizers.

T: What should you consider when choosing a literary text, aside from the needs and interests of learners?

S: Maybe the personal background knowledge of the learners.

In the examples above, the students give very brief answers. Detailed explanation to develop cogent reasons using English language teaching principles and/or teaching reading would have shown that there is higher order thinking going on. With critical analysis, students would be

able to mention ELT concepts interspersed with personal experiences as teachers. As observed from above, content knowledge is weak. The graduate school faculty does not give enough time or prompts that would have encouraged their students to make careful analysis of their answers. Students just receive, recite, or participate as a normal procedure in these classes.

However, in the Linguistics class, at the beginning of the class, students gave explanation:

(Class 2)

Projected on the board are two sentences: The girl is singing. Singing is fun. Explain these sentences.

S: ...The first statement is actually different...function...different function...compared to the second one. Because in the first it is very clear that the girl is the person---is the doer of the action. The second statement...there is no such doer of the action...the subject...which is singing.

T: Explain this example Singing is fun.

S: Hmm...I will explain that in the second example,...I will ask 'where is the subject of the statement?', so my answer is 'Singing', where there is no action because the subject is only the complement. There is no object of the sentence.

T: Have you ever had this before? This experience? Yes, Jackie?

S: In addition to the answer of Ruffie,...the first sentence, the verb here is the action verb. In the second sentence 'Singing is fun', it is not an action verb, however it is a linking verb, so the difference of the verbs, if I am correct, could

be explained to the students so that they would understand the function of—when you say the doer of the action.

In this example, the students mention concepts from their specialization which were simple information providing feedback to the faculty as to their level of understanding. As observed there was reasoning going on. But this interchange was conducted only in two of the more than ten students in this class. In addition, in terms of higher order thinking, deep knowledge and substantive conversation, these practices were not showed outwardly by visible behavior or in the interchanges.

In terms of the element of knowledge as problematic where understanding of knowledge is not considered a fixed body of information but being constructed and subject to various political, social and cultural influences and implications, one observation came out in the class of Applied Linguistics where after a series of interchanges the student said:

(Class 2)

S: I realize that the accent (this student means 'word') here in Mindanao...I hear them say 'miga' referring to a female friend and 'migo' referring to a male friend...here (in this place) 'migo' and 'miga' mean friend. Also 'namala'... in here it is associated with speaking (he means 'run out of something to say')...but in Bacolod it means 'dried fish', uga.

Although there is a semblance of the element of knowledge as problematic where language is used to elaborate the influence of culture on people, there was no further uptake from Teacher 3.

Under the element of metalanguage where students are encouraged to criticize and second guess texts and where instruction incorporates frequent discussion and understanding of how language works or not work, this is evident in the class of Research Writing because it teaches the graduate students the strategies of presenting and interpreting scientific data. But the students only answered briefly and there was no elaboration or criticism of the sample texts taken up in the class:

(Class 1)

- T: *So when you observe for example a phenomenon, an event, how do you actually observe? What are the tools that you use in order to gather qualitative data from observations?*
- S: *Checklist.*
- S: *Questionnaire.*
- T: *Questionnaire? Is it (incoherent)... during observations, what tools are you going to use?*
- S: *Checklist.*
- S: *Take notes.*
- S: *(Raises her hand)*
- T: *Yes?*
- S: *We have to use take notes, recording, interviews, gathering (incoherent phrase)*
- T: *Field notes...you said field notes?*
- S: *Yes.*

For metalanguage, data indicate that the faculty did not give feedback on the students' use of language. They went through their lessons not giving comments on students' language use, except in Class 4 because it was a class on teaching how to write research. This indicates that the dimension of intellectual quality is low and this is supported in the study of Naidoo and Chirwa (2016) which reported the same finding.

Supportive Classroom Environment

This dimension is composed of five elements that include student direction, social support, academic management, explicit quality performance criteria, and self-regulation. Based on the observation of the video recordings findings show that all activities, whether student activities or choice of contents in the six ELT classes were planned by the faculty. The students followed the lecture presentations of the faculty, the exercises in the activity sheet or projected on the board, group discussion and presentation activities. The concept of negotiated course design where students have a stake in what should be included in the course has yet to be practiced. Thus, student direction where students have freedom on classroom activities is weak. In fact, it was emphasized by Rotherham and Willingham (2009) that teachers do not know yet how to teach self-direction. Proponents of 21st century skills (P21 Partnership for 21st Century Learning, n.d.) promote giving students more experiences that would develop this skill, but according to the authors experience is not the same as practice. Practice means that a student or faculty tries to improve by noticing what he/she is doing wrong and formulating strategies to do better which requires feedback from someone who is more skilled.

However, in terms of the classroom atmosphere showing mutual support, this is present and thus practiced. This is evidenced in one faculty where the voice and speech pace is slow, giving students enough time to process the question to look at the notes before responding, repeating the questions, giving the plans or lesson objectives of the day, the expected output and use of nonverbal behavior.

With regard to academic management characterized by students who were engaged in their tasks by raising questions and contributing to group activities, findings reveal that there were few evidences of students asking questions. However, what was prevalent was students contributing to group activities because this was planned in advance by the faculty whereby the groups would need to discuss their answers in the class. Group members knew that it was expected that at the end of the activity they would share their output.

It is clear that in the classes that were observed explicit quality performance criteria was practiced by the faculty, in that the criteria for judging group output and how classroom activities were going to be implemented were made clear to the students. For example, objectives of the class meeting were given at the beginning or the instructions for the activity were laid out to guide the students.

(Class 1)

T: ...Okay, but before that I'm going to give a lecture on the different steps in processing data that you have generated...

At another time in this lesson the teacher said this:

T: At the end of this session, you are expected to analyze an interpret data sets using appropriate rhetorical moves and strategies...

(Class 2)

T: Let's have this first...If you want to say something, you stand and... explain.

(Class 3)

T: I'd like us all to answer this one, as this is the summary of the things we have tackled here so far. You answer

that one silently first in, say three or five minutes. After which we will discuss your answers. And be able to defend your answers later on.

Under self-regulation which is characterized by the presence of 'Code of Conduct' behavior as being implicit and self-regulatory, this is present in all the classes observed. They knew the conventions of classroom behavior that they knew when to listen, interact, and join group activities. Because they knew these implicit and self regulatory policies, they could also prod their classmates:

(Class 1)

S: Ma'am Jo, ikaw. Ma'am Jo, ikaw magbasa. (Ma'am Jo, you. Ma'am Jo, you read)

The finding of supportive classroom environment is similar with those in the studies of Dorman, Aldridge, and Fraser (2006), Bucholz and Sheffler (2009), and Weimer (2009). Students learn better when they view the learning environment as positive and supportive. A positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions. Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed.

Recognition of Difference

In this dimension, the elements that characterize this pedagogy are cultural knowledge, inclusivity, narrative, group identity, and active citizenship. In each of the classes observed, it shows that not all elements of this dimension are present. This is because these classes are content

courses in English language teaching so they do not deal so much on recognition of difference directly. What are observed as practiced are mainly the indirect manifestation of the dimension. For example in Applied Linguistics, students shared cultural knowledge:

(Class 2)

S1: ...the word 'kasal' in Visayan (a tribe in the island) lingo is different from the B'laan (another tribe) term which means male genital.

SS: Ahhh... (Students expressed surprise, wonder)

In the above sample, there are several elements that can represent the dimension. Aside from cultural knowledge, the class practiced diverse cultural knowledge, a characteristic of the element on inclusivity because it is able to acknowledge diversity. Here is another example from the same class showing personal identity:

(Class 2)

S: I am from GenSan (General Santos City). The environment here in Bukidnon (he is referring that now that he is in Bukidnon for his studies)...we speak Visayan. But I speak Tagalog when I am in GenSan.

However, the element of narrative was not commonly practiced. There were only very few instances where ample opportunities to use personal accounts and experiences were evident. This is because in these classes, it is characterized as teacher-led where more time was spent on teacher-talk than student-led interaction. In instances where students responded to the prompts, the response was either brief or the explanation was not sustained.

This implies that in these classes there is less time given to sharing of classroom experiences because these are content subjects or skills-based classes. Hence, more time is dedicated to actual discussion of concepts than in letting students share experiences. However, these graduate school students are adult learners and professional teachers and hence according to Knowles' framework, adults are assumed to bring a vast reservoir of experience that should be considered in planning learning experience (Ross-Gordon, 2011).

In the element of group identity characterized by practices which build a sense of community and personal identity, the following account gives evidence of the presence of this practice:

(Class 2)

A previous interchange happened in the lesson where a student was asked to respond to an exercise on an analysis of subjects and complements in the Linguistics class.

S1: In addition to the answer of Ma'am Ruffie...

Another interchange.

S2: Just like what Ma'am Ruffie has explained a while ago...

The student identifies herself to the previous interlocutor in that they have similar ideas on their response. The concept of a sense of community is present even if it is only between the two students. However, in the continuation of this interchange when the faculty asked another student to interact, the response still began with the same phrase.

In addition, students were also able to exhibit the practice of group identity when the class in Teaching Strategies was made to critique a teaching demonstration:

(Class 6)

The teacher asked if the four macroskills were present in the teaching demonstration. An interchange happened, then the following account:

S: But I find a problem with the language, speaking and dialogue. The dialogue was not in Filipino English. The accent is not familiar. In the real scenario, it's (British accent) not really familiar to the children.

In addition, group identity can also be exhibited when the participants unanimously related themselves to their teaching profession:

(Class 4)

T: There is no boring class. There is only a boring teacher.

SS: (Laughter)

In the above account, humor is evident because the students who are all professional teachers can relate to this caveat. The above accounts tell that the students recognize varying individual differences and group affiliation. This element will be easy for mature learners where in this instance, the students are already teachers and at the same time students in the graduate school.

Under active citizenship the practices that characterize this element include the teacher explaining people's rights and responsibilities, students provided with opportunities to direct and self-regulate

their own behavior, and appreciation of rights and responsibilities. Only one class in Second Language Acquisition exhibited this practice:

(Class 3)

An exchange happened where the teacher emphasized that as practicing teachers especially in the elementary...:

T: ...do not force the children to speak. There is the silent period. Because forcing them causes anxiety.

Continuation of an interchange.

T: The teacher's responsibility is that even if the children are speaking in the mother tongue, teachers should speak in the target language. The rationale is they will learn in their own time.

Active citizenship according to Nosko and Széger (2013) can be as small campaign educating people on values, skills and participation. Applying this thought to the present study is reminding teachers of the importance of wait time before they give their response and for them to speak the English language even if their students are speaking in the mother tongue. A campaign of this nature can be formed to get as many teachers to be involved in this advocacy.

Connectedness

Under connectedness, it includes such pedagogic practices as background knowledge, knowledge integration, connectedness to the world, and problem-based curriculum. Background knowledge happens when there is a connection to two or more sets of subject areas in the lesson and knowledge integration is the

connection between one's own background knowledge, experience, topics, skills and competencies.

Notice the integration of students' background knowledge and knowledge integration in the activity in the class of Second Language Acquisition:

(Class 4)

Teacher asked students to do this activity:

In a group

1. *Recall one activity from the textbook that you are currently using.*
2. *Describe how this activity should be done by the students.*
3. *Tell which approach in SLS will it fall.*
4. *Evaluate the activity in relation to the requirements of optimal input by answering these questions. Be ready to justify.*
 - a. *Is it comprehensible?*
 - b. *Is it interesting?*
 - c. *How does it affect the affective filter of the learners?*
 - d. *Is it communicative?*

This requires knowledge of SLA theories, methods, and approaches and integrate these into their teaching profession either as a reflection or application of new knowledge. In the element of connectedness to the world where tasks are intellectually challenging and real and the last element, problem-based curriculum characterized by students encouraged to solve their own problems, the activity required the students to conduct a demonstration teaching that happened in Class 6. It is clear in this activity that the students have to apply content knowledge,

teaching strategies, instructional materials (Cox, n.d.) technology, evaluation techniques and classroom management so that the demonstration will be successfully performed.

However, in Classes 1, 2, 3, and 4, the dimension of connectedness was not practiced. It was only in Class 6 where it was clearly practiced. Class 5 required the students to make a lesson plan in reading using the literature-based approach, but it was for a major requirement and not conducted during this observation. It was just one session out of many meetings in order for students to be able to do this.

Actual Use of Productive Pedagogies

This study finds a difference between the results of the perceptions of the students using a questionnaire and the actual observations from the recordings. The participants indicated that the four dimensions of productive pedagogies on intellectual quality, supportive classroom environment, recognition of difference, and connectedness are practiced in the six classes. However, based on the careful observations made by the researchers, there were elements in these dimensions which were not practiced or if practiced, only minimally.

The matrix on the next page shows which elements in each of the four dimensions are not practiced. Students did not initiate conversations nor were the conversations substantive, and this was evidenced by the very brief answers they gave to the question prompts. When they responded they gave simple concepts. They were weak in student direction where they influenced the specific activities or tasks they would do in the lesson. This was

Productive Pedagogy Elements: Its Presence or Absence

Intellectual Quality	Elements	Present	Not present
	Higher order thinking		✓ students do not initiate conversation; answers are brief
	Deep knowledge		✓ students give simple answers
	Deep understanding	✓	
	Substantive conversation		✓ weak in all classes
	Knowledge as problematic	✓ only in Applied Linguistics	
	Metalanguage	✓ only in Research Writing	
Supportive Classroom Environment		✓	
	Student direction		✓ weak on students given freedom in classroom activities, no negotiated classroom design
	Social support	✓	
	Academic engagement	✓ few students ask questions but contribute to group activities	
	Explicit quality performance criteria	✓ present in all	
	Self-regulation	✓ present in all	
Recognition of Difference			
	Cultural knowledge	✓ present in Applied Linguistics class	
	Inclusivity	✓ present in Applied Linguistics class	
	Narrative		✓ not present in all classes
	Group identity	✓ Present in Applied Linguistics class	
	Active citizenship	✓ present in Second Language Acquisition	
Connectedness			
	Knowledge integration	✓ present in SLA class	
	Background knowledge	✓ present in SLA class	
	Connectedness to the world	✓ present in Teaching Reading and Teaching Strategies classes	
	Problem-based curriculum	✓ present in Teaching Strategies and Teaching Reading	

present during group activities but not in the class lectures because it was not clear if they had the negotiated curriculum design. Narrative was also absent in these classes as far as the video recording is concerned.

Conclusions and Recommendations

There is a difference between what students perceived as practiced in the dimensions of productive pedagogies and what had been video-recorded. People perception may result to biased evaluation.

A few elements in the dimensions are present but weak based on the video-recording. Higher order thinking, deep

knowledge, substantive conversation, and student direction are weak practices in the classes. In the 21st century teaching and learning, these competencies and skills have to be practiced by the faculty and students. If the College of Education of the university wants to stay competitive and have its students compete with the other graduates of ASEAN then they have to exhibit these practices very well. This implies that training of its faculty in the same college on productive pedagogies will need to be done. Although there has never been a training on productive pedagogies before but all the faculty in the graduate school are confident that in some ways, the elements of the different dimensions

are practiced. Indeed the video-recordings testify to its presence. However, it was also clear that some elements are practiced weakly and one element has not been present at all.

Not present is the element of narrative which is a linked sequence of events involving an emphasis, both in teaching and in student responses, on structure and forms. However, as written earlier, this element is dependent on the kind of subject. Nonetheless, this must be planned very well by the faculty to make teaching and learning more meaningful.

Being a teacher education institute in this part of the country and a laboratory for future teachers, productive pedagogies would be an innovative move for the college to train its preservice teachers. Not only in college will this work but also in the graduate school. Teacher educators can accept that there are weaknesses and spaces for reform within the college for the never-ending quest for the preparation of better teachers. This means teachers who can weave together the application of productive pedagogies with productive activities in their respective classrooms.

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APPENDICES

Table 1.

Frequency of Practice of the ELT Faculty and Students in Intellectual Quality

Indicators	Yes		No		Sometimes	
	Freq	%	Freq	%	Freq	%
1. There is frequent opportunities for students to engage in higher order thinking and critical analysis.	114	99.10	0	0	1	0.90
2. Lessons cover deep knowledge that is concerned with the central ideas of a topic/discipline which are crucial for learning.	112	97.40	0	0	1	0.09
3. The work and responses of students provide evidence of deep understanding of concepts and ideas. Students can produce new knowledge by discovering relationships, solving problems, making explanations and drawing conclusions.	114	99.10	0	0	1	0.90
4. There is considerable verbal exchanges in the classroom among students, and between teacher and students and show sustained dialogue rather than just question-answer-response patterns between the teacher and the students.	111	96.50	0	0	4	3.50
5. Understanding of knowledge is not considered as a fixed body of information, but being constructed, and is subject to various political, social and cultural influences and implications.	112	97.40	0	0	1	0.90
6. Students are encouraged to critique and second guess texts and other sources of information. Instruction incorporates frequent discussion and understanding of how language in its various forms work or not work in the learning experiences of students.	111	96.50	0	0	4	3.50

Table 2.

Frequency of Practice of ELT Faculty and Students in Supportive Classroom Environment

Indicators	Yes		No		Sometimes	
	Freq	%	Freq	%	Freq	%
1. Students are given leeway on how specific activities or tasks will be done in the classroom and how they will undertake such activities which will result in students feeling a greater sense of freedom and well-being.	108	93.90	0	0	7	6.10
2. Classroom atmosphere is characterized by social support where the atmosphere show mutual respect and support between teacher and students, and among students.	110	95.70	0	0	5	4.30
3. Students are engaged in their tasks. They show enthusiasm for their work by raising questions, contributing to group activities and helping their peers.	113	98.30	1	0.90	1	0.90
4. Criteria for judging the range of activities in the classroom are made clear and explicit by the teacher. Assessment tools and rubric are explained clearly to the students.	110	95.70	0	0	4	3.50
5. Students should be actively involved in the development of their classroom's 'Code of Conduct'. The direction of students behavior is implicit and self-regulatory.	111	96.50	0	0	4	3.50

Table 3.

Frequency of Practice of ELT Faculty and Students in Recognition of Difference

Indicators	Yes		No		Sometimes	
	Freq	%	Freq	%	Freq	%
1. The diversity of cultures within the classroom is considered in curriculum planning and teaching. Cultures are valued when there is implicit appreciation of beliefs, languages, practices and ways of knowing.	112	97.40	0	0	3	2.60
2. The classroom is inclusive where classroom practices intentionally acknowledge, support and incorporate the diverse cultural backgrounds, experiences and abilities.	111	96.50	0	0	4	3.50
3. Classroom experiences provide ample opportunities for teachers and students to use personal accounts, experiences, biographies, historical accounts and literary and cultural texts within the classroom/curriculum.	113	98.30	0	0	2	1.70
4. Teaching/learning practices help build a sense of community and personal identity. Classrooms help develop a group identity that recognizes varying individual differences and group affiliations.	113	98.30	0	0	2	1.70
5. The principle of active citizenship involves teachers explaining rights and responsibilities and ensuring they are adhered to. Students are provided opportunities to direct and self-regulate their own behavior, including appreciation of the rights and responsibilities of groups and individuals through classroom activities.	107	93.00	0	0	7	6.10

Table 4.

Frequency of Practices of ELT Faculty and Students on Connectedness

Indicators	Yes		No		Sometimes	
	Freq	%	Freq	%	Freq	%
1. There are explicit attempts made to connect two or more sets of subject area knowledge. Lesson tasks and activities integrate with and incorporate ideas from a variety of subject areas.	106	92.20	1	0.90	5	4.30
2. Opportunities are provided for students to make connections between their own background knowledge and experience and topics, skills and competencies they are studying and acquiring.	112	97.40	0	0	2	1.70
3. Classroom tasks and activities are intellectually challenging and/or real world problems. Lessons have value and meaning beyond the instructional context, making the connection to the wider social context within which students live.	113	98.30	0	0	1	0.90
4. Students are presented with specific practical, real or hypothetical problems to solve. Problems are defined as having no single correct solution, requiring the construction of knowledge by the students and requiring sustained attention beyond a single lesson. Students are encouraged to solve their own problems.	112	97.40	0	0	2	1.70

*Students' Written Observations**Frame 2: Practices on Supportive Classroom Environment*

There are *less tasks given* in my class but they're heavy enough to suit the students' capabilities. The criteria in assessing their outputs are not explained in the class but are stated in their activity sheets.

The teacher also established sound rapport among the learners which made the students confident in interacting to the class discussion and the teacher made the students feel low affective filter during the teaching and learning experiences.

During class discussions everybody is encouraged to share their experiences.

At the beginning of the class, our teacher gave us a copy of the rubric for our group reporting.

I always have meaningful learning with this class. The teacher/professor brings meaningful activities inside the classroom. I find every discussion highly significant in my field of work. (sic)

Students are not always given leeway on how specific activities should be done. Most of the time teacher's standards and instructions as how the activities he/she wants it to be done should be followed. (sic)

Frame 3: Practices in Recognition of Difference

Some strategies are *not suited to the kind of environment and resources* that are existing in the field. (Class 1)

I like the class with this item. (Class 2)

Able to learn from the different point of view. (sic) (Class 2)

Individual sharing/reporting gives each one the chance to show their strengths and weaknesses when delivering topics in front. (Class3)

I appreciate this subject because it helps us understand various languages locally. Knowing that we have diverse culture still we were able to express our various opinions. (sic) (Class 3)

Students are always encouraged to relate the topics in their own schools. Thus allowing us to think deeper and dig in details that might have been neglected. (sic) (Class 3)

Discrimination has no room in the teaching-learning process. (Class 3)

The teacher/professor acknowledged the field experiences of the students and relate it to class. (sic) (Class 3)

