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Research Article

Interplay between Philosophical Orientation and Musical Literacy Index of English as a Foreign Language (EFL) Teachers

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ABSTRACT

Teachers' philosophy of education guides their behavior or performance in the classroom. The philosophy statement reflects their personality and values. To highlight the intervening variables of the study, the researcher deemed mixed method of research appropriate. The quantitative aspect involves the use of correlation statistical tool while the qualitative aspect pertains to the use of the verbatim and transcribed interviews. To quantify and establish correlations between the educational philosophy orientations and musical literacy index of EFL music teacher participants, Pearson correlation was used. One supposition confirmed by this study is the paramount influence of educational philosophies in the pedagogical practice of EFL music teachers. The orientations serve as a guide to thread the right direction considering the goals and visions of the Department of Education (DepEd). The noteworthy relationships between variables may presuppose that there is a perceived room for improvement in the pedagogical practice and musical literacy of EFL music teachers to cater to the 21st century learning needs of the clientele. The current study suggests that there is a need to practically unravel the plights of the EFL participants along instructional materials inadequacies, mismatch of trainings, and language of instruction issue, to be able to establish a sound school climate conducive to learning. Trainings must also be conducted to enhance the musical literacy of EFL teachers.

KEYWORDS

EFL Teachers, Foreign Language, Multilingualism, Musical Literacy Index, Philosophical Orientations

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INTRODUCTION

The structure of educational system varies among nations but one thing is constant, educational system will not be functional without teachers. According to [UNESCO \(2019\)](#), teachers are one of the most influential and powerful forces for equity, access and quality in education and key to sustainable global development. They must encourage active participation and interaction of students in the acquisition of knowledge, skills, and values needed to prepare them for their roles in society. To connect, the conduct of the present study had indeed been towards the improvement of the pedagogical practice of EFL music teachers likewise the preservation of Filipino culture being widely known as music enthusiasts.

Educational philosophy as defined by [Lim et. al., \(2011\)](#) in the book “The Teaching Profession” is a set of related beliefs that influences what and how students are taught. Teachers’ philosophy of education guides their behavior or performance in the classroom. The philosophy statement reflects their personality and values. These educational philosophies highlighted are Idealism, Realism, Pragmatism, Perennialism, Essentialism, Progressivism, Social Reconstructionism and Existentialism. They focus heavily on WHAT a teacher should teach; hence, the present paper highlighted the relevance between the philosophical orientations and musical literacy.

According to [Magno \(2011\)](#) in his report “The Analysis of the Basic Education of the Philippines: Implications for the K to 12 Education Program”, the Philippines has the most limited subjects for the arts which is only arts and music that are also integrated in one subject. Other countries, however, aside from music and arts have design and technology, arts and design, drama, higher arts, and higher music. With this premise, it seems that the Philippine Educational System gives little priority in the arts specifically in music. In effect, [Anderson \(2013\)](#) emphasized that a large body of research literature now supports the importance of music in schools by providing evidence that music is universal in every culture and period. All humans possess musical ability and fostering this skill to its fullest requires early nurturing of musical potential, particularly during the years of rapid brain development. The study of music provides students with an understanding of important aspects of their culture that are unavailable through any other means and there are string links between learning in music and in other areas of the school curriculum. The previous text accentuated the importance of music as a universal language and plays a pivotal role in the society. Learners can acquire other subject like Math, English, Science and other learning areas but without music, the life of an individual might be incomplete as well as the aesthetic part of an individual seems missing.

Furthermore, the research site uses English as a medium of instruction to the EFL learners in order to expound comprehensively the musical elements. In fact, this linguistic issue contributes to the bilingualism or even multilingualism of both EFL music teachers and learners ([Estremera, 2021; Reynolds et., al., 2021](#)). Teachers resort to L2 and L1 modes of communication as the case warrants. This is underpinned by [Estremera \(2017\)](#) who underscored that MTB-MLE has relevance to Grade III pupils’ performance in Mathematics and Science due to limited vocabulary words which hinder the pupils to cope with the lesson. This could have attributed to the fact that musical elements such as rhythm, tempo and dynamics are to be taught using the second language(L2) as mandated by the Philippine curriculum. These linguistic dilemmas are the primary reasons of the exploration between educational philosophy orientation and musical literacy of EFL teachers. According to [Boudouaia \(2021\)](#) who explored English language teachers’ attitudes, perspectives, and views about the previous modifications and its application on education; it was found that all participants have unclear and poor outlooks about EFL in pedagogy.

It was confirmed also that training programs and support given by the government have a trivial impact on teachers' practices in the classrooms. [Boudouda, et. al., \(2012\)](#), conversely, investigated English and French language teachers' philosophies about curriculum modernization in Algeria. He identified negative views among the participants concerning the innovation due to an incongruity between their beliefs and restructuring.

On a final note, [Lehman \(2002\)](#) in his article mentioned that music is one of the most powerful, most compelling, and most glorious manifestations of every cultural heritage. All of us ought to be able to understand, enjoy, and participate fully in our musical environment. Music in school is not merely an activity to be engaged in as a respite from the serious business of education; it's an important means of discovering underlying truths about human nature. The fundamental and pervasive role that music plays in the entertainment business and in popular culture sometimes blinds people to the very different but essential role it plays in education. Besides, the authors are also categorized as EFL teachers; hence, exploring the interplay between philosophical orientations and musical literacy indexes will guide them on what linguistic approach to undertake in the pedagogical practice. The musical literacy index of EFL teachers would equate likewise to an increased in musical proficiency of students as well. With the delineated premises, the author would like to contribute to the body of knowledge specifically along educational philosophy and music education. By the same token, there is an ostensible dearth of studies relevant to the present pursuit specifically highlighting the relationships between educational philosophy and musical literacy of EFL teachers. This perceived gap is what the author hopes to fill.

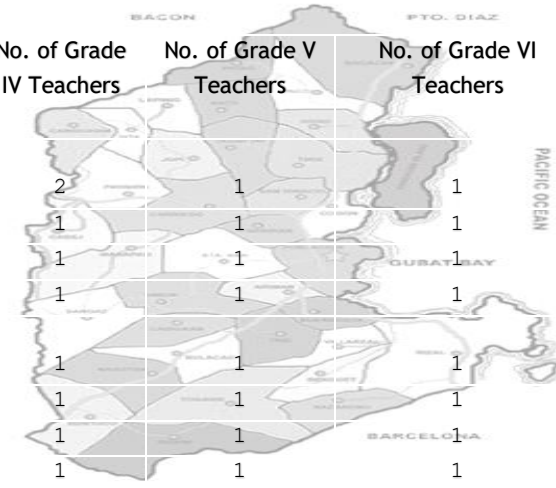
METHODOLOGY

To highlight the intervening variables of the study, the researcher deemed mixed method of research appropriate. The quantitative aspect involves the use of correlation statistical tool to capture the interplay between the identified variables, while the qualitative aspect pertains to the use of the verbatim and transcribed interviews to offer empirical data and verify the hypothesized relationships of educational philosophy and musical literacy. According to [Cresswell \(2014\)](#), mixed methods research design involves merging or integrating qualitative and quantitative research and data in a single study. Qualitative data is derived from open ended sources typically without pre- designed replies while quantitative data originates from close ended data sources like tests, questionnaires or psychological instruments. To supplement, various terminologies are in use for this approach, such as “integrating, synthesis, quantitative and qualitative methods, multimethod, and mixed methodology” but in modern writings the normally used term is – mixed methods ([Bryman, 2006](#); [Tashakkori et. al., 2010](#)).

Research site and participants

The Division of Sorsogon, Gubat North and Gubat South Districts had been the research site for practical purposes.

MAP OF GUBAT, SORSOGON



District	No. of Grade III Teachers	No. of Grade IV Teachers	No. of Grade V Teachers	No. of Grade VI Teachers
Gubat North District				
1. Gubat North CS	7	2	1	1
2. Aguinaldo ES	1	1	1	1
3. Tagaytay ES	1	1	1	1
4. Dita ES	1	1	1	1
Gubat South District				
1. Gubat South CS	1	1	1	1
2. Buenavista ES	1	1	1	1
3. Ariman ES	1	1	1	1
4. Benguet ES	1	1	1	1
Σ	14	9	8	8

The schools were chosen to strike a balance of responses among urban and rural school teachers. Based on feedback during conferences, EFL music teachers in the participant schools expressed their interest and willingness to the researcher to be the subject of the study; other EFL teachers handling other subjects such as Mathematics, Science, etc. were excluded. Grades III, IV, V, and VI EFL music teachers were chosen as participants since these are the grade levels where formal music lessons are given to the pupils. A total of 39 EFL music teacher participants had been purposively selected. The different elements are explicitly taught by the teacher that contribute to their literacy about music education handling EFL learners as well. It must be noted that books used are written in English language and research informants are expected to use English as a medium of instruction as possible. Vernacular could be the last recourse to process the information effectively to the EFL learners.

Data gathering

As a research protocol, the researchers sought the approval of the Schools Division Superintendent of the Division of Sorsogon. Thereafter, the researcher proceeded to the schools chosen as participants to this undertaking which commenced mid of November 2019 to February 2020. The EFL music teachers from each school were subjected to structured and semi-structured interviews, focused-group discussion, and classroom observations. Researchers interviewed the EFL teachers guided by the interview guide and protocol (*see appendix*) alongside classroom observations to capture how does educational philosophy relate with the teaching of musical elements given EFL. An FGD redounded to the thematic discussion of the gathered data realized through online platform. According to [Harris et. al., \(2010\)](#), structured questionnaires and semi-structured interviews are often used in mixed method studies to generate confirmatory results despite differences in methods of data collection, analysis, and interpretation. The responses from the participants were transcribed and therefore helped in establishing a theme or pattern which paved the way to a

comprehensive thematic analysis of the research findings. This is also underpinned by Nascimento et al., (2019) who underscored that procedure needs to be detailed in research reports, to contribute to the increase of methodological accuracy and to provide essential information to readers, allowing them to evaluate the rigor of the research. Thus, it is proposed that transcription should be considered a quality criterion in qualitative research.

Instrument

The questionnaire was evaluated by three experts in the field of educational philosophy adopting quantitative –oriented manner for content validity and to ensure a well-drafted instrument. Validators were also EFL teachers teaching educational philosophy and research. In fact, the validated instrument contains statements lifted from the existing educational philosophies as well as musical literacy variables. By the same token, content validation, which plays a primary role in the development of any new instrument provides evidence about the validity of an instrument by assessing the degree to which the instrument measures the targeted construct (Anastasia, 1998).

Statistical Tool

To quantify and establish correlations between the educational philosophy orientations and musical literacy index of EFL teacher participants, Pearson correlation was used. Pearson's product moment correlation coefficient is denoted as ρ for a population parameter and as r for a sample statistic. It is used when both variables being studied are normally distributed. This coefficient is affected by extreme values, which may exaggerate or dampen the strength of relationship, and is therefore inappropriate when either or both variables are not normally distributed (Mukaka, 2012). In the same vein, to calculate the x and y variables of the present paper a five-point Likert Scale was adopted (5- extremely agree; 4- satisfactorily agree; 3- fairly agree; 2- poorly; and 1- not agree).

Quantitative and Qualitative Data Analysis

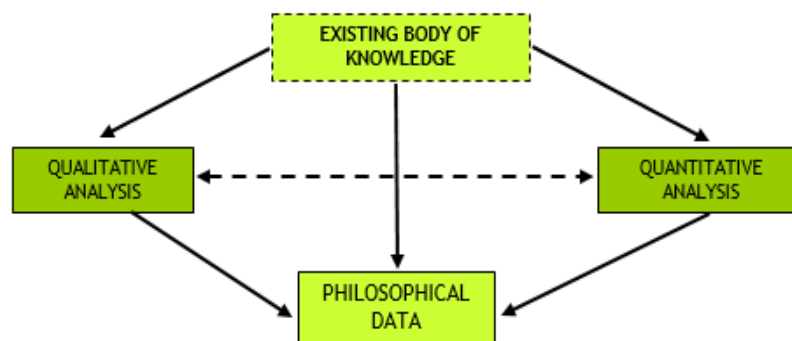


Figure 1
Combined Quantitative and Qualitative
Data Analysis

To link the findings of this academic undertaking to the existing body of knowledge, researchers took into consideration the combination of quantitative and qualitative analysis to come-up with philosophical data. The answered research instruments had offered quantifiable information such as *mean* and *composite mean* which delineated the philosophical orientation as well musical literacy index of EFL music teachers. On the other hand, the interviews and FGD conducted had redounded to the formation of themes and codification of verbatim responses categorized under qualitative inquiry. In fact, there was a pressing need for the data coding in order to establish themes and avoid misalignment of ideas as much as possible. Codes [e.g. #POVMLOET1 and #POVMLOET2] were exploited to analyze the transcribed responses accordingly and be able to capture the essence of the present study. As for Elliot (2018) coding is a ubiquitous part of the qualitative research process, but it is often under-considered in research methods training and literature.

Research questions and hypotheses

This study's chief intention was to investigate the interplay between philosophical orientation as well as musical literacy index towards better pedagogical practice of EFL music teachers leading to an improved academic performance of EFL students.

- i. What are the philosophical orientations of EFL music teachers?
- ii. What is the musical literacy index of EFL music teachers?
- iii. Is there a significant relationship between philosophical orientation and musical literacy index of EFL music teachers?

To provide philosophical answers to the foregoing questions, the hypotheses underneath were proposed:

- i. Philosophical orientations of EFL music teachers do not vary;
- ii. Musical literacy indexes of EFL music teachers do not vary; and,
- iii. There is no significant relationship between philosophical orientations and musical literacy of participants (H_0).

RESULTS AND DISCUSSION

Theme 1: Philosophical orientations

Existentialism

Captured by the figure hereunder is the philosophical orientation index of EFL music teachers in the research site. It reveals that almost all of the philosophies of education are applied by the research participants in their pedagogical practice. However, these transpired on a varying degree depending upon the orientations of the teachers concerned. This is validated by 39 participants who claimed that existentialism is one of their top philosophy orientations. This may denote, to some degree that, elementary teachers in the research site are guiding their pupils to find meaning and directions in their lives.

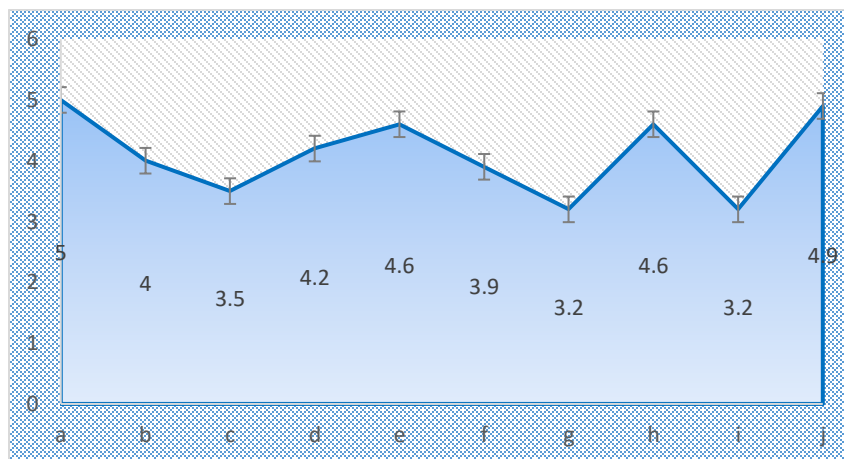


Figure 2: Philosophical orientations index of EFL teachers

Participants are honing their pupils to be rational and possess high intellectual level necessary to transcend the challenges of life. Teachers are then aware of the essence of human existence. According to [Waddle \(2016\)](#), philosophical existentialism has sought to understand the nature of human existence and the possible meaning(s) that might be made thereof. For the noteworthy existentialist Jean-Paul Sartre, the meaning of life cannot be said to subsist somewhere beyond the province of individual human existence, since meaning is born of a fundamental freedom which inheres in human consciousness. From a more contemporary poststructuralist philosophical perspective, however, one might argue that Sartre’s individualist conception of existential meaning in *Being and Nothingness* remains fettered to an order of signification reliant upon a vestigial “metaphysics of presence”, where the presence of the signified has simply been displaced from the transcendental domain to immanent human subjectivity.

Essentialism

Moreover, 37 research informants also confirmed that they are making use of essentialism as their educational philosophy orientation. During the data interview, elementary teachers conjectured that they make sure that lessons are chronologically arranged from the simplest competencies up to the most complex ones. Teachers make sure also that lesson will contribute to the growth and development of the pupils by considering the innate tendencies of the pupils to learn and honed in the process. These statements directly conform to the nature and definition of essentialism in the context of educational philosophy. The above texts are supported by the view of [Sahin \(2018\)](#) who postulates that essentialism is an approach assuming that people and things have natural and essential common characteristics which are inherent, innate and unchanging. Thus, it is regarded as an educational philosophy. However, having the common essence and the same essentials at the same levels can lead to undesired practices in real life too. Even nouns and pronouns used in daily communication reflect some connotations of a philosophy as a system of beliefs about reality based on how we perceive ourselves and others in terms of our existence. How we address ourselves and others also represents our point of view related to the relationship and interaction between us and others. Essentialism as a philosophy has impact on our differentiation or unification ways while addressing. In this sense, the pronoun *we* represents a kind of unification while the pronoun *you* refers to a kind of discrimination or differentiation, which can be referred as a kind of taxonomy used in communication.

Progressivism

Progressivism, on the other hand, likewise emerged as one of the orientations claimed by 33 teachers. This could imply that the participants are promoting some democratic strategies in carrying-out the lessons leading to the assimilation of needed skills for lifelong learning as accentuated in the DepEd vision. Elementary teachers could also be teaching their pupils according to the needs and interests of the children. The above suppositions are aligned to the fact that progressivists believe that education should focus on the whole child, rather than on the content or the teacher. This educational philosophy stresses that students should test ideas by active experimentation. Learning is rooted in the questions of learners that arise through experiencing the world. It is active, not passive. The learner is a problem solver and thinker who makes meaning through his or her individual experience in the physical and cultural context.

Social reconstructionism and perennialism

Surprisingly, the two least adopted educational philosophy orientations of the research informants are social reconstructionism and perennialism that claimed only by 17 and 11 elementary teachers, respectively. To substantiate this claim, the researcher interviewed the teachers as highlighted below.

Extract1

“ I believe that one of my philosophical orientations has to do with social reconstructionism. This is because I make it a point to integrate real-life scenarios and activities which pupils can apply as they go out of the school’s premises”.
[#POVMLOET1]

“ I am able to teach my lesson effectively if my pupils obey what I say and follow my rules inside the classroom. This way, I am able to develop the logical reasoning and critical thinking of my pupils”. [#POVMLOET2]

The coded responses [#POVMLOET1] and [#POVMLOET2] apparently confirm that there are teachers who are guided by the principles of social reconstructionism and perennialism. Teachers’ goal is to prepare the pupils for actual challenges in the society where they belong. In short, they are developing the learners for lifelong learning process. Some participants, in fact are guided by the fact that teachers’ role in teaching-learning process is vital. They employ rules that should be obeyed by the pupils. This is underpinned by Hill (2006) who hypothesizes that democratic education is obviously much more than learning about a political system of government and decision-making. Democratic education and its consequences take place not just in schools but in the lives of people of all ages and at all times and in all areas of society. Its educational system is a crucial aspect of a democratic society and it remains, as it always was, a major tool of society that can take democracy and social justice into the living rooms, street-corners, workplaces, boardrooms, and legislatures; democratic education has the potential to infuse its principles and benefits into both 224 individual lives and into society as a whole. Thus the whole issue of how educators and citizens can develop and provide a system of education that is both democratic and one that promotes democracy for society becomes a looming and massive responsibility and charge.

Theme 2: Musical literacy

Portrayed by the figure underneath is the musical literacy of EFL teachers along the significant elements of music education. This involves rhythm, texture, form, melody and so forth. Investigating the musical literacy of the research informants is to provide clearer picture of the efficacy of trainings conducted by the Department of Education (DepEd) and be able to initiate further trainings to upskill and update the pedagogical practices.

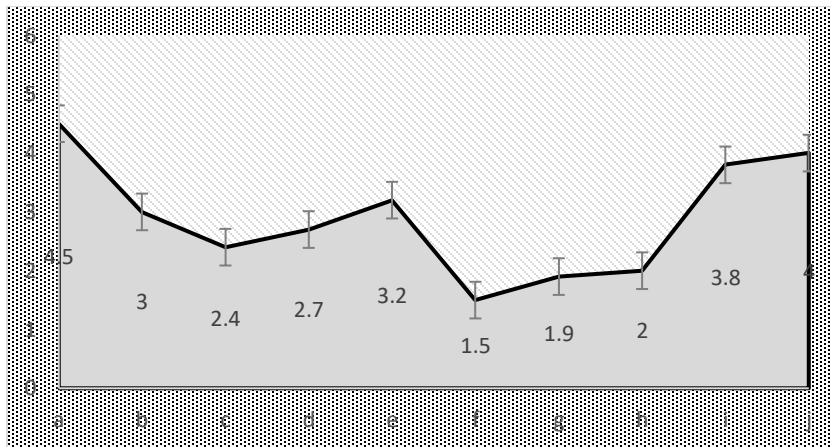


Figure 3: Musical literacy index of EFL teachers

Empirically, the musical literacy of EFL teachers falls under moderate level collectively. There may be high aspects of musical literacy but some areas imply low literacy level of the EFL teacher participants. These areas are extrapolated further by the researcher through interviews and class observations.

Rhythm

The word ‘rhythm’ stems from the Greek word *rhythmos*, meaning “any regular recurring motion, or symmetry” (Arevalo, 1996). In music, rhythm is about when notes, chords, and other musical sounds begin and end. As a result, rhythm is the essential ingredient in all music. No matter what instrument a student is learning, everyone needs good rhythmic foundation. Melodies, scales and chord patterns are all dependent on a piece’s rhythm. The importance of developing a strong sense of pulse or rhythm is a crucial element when learning to play – and being taught the basics of rhythm starts in the very first lesson. Thus, to be able to capture the participants’ perspective of the essential elements of music, the researcher recorded the responses in the interview notes. Each participant was asked of share his perspective based on questions prepared by the researcher. Some of these lines are given below.

Extract 2

“It can be done by clapping, tapping to mark the beat”. [#POVMLOET3]

*“It forms a pattern of long and short beats. Can be done by clapping, tapping. It is also the pulse in music”.
[#POVMLOET4]*

*“Movement, fluctuation or variation marked by the regular recurrence or natural flow of related elements”.
[#POVMLOET5]*

These recorded responses coded as [#POVMLOET3], [#POVMLOET4] and, [#POVMLOET5] of the participants may presuppose collectively that music teachers in the research site are aware of the essential areas of music specifically rhythm. There positive perspectives towards rhythm are radiated to their pedagogical practice. As observed by the researcher during data gathering procedures, these positive impact between teachers' perspective and the participation of the pupils during the lesson delivery. These claims are in accordance with the vista of [Burke \(2005\)](#) who argued that rhythm is often neglected as a daily component of band and orchestra rehearsals. Through his own experiences, he found that there were few methods that effectively taught rhythms to students. To address this, [Garwood \(2014\)](#) wrote a short rhythmic example to help one of his students with a difficult passage. He asked the student to count and clap the rhythmic example, which allowed this instrumentalist to transfer the knowledge to the performance of a difficult passage.

Melody

The present research undertaking deemed it right to include the perspective of teachers along melody. This was done by means of interview and non-participative manner of observing the subjects of the study to be able to gather essential data. The researcher asked the research informants each by each and samples of verbatim answers are highlighted below.

Extract 3

“The combination of simultaneously sounded musical notes to produce chords. As a music teacher, this is the most difficult thing to teach to the pupils”. [#POVMLOET6]

“It is the succession of sounds/tones in a musical phrase/phrases. It is the flow of the musical tone. It can be high or low. As to my pupils, it really takes time to develop this to them”. [#POVMLOET7]

The preceding verbatim responses reveal the musical literacy of the research informants along melody as one of the essential elements of music education. It can be observed that teachers have different perspectives as confirmed by the varied remarks. Be that as it may, they show similar perspectives when to developing melody among their pupils. Thus, teachers' proficiency in teaching music is of paramount value in order to produce musically-inclined pupils. These findings are relevant to the statement that a music teacher is expected to be proficient, effective, and efficient. He is responsible for sharing music and musical knowledge with his or her students. In the elementary grades specifically in the primary, their functions include teaching children to love singing, singing in the right pitch, understanding the concepts about rhythm, melody, tempo, dynamics but intermediate grades may mean teaching other rudiments of music such as harmony and texture, form and timbre or helping the pupils prepare for high school level musical pieces ([Garwood, 2014](#)).

Harmony

Likewise, to be able to capture the perspectives of the elementary teachers handling music subject, the interviewed the subjects of the study and their responses had been recorded for thematic analysis. Several questions related harmony were given to gather essential research data. Sample transcribed responses are given below.

Extract 4

“It is the combination of simultaneously sounded musical notes to produce chords”. For me sir, harmony is the most important element of music to be developed among the learners especially choir singers”. A music will be at its worst without good harmony”. [#POVMLOET8]

“Harmony must be given greater weight in teaching music. Other areas may be negligible but harmony must receive a greater emphasis”. [#POVMLOET9]

If closely analyzed, participants have greater concerns on harmony. They probably are knowledgeable enough of the procedures and steps on how to develop musical harmony in their pedagogical practice. Their high level of musical literacy, on the other hand, is translated into good musical outputs and activities of their pupils as observed by the researcher. This result is connected to the perspective of [Anderson \(2014\)](#) who emphasized that a large body of research literature now supports the importance of music in schools by providing evidence that: music is universal in every culture and time period, all humans possess musical ability, fostering musical ability to its fullest requires early nurturing of musical potential, particularly during the years of rapid brain development, the study of music provides students with an understanding of important aspects of their culture that are unavailable through any other means and there are string links between learning in music and in other areas of the school curriculum.

Form and timbre

In addition to melody and harmony, the final element of pitch involves understanding tone. Teaching this concept involves visualization because it requires that students detect the subtle nuances created by different sounds. Often referred to as color by musicians, timbre (pronounced, “Tamber”) is the discrete variations present in complex sound waves that contain multiple frequencies, like the sound created by a musical instrument. Every teacher has his or her own method and style for communicating with students. However, one way to describe color is to explain to students that it is basically anything involved in sound that doesn’t pertain to the pitch, volume, or duration. For example, the same pitch (note) played on a flute and saxophone will generate differences that you can hear. A flute sounds different than a saxophone, especially at the beginning of each note. Likewise, two violins or two flutes playing the same pitch will also include subtle variations. It is the mixture of frequencies that create the color of the sound heard.

Extract 5

“Timbre of a sound depends on its wave form, which varies with the number of overtones or harmonies that are present, their frequencies, and relative intensities. As a neophyte music teacher, I have low musical literacy about timbre and form”. [#POVMLOET10]

“Timbre or tone color is the perceived sound quality of s musical note, sound or tone. I need to attend trainings about developing and distinguishing form from timbre”. [#POVMLOET11]

“Personally, form refers to how many parts/sections a musical piece has”. [#POVMLOET12]

Highlighted above is the musical literacy along form and timbre. As implied by the coded statements, most of the teacher participants revealed during the interview that they still need trainings and re-upskilling to be able to teach their pupils in accordance Most Essential Learning Competencies (MELC) issued by DepEd to push the new normal context of education. This finding is linked to the view of [Lehman \(2005\)](#) who argued in his article that music is one of the most powerful, most compelling, and most glorious manifestations of every cultural heritage. All of us ought to be able to understand, enjoy, and participate fully in our musical environment. Music in school is not merely an activity to be engaged in as a respite from the serious business of education; it's an important means of discovering underlying truths about human nature. The fundamental and pervasive role that music plays in the entertainment business and in popular culture sometimes blinds people to the very different but essential role it plays in education.

Texture and dynamics

In many schools, the music curriculum should be revised to reflect better the balance and comprehensiveness called for in the National Standards for Music Education. But perhaps the most widespread curricular shortcoming today is the lack of an adequate general music program in the high school. Every school, regardless of size, should offer at least one music course without prerequisites for those students who, for lack of back- ground, time, or ability, are not enrolled in the large performing ensembles. It is important, of course, that the general music program complement, and not compete with, the large ensembles. Hence, to capture the very essence of the conduct of the current research undertaking, the researcher included the perspectives of the teachers along texture and dynamics in relation to music literacy. Some of the quoted responses are displayed below.

Extract 6

“For my view, dynamics expresses how loud or quiet the music should be played. I would say that I have high literacy when it comes to the elements of music specifically along texture and dynamics. I can teach my pupils well”.

[#POVMLOET13]

-Texture is how the melody, rhythm, and harmony are combined to create the overall quality of a piece of music. This element of music gives a teacher a clue if students absorbed what is taught to them during the actual music performances and activities”. [#POVMLOET14]

The preceding lines confirm the researcher’s assumption that there are teacher participants who have high level of music literacy particularly those seasoned teachers. They are likely able to teach the elements of music effectively. Conversely, the novice research informants are expectedly the ones who need the technical assistance and training to enhance their music literacy level. Hoffer as quoted by [Wayman \(2005\)](#) who argued that if people need to become better improved in music, they should learn to understand music; they should listen to music intelligently and perceptively; they should have basic information like music styles, forms, terminology, develop a more positive attitude towards music. All of these experiences should be balanced so that the students and teachers alike may be able to identify the learner’s potentials.

Theme 3: Orientation and literacy index

Establishing interplay between variables of the study will validate whether philosophical orientations has direct influence over the musical literacy of participants or none at all. Hence, implied by figure 3 is the correlation between philosophical orientations and musical literacy which yielded an *r-value* of 0.4505 and *p-value* of .005892 at $p < .05$ considered as positively correlated. This means that *x variable* (orientations) have significant relationships with *y variable* (literacy) leading to the rejection of null hypothesis.

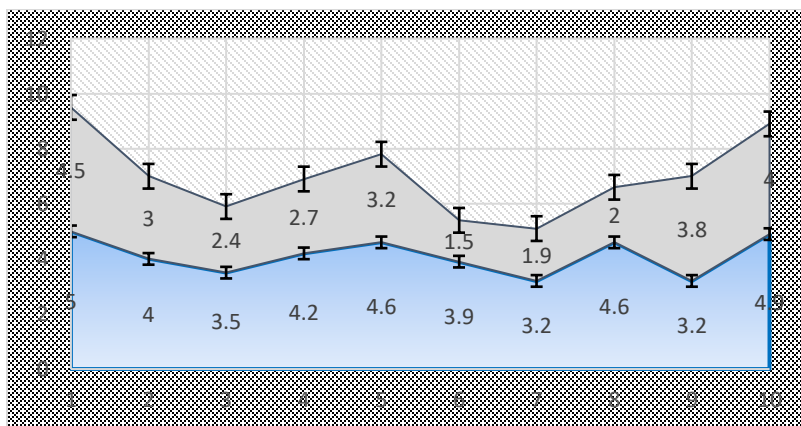


Figure 4: Correlation between philosophical orientations and musical literacy

This indicates that as the philosophical orientations increase, the musical literacy index also increases. Sub-variables, conversely, move in the same direction with different magnitude. In effect, the data reveals that there is a major theoretical importance between the variables which could serve as basis for policy makers in the Philippines. Taking into account the aforementioned data, it is safe to hypothesize that the philosophical orientations of the participants greatly influence the musical literacy index to some degree. Conversely, social-reconstructionism, existentialism, and essentialism play a significant role in the teaching of the elements of music. These philosophical orientations, in fact, have differing impact in the musical literacy in teaching music. As a matter of fact, existentialism allows for the development of rational thinking, intellectual development, and environmental and practical scenarios mindfulness. On the other side, essentialism guides teachers to come-up with a differentiated instruction to cater to the innate tendencies of their clientele. These facts are underpinned by the texts below as claimed by the participants.

Extract 7

“I think my philosophical orientation really affects my teaching of music because to be honest I am not good in music. I can hardly understand notes, forms but to avoid confusion on the mind of my learners I only teach them what I know. I gave samples and let them listen to the music and on the later part, they will be able to get the hint of the question”.

[#POVMLOET15]

“My musical literacy will greatly affect my way of teaching because we cannot give what we do not have. My educational philosophy will serve as a guide/direction. A reflection of what I am and what I can give. It is how my pupils will learn from me. My learning activities, assessments will be based from my educational philosophy”.

[#POVMLOET16]

To supplement, [Bilbao \(2015\)](#) reiterated that a teacher should have a philosophy of education. A philosophy is a strong belief that is translated into action. It will guide a teacher on what he will teach, how he will teach, and why teach among others. The different schools of thought or philosophies were handed down to us by different philosophers. The major educational philosophies are essentialism, perennialism, existentialism, progressivism, reconstructionism, linguistic philosophy, behaviorism, and constructivism. In the same way, [Woody et.al., \(2018\)](#) in their study entitled, “Music Teacher Dispositions: Self-Appraisals and Values of University Music Students”, surveyed university music majors about the disposition areas of (a) reflectivity, (b) empathic caring, (c) musical comprehensiveness, and (d) music learnability orientation. Participants appraised themselves in these dispositions and separately indicated the extent to which they value the dispositions in music teachers. found out that evidence from a survey of 110 music majors suggested that music education students possess and value the dispositions of reflectivity, musical comprehensiveness, and musical learnability orientation more highly after they have matured through their college careers.

CONCLUSIONS

Taking into account the results and discussion, several conclusions along philosophical orientations and musical literacy have surfaced out of the current research journey which can benefit the school administrators and higher education officials to undertake some modifications in the discharge of their delicate functions through coaching and close monitoring ([Valdez, et. al., 2019](#)). This will also pave the way for the cultivation of academic excellence through quality and philosophical educational programs in the best and final interest of students, community, and the country at large ([Molano, 2020](#)). One salient supposition confirmed by this study is the paramount influence of educational philosophies in the pedagogical practice of teachers. It serves as a guide to thread the right direction considering the goals and visions of the Department of Education (DepEd). The multilingualism aspect of both learners and teachers has been a great factor in the pedagogical practice of teachers. Both EFL teachers and learners adjust to English as a medium of instruction in order to successfully carry-out the lesson thereby appreciate musical elements. Codeswitching, translation and contextualization are some of the revealed options to communicate musical elements effectively ([Estremera, 2017](#)). By the same token, the noted relationships between variables imply that there is a room for improvement in the teaching practice and musical literacy of EFL teachers to cater to the 21st century learning needs of the clientele. As emphasized by [Taat et. al., \(2021\)](#) the school climate variable significantly influenced the academic attitude of students. This implies that there is a need to practically unravel the plights of the EFL participants along instructional materials inadequacies, mismatch of trainings, and the like to be able to establish a sound school climate conducive to learning. To concretize, there has likewise been a study conducted on EFL university teachers and findings indicated that the majority of teachers had perspectives that it is valuable to provide and vary the strategies of written corrective feedback ([Purnomo, et. al., 2021](#)). This statement, to some extent, presupposes that EFL teachers must have positive educational philosophy to be able to carry-out lessons efficiently.

For the limitation and suggestions of this article, the present paper focused mainly on the interplay of philosophical orientation and musical literacy index of EFL music teachers with slight focus on the relevance of English as a foreign language in the site of interest. For some more comprehensive findings, the authors suggest that future researchers may explore the significance of the accentuated independent variable. This may subsequently lead to a better pedagogical practice of EFL teachers and improved academic performance of

EFL learners in music. Empirical inquiry to accordingly delineate the independent and dependent variables of the study has likewise been suggested.

Disclosure statement

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