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## THE ENGLISH LANGUAGE PROFICIENCY OF FRESHMEN STUDENTS IN THE INSTITUTE OF TEACHER EDUCATION, KALINGAAPAYAO STATE COLLEGE

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**Abstract:** *This research aimed to find the English language proficiency of freshmen students enrolled in the Institute of Teacher Education, Kalinga- Apayao State College for school years 2014-2015 and 2015 – 2016. It looked into their level of proficiency as to program, type of school graduated from, and honors received during graduation.*

*The findings led to the conclusion that the English language proficiency of freshmen students who are enrolled in the Institute of Teacher Education is described as Early Intermediate regardless of the type of school they graduated from, the program they are enrolled in, and the honors they have received.*

*It is therefore recommended that the English teachers of the Institute of Teacher Education should come up with a remedial program for their students; A similar study should be conducted to the same respondents after two years to validate the success of remedial measures; English proficiency Capability Building programs for English Teachers in both the Elementary and Secondary Schools should be one of the extension programs of the Institute of Teacher Education in collaboration with the City Division of Tabuk and the Kalinga Division; The Department of Education will consider English language proficiency as a criteria in the selection of honor students and; Other researchers should conduct a similar study to corroborate the results of this study.*

**Keywords:** *English Proficiency, Freshmen, Teacher Education, Honor students*

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## **INTRODUCTION**

### **Background of the Study**

21<sup>st</sup> century teachers must possess certain skills and competencies that would make learning more fun and enjoyable. According to Borabo (2012), Andrew Churches listed eight competencies that a teacher should possess and among those is being the communicator. The teacher is described to be fluent in tools and technologies for communication and collaboration. In like manner, Corpuz & Salandanan (2012) also categorized the 21<sup>st</sup> century skills that teachers must possess into four and one is still communication skills. That through effective communication skills, teachers should be effective in teaming, collaboration, interpersonal skills and local and global orientedness; and interactive communication.

In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, which is believed to be the most important arena where English is needed (Kasim,2008).

Yet, many researches have proven that the English language proficiency of Filipinos has deteriorated over the years. The decline prompted the government to issue Executive Order 210 which orders the Department of Education to use English as a second language in the elementary and made it the medium of instruction in the high school. It has also mandated remedial English classes for teachers.

Despite all the conducted researches proving the poor or fair English language proficiency of basic education pupils and students, it has still remained to be a problem. And when it remains that these students will remain unchecked, they will once again be a source of problem because these students who chose to become teachers will be contributory to the poor performance of their pupils and students, and worst will hamper the endeavors of parents and children in achieving their dreams because of malpractice in the use of the English language. As Henry Brooks Adams once said, a teacher affects eternity; he can never tell where his influence stops.

Education Institutions indeed has the greatest role in developing the English language proficiency of its students because the society expects much from their graduates.



The Institute of Teacher Education of KalingaApayao State College, has implemented stricter rules in accepting freshmen students since School Year 2011. This was triggered by the low performance of its graduates in the Licensure Examination for Teachers. Based on BOT resolution no. 811,s.2011,all freshmen students should pass the entrance examination given by the College. The students must not have a grade lower than 80 in English, Math and Science and must have a general average of 85% which was adapted from CMO 30 s. 2004. They will also undergo a written exam and an interview.And they should maintain a general average of 2.25 or 85% general average to be retained in the institute.

There was an improvement in the performance of its graduates in the Licensure Examination for Teacher since these policies were strictly implemented. However, the Institute is still in a quandary because College instructors as well as their cooperating teachers and employers bemoan their many grammatical errors in their lesson plans and other requirements as well as when they teach. A simple word such as the use of “their” and “there” is evidently misused by students. Yet, according to Corpuz (2010),10,000 hours is spent in learning the English language in basic education.

English despite it's being the global *lingua franca*, many college graduates of the institute still have the difficulty in expressing themselves because of their communication skills proficiency in the English language. A skill that most principals have noted when asked regarding the skills that our graduates who are employed in their schools need to develop.

Leyaley (2014) on the Employability Skills of Teacher Education Graduates of Kalinga-Apayao State College found out that both the BEED and BSEd graduates of the institute are much skilled along oral communication but are moderately skilled along written communication. And written communication skills is the primary basis upon which one's work, one's learning, and one's intellect will be judged—in college, in the workplace, and in the community ([www.marquette.edu](http://www.marquette.edu)). Much writing is required of teacher education students, among pre-service and in-service teachers. They prepare their lesson plans and learning plans, as well as prepare written requirements they need to comply with.

It is in this aspect that the researcher would like to take note of the English grammar proficiency of freshmen students who enroll in the Institute of Teacher Education of the KalingaApayao State College hoping that the findings will help the researcher as well as



the Institute develop ways to enhance students' use of the English language, a language that future teachers must be proficient of.

**Statement of the Problem:**

This study will look into the level of English proficiency of freshmen students who are enrolled in the Institute of Teacher Education, Kalinga- Apayao State College from school years 2014-2015 and 2015 – 2016. It is guided by the following objectives.

**Objectives of the Study:**

1. What is the level of English proficiency of freshmen students enrolled in the Institute of Teacher Education as to type of school graduated from, program and honors received during graduation?

Alternative Hypothesis: There are significant differences in the English language proficiency of freshmen students enrolled in teacher education as to type of school graduated from, program and honors received during graduation.

**Importance of the Study**

This study will gather information to benefit a number of persons and individuals in Higher Education Institutions particularly the Kalinga-Apayao State College as well as the Department of Education. The people concerned will include plans that will address the deteriorating English proficiency skills of their students that greatly affect their performances in the different national and international assessment examinations.

**Scope and Delimitation of the Study**

This study is focused in finding the English proficiency of freshmen students who enrolled in the Institute of Teacher Education from school year 2014-2016. It would look into the proficiency of the students in the English language as to grammar usage, vocabulary and reading comprehension.

**REVIEW OF LITERATURE**

The English language is foremost in its importance as to the acquisition of education not only because this is a universal language but because this is used in almost all types of instruction and in national and international examinations.

Although we in the Philippines recognize the need to establish the national language, Filipino, English has remained an absolutely popular language in our country (Martin,2008). An idea that may lead other educators like Lourdes Villanueva (2007)to say that learning to



speak and write in English in this age of globalization is necessary especially if we would want to compete in the knowledge-based world.

But in the age of globalization, we also have to be pragmatic and see the advantages of improving our English proficiency. Knowledge is power, and English is still the lingua franca of the Information Age. Our people are missing out on a mountain of invaluable information when they lack the requisite language proficiency (Pamintuan,2007).

English is widely used in the education field. It is considered as a major subject and is taught in the Philippines from grade one to college and is the medium of instructions in many schools. Most school textbooks for subjects such as Biology, Physics, Mathematics and others are printed in English and are rarely has Filipino versions. Also, for highly technical subjects such as nursing, medicine, computing, and calculus, English is the preferred medium for textbooks, communication, etc. Aside from education, it is also used in religious affairs, print and broadcast media, and business. Movies and TV programs in English are not subtitled and are expected to be directly understood (<http://www.ukessays.com>).

However, studies are showing that the Filipinos' grasp of the English language is slipping while other Asians are fast catching up. Studies done by Reputable international organizations such as the International English Language Testing System (IELTS) shows that the English skills of Filipinos are deteriorating. In 2008, in an article written by Karl Wilson published online by The National, Filipinos scored an overall mean of 6.69 for listening, writing, reading, and speaking, a very low number based on international standards. In a nationwide survey conducted on 1200 adults in March 8-14 of 2006 by Social Weather Stations or SWS, a public opinion polling body in the Philippines, showed the declining English competence of Filipinos by earlier SWS surveys done in December 1993 and September 2000 to the recent one (<http://www.ukessays.com>).

Results from a study conducted by the Department of Education in 2004 showed that only 1 in 5 public high school teachers is proficient in the English language. According to the Department of Education, around 13,200 public school teachers in the elementary level or 13% the total were found lacking in English proficiency while of around 1,300 or 1% of the total high school teachers were not proficient in English(<http://www.ukessays.com>). In like manner, in the IDP Education Pty. Ltd's review of IELTS results administered in countries all over the world for 2008, it was found out that the Philippines' average overall score was



6.69, which was below the 7 passing score of the Australian government. Andrew King's, country director of IDP Education Philippines, analysis of the results and the Philippines' system of English instruction in schools said that the deteriorating level of English proficiency could be attributed to the deficiencies in the proficiency of the teachers teaching English as well as the poor quality of resources or textbooks being used in schools (Philstar, 2009).

This led Pamintuan (2007) to say, if teachers can't speak or write the language correctly, how can they teach their students to become proficient in English? There are teachers who cannot even spot grammatical errors, whether in English or Filipino, in government-issued textbooks. What can our students learn from teachers like these?

With the goal of increasing the number of English-proficient Filipinos, President Gloria Macapagal-Arroyo implemented Executive Order 210 Series of 2003, which established the policy to strengthen English as a Medium of Instruction in educational system in the Philippines. The President's intention in implementing EO 210 is motivated by a concern to keep Filipinos competitive and to make them well-educated (Martin, 2008).

Sad to say that for the last four years, the results of the National Achievement Test showed that there was low performance in English among high school students. It was obvious that English proficiency level of our students is deteriorating. Most of the students have difficulties on using the language both in oral and written. They have found having low mastery level in English. Many factors are found to be the reasons why the students have such performance particularly in their English subject. One is the exposure of students in the use of the language. After learning the structure and all the important aspects of it, there is no application they are not using what they have learned when they go out of their classes. Even in watching television program they prefer programs in Filipino or translated in Filipino. Second, teachers of other subjects who are supposed to use English as medium of instruction are using the first language. Third, some of the teachers handling English subject have also an average English proficiency level. Teachers failed to expose students in more encouraging activities which could develop their confidence in the use of the second language. Teachers of English play an important role to finally achieve the highest level of English proficiency among our secondary students. It is on the teachers' hands where



students could embrace the challenges ahead of them as they compete globally (Ramirez,2012).

It would be noted however, in the study conducted by Ayen (2005) on the English Proficiency Level of the Philippine Science High School,he found out that the respondents manifested good English Proficiency level as denoted by the general weighted mean of 3.26. Specifically, they are very good in grammar (3.55), in vocabulary (3.96), and in writing (3.62). The students performed best in vocabulary but they are fair in comprehension (cloze procedure) as denoted by 1.89 as weighted mean.

On the other hand, Osong (2003) in her study on the difficulties encountered in English by the first year students in the public secondary schools in Tabuk, Kalinga found out that the students have much difficulty in written English as well as in reading and listening. Astodello also reveals that his third year English classes have difficulties in their written English where some cannot express themselves in English even in simple sentences. According to Adora (2013), majority of the regular third year students of Tabuk City National High School have to improve and master their non-verbal English skills in context clues,correct usage and grammar, sentence structure and correct use of punctuation. Her study further found out that there was an evidence of poor and fair proficiency level of the students.

Since the English language is the main language used as the medium of instruction in college, it is imperative to accept teacher education students who have acquired the necessary skills in the use of the English language so that college teachers can focus on other skills that the students must acquire in their chosen profession. This research study will find out how proficient in the English language are the basic education graduates who desire to take up teacher education.

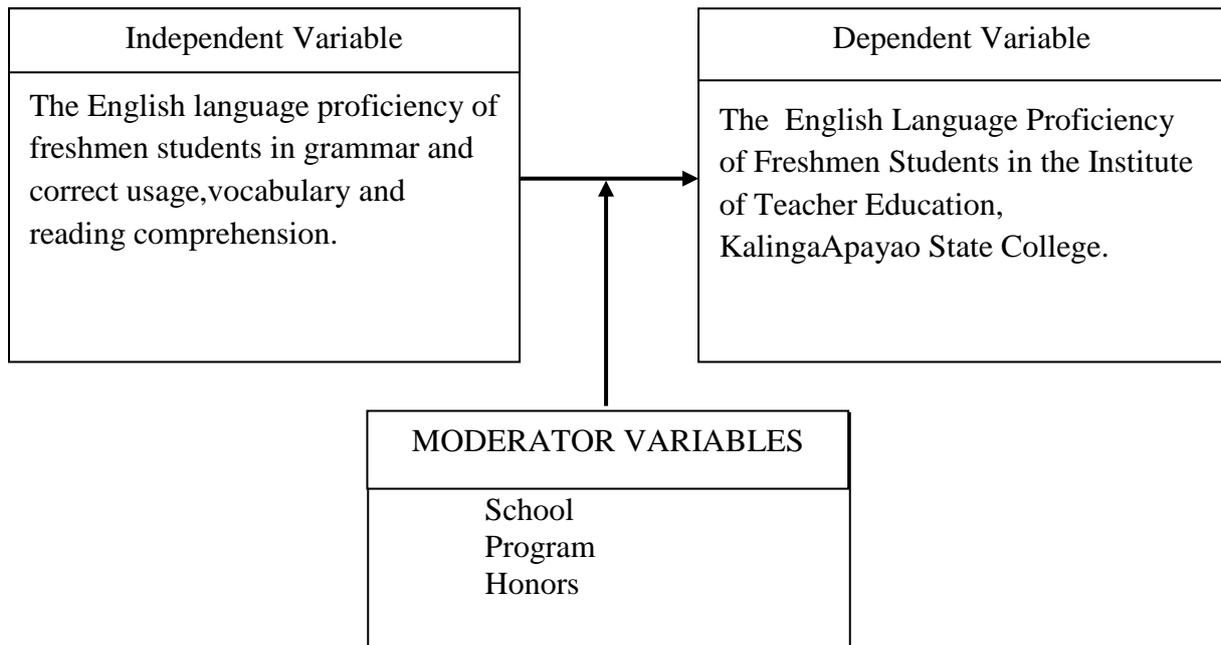
With the aforementioned concepts with regard to English proficiency among students, the researcher came up with the following paradigm of the study.

**Paradigm of the Study:**

The independent variables that were considered in the study is the level of English language proficiency of freshmen students in the Institute of Teacher Education, KalingaApayao State College as to type of school graduated from, program and honors received. It mostly focused on the English language proficiency of the students as to grammar, vocabulary and reading comprehension.



The dependent variable is the English Language Proficiency of Freshmen Students in the Institute of Teacher Education, KalingaApayao State College.



#### DEFINITION OF TERMS

**Advanced English Proficiency Level.** Students at the advanced language level are able to communicate and write with native-like proficiency. They are able to read and comprehend grade-level text independently. They are able to write well-organized paragraphs at a level that approximates native English-speaking students who are meeting grade-level standards. Thus, English language learners at the advanced language level may be ready to be reclassified to fluent English proficient (Baeta, 2012).

**Beginning English Proficiency Level.** Students at the beginning language proficiency level may begin in a "silent stage" where they are unable to understand or produce English independently. Typically, they comprehend much more than they are able to demonstrate in speaking and writing. Initially English language learners tend to communicate by pointing, gesturing, repeating words and phrases, pantomiming, and drawing or sketching. As they progress through the beginning language level, they begin to understand, read, write, and speak basic words. Thus, English language learners progress from basic words to producing basic phrases (that may not be grammatically correct) as well as simple, patterned sentences (Baeta, 2012).



**Early Advanced English Proficiency Level.** Students at the early advanced language level are able to understand and communicate academic content in more cognitively complex ways. They can read and comprehend grade level text. They are able to write with increasing length, complexity and abstraction using academic vocabulary and consistent grammatical structures. English language learners at the early advanced language proficiency level may be ready to be reclassified to fluent English proficient (Baeta, 2012).

**Early Intermediate English Proficiency Level.** Students at the early intermediate language proficiency level are able to communicate basic and familiar ideas with simple sentences. They can read and write short paragraphs on familiar topics containing previously taught vocabulary and sentence structures. They commonly make errors in word usage, pronunciation, and grammar. Thus, at the early intermediate English proficiency level, students greatly benefit from explicit teaching and modeling of high frequency words, grammatical structures, and sentence/paragraph frames (Baeta, 2012).

**Intermediate English Proficiency Level.** Students at the intermediate language level are able to understand and communicate academic content with more sophisticated academic vocabulary and varied verb tenses. They can write increasingly developed paragraphs on academic topics using complex vocabulary and compound sentences. They tend to use consistent grammar in speaking and writing while making occasional errors. Thus, at the intermediate language level, English language learners greatly benefit from the explicit teaching and modeling of basic figurative language, common idioms, irregular verb tenses and the writing process (Baeta, 2012).

**Proficiency.** Mastery of a specific behavior or skill demonstrated by consistently superior performance, measured against established or popular standards. (<http://www.businessdictionary.com/definition/proficiency.htm>)

## **METHODOLOGY AND PROCEDURES**

### **Research Design**

The researcher used the descriptive method in the conduct of this study since it will best describe the English language proficiency of freshmen students enrolled in the Institute of Teacher Education. This method was used to present a clear picture of the English proficiency of the students according to, type of school graduated from, program, and honors received during graduation in high school.



### Locale and population of the study

The respondents are the in-coming freshmen of the Institute of Teacher Education, KalingaApayao State College for school years 2014-2015 and 2015-2016.

**Table 1. Respondents according as to type of school**

Type of School	F	%
Private	64	22.46
Public	221	77.54
TOTAL	285	100%

The table shows that most of the freshmen students graduated from the public schools with 221 or 77.54% while there were only 64 or 22.46% who graduated from the private school.

**Table 2. Respondents according to program**

According to Program	F	%
BEED	93	32.63
BSED	192	67.37
TOTAL	285	100

As shown in the table, there were 192 or 67.37 freshmen students who enrolled in the Bachelor of Secondary Education (BSED) while there were 93 or 32.63% who enrolled in the Bachelor of Elementary Education (BEED).

**Table 3. Respondents according to honors received**

Honors Received	F	%
Valedictorian	17	5.97
Salutatorian	13	4.56
W/ Honors	105	36.84
None	150	52.63
	285	100

As gleaned from the table, it shows that 150 or 52.63% of the freshmen students were not honor students. There were 105 or 36.84% who were with honors, 17 or 5.97% of them were valedictorians while there were only 13 or 4.56% who were salutatorians.

### Data Gathering Tools

The questionnaire was the basic tool used in gathering data. Part 1 gathered information about type of school graduated from, course enrolled in and honors received during graduation.



Part II consisted of the test assessing the proficiency of the students in grammar usage, vocabulary and reading comprehension.

### **Validity and Reliability of the Instrument**

The questionnaire was lifted from <http://www.transparent.com/learn-english/proficiency-test.html>. This instrument was prepared by Transparent Language and is available and used by all U.S. Government personnel, language schools, and language programs via a program of the Department of Defense's language portal, Joint Language University. The questionnaire was further floated to the second year college students for its validity and reliability.

### **Data Gathering Procedures**

The researcher sought the permission from the Dean of Institute of Teacher Education to float the questionnaire to the in-coming freshmen. She personally floated and retrieved the questionnaires from the respondents. After which, the researcher entered the answers of the students in the website that will immediately indicate the result and describe the proficiency of the students.

### **Treatment of Data**

The data retrieved from the questionnaire was tabulated and analyzed statistically to arrive at a realistic conclusion. The descriptions were adapted from Baeta et.al,(2012) in their study on English Language Proficiency Of College Freshmen At Central Bicol State University Of Agriculture.

To obtain an objective interpretation of the data gathered, the Five-point Likert Scale was used as follows:

ARBITRARY VALUE	LIMITS	DESCRIPTIONS	SYMBOL
5	4.21 -5.0	Advanced	A
4	3.41 – 4.20	Early Advanced	EA
3	2.61 – 3.40	Intermediate	I
2	1.81 – 2.60	Early Intermediate	EI
1	1.0 – 1.8	Beginner	B

### **Statistical Tools**

The Following statistical tools will be used to interpret the data gathered:

Frequency and percentage: These will be used to determine the occurrence of responses/conditions related to the English language proficiency of the respondents.



Weighted Mean: These tools determine the meaning of responses along the variables identified in the study.

Chi-Square: to determine whether observed sample frequencies differ significantly from expected frequencies specified in the alternative hypothesis.

## RESULTS AND DISCUSSION OF FINDINGS

### LEVEL OF ENGLISH PROFICIENCY OF THE FRESHMEN STUDENTS OF THE INSTITUTE OF TEACHER EDUCATION

Table 4 shows the level of English Proficiency of freshmen students of the Institute of Teacher Education.

**Table 4. The English Language Proficiency of Freshmen Students**

	A	EA	I	EI	B	Xw	
Grammar Usage	9 (45)	4 (16)	7 (21)	0 (0)	265 (265)	1.22	B
Vocabulary	23 (115)	5 (20)	27 (81)	11 (22)	219 (219)	1.60	B
Reading Comprehension	55 (275)	24 (96)	46 (138)	13 (26)	147 (147)	2.39	EI
Average Weighted Mean						1.74	B

As gleaned from the table, as a whole the respondents are described to be Beginners with the obtained average weighted mean of 1.74. Students at the beginning language proficiency level may begin in a "silent stage" where they are unable to understand or produce English independently. Typically, they comprehend much more than they are able to demonstrate in speaking and writing. Initially English language learners tend to communicate by pointing, gesturing, repeating words and phrases, pantomiming, and drawing or sketching. As they progress through the beginning language level, they begin to understand, read, write, and speak basic words. Thus, English language learners progress from basic words to producing basic phrases (that may not be grammatically correct) as well as simple, patterned sentences. They are described as Beginners in Grammar Usage and Vocabulary with their obtained means of 1.22 and 1.60 respectively. This implies that the students commit many errors in grammar that their sentences are not clearly stated and fully understood. As illustrated by their sentences below, it is observed that they express themselves in phrases and they commit much error in grammar usage as well as in mechanics. They too have



limited use of vocabulary words that they cannot fully express and elaborate their ideas. As observed, they merely use short and simple sentences.

*I would like to be a successful Teacher, because I want to help other children in are barrio and also other children who wants to be a successful.*

*I would like to be a good teacher and to have a job and to have a permanent job.*

*I like to enroll at KASC, because in KASC tuition fee is affordable and you can already gain a high quality education without going outside kalinga just to study in other popular school and of course I know that in this school I can pursue my studies.*

Beginners are also described by Baeta, et.al (2012) as learners who produce basic words to basic phrases then simple sentences that may not be grammatically correct. Similarly, (Ackley, 2004) they are also described to have vocabularies that are limited and grammar is alien to them, as are punctuation and capitalization. Beyond “noun” and “verb,” most cannot tell any of the other parts of speech. Their English is so fractured, they make errors the grammarians have yet to name.

Errors in verb tense, sentence structure, contractions, punctuation, spelling and word usage detract from your intended message. (Dowd, everydaylife.globalpost.com). Likewise, speaking or writing in a grammatically incorrect manner can be just as confusing as trying to understand a foreign language can be (English.answers.com). Of which as revealed by the respondents’ sentences, there is a need to reread the sentences to decipher what they mean.

The respondents are described as Early Intermediate in Reading Comprehension with an obtained mean of 2.39. This implies that though they commit grammatical errors, they can comprehend what they read but are limited because they are hampered by the few vocabulary words that they know. Typically, they comprehend much more than they are able to demonstrate in speaking and writing. As Paterno (1994) in his study on Using Grammar to Help Reading Comprehension said, one of the students’ failure to understand what they read is the lack of sentence structure. When the sentence in the reading selection are short and the basic parts of the sentences are unmodified, the student will have little difficulty understanding the selection but when the structure of the sentence is made complicated by phrases and clauses, which simply amplify and qualify the main ideas, the student who does not know the structural elements that compose the sentence and their relations to one



another will have a hard time getting the meaning of what he is reading. Consulta (2000) also states that an extensive reading vocabulary is important for effective reading. Though his respondents in his study are pupils, it can also be said that his study and this research have similarities. Where Consulta (2000) further said that often pupils read sentences orderly in a fluent manner yet they do not understand what they read because of insufficient knowledge of word meanings.

The findings of this study however contradict with the findings of Reyes (2003) on the Proficiency in Written English of the Freshmen Students in the State Colleges and University of the Cordillera Administrative Region. He found out that freshmen students in the state colleges and university of CAR had “good” English proficiency. In like manner, Vizcayno (2013) in her study on the Reading Comprehension Among Technology Students of Kalinga Colleges of Science and Technology, TabukCity, Kalinga also reveals that the reading comprehension of the Technology students is “very good”.

THE ENGLISH LANGUAGE PROFICIENCY OF FRESHMEN STUDENTS OF THE INSTITUTE OF TEACHER EDUCATION ACCORDING TO THE VARIABLES

Table 5 shows the English language proficiency of freshmen students according to type of school graduated from.

**Table 5. The English Language Proficiency of Freshmen Students According to Type of School Graduated From**

Type of School	A	EA	I	EI	B		
Private	2 (10)	11 (44)	11 (33)	29 (58)	11 (11)	2.44	EI
Public	2 (10)	40 (160)	39 (117)	87 (174)	53 (53)	2.33	EI
Average Weighted Mean						2.39	EI

Legend:			
4.21 - 5.0	Advanced	1.81 - 2.60	Early Intermediate
3.41 - 4.20	Early advanced	1.0 - 1.8	Beginner
2.61 - 3.40	Intermediate		

The table reflects that as a whole the proficiency level of the freshmen students in the English language is described as Early Intermediate with the obtained average mean of 2.39. Those who graduated from the private school may have obtained a mean of 2.44 a little bit higher than those who graduated from the public schools who obtained a mean of 2.33, but both are still described as Early Intermediate.



The result implies that the level of English language proficiency of students who graduated from both private and public schools continue to develop in terms of their understanding and communicating in the English language. They may have few errors while learning the language but they frequently commit the same errors during oral and written communication. This has been observed among the students in the higher year level of Teacher Education where they repeat the same errors despite the corrections made in their lesson plans and during their demonstration lessons. It has also been observed that because the students' level of English proficiency is described as Early Intermediate, they have the tendency to be passive learners. They tend to have better participation in class when they are allowed to use the Filipino language in communicating.

Furthermore, the type school does not much affect the English language proficiency acquired by the students.

The result is corroborated by Osong (2003) in her study on the difficulties encountered in English by the first year students in the public secondary schools in Tabuk, Kalinga found out that the students have much difficulty in written English as well as in reading and listening. Astodello (2013) also reveals that his third year English classes have difficulties in their written English where some cannot express themselves in English even in simple sentences. Adora (2013) also said that majority of the regular third year students of Tabuk City National High School have to improve and master their non-verbal English skills in context clues, correct usage and grammar, sentence structure and correct use of punctuation. Her study further found out that there was an evidence of poor and fair proficiency level of the students. In like manner, Quinto (1997) said that most Third Year students in Gosi National High School lack the knowledge on how to use helping verbs properly. The students lack knowledge and appreciation of the principles governing the use of nouns, pronouns, adjectives, adverbs, prepositions, and idiomatic expressions.

In the study conducted by Ayen (2005) on the English Proficiency Level of the Philippine Science High School however found out that the respondents manifested good English Proficiency level as denoted by the general weighted mean of 3.26. Specifically, they are very good in grammar (3.55), in vocabulary (3.96), and in writing (3.62). The students performed best in vocabulary but they are fair in comprehension (cloze procedure) as denoted by 1.89 as weighted mean.



**Table 6. Chi-Square Test on the level of English Proficiency of Freshmen Students along type of School graduated**

Type of School	A	EA	I	EI	B	average
Private	2	11	11	29	11	64
Public	2	40	39	87	53	221
Total	4	51	50	116	64	285

$X^2 .05 = 17.535$

$df = 8$   $X^2$  ratio = .3223 Decision: Not Significant/Reject  $H_a$

The  $X^2$  ratio of .3223 is lower than the  $X^2$  tabular value of 17.535 at .05 level of significance means that the freshmen students' level of English proficiency as to type of school is not significant. Therefore the alternative hypothesis is rejected. This further means that students who graduated from either private and public schools and are enrolled in the Institute of Teacher Education of Kalinga-Apayao State College do not differ in their English proficiency.

Table 6 shows the English language proficiency of freshmen students according to program.

**Table 6. The English Language Proficiency of Freshmen Students According to Program**

Program	A	P	AP	D	B	Xw	
BEED	0 (0)	6 (24)	25 (75)	36 (72)	26 (26)	2.12	D
BSED	4 (20)	19 (76)	52 (156)	77 (154)	40 (40)	2.32	D
Average Weighted Mean						2.22	D

Legend:

4.21 - 5.0	Advanced	1.81 - 2.60	Early Intermediate
3.41 - 4.20	Early advanced	1.0 - 1.8	Beginner
2.61 - 3.40	Intermediate		

The table shows that freshmen students in both programs are still described as Early Intermediate with the obtained average weighted mean of 2.22.

Students enrolled in the Bachelor of Secondary Education (BSED) may have obtained a higher weighted mean of 2.32 as compared to those enrolled in the Bachelor of Elementary Education (BEED) with an obtained mean of 2.12. However, all the students enrolled in both programs are still described as Early Intermediate. This means that the students in both programs are able to communicate basic and familiar ideas with simple sentences. This is evidenced by their answers on the question *What would you like to be in the future?* Some



of their responses are: *I would like to be a degree holder as teacher in the future; I would like to be a professional teacher; I would like to be a good teacher and to have a job and to have a permanent job.*

This would further mean that the students may have minimal errors in English grammar, they still commit the same errors in oral and written communication. This was evidenced by their responses on the question *Why did you choose education as your course?* Out of the 285 students only 10 answered using the correct form of the verb which is *I chose education as my course because...* All the others answered by saying *I choose education...* Most of them used the present form of the verb instead of the past form of the verb. These errors are observed to be committed by the students at the higher year levels, too.

Yet, teaching as a profession requires a lot of speaking in the English language since this is the foremost used *lingua franca* in teaching. And if a future teacher cannot communicate well using a language which is used globally, then the cycle repeats where students who will be under these future teachers will not be able to acquire the necessary skills they need to survive a very competitive world, and worst, the errors committed by these teachers will be transmitted to their students, thus will result to their low academic performance, and foremost their failure to achieve their dreams in life.

However, Reyes (2003) found out that freshmen students in the state colleges and university of CAR had a “good” English proficiency.

**Table 7. The Chi-square Test on the English Language Proficiency of Freshmen Students According to Program**

Program	A	P	AP	D	B	TOTAL
BEED	0	6	25	36	26	93
BSED	4	19	52	77	40	192
TOTAL	4	25	77	113	66	285

$\chi^2_{.05} = 17.535$   $df = 8$   $\chi^2$  ratio = .4189 Decision: Not Significant/Reject  $H_a$

The alternative hypothesis which states that there are significant differences in the English language proficiency of freshmen students according to program is rejected as evidenced by the computed  $\chi^2$  ratio of .4189 which is lower than the tabular value of 17.535 at .05 level of significance. This implies that the freshmen students enrolled in both the Bachelor of Elementary Education and Bachelor Secondary Education do not differ in their level of English proficiency.



Table 8 shows the English language proficiency of freshmen students according to honors received.

Table 8. The English Language Proficiency of Freshmen Students According to Honors Received

Honors Received	A	EA	I	EI	B		
Valedictorian	1 (5)	0 (0)	7 (21)	6 (12)	3 (3)	2.41	EI
Salutatorian	1 (5)	3 (12)	1 (3)	3 (6)	6 (6)	2.46	EI
With Honor	1 (5)	11 (44)	23 (69)	49 (98)	21 (21)	2.28	EI
None	2 (10)	15 (60)	46 (138)	52 (104)	37 (37)	2.30	EI
Average Weighted Mean						2.36	EI

Legend:

4.21 - 5.0	Advanced	1.81 - 2.60	Early Intermediate
3.41 - 4.20	Early advanced	1.0 - 1.8	Beginner
2.61 - 3.40	Intermediate		

The table reveals that honors received during graduation by the freshmen students do not guarantee the level of English language proficiency they should acquire. Evidently, the table shows that Salutatorians obtained a higher mean of 2.46 than the Valedictorians who obtained a mean of 2.41. Though both are described as Early Intermediate, the derived means would mean something. In like manner, freshmen students who graduated without honors have a higher mean of 2.30 as compared to those with honors with an obtained mean of 2.28. Both may still be described as Early Intermediate, it would still be interesting to note that once again honors obtained during graduation does not guarantee one's proficiency in the English language.

The obtained weighted average mean of 2.36 described as Early Intermediate among honor students shows the effect of English language proficiency as not one of the criteria in the selection of honor students. DepEd Order 92 s. 2009 on the Revised Guidelines in the Selection of Honor Pupils and Students in the Public Elementary and Secondary Schools only states that Candidates for honors, at any grade level, shall be drawn from the top ten pupils/students of the school. They must not have a grade lower than 80% in any subject; Only the grades in the current curriculum year shall be considered in the ranking of honor pupils/students and; Achievements of pupils/students in specific academic disciplines



(such as Mathematics, Science and English) and in special curricular areas (such as athletics, performing arts and campus journalism) shall be given recognition.

On the other hand the potential of honor students to achieve their goals in education and deliver these to the society has been recognized. DepEd regional director Sol Matugas of Eastern Visayas (Labro, 2008) convinced several honor high school graduates to enroll in a teaching course so that schools would have good teachers when they graduate. She encouraged valedictorians from the public secondary schools in Eastern Visayas to take up education after she was challenged by an Inquirer editorial that tackled the dismal state of Philippine education. Matugas targeted the valedictorians in the region because of their “strong potentials and contributions in achieving quality education.” In like manner, Republic Act No. 10648, or the Iskolarng Bayan Act of 2014, which provides more access to college scholarship throughout the country recognizes the potential of honor graduates. However, since English is still the most used mode of instruction as well as most reading materials and national examinations are written in English, these graduates should be proficient in the language for them to be able to achieve their dreams and goals in life and the government’s efforts to provide opportunities to these honor graduates will not be put to waste.

**Table 9. The Chi-Square Test of the English Language Proficiency of Freshmen Students According to Honors Received**

Honors Received	A	EA	I	EI	B	Total
Valedictorian	1	0	7	6	3	17
Salutatorian	1	3	1	3	6	14
With Honor	1	11	23	49	21	105
None	2	15	45	51	36	149
TOTAL	5	29	76	109	66	285

$\chi^2_{.05} = 31.526$   $df = 18$   $\chi^2$  ratio = .9834 Decision: Not Significant/Reject  $H_a$

The revealed  $\chi^2$  ratio of .9834 is lower than the  $\chi^2$  tabular value of 31.526 at .05 level of significance means that the level of English proficiency of the respondents according to honors they received during graduation is not significant. Thus, the alternative hypothesis which states that there are significant differences in the English language proficiency of freshmen students according to honors received is rejected. This further means that the students’ proficiency does not differ from each other despite the honors accorded them.

Based from the findings of this study, the following conclusions and recommendations are extracted.



## **SUMMARY AND CONCLUSIONS:**

1. The English language proficiency of freshmen students who are enrolled in the Institute of Teacher Education is described as Early Intermediate regardless of the type of school they graduated from, the program they are enrolled in and, the honors they have received. They are described to be early intermediate in their language proficiency level. They are able to communicate basic and familiar ideas with simple sentences. They can read and write short paragraphs on familiar topics containing previously taught vocabulary and sentence structures. They commonly make errors in word usage, pronunciation, and grammar (Baeta,2012).
2. The computed  $X^2$  ratio of .3223 which is lower than the  $X^2$  tabular value of 17.535 at .05 level of significance means that the freshmen students' level of English proficiency as to type of school is not significant. Therefore the alternative hypothesis is rejected.
3. As to program, the computed  $X^2$  ratio of .4189 which is lower than the tabular value of 17.535 at .05 level of significance implies that there are no significant differences in the level of English proficiency of the respondents according to program.
4. The computed  $X^2$  ratio of .9834 which is lower than the  $X^2$  tabular value of 31.526 at .05 level of significance according to honors received upon graduation means that the level of English proficiency of the respondents is not significant.
5. The alternative hypothesis which states that there are significant differences in the English proficiency of freshmen students according to type of school graduated from, program enrolled in, and honors received during graduation is rejected.

## **RECOMMENDATIONS:**

1. English teachers of the Institute of Teacher Education as well as the Department of Education of Kalinga should come up with a remedial program for their students.
2. A similar study should be conducted to the same respondents after two years to validate the success of remedial measures.
3. English Proficiency Capability Building programs for English Teachers in both the Elementary and Secondary Schools should be one of the extension programs of the Institute of Teacher Education in corroboration with the City Division of Kalinga and the Kalinga Division.



4. The Department of Education should consider English language proficiency as a criteria in the selection of honor students.
5. Other researchers should conduct a similar study to corroborate the results of this study.

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#### Gantt Chart

Activities	1	2	3	4	5	6
Preparation of proposal	x					
Submission of Proposal to the ITE Research Coordinator & Director of Research for approval		x				
Floating of Questionnaires		x				
Retrieval of Questionnaires		x				
Tabulation and analysis of data				x		
Preparation for final manuscript.						x