ENGLISH PROFICIENCY: ITS RELATIONSHIP TO SCIENCE AND MATHEMATICS ACHIEVEMENT OF FOURTH YEAR SECONDARY STUDENTS OF SELECTED PUBLIC AND PRIVATE SCHOOLS IN SAMAR

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APPROVAL SHEET

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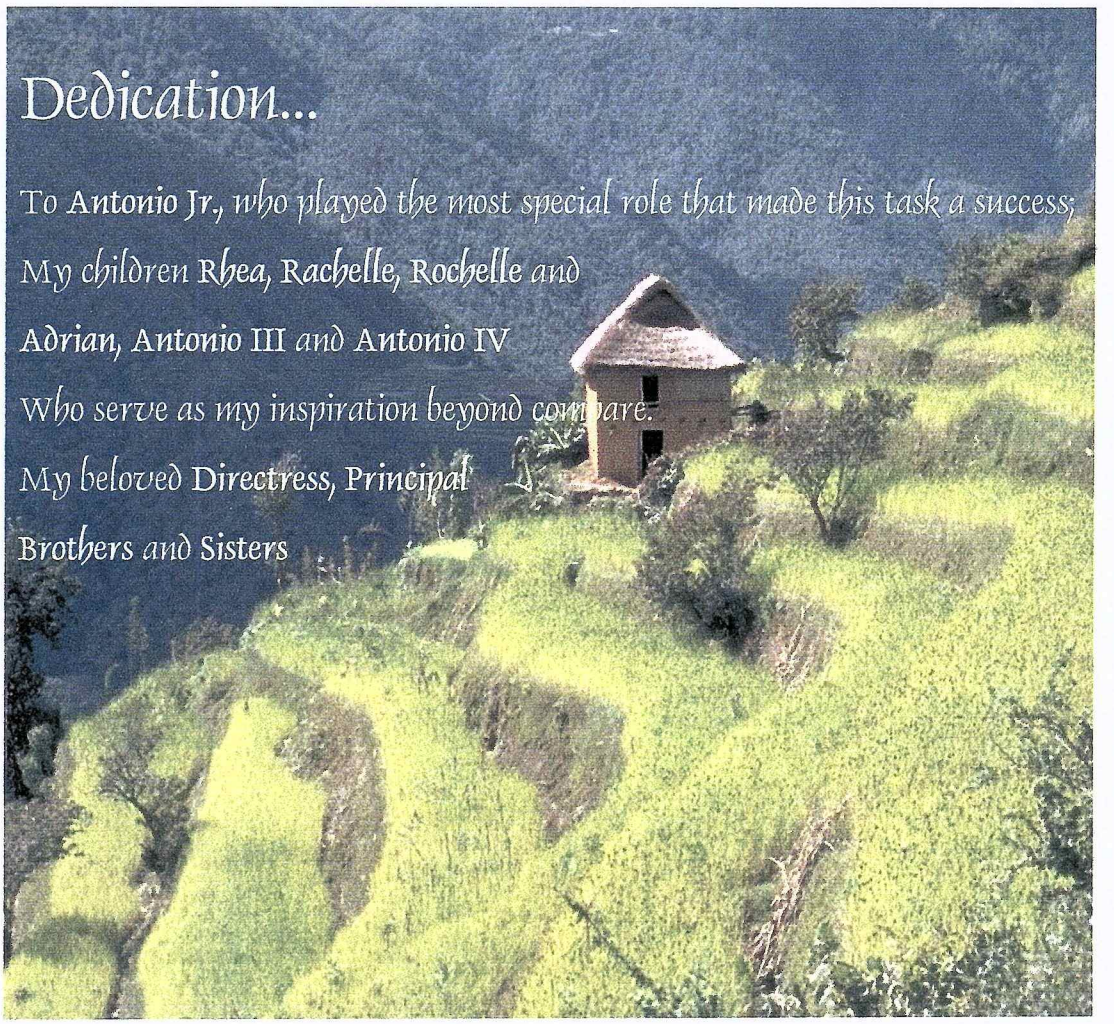
Dedication...
To Antonio Jr., who played the most special role that made this task a success;
My children Rhea, Rachelle, Rochelle and
Adrian, Antonio III and Antonio IV
Who serve as my inspiration beyond compare.
My beloved Directress, Principal
Brothers and Sisters

ABSTRACT

This study assessed the English proficiency level of the fourth year students in private and public schools in Samar, in order to determine the relationship between English proficiency with Science and Mathematics achievement. This study employed the descriptive-correlational research design with the use of the adapted Language Proficiency Test, which was a modification of the English Proficiency Test developed and validated by Gerona. Among the ten suggested problems possibly encountered by respondents they moderately agree with their presence, but was slightly felt, which states that "students cannot understand what the teachers are saying in English". Most worthy of attention and action was the most felt problem of "Lack of school facilities such as the internet and other advanced technologies that enhance student's learning". The types of school attended by student-respondents have a significant relation with their academics in English, Science and Mathematics. The students from private schools were average performers, neither too high nor too low, hence their achievement in the three subjects were of average level. Those from public schools were extremes in performance, few were high performers, others average and some others very low, hence achievements in the three subjects were of parallel trend. There was a significant relationship between the students' English proficiency and their achievement in English, Science and Mathematics. The higher the English proficiency, the better was the achievement in English, Science and Mathematics. This could be due to the fact that the medium of instruction used in the three mentioned subjects was in English.

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THE PROBLEM AND ITS SETTING

Introduction

English is one's ticket to the world, may it be real or virtual. It is an essential tool in communicating and doing business around the globe. And in this day and age, it is the preferred language for learning. Though some who are pushing for the Filipinization of education will tend to disagree, the value of English proficiency extends across disciplines, particularly the different content fields (Castillo, 2003: 4).

At first, in the Philippine Educational System, English was used as the medium of instruction. English was seen as an access language to school course; books such as in Mathematics, Science, History, Geography, Culture and Arts, which were all written in English, and which served as practice tools in the development of the language skills leading to proficiency in this language.

At present, schools in the country have two official languages used as media of instruction namely: English and Filipino. This is well enunciated in Article XIV of the 1987 Constitution and in the DECS order No. 52, s. 1987. This department order provides that the general goal of the bilingual education program in the country is to bring about competence in both English and Filipino (Sutaria, 1989: 128). This department order provides that specific goals of bilingual policy are: 1) enhanced learning through two languages to achieve

quality education as called for the 1987 constitution; and 2) maintains of English as language of wider communication and as a nonexclusive language of Science and Technology and Mathematics.

However, with the adoption of the bilingual education policy effective May 1, 1987, as per DECS order No. 52, English is cast into a modified role in Philippine setting and the teaching of this language is rendered more difficult. The use of Filipino as medium of instruction side by side with English affects the capacity of Filipino students to learn English well (Robles, 1988: 1). A proof of this is the findings contained in the National Diagnostic Test (NDT) report conducted by the Department of Education through its National Educational Testing Research Center (NETRC), at the start of school year 2002-2003. In the NETC (2002-2003) publication, the executive director said, that only 30 percent of grade six students were able to satisfactorily acquire competence in the tool subject of Science, Mathematics and English, implying that majority of high school freshmen were not ready for high school work (Benito, 2003: 1&9).

Cupcupin, (2002: 4) stated that due to several factors, such as lack of teachers, and too much bureaucracy, the English language aptitude of Filipino learners has deteriorated through the years. It is claimed that elementary pupils enter high school with little facility in English and that many high school students enter college with little progress in English fluency. Cupcupin mentioned what Max Soliven said, that the DFA officials who failed the career examination failed not due to lack of knowledge in foreign services but because

of lack of language competence. Added to this, Sutaria, (1989: 29) stated that studies and reports indicate the average tests scores of the students who took the NSAT is now down to 45 percent and that only one half of those who took the NCEE qualify for college. Test scores of high school graduates are particularly low in Science, Mathematics and Language subjects.

Unfortunately, even if it is highly thought that English is our second language, and the Philippines is among the top five largest English speaking nations in the world, a majority of the Filipinos are speaking in broken – English or what is popularly known as "carabao English" (Castillo, 2003: 4).

In the 2003 National Education Testing and Research Examination for English, Science and Mathematics only 9.3 percent of the more than 1.3 million first year high school students scored 50 percent and above. Majority of them scored 20 to 35 percent only. Moreover, in the 20004 High School Readiness Test administered by the Department of Education (DepEd) validated these findings and it showed that only one percent of the1.4 million examinees passed the exam.

Indeed, innovations have been made and are being made to improve the educational system and to meet the demands of a rapidly changing society. However, in spite of all the efforts that are being made by the government, there still are students who are not learning as much as they should. Tenedero, (1985: 41) said, that despite all the efforts to enhance the quality of education, there has been an alarming deterioration in basic skills that students ought to learn in

order to be successful in college and in their profession, as evidenced by the persistence of "appalling results" in the college entrance examinations, and in the production of graduates who have not acquired the necessary skills expected of them. This is evident in the SOUTELE study in 1988, which showed a 47.5 percent overall performance of the 10,000 grade six pupils who were tested. Parallel to this result was the result of the recent 2004 achievement tests that was administered by the Department of Education (SIBS, 2005, DepEd), and when validated by the guidance counselor's official of SNS in school year 2005. They found that among the incoming first year students, it showed that only 358 students passed out of the 1,077 test takers (SIBS, 2005: 1-9). The results of the above mentioned tests imply poor output of the elementary grade six graduates to enter high school. This further means that the majority of them were not adequately prepared to handle first year lessons.

In the Philippines, where English is one of the two media of instruction in school, English proficiency is very important since students use English to study Mathematics, Science and Health. The 1991 report of the Congressional Commission to Review Education (EDCOM) as cited by Petilos, (1995: 13) emphasized that language of instruction of the subject affects the quality of the learning of the said subject.

The researcher too, observes that students' achievements in the three subject areas differ among schools and across year levels. From this actual observation, it seems that there are students who excel in English but are

deficient in Mathematics. This observation was also true between English and Science. There are students who are good in English but poor in Science. Likewise, there are those who are adept in Science but poor in Mathematics. Some students are proficient in English but lag behind in both Mathematics and Science. Likewise, there are those who are experts in Mathematics but poor in English and Science. Moreover, there are those who are good in Mathematics and Science but poor in English. This situation brought to the researcher's mind, that there must be some identifiable reasons/causes to these conflicting observed reading behavior among fourth year students from private and public schools in Samar; thus, this study was conceived.

Further, while there is a belief among teachers as well as school administrators, that English more often than not affects the efficiency of students in Mathematics and Science, this researcher however, observed some sporadic cases where this is not so.

With this situation, the researcher was motivated to undertake this study to verify, confirm or negate this observation of determining whether English proficiency has something to do with the performance of some students in English taught subjects like Science and Mathematics.

Statement of the Problem

This study assessed the English proficiency level of the fourth year students in private and public schools in Samar, in order to determine the

relationship between English proficiency with Science and Mathematics achievement.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:

    1.1 age and sex;

    1.2 socio-economic status (average monthly income);

    1.3 grades in English, Science and Mathematics;

    1.4 attitude towards English; and

    1.5 type of school attended?

2. What is the English proficiency level of the respondents as per result of the English Language proficiency test by:

    2.1 age;

    2.2 sex;

    2.3 socio-economic status;

    2.4 attitude towards English; and

    2.5 type of school attended?

3. What are the latest achievement ratings of the respondents in Science and Mathematics by:

    3.1 age;

    3.2 sex;

    3.3 socio-economic status;

    3.4 attitude towards English; and

3.5 type of school attended?

4. Is there significant difference in English proficiency of the student respondents by:

4.1 age;

4.2 sex;

4.3 socio-economic status;

4.4 attitude towards English; and

4.5 type of school attended?

5. Is there significant relationship between the achievements of the respondents in Science and Mathematics by:

5.1 age;

5.2 sex;

5.3 socio-economic status;

5.4 attitude towards English; and

5.5 type of school attended?

6. Is there a significant relationship between the English proficiency level of the student-respondents and their achievement in:

6.1 Mathematics; and

6.2 Science?

7. What are the problems encountered by respondents with the use of English as medium of instruction in Science and Mathematics as perceived by the respondents themselves?

8. What suggestions/solutions to their perceived problem/s are presented by the respondents themselves?

9. What instructional redirection can be proposed based on the results of the study?

Hypotheses

The following hypotheses are formulated based on the forgoing problems:

1. There is no significant difference in the English proficiency level of the student-respondents by:

   1.1 age;

   1.2 sex;

   1.3 socio-economic status;

   1.4 attitude towards English; and

   1.5 type of school attended.

2. There is no significant relationship between the achievements of the respondents in Science and Mathematics by:

   2.1 age;

   2.2 sex;

   2.3 socio-economic status;

   2.4 attitude towards English; and

   2.5 type of school attended.

3. There is no significant relationship between the level of English proficiency of the respondents and their achievement in:

3.1 Mathematics; and

3.2 Science.

Theoretical Framework

This study is anchored the Chomsky's theory (1964: 15), which states that children are born with natural, biologically conditions, predispositions to acquire language and that the presence of language in the environment is sufficient to trigger off that predisposition. This theory of language learning could account for the fact that human beings are creative about language and learning. Following the cognitive theory of language learning and acquisition, he believed that a child (learner) has an innate capacity to learn.

Chomsky, et al (1968: 13) believed that the understanding of deep structures is an inherit human capacity, and they assert that certain very general principles governing all human languages (a universal grammar) are built into the human brain, regard less of nationality or intelligence.

Moreover, he observed that the complexity of children's early language, and the speed wherein this complexity increases, were beyond anything that could be experienced by their experience of the language use of adults around them. This led him to postulate the language acquisition device (LAD) that has an inborn and universal understanding of grammar. This innate capacity for

language learning is what prepares the child to make sense of language to discover the structure and the meaning, making potential of language. His theory was supported by McNally and Hodge.

McNally, (1975: 8) believed that language is a composite of skills of reading, listening, speaking and writing. All these function as "tools" rather than knowledge and of course the four skills are interrelated. The level of proficiency in these skills has great relations with the level of achievement attained in other curricular subjects. These other curricular areas frequently provide the content or spring board for the development of the skills in language arts. On the other hand, the language arts skills are used as tools to gather and learn the concepts in content used. He further stated that the teacher who limits language arts instruction totally to a "period" and who instructs each of the language arts as a separate facet will likely achieve only frustration, not pupil change and growth.

Hodge, (1983: vii-xv) added to the above idea, stating that virtually, the entire educational process is mediated through language, specifically with English language and yet, for years teachers have begun their careers with no understanding of the nature of the English language structure, its psychological and social functions and its ways in which their own specialization depends on the English language. Language specific on English for specific purpose is at the core of human experience and it is arguable that all teachers in training, whatever their own subject and specific purpose, should be made aware of the nature of the English language and its role.

He said that it is obvious that someone who cannot communicate in English cannot teach a course in English. A teacher who cannot understand what students are trying to communicate in English for a specific purpose will not know whether the teaching has been effective or not. If students finish formal education with basic problems in any aspect of communication such as with the English language, literacy, is the most prominent area of concern in any specific purpose, but there are other factors to consider, and this failure reflects on the educational system as a whole.

He mentioned Bullock's report, arguing that English reading and literacy generally are to be understood in a wider context, and that the child overall language abilities affect progress in all other aspects of the curriculum, such as learning technical courses like Science and Mathematics, since all texts and literatures on this field were written in the English language, hence teachers and learners need a good command of this medium almost all subjects, except Filipino and Physical Education. On the other hand, teachers of all subjects need to understand principles of language and communication as part of their basic pre-service training.

With all the above theories put together, the researcher saw the need of specifically investigating on the specific possible variates that may strongly affect the learning and achievement of the respondents in this study on English, Science and Mathematics.

Conceptual Framework

Figure 1 presents the schematic diagram of the study, giving an idea or a picture of what the study is all about and how it should proceed. It illustrates, among others the research environment or the physical and geographical coverage of the study, which embraces the selected private and public fourth year secondary students as depicted in the base frame. The second frame shows the subject of the study, which is English proficiency level of the respondents themselves, in correlation with their achievement in Science and Mathematics in terms of their earned ratings in the subject according to their variates of age, sex, attitude towards English and socio-economic status and type of school attended.

The arrow that points to the third box indicates that the result of the investigation and implications of the result of this study served as the basis for the recommendations that shall be drawn from gathered implications, for the attainment of the aim for an instructional redirection, for the students improvement in their English performance in Science and Mathematics.

Significance of the Study

This study was conducted because the writer believed that the findings of the study would benefit students, teachers, administrators, parents, curriculum planners and future researchers as discussed comprehensively in the subsequent paragraphs.

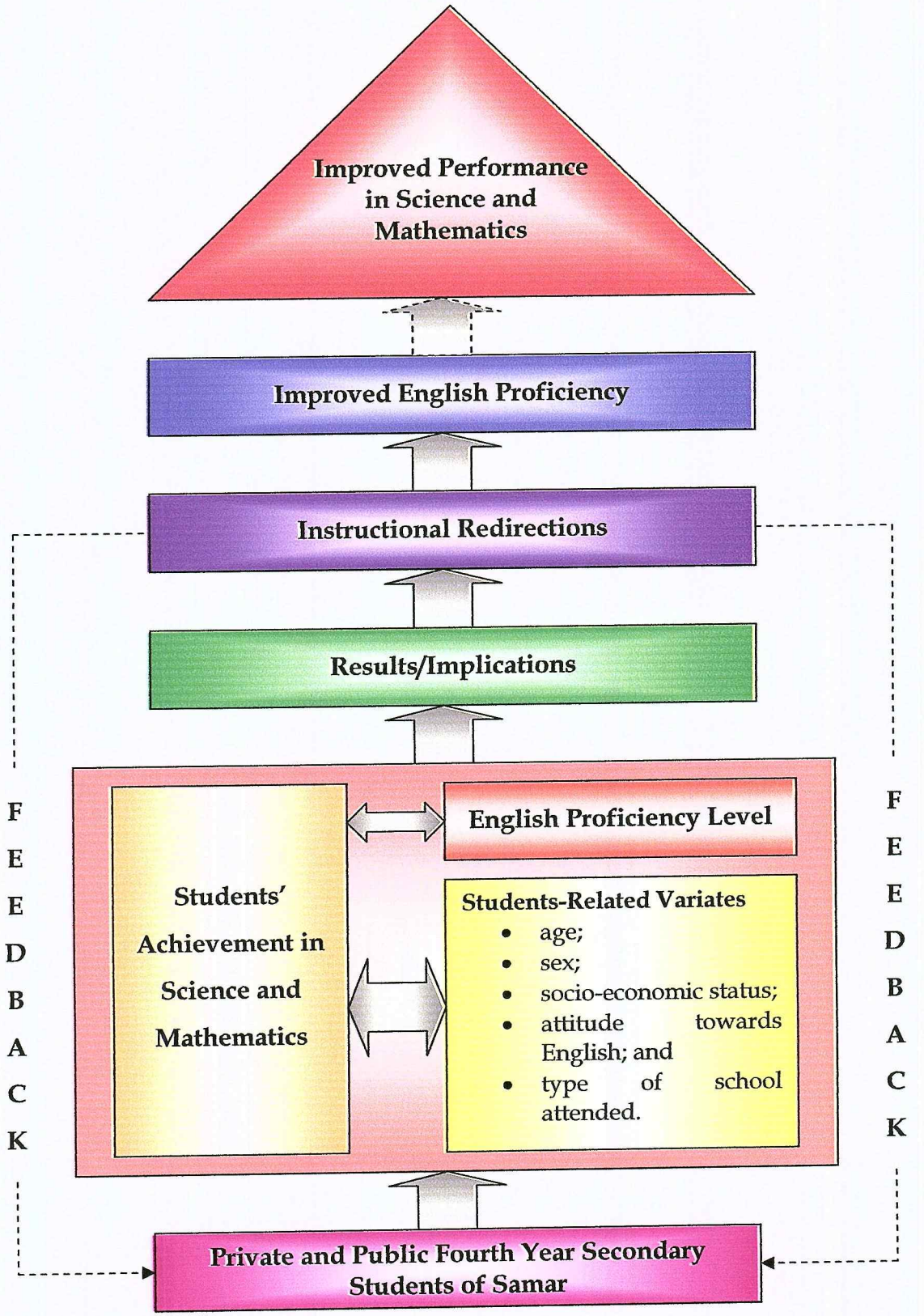

Figure 1. The Conceptual Framework of the Study

The students. The result of this study would make the learners become aware of the status of their academic achievement, specific in Science and Mathematics, thus be challenged but properly guided to do better and improve their performance. With such knowledge, they would be motivated to strive harder and study more seriously, to enable them to achieve excellence in the three core subjects. They shall also be the recipients of improved and better instructional materials prepared by teachers, based on the result of this study.

The teachers. The teachers would derive factual information on the extent of their influence on the overall school performance of their students. Hence, they would be inspired to initiate newly improved approaches in teaching, strive to avail of in-service trainings and seminar-workshops, which the school provides for the realization of its educational goal. Moreover they could make the necessary adjustment in their teaching to make them more relevant and meaningful.

The administrators. The findings of this study would give insights to the administrators in the needs and problems of teachers, thus making supportive to the curricular programs being implemented in their schools. It would make them aware of how their school/teachers and the students stand in relation to those of other schools based on the result of this study.

The parents. The findings of the study would serve as an eye opener to the parents so that they would be truly supportive to the studies of their children.

The curriculum planners. This study would inspire curriculum planners to look into their present curriculum and co-curricular programs with the end in view of redirecting goal-planning emphasis on the academic performance of students.

The future researchers. This study could serve as a reference for those who would investigate language proficiency of learners relative to the learning achievement in various content courses.

Scope and Delimitation

The study focused on the assessment of English proficiency of fourth year secondary students in public and private schools in Samar in relation with students' achievement in Science and Mathematics.

This study included the following private schools: St. Mary's College of Cathalogan, St. Michael High School of Gandara, Holy Name Academy of Villareal, St. Anthony Institute of Zumarraga, Samar College of Cathalogan, Samar. The public schools, covered Samar National School, Motiong, Jiabong, Hinabangan, Pinabacdao, Basey, Calbiga, Ramon T. Diaz Memorial High School of Gandara, and Paranas National High School.

The investigation concentrated on the result of the English Proficiency Test, which was correlated to the respondents' achievement in Science and Mathematics as per their variates of age, sex and socio-economic status, type of

school attended, and attitude towards English in relation to achievement in Science and Mathematics.

With the use of the stratified random sampling, nine out of 81 students from St. Mary's College were respondents in this study. Five out of 47 students were from St. Michael High School of Gandara, seven out of 60 from Holy Name Academy at Villareal Samar, nine out of 80 from St. Anthony Institute of Zumarraga, 14 out of 125 were from Samar College at Catbalogan, Samar, making a total of 44 respondents, out of 39,300 total population, all from private schools included in the study.

From the public schools, there were 17 respondents out of 150 population from Catbalogan Comprehensive High School (CCHS), eight out of the 73 students from Motiong National High School, 22 participants out of 189 students from Wright National High School, 24 respondents out of 208 students from Calbiga National High School, 19 respondents out of 164 students from Hinabangan High School, 13 respondents out of 117 students of Jiabong National High School, 26 respondents out of 225 students from Ramon T. Diaz Memorial High School, six respondents out of 52 students from Pinabacdao National High School, 40 respondents out of 349 students from Basey National High School, and 136 respondents out of 1193 students from Samar National High School. This made a total respondent from the public school of 311 out of 2,720 population. This gave a grand total of 355 respondents, out of a grand total population of 3,113.

The study covered the school year 2004-2005.

Definition of Terms

For better understanding of the study, the following terms are defined conceptually and operationally.

Academic performance. This term refers to some methods of expressing a students' scholastic standing expressed as average for a group of students (Ghadessy, 1997: 10). In this study, it refers to the recent earned grades of the student respondents in English, Science and Mathematics.

Achievement. It is an accomplishment or proficiency of performance in a given skill or body of knowledge. It also means as a progress in school; theoretically different from intelligence but overlaps with it to a great degree (Good, 1984: 7). Operationally, this refers to the level of learning attained by the respondents, who are fourth year students represented by their earned grades in Science and Mathematics.

Administrators. These are persons who administer an institution (The New Lexicon Dictionary, 1996: 11). As used in this study, they are the secondary school principals, the secondary head teachers and the teacher in-charge.

Attitude. This refers to manner of position feeling towards a person or thing (Webster, 1999: 60). Operationally, it refers to the feeling of the fourth year secondary students of Samar towards English language study.

Average monthly income. This refers to a mean sum or quantity of a monthly income (Webster, 1999: 66). In this study this refers to the average monthly income of the parents of the respondents in this study.

Bilingual education policy. This refers to the DECS order No. 54, s. 1974 which provides for the use of English and Filipino as media of instruction in certain learning areas. English, Science and Mathematics are taught in English and Filipino, Social Studies and the rest of the subject areas are taught in Filipino. Operationally, this refers to the use of English and Filipino as medium of instruction in academic subjects in the elementary and secondary classes.

English. Official language of England, U.K., U. S., etc. (Webster, 1999: 313). Operationally, this is a term that refers to the learning area in the NSEC (now BEC) and is used as the medium of instruction in Science and Mathematics.

Instructional redirection. This refers to a change of direction in the use of teaching materials (Webster, 1999: 501). Conceptually, and as used in this study, this refers to the policy in a specific area in a certain institution to enrich, modify, abolish or maintain, as the case maybe, towards achieving a common goal.

Lacks. This is the need to know what the learners already know, so that one can then decide which of the necessities the learners lack. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it at present (Munby, 1978: 54). In this study, it means that the target

proficiency in order words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks.

Mathematics. It is a relationship between quantities expressed symbolically (Webster, 1999: 16). Operationally, it is a learning area under the NSEC (now BEC) that focuses on teaching numeracy, computational skills and calculation.

Necessities. This is the type of need that is determined by the demands of the target situation, (Munby, 1978: 54). Operationally this is what the learner has to know in order to function effectively in the target situation.

Private school. Belongs to a particular learning institution not open to all (Webster, 1999: 796). Operationally, it refers to an institution of learning independent from others.

Proficiency. It is the skill that is comprehensive hence including not only motor or manual activities but also activities such as language, bookkeeping, economics and Mathematics etc. (Good, 1984: 441). Operationally, it refers to the advanced state of attainment in some knowledge or skills of the fourth year students' achievement in English, Science and Mathematics.

Proficiency in English. This is a skill in English that is comprehensive on the usage and command of the English language (Good, 1984: 442). In this study, it refers to the mean score or the equivalent of MPS of the fourth year secondary students in the Proficiency Test in English for secondary schools adapted from Gerona.

Public school. This is a type of school which is financed and run by the government for all people who want formal education (Webster, 1999: 807). Operationally, it refers to schools in Samar that are run by the government.

Science. It is a branch of knowledge or study dealing with a body of facts or truths, systematically arranged and showing the operation general laws (Webster, 1999: 895). Operationally, it is another subject area that uses English as medium of instruction.

Students. They are the persons formally engaged in learning (Webster, 1999: 983). In this study, these are the high school students (males and females) who are selected through systematic random sampling employed by the researcher as the identified school respondents, from the selected private and public schools of Samar and are made to answer the English Proficiency Test and Questionnaire under study.

Wants. This refers to the learners needs which is affected by the learner's motivation in the learning process. Learners' perceived wants couldn't be ignored. It must be remembered that awareness is a matter of perception, and perception may vary according to one's standpoint (Richterich, 1984: 29). In this study it is explained that learners may well have a clear idea of the necessities of the target situation: they will certainly have a view as to their 'lacks'. But it is quite possible that the learners' views will conflict with the perceptions of other interested parties: course designers, sponsors and teachers and the learner's view is what is his "wants".

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains the relevant information obtained from books, periodicals, pertinent documents and research studies obtained from unpublished works like theses, and other research papers; it includes a brief explanation on how the item or information relate to or differ from the present study.

Related Literature

The researcher was guided by the following ideas and statements she gathered from her readings. She learned that as human beings all learn to speak at least one language – the language which we hear as we grow up – unless we are abnormal. It was emphasized that language is used for communication, and it is made of sounds and our concerns are on what kind of sounds and how are the sound related to the words, the words to the sentences and the sentences to each other. We are interested in the relationships, because when we begin to see these relationships, we can understand how the language works.

Language is a social phenomenon. It is a means of communication between individuals. It also brings them into relationship with their environment. Language is therefore socially learned behavior, a skill that is acquired as we grow up in society.

All languages are equally complex. Each language is part of the culture that produces it and is adequate for the needs of the people who use it (Lim, 1975: 1).

The above ideas were supported by an advance study of language and mental process, stating that it is important for teachers, as for anyone else concerned, to understand how language works and how it is constituted (Chomsky, 1968: xvii). In this case this paper was inspired to investigate specifically the effect and function of the English language in the development of concepts in Science and Mathematics, specific among selected public and private schools in the province of Samar.

The above ideas were further strengthened by the significance attached to the role of language in academic institutions, stating that its significance has increased in the last few decades as a result of increasing demands on the part of the learners of this language to master its grammar, vocabulary, and discourse organization, in order to tackle the many academic tasks required for their education in colleges and universities all over the world (Ghadessy, 1997: 65).

In an assessment of the degree of need of the learning of English it was explained that what makes English for specific purpose (ESP) different from general English is an awareness of a need. They argued that if learners, sponsors, and teachers know why the learners need English, the awareness will have an influence on what will be acceptable as reasonable content in the language course, and on the positive side, what potential can be exploited. It is

not true that learning English in content subjects such as science, medicine, commerce, etc. is characterized by its content – it is only a secondary consequence. It is primary on the why the learners need English – it is on the awareness of a need. They maintain that any course should be based on an analysis of learner's need.

Needs analysis is a complex process, involving much more than simply looking at what the learners will have to do in the target situation. Most of all it is stressed that both target situation needs and learning needs must be taken into account. Analysis of target situation needs is concerned with language use. But it is explained that language is only part of the story. We also need to know about language learning. Analysis of the target situation can tell us what people do with language. What we also need to know how people learn to do what they do with language. We need, in other words, a learning-centered approach to need analysis (Hutchinson, et. al., 1979: 56 & 1987: 63).

There is specific set of procedures for needs analysis, which he called Communication Needs Processor (CNP). This consisted of a range of question about key communication variables (topic, participants, medium etc.), which can be used to identify the target language needs of any group of learners. Needs in a language-centered approach, is the ability to comprehend and/or produce the linguistic features of the target situation. In this we have to distinguish target needs from learning needs. Target needs cover necessities, lacks, and wants (Munby, 1978: 54).

The account of analysis of target needs involves far more than simply identifying the linguistics features of the target situation. It is explained that there are a number of ways in which information can be gathered about needs. The most common are: questionnaires, interviews, observation, data collection, informal consultations with sponsors, learners, etc. In view of the complexity of needs, the use of more than one of these methods is suggested. The choice will of course depends on the time and resources available. It is also important to remember that needs analysis is not a once for all activity. It should be a continuing process, in which the conclusion drawn are constantly checked and re-assessed. It is further explained that the analysis of target situation needs in essence a matter of asking questions towards that situation and attitudes towards that situation of the various participants in the learning process (Drobnic, 1978: 58).

Language was defined as a system of communication specific to the human race. It may be defined as primarily oral-aural, it means that all naturally evolved large-scale linguistics systems which have as their fundamental medium, orderly patterns of sound produce by the human voice (oral), and perceived and processed by the ear (aural) (Horowitz, 1998: 10).

In the "Behavioristic and cognitive approaches in Programmed Instruction" it is discussed that modern language teachers are faced with one central problem: developing the language learner's ability in the second language to the point at which his language usage is characterized by the

unconscious application of rules of the language as conscious attention is paid to the ideas to be communicated. In other words, language to functional must become a habit. A second language learner is successful to the extent that he can create, almost instantaneously language appropriate communicative context.

The problem then becomes one of habit formation. How are habits acquired? How does one arrive at a level of proficiency, which makes conscious attention to act unnecessary, or even impossible?. In general, two quit divergent answers have been given to the question of habit formation, one based on a behavioristic interpretation of learning and the other based on a cognitive interpretation.

The term language is defined as the child's use and understanding of his or her communicative system, whether oral or written. It refers to a coding system by which certain words are used to stand for or symbolize particular objects, action, events, attributes, and status. This coding system stands for these things in the real world and allows a common bond for communication. There is nothing particularly meaningful in a mere name.

Language reflects the community base and the individual's experience with the real world. Individuals must learn the social base of language and conform to their communities' codes, but at the same time each person's private code will be slightly different depending on his or her learning and experience with reality.

The task of the school in early elementary grades is to teach children to build the written form of language onto the intact oral language base. From upper elementary school when content reading such as reading in English, Science, Mathematics, Social Science, Technical Courses, etc., is fluent onwards, reading serves as the primary avenue of learning for all (Terasaki, et. al., 1983: 6).

One of the debates in psycholinguistics revolves around the relationship of language to thought, which explained the two very different schools of thought that exist, with some people attempting a middle ground. One school believes that language is seen to be the primary factor that composes and allows for higher forms of thoughts. One the other hand, language and thought are viewed as two separate processes. Thought is greatly facilitated by language but exist apart from it.

The central issue of the first thought is that, as language increases in complexity, so does problem-solving ability, hence an implied one-to-one relationship exists. Because of increasingly more complex language ability, the person is able to demonstrate more and more complex problem solving, learning, concept formations, and analysis of reality. Language is perceived to be the element that allows the child to progress from sensorimotor and preoperational thought to concrete and more abstract inseparable, simply because the person comes to rely more and more heavily on language in problem solving (Bruner, 1964: 10 in Teresaki, et. al.).

Language is perceived as becoming more a means of self-regulation and self-control as the child matures, and as the ability to communicate with others increases, so does the ability to talk to the self. By talking to the self, the individual explains reality; problem solves in a self-discussion, and tells the self what to do (Luria, 1957: 10 in Terasaki, et. al.).

In the research work, it indicated that increased language proficiency was noted in children who were the most skillful in completing concrete operational tasks (Sinclair-de Zwart, 1969: 10 in Terasaki, et. al.).

This was pointed out and described that the point at which the language of young children "goes underground", language for others (social language) becomes increasingly more complex. Children learn to use more compound and complex sentence in order to fully explain their thoughts and ideas to others. The child, then, ceases to "think out loud". Instead, language for self "goes underground" and gets shortened to succinct meaning units, while language for others becomes expanded (Vygotsky, 1962: 10 in Terasaki).

The above statement was supported by the statement, saying that a child who has not achieved adequacy in the listening – speaking mode of language probably will have difficulty in learning to read since reading is to be superimposed on an intact aural-oral code (De Hirsh, et. al., 1972: 68 in Terasaki).

Learning, in all courses, and particularly the learning of a language is an emotional experience. It was explained that the feelings which the learning process evokes will have a crucial bearing on the success or failure of the

learning. It was further explained that this cognitive theory tells us that learners will learn when they actively think affective factor of motivation, and that, before learners can actively think about something, they must want to think about it. The emotional reaction to the learning experience is the essential foundation for the initiation of the cognitive process. How the learning is perceived by the learner will affect what learning, if any, will take place.

This theory of further supported the need of high proficiency in the English language since it is the medium of instruction used in some subjects such as in Science and Mathematics, so as to avoid the feeling of frustration when the learner could not comprehend the course content in English print (Stevick, 1982: 15).

Learning as a conscious process where one exerted effort to learn. Acquisition happens unconsciously. Both processes played a useful part in a teaching-learning situation (Krashen, 1982: 49).

In a review of Skinner's theory on "Verbal Behavior", it was concluded that thinking must be rule-governed: a finite, and fairly small set of rules which enables the mind to deal with the potentially infinite range of experiences it may encounter. If thinking is ruled-governed, it was then further concluded that learning is not of forming habits but it consists the acquiring of rules – it is a process in which individual experiences are used by the mind to formulate a hypothesis. This hypothesis is then tested and modified by subsequent experience. The mind uses the individual stimuli in order to find the underlying

pattern or system. This therefore can use this knowledge of the system in a novel situation to predict what is likely to happen; what is an appropriate response or whatever. Learning, then, is a process in which the learner actively tries to make sense of data, and learning can be said to have taken place when the learner has managed to impose some sort of meaningful interpretation or pattern on the data. This simply means, that we learn by thinking about and trying to make sense of what we see, feel and hear. One of the basic techniques associated with this cognitive theory on language learning is the problem – solving task, which can be shown in learner's subject specialism.

This theory however, if applied in the teaching of content subjects such as Science and Mathematics will need learner's high proficiency in the English language since Science and Mathematics learning information resources are in English print, and that learning will only take place when the matter to be learned is meaningful to the learners and a cognitive view need an affective view to complete the picture (Chomsky, 1964: 4).

It was pointed out that communication is sharing information, an idea, or an attitude. Its essence as explained is getting the receiver and the sender 'tuned' together for a particular message. Communication she added always requires at least three elements – the source, the message, and the destination. The source may be an individual (speaking, writing, drawing, gesturing) or a communication organization (newspaper, publishing house, television station, or motion picture studio). The message could be in the form of ink on paper,

sound waves in the air, impulses in an electric current, a wave of the hand, or any other signs that can be interpreted meaningfully. The destination maybe is a discussion group, a lecture audience, a football crowd, etc. (Schramm, 1954: 3).

With the Bilingual Education Policy 10 years ago, it was reported that English teachers felt a pressing need for an approach to the teaching of the English language, which would concentrate on those aspects that were essential for certain well-defined purposes and which would thus be more motivating than the general unfocused approach. Most that were affected and were confused and are still confused are the English teachers outside Manila, especially the technical teachers who were using English as medium of instruction, specifically in Science and Mathematics. However, whether they understand the trend set by bilingualism, the decline of English proficiency of the students, specific among those in Science and Mathematics was increasingly felt in the field (Millington, 1985: 28-35).

The result of a study conducted by the Department of Language Teaching, U.P., Diliman, stating thus, that Science and Mathematics teachers, as well as students, need to develop high proficiency in the use of discourse analysis toward communicative competence, to facilitate concept formation in both disciplines, and maintain high standards in the teaching and learning of Science and Mathematics. This study she explained was designed due to the observed alarming decline of the general level of proficiency in English in our schools. This she explained was the result of the withdrawal of English as a medium of

instruction in the greater number of subjects in the school curriculum, except in Science and Mathematics. She also mentioned that the study was to come up with basis for a specialized English course that would motivate the maintenance of high standards in Science and Mathematics teaching (Maminta, 1986: 26-33).

The experiences in the teaching economic and other content subjects, stating that one of the most serious tasks that faces every teacher of English in our department is preparing our students to read specialized texts on specific content subject like economics, a skill that may well prove useful in their future careers. This however, was said to be difficult to achieve because it is rarely that our secondary graduates have acquired high competence in English, though they are expected to have developed such proficiency in their four years in the high school. As a result, the teacher cannot simply lead smoothly the students to the skill of reading the specialized texts such as Sciences, Mathematics, Economics, etc.

He emphasized therefore, that teacher need to develop among students the essential proficiency in the expository, analytical, neutral transactional type of English, which is the medium of instruction in the schools (Zdybiewska, 1980: 196).

In the discussion of his Interactive Instructional Model of Reading stated that reading which is an important mode of language, is a comprehension of print that is accomplished through the interaction among three primary influences: 1) language facility; 2) immediate recognition; and 3) mediated

recognition. He explains that these three influences are interactive and facilitative. While language facility is the controlling influence in the print-to-meaning process and should receive the greatest amount of training, the other two primary influences - immediate and mediated recognition -should be mastered in order to facilitate the interaction process.

The efficiency of this interaction can be measured or observed by assessing: 1) oral reading fluency and comprehension; 2) silent reading comprehension; and 3) listening comprehension. The assessment of comprehension ability is, in effect, measuring the product or result of the interaction among all primary influences, not any one individual influence. Therefore, when comprehension is determined to be adequate for the age or capabilities of the student, one might assume that an efficient and effective interaction has taken place and there is no reason to question the efficiency of the individual influences. On the other hand, if comprehension is determined to be inadequate, the assumption must be made that the interaction among the primary influences has broken down. When such conclusions are drawn, diagnostic assessment of individual influences is in order (Stetson, 1983: 148-154 in Terasaki).

Two forms of motivation instrumental and integrative was identified. Instrumental motivation is the thought of external need, a forced need such as the need to pass an examination, need for economic gain, need to read and comprehend text, etc. Integrative motivation is an internal desire of the learner

to belong to speech community that uses the language. It is an internally motivated need (Gardner, et. al., 1972: 48 in Terasaki).

In the Social Psychology Model of Lambert (1985: 127) stated that the development of proficiency in a second language has important implications for an individual's self-identity, as well as group members' self-identity. The model referred to the reasons for learning the language; that is, it implies that language is instrumental or integrative.

Several factors have been proposed as significant factors in second language acquisition, as well as, in learning content subjects; and these are age, sex, socio-economic status, as well as the type of school enrolled in (Lambert, et. al., 1985: 127in Terasaki).

In the recent research on "Motivation for Learning English in the Philippines: Reconciling the Contradiction", it concluded that the status of Filipino as a vital and expanding national language can no longer be disputed. The status of English in the Philippines is less certain since, there are still contradictions in how it is viewed, and there are greater discrepancies in the ability of Filipinos to speak, read, write and understand English, especially across geographic and socio-economic groups. This in part is a natural out come of the replacement of a former colonial language with an indigenous one. However, whereas English is still a language of wider communication in Southeast Asia and the world, motivation to learn English (especially in terms of effort expended) is becoming increasingly weak in the Philippines. One of the

extrinsic forms of motivation for learning English is its place in the educational system through the Bilingual Education Policy instituted in 1974 and updated in 1986. Even the wording of the 1986 Constitution is a potential exit sign for English in Philippine national life. If English will no longer have official status in the Philippines and in education, English then will be learned only as a subject. Thus, the result will place English in a foreign language situation such as what exist in Thailand and France. Then internal language questions will take center stage, and the language rights of speakers of other indigenous languages will have to be more explicitly acknowledged and accounted for in the Philippine educational system. If however, English continues to have official status in the Philippines and if it continues to be used in the educational system, Filipino will continue to grow and spread because of its role and prestige as a national language. Students are expose to Filipino not only in schools but in many places, even in areas where other language are spoken, such as in Mindanao and Visayas. English on the other hand is being maintained only because of its role in education, but motivation to learn English is naturally weakening since attention for learning the language is being shared with Filipino, and in a lesser extent, with other indigenous languages.

Decisions about the issues have to be made now and have to be backed up with action, especially on the level of language policy. If bilingualism is to continue to be a fact in Philippine society, then the two official languages (assuming that these will continue to be English and Filipino) need to have clear

places in society and especially in education. Multilingualism will continue to flourish in the Philippines, but bilingualism in English and Filipino, especially literacy, has to be nurtured, bringing all the resources and knowledge that can be brought to bear on the situation, and taking into consideration the language attitudes and behavior of Filipinos throughout the country, and from different socio-economic groups.

In the article, "The Role of Filipino Language", it stated that one of the reasons for the decreasing vitality of English and decreasing motivation to develop high levels of proficiency in the language is because Filipino, an indigenous language, has emerged as the major link language in the country and has received institutional and widespread popular support. At the same time, the domains in which English is used are shrinking, even in places where there is resistance to Filipino (for example, in Cebu). The rhetoric of blame that permeates the media on the subject of "deterioration of English" is misplaced energy. The other side of the coin is also true, that is, the national language has emerged as the common language that Filipinos use to communicate among themselves, and has acquired domains and numbers of speakers, especially since the Bilingual Education Policy was instituted in 1974. This is a tremendous accomplishment. The decreasing importance of English, a former colonial language, is perfectly normal in cases, where a national language is being developed, modernized and has found popular and institutional support.

Thus, the status of English and the motivation for learning it in the Philippines is at a turning point, especially, if the bilingual education policy will be replaced by the monolingual one. In such a case English will certainly change from being a foreign language. The language will be studied as a subject in itself with a limited amount of time allotted in the school system, and the result will be a diminished fluency and even fewer domains for English (Milambiling, 1996: 18-20).

The significance of English was evident in that over 250 million or one in every ten Filipino employ English as a primary language and over 600 million or nearly one in every four Filipino can be reached by it in some degree. Indeed, today English is written, spoken, broadcasted and understood in every continent, and can claim a wider geographical range than any other language. There are but few civilizations where English has any competition as the lingua franca. English has attained the status of universal tongue to a degree never faintly approached by Latin in its day.

To the Filipinos and especially to the students, English is most important for many reasons, most notable are: 1) English is the main medium of instruction in Philippine schools; 2) It is the language of profession; 3) It is an intellectualized language; it makes the world's knowledge available and accessible; the book of knowledge in both Humanities and Sciences are in English; 4) Filipino students need English proficiency to assimilate the learning that is available in English, not in the national language; 5) English is still used

in government official transactions; 6) Most business instructions are done in English;; 7) Foreign relations and international trade are carried on in English; 8) The mass media are mostly in English; and 9) English is the language used by Filipinos abroad (Robles, 1988: 14-15).

The greatest significance of English as language to Filipino students lies in this phrase, "an intellectualized language" (citing sibayan). An intellectualized language is one, which makes the world's knowledge available and accessible. To get a good education in the Philippines at the present time one has to know English well. The Filipinos have to admit that one cannot get an education through Filipino language alone because "Filipino is not an intellectualized language", hence, Physics, Chemistry, Astronomy, Biology, Mathematics, Philosophy, Law, Medicine, all are taught with the highest languages such as English, German and French. Unfortunately today, Filipino still has to be intellectualized. A known educator, Prof. Yabes, pointed out that Tagalog, the base of Filipino, is the language for the expression of the emotion. Thus, in the domain of the imaginative or creative life or literature, Filipino may be said to possess "linguistic excellence".

Concrete English on the other-hand, allows access to considerably more worldwide information. The problem of the inadequacy of the vernacular in this respect has been pointed out thus: "The indigenous education system lacks textbooks, and some modern subjects such as science, lack agreed vocabularies. With technological change taking place at such high speed these days, it is

impossible to keep the English language textbooks up-to-date, let alone the indigenous-language. The English language has had such a stranglehold on international communications that education in a local language like Tagalog, surely must continue to suffer from disabilities if any sizable proportion of the new generations wish too take advantage of the plum jobs that international trade and communications offer to them".

Furthermore, there is an erroneous idea, which the Filipinos should abandon, and this is, that it is unpatriotic or not nationalistic for the Filipinos to speak good English. As long as this idea persist or is accepted, the learning of good intellectualized English, which is needed to assimilate difficult subjects, which are but accessible in English, cannot take place.

Today's world where communication has become instantaneous, as in the exchange of messages between men on earth and men in outer space or between the dust of the moon, demands that the information be transmitted in the quickest way by the world languages before it grows stale. In the Philippines this happens to be English; but for the accident of history it could have been Indian, Chinese, Spanish or Russian. So English will be around for a long time yet... (Robles, 1988: 5-6).

The data released by the National Testing and Research Center (NETRC) of the Department of Education, Culture and Sports (DECS) which shows the low scores of students all over the country in the National Elementary Achievement Tests (NEAT) and in the National Secondary Achievement Tests

(NSAT) and these facts should provide our legislators the stimulus not to cut back on appropriations for education but to increase these appropriations focused on assessment and improvement.

The rational response to the findings that among our grade six pupils in 1994, their achievement was shown to be only 44 percent of what was targeted, implies that we have to concentrate on improving yearly achievement rather than attempt to prolong schooling or to create more colleges and universities.

This must be so, because achievement is in direct relation to good teaching, to suitable learning conditions with regard to space, proper lighting, availability of books and science equipment (including machines for computer literacy), and to proper class management and school administration. In turn, this means the need of well-trained and competent teachers, who are specialists on various fields and are able to communicate, and also the need for educational managers and administrators who have the vision, leadership skills, and the firmness to implement reforms.

One of the most powerful means of implementing reforms is by providing periodic and consistent feedback through assessment, which means that yearly testing is absolutely essential. Therefore, slashing the budget for assessment is a misguided attempt at economy.

The weaknesses of our educational system have been extensively documented. What is needed for reform is sustained effort to improve the competencies of our teachers and administrators and to provide the necessary

incentives for the development of competence and efficiency through consistent assessments and provision of rewards based on results. Any other solutions are red distracting us from coping with the problems with which we are confronted and which beg for long-term solutions (Gonzales, 2002: 7).

In the Educator's Journal in his article entitled "Cascalla's Language Learning Strategies", it was pointed out that different ways to teach and learn a second language have emerged as stated by Oller (2003: 17) and as re-emphasized by Castillo, (2003: 20-23). They are methods, which put a greater value on the use of language in large social content, which are the purview of socio- linguistics.

One among the applications of such varied ways of teaching is the so-called communicative approach (CA), otherwise known as Communicative Language Teaching (CLT). This approach considers the fact that the real purpose of language learning is to develop the ability to communicate and that sense of communications carries with it a social dimension.

English language aptitude of Filipino learners has deteriorated through the years. It is claimed that elementary pupils enter high school with little facility in English and that many high school students enter college with little progress in English fluency. Cupcupin, mentioned that Dr. Isagani Cruz, a DLSU professor and currently DepEd's undersecretary for programs and projects, hit the nail, when he said that it is ironic that we Filipinos are asked by our neighboring Asian countries to teach English, yet the quality of our students'

English proficiency is left only in the imagination. He said that we cannot say our force is globally competitive as implied by Max Soliven's story about career examination results of DFA officials who were aspiring for higher posts, where only three of them out of the 3,000 examinees passed (Cupcupin, 2002: 4).

"The Task – Based Approach to English Language Teaching (ELT)", tends to facilitate fluency without doing away with accuracy. In this approach, listing tasks as the core activity in teaching English is one way of focusing on communication. But what exactly the meaning of task is as applied in English language, according to Richard Plats, and Weber (1985), is an activity, which is carried out as the result of processing or rendering standing language. Tasks may or may not involve the production of language; it provides a purpose for a classroom activity, which goes beyond the practice of language for its own sake (Redondo, 2003: 7).

Communicative task as defined is "A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language, while their attention is principally focused on meaning rather than on form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. Employing these two definitions, task, when used in the English language classroom, allow learners to comprehend, produce and meaningfully interact in English. Tasks also allow learners the freedom to: (a) commit grammatical mistakes as they try

to negotiate meaning; (b) stretch their linguistic capabilities; and (c) use different learning strategies to perform the activities successfully (Nunan, 1989: 8-9).

Related Studies

The following are studies that show relations with the present study.

Cohen, et. al., (1997) tried to answer this question; "can expectation for competence be altered in the classroom". This paper looked at nine bilingual elementary school classes in the San Jose area to determine how student characteristics affect the classroom learning activities. The children in the classrooms worked together at learning centers and solved problems involving math and science concepts. The researchers examined the data obtained from these classrooms to see whether the effects of student characteristics, such as having a first language other than English can be altered, and they concluded that these factors greatly affect classroom learning.

The study of Cohen, et. al., is similar to the present study in the sense that both are concerned in math and science concept formation learning. They differ however on the factors investigated as to whether they affected the learning of math and science. Cohen, et. al., looked into the relationship of students' characteristics with their classroom problem solving in Math and Science, while the present study dealt on the correlation of language proficiency levels of learners with their achievement in Science and Mathematics in terms of grades earned for the subjects.

Fitzgerald's (1995), review of his research on "English as Second Language (ESL) Learners' Cognitive Reading Processes" focused on the reading processes of limited English proficiency students, and he also provided a look at ESL programs. Fitzgerald concluded that first language knowledge is transferred to English reading by the students in ESL classrooms, thus supporting the use of ESL instruction for limited English proficiency students.

Fitzgerald's study is similar to the present study since both speak of language proficiency of students. They differ since Fitzgerald looked into language proficiency in relation to English Second Language learning, while the present study is concerned with English language proficiency level in relation to students' achievement in Mathematics and Science.

Mestre (1999), in his study on "The role of language comprehension in Mathematics and problem solving", presented specific examples of the interaction between language and problem solving performance for Hispanic students of two age groups (ninth grade algebra students and college students in technical fields). Its result showed that language proficiency plays a large role in how students think.

Metre's study is like the present study because it dealt on the role of language in the comprehension of mathematical problem solving activity learning. They differed in the sense that Mestre's respondents were Hispanic who were grouped into two age groups, while the present study deals on "waray" speakers' achievement in Science and Mathematics which was

correlated with English proficiency level of learners towards English, grouped by age, sex, socio-economic status.

Secada, (1992), in her study on "Race, Ethnicity, Social Class, Language, and Achievement in Mathematics" showed how language and other factors affected Mathematics achievement. She suggested an intellectual approach to research when investigating how Mathematics education is distributed. Secada argued that in our society Mathematics education is provided unevenly on the basis of race, ethnicity, social class, and language. This disparity affects the achievement levels of limited English proficiency students, whose achievement levels were compared to other populations. Efforts to reduce the achievement gap among groups are reviewed and assessed.

The study of Secada is like that of the present study due to its concept that language is a strong factor that affects Mathematics achievement. They differ however in the choice of respondents; Secada's respondents were those with limited English proficiency, while the present study's respondents were fourth year secondary students in Science and Mathematics.

Acong's (1998), study investigated the relationship between academic performance of Grade IV pupils and their mastery learning levels. He found out that pupil-respondents had an average academic performance in the learning areas considered in the study. In terms of mastery learning, the study proved their performance to average. When both variables were correlated, the findings showed that there was a low or slight correlation between the two. With the

aforesaid findings, the researcher recommended the following: 1) That a more intensive supervision of the respondents' mastery learning levels is conducted; 2) That differentiated tasks be given to pupils in complete and incomplete schools; and 3) Enrichment programs may be provided to augment the academic performance and mastery levels of the Grade IV pupil respondents.

The present study is similar to the aforementioned study of Acong in the sense that both studies deal on academic performance of students in Mathematics, English and Science. However, they were divergent in the following points: 1) In the present study, Mathematics and Science Achievements are correlated with English proficiency level of fourth year secondary students, while in the study of Acong, he correlated the Grade IV pupils' mastery learning level with their academic performance; and 2) The present study included respondents from both public ad private schools while that of Acong, included only in public school Grade IV pupils.

Another study, which was comparable with the present study, was that of Nono (1998). Her study dealt on the assessment of Filipino, HEKASI performance, and Scholastic Achievement of Grade V pupils in the Division of Samar during the school year 1996-1997. Based on her findings, Nono concluded, that in the Achievement test, the Grade V pupils performed equally well in Filipino and HEKASI. She explained that language facility in Filipino influenced their performance in HEKASI; this subject being taught in Filipino. In both subjects Filipino and HEKASI, the Grade V pupils had higher scholastic

performance than their performance in the achievement test. This correlation, she said, was inconclusive since both measures differed in criteria in order to arrive at a desired performance level. Achievement test was a written assessment, where as, the grade point average was based only on written assessment but it considered composite factors like oral assessment, projects, assignment and the like to arrive at a desired grade point average. With the aforecited findings and conclusions, Nono recommended the following: A similar study should be undertaken with increased number of subjects or respondents using uniform measures of achievement; Filipino was the most appropriate medium to teach HEKASI which embodied our culture, ideals and heritage as Filipinos; it was recommended that it would be continued to be the language of instruction in spite of the emphasis to develop English, Mathematics and Science for global competitiveness.

The present study corresponded to that of Nono's study, since both focused on the assessment of achievement. They diverted on the level of respondents; the former study used the grade school as respondents while the present had the secondary school. They highly differed, however, on the instruments used in gathering the data where the former study used a teacher-made test and questionnaire while the present study used a Proficiency Test and the grade earned as achievement measure in the subjects Science and Mathematics. Both differed also on the subject areas involved – Nono compared Filipino and HEKASI Achievement with scholastic grade of the pupils, while the

present study the researcher compared students' grades in Science and Mathematics with English proficiency level.

Pacolor's study (1993) determined the teacher and learner factors directly related with students' achievement in Mathematics showing their extent of influence on student achievement result, to serve as base reference for evolving a training design for Mathematics teaching. He revealed that the knowledge in content by teachers teaching Mathematics IV in terms of mean percentage score (MPS) was average. On the other hand, the weighted mean scholastic rating in Mathematics IV of the fourth year secondary student was, likewise, average. But in terms of MPS, the students in the four types of schools in the Samar Island fell under the low achievement level. Hence, the training of Mathematics teachers in content, teaching strategies and assessment technique were recommended. Added to this, the researcher recommended an in depth evaluation and review of the present multi-lateral learning content on Mathematics IV, to determine its possible effects on students' retention and transfer of basic Mathematical learning.

The present study has resemblance to the above cited study of Pacolor, since both studies are correlative and both consider student achievement in Mathematics as one of the variables and both used the secondary students as respondents. However, the present study differs from Pacolor's inquiry on the following: 1) In the present study, Mathematics achievement was correlated with the English proficiency level of the fourth year secondary students in both

public and private schools in Samar, while that of Pacolor Mathematics achievement was correlated with the identified teacher and learner factors; 2) The present study determined the influence of English proficiency on Mathematics and Science Achievements, while the cited Pacolors' study determined the influence of teacher and learner factors on the Mathematics achievement.

Apacible (1992) conducted a research on the learning difficulties in Elementary Mathematics of grade six pupils in the District of Zumarraga, Division of Samar during the school year 1991 - 1992. Based on his findings, the mean score was 21.83 and the mean percentage score was low. The standard deviation was 7.35. This implied that the subjects that were grouped heterogeneously had different abilities and characteristics, but the Mathematical achievements as a whole did not reach the standard set by the New Elementary School Curriculum (NESC) at 75 percent competency level. This study provided evidence that there was a significant difference between the Mathematical achievement of the pupils who found the test difficult and the Mathematical achievement of the pupils who found the test easy. Another, he provided a sufficient evidence that there was a significant difference between the pupils expected mathematical achievement. So in the study, it was recommended that teachers who were handling elementary Mathematics should give more emphasis in class instruction. Remediation program based on the needs and weaknesses of the learners as identified in this study was recommended.

The present study corresponds to that of Apacible since both dealt on the achievement of pupils. They differed however, in the learning areas studied, because the present study involves those learning areas such as English, Science and Mathematics. They differed also on the respondents and location, because Apacible's respondents were grade six pupils in Zumarraga District, while in the present study fourth year high school students were selected from public and private schools of Samar.

Bacho's (1991) determined the degree of influence of selected seven factors on the NCEE performance of secondary students among the selected coastal high schools during the year 1990-1991. She found out that NCEE performance and the seven factors associated with it denoted a high correlation with NCEE performance by respondents, and thus, it was concluded that there was a high relationship between the NCEE performance and the seven factors: (socio-economic status of the family, students factors, school facilities, geographical condition, weather condition, teacher factor and peace and order situation). Base from her findings, Bacho (1991) concluded that the NCEE performance of the student in the five selected high school was highly affected by the seven factors. In order to help students achieve better and acquire quality education, Bacho recommended the following: they should be provided with adequate school buildings in order to have them in a well structured room, fully equipped with adequate seats and other facilities; competent teachers should teach their minor and major subjects only. Through NCEE review classes should be

conducted regularly. School administrators should regularly supervise and assist teachers, so that they will be aware of their deficiencies and their strength. Finally, she recommended that the school should tie up with the community in instituting some measures, which would hopefully improve community life.

This study is correlative to the study of Bacho, through the following aspects: 1) both dealt on probing into the factors, which cause academic failures and poor performance, and both use the same treatment of data which is Pearson Product Moment Correlation; 2) Both utilized high school student respondents, but they differ on the year levels of respondents, because the present study used fourth year high school students from private and public schools while Bacho used high school students in generally from five selected coastal high school in Samar, all from the public schools.

Donadillo's (1991) study focused on the relationship between the acquired values of grade six pupils and their Mathematics and English Achievement during the school year 1990-1991. Based on her findings, the grade six pupils Mathematics and English Achievement was below average. The pupils acquired values were ranked as follows: Nationalism and Patriotism ranked number 1, Social responsibility ranked number 2, Knowledge/trust ranked number 3, Economic self sufficiency ranked number 4, Health ranked number 5, Love ranked number 6, and spiritually ranked number 7. These findings showed that the pupils had more learned values related to nationalism/patriotism and less learned values related to spiritually. Of the seven core values, which were

correlated to Mathematics and English performance of the pupils, the core values on nationalism and patriotism were ranked number 1. This meant that the pupils had more acquired values, which were related to nationalism and patriotism. On the other hand the core value on spiritually was ranked number 7, which meant that the pupil learned few values related to spiritually. Based on her findings, Donadillo (1991) concluded that the grade six pupils in the District of St. Margarita had below average achievement in Mathematics and in English. There was no significant relationship with the acquired values found among the seven core values with the pupils' achievement in Mathematics. Finally, acquired values had something to do with English Achievement. Based from her conclusion, she recommended that more emphasis and attention be given to Mathematics, English and Values Education by teachers, as well as, school Administrators in their district, so as to improve pupils' performance. It was suggested, that the Values Inventory Test be given to all grade six pupils at the start of the school year to serve as post-test to evaluate pupils' performance in Values Education. And that, opportunities for integrating values be provided for children through school activities, programs and celebrations, to be planned and implement by school officials with maximum pupils' participation, there by giving chances for pupils to put into actual practice the value they have acquired. Further studies are made on the relationship of learned values with other subjects like HEKASI, Science and Music, Arts and Physical Education.

The aforesaid study is similar to the present study, in the sense that: 1) both were correlational studies involving two variables being compared; and 2) both involved achievement of pupils in English and Mathematics as the other variables being compared with. They differed in the following: 1) Donadillo's study correlated learned values with achievement in English and Mathematics, while this present study correlated Science and Mathematics with English proficiency level; 2) the former utilized Grade VI pupils as respondents while in the present study, utilized fourth year secondary students; and 3) Donadillo used a teacher made test and a questionnaire as her instruments while this researcher used English Proficiency Test adopted from Caharop by de la Cruz, and also used a teacher-made attitude test towards the learning of Science and Mathematics and the a questionnaire to elicit the profile of respondents.

Christian's (1995) studied on "Two Way Bilingual Education: Students Learning Through Two Languages", was useful for the educator who wishes to become familiar with the benefits of certain types of bilingual education programs that may included mathematics instruction. She reported that Two-way bilingual education programs, in which a group of English-speaking, and minority language speaking students are taught together in both languages are advocated because they combine "the best features of bilingual and foreign language (immersion) education for students. "Both groups gained skills in second language and content areas (like Mathematics); both had the opportunity

to work together, and learned in an environment that values both language backgrounds.

Christian's study is similar to the present study in the sense that they were both concerned with the learning of mathematics of bilingual learners. They differed however since Christian was more concerned on the learning pace and capacity by two groups of learners; who were placed together in one class in one group: one was English speaking and the other group was speaking in their native language with English as their second language. The present study on the other hand, was more concerned with the relationship of the English proficiency of fourth year secondary learners in private and public schools in Samar, with their achievement in Science and Mathematics.

Oy (1991) studied "Teaching Mathematics Problem Solving to Students with Limited English Proficiency through the Nested Spiral Approach". He explained that the Nested Spiral Approach (NSA) is an instructional approach designed to facilitate motivated learning of mathematics problem solving by LEP students. She said, that NSA focuses on student needs and strengths relative to their linguistic and cultural heritage, which was successfully tried in an experiment which showed a positive result in a classroom of bilingual Chinese eight-grade class.

Oy's (1991) study was similar to the present study since she focused on the teaching of mathematics to learners with limited English proficiency, which

was still a study of the relationship of achievement in Mathematics with proficiency in English.

They differed in the sense that Oy was especially focused on trying the effect of the Nested Spiral Approach in Mathematics problem solving among learners with limited English proficiency, while the present study was more concerned with the relationship of the English proficiency of secondary fourth year students of public and private schools in Samar, with their Science and Mathematics achievement.

Chapter 3

METHODOLOGY

This chapter discusses in detail the research methodology with focus on research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

This study employed the descriptive-correlational research design with the use of the adapted Language Proficiency Test, which was a modification of the English Proficiency Test developed and validated by Gerona.

The result of the proficiency test represented the English Language Proficiency level of respondents. It was correlated with the Science and Mathematics achievement in terms of grade by respondents of both disciplines, relative to the respondent's variates of sex, age, socio-economic status and type of school enrolled in. This was to show the effect of English Language Proficiency level as factor affecting the learning of Science and Mathematics.

Attitude towards English was also correlated to the same achievement of respondents in Science and Mathematics relative to the same respondents' variates.

Implications of results in the correlational analysis were drawn from the analysis and interpretation of the result of the investigation. Frequency counts,

weighted means, t-test for independent samples, Pearson-Product Moment correlation coefficient and Fisher's t-test were used in the statistical treatment of data.

Instrumentation

This study used three instruments: the English Proficiency Test (Appendix E), the documentary analysis, Language Attitude Scale, and Questionnaire of three parts.

English proficiency test. This instrument measured mastery of phonology, syntax and lexicon, and efficiency of the learner's grammar expectancy, designed for fourth year high school students by Gerona. In this test, the designer used simplified materials to cater to the learning capacity level of the respondents in the study. The 150 items English Proficiency Test is composed of the following:

Part I – Listening. This part of the test measured students' skills through items in English sounds where students were instructed to look and find the word that contained a sound different from the group. They were also tested in listening comprehension where students were asked to listen to a passage and answer comprehension questions after each lecturette. Students were instructed to fill in the missing information after listening to a passage once. Each answer was a given one point.

Part II – Speaking. This part of the test measured students, speaking proficiency items in stress, where students identified the word that was correct accented; directed oral test where students were grouped and were instructed to listen to a situation as it was read; and perform a task that was asked o them; and there was a semi-direct oral test where students were tasked to listen to an anecdote and retell the story accurately as they could. The direct and oral tests were scored using the scales as modified from Gerona (Yalden, 1987: 21), presented under the statistical treatment of data.

Part III - Reading. This part of the test measured the students' skills in reading through items in vocabulary, where students answered test on antonyms and synonyms. Reading comprehension was given, where students read a selection and answered questions from what was read. A Cloze test was given, where students read first a selection with some of the words omitted, and then were asked to complete the passage by writing the missing words. One pint was assigned for every correct answer.

Part IV – Writing. This part of the test measured students' writing skills through the following items:

1. Grammar test, which consisted of items in sentence forms. Here, students were asked to choose the sentence that best expressed the given idea; items in selected word classification in the English language such as adverbs; adjectives, and prepositions, and items on sequencing word groups to make a

correct sentence were included. One point was assigned for every correct answer.

2. Maze test, which was a modified close test, required the students to complete a passage from a given set of choices. One point was assigned for every correct answer.

3. Writing test was an actual writing activity, which asked the students to write a letter based on a given situation. The students were scored by deducting points for every error in grammar and structure from the total number of points assigned to the test item.

The scores of the respondents in English Proficiency were transmuted using the DepEd transmutation zero based system, with the following formula below and the transmutation table stated in Appendix F.

Formula:

Score/No. of Items x 100

Example: 50 items

35 score * 100

R = 35/50

R = 0.7/50*100

= 0.7

R = 70%

Seventy-five percent (75%) is a passing grade.

Questionnaire. This was composed of three parts. Part I – This part contained questions, which elicited respondent's profile on age, sex and economic status. The name of the school where students were presently enrolled was included, for the purpose of identifying the result of each school and for purposes of making recommendations in case the concerned schools so desire as basis for recommendation. This also included average family income of the family. Part II – The Attitude Test was teacher-made. It had ten (10) multiple-choice items scaled into 1, 2, 3, where 1 means disagree slightly, 2 means agree, 3 means strongly disagree It was scored and interpreted according to the following range: 1 – never/strongly disagree (N/SD); 2 – seldom/disagree (Se/D); 3 – sometimes/uncertain (So/U); 4 – often/agree (O/A); and 5 – always/strongly agree (A/SA). Part III – This was designed to elicit respondents' problems met and suggested solutions to the problems in the use of English as a medium of instructions.

Documentary analysis. Enrollment list and grading sheets were requested from the school file to get the list of fourth year students in every respondent school, including their earned grades in Science and Mathematics in the third year.

Validation of the Instrument

English proficiency test. This test has been validated and used by Gerona an also adapted and used by Dela Cruz in their studies, hence, need not be

validated.

The questionnaire on the profile regarding attitude towards English was teacher made, as well as the questionnaire on problems met and suggested solutions to the problems on the use of English as medium of instructions. They were validated among 30 fourth year students in Samar State Polytechnic College now Samar State University of Catbalogan, Samar. After the validation this part was improve based on the result before it was finalized.

The part of the questionnaire which was only asking for the respondents' profile of age, sex, economic status; school enrolled in, and average monthly income of family, was so simple and need not be validated.

Sampling Procedure

The investigation involved 15 high schools in Samar; ten public schools and five private schools as enumerated in the scope and delimitation. To determine the needed samples from each of the respondent schools, the stratified sampling was employed and Sloven's formula (Pagoso, 1960: 18) was used to determine the exact number of samples hence the list of the number of samples in the table after the Sloven's formula:

$$n = \frac{N}{1 + Ne^2}$$

where:

n – sample size;

N – total number of the population;

1 - constant; and

e - margin of error.

As soon as the sample size was determined the sample proportion was computed by using the following formula:

$$P = \frac{n \times 100}{N}$$

where:

P - sample proportion;

N - total number of population;

n - sample size; and

100 - constant.

The sample proportion was expressed in percentage.

To identify the specific samples from each school, lottery technique in sampling was resorted, for both male and female respondents. The researcher rolled small pieces of paper and assigned numbers corresponding to the alphabetical list of the students. These pieces of paper were placed inside a box and the researcher requested the students to pick out a rolled piece of paper. Each piece with a number was recorded until the desired number of student was obtained. Equal number of respondents from both sexes in each respondent school was selected using the procedure described above (Please see Table 1).

Table 1

The Sampling Frame

Type of School	Total No. of Students	Samples Taken
A. Public High School		
1. Catbalogan National Comprehensive High School	150	17
2. Motiong National High School	73	8
3. Wright National High School	189	22
4. Calbiga National High School	208	24
5. Hinabangan National High School	164	19
6. Jiabong National High School	117	13
7. Ramon T. Diaz Memorial High School	225	26
8. Pinabacdao National High School	52	6
9. Basey National High School	349	40
10. Samar National School	1,193	136
Total	**1,720**	**311**
B. Private		
1. Holy Name Academy	60	7
2. St. Michael High School	47	5
3. St. Anthony	80	9
4. Samar College	125	14
5. St. Mary's College	81	9
Total	**393**	**44**
Grand Mean	**3,113**	**355**

Data Gathering Procedure

After the pre-oral defense of the researcher's thesis proposal, the researcher sought the approval of the schools' division superintendent to gather data from identified schools under his division. Her request to conduct her data gathering was recommended by the researcher's adviser and Dean of SSU

graduate school in a prepared letter of introduction. This approved request served as her letter of recommendation to the public school heads, and also to the presidents/directors of target private schools involved in the study. The researcher personally conducted the sampling procedure and the administration of the Questionnaire.

The researcher personally administered the test and distributed the questionnaire. Before the administration of the test, she explained to the respondents the purpose of the study, the tests and the questionnaire and she assured to them, that there was no cause to worry. She encouraged them to do their best as the results are very significant for the research work.

The test papers were checked and class means and mean percentage score for each subject were computed. Average means and mean percentage scores were likewise computed to get the over all performance of the fourth year student respondents. This was done by adding the means and the MPS (separately) of English Proficiency Test and Attitude scaled perceptions of respondents themselves. The subject earned achievement was represented by the respondents' latest earned grades in Science and Mathematics.

Questionnaire on (Students Profile, Language Attitude Scale, Survey on Problems and Solutions on the use of English as medium of Instruction and English Language Proficiency Test) were personally, distributed to respondents and collected by the researcher herself. Part I on students' profile was given first (this elicited the respondents age, sex, average family income, school attended

to), and this was followed by the survey on problems and solutions to the problems on the use of English as medium of instruction.

After the questionnaire, the English Language Proficiency Test was administered by the researcher herself but she requested for the assistance of two English teachers of respondents.

The general direction for the test was read and explained by the researcher, to make sure that the respondents shall follow correctly what was asked.

Part I - A of the test in "Listening to word/letter sounds" applied the use of a tape which was played, giving the correct sounds of the words in every item. Part I - B was on Listening comprehension. The researcher herself read and article, after which the respondents was given time to answer the comprehension questions. Part I - C was a lecture, delivered by the researcher herself. After the lecture, the respondents were asked to answer the comprehension questions.

Part II was on Speaking Test. The researcher explained the process of test.

Part II - A (stress) the researcher asked the respondents to choose the word, which indicates correct stress.

In conducting the direct and semi-direct oral test, it was done by the researcher herself, and she was assisted by two, English teachers, who acted as raters, but one of the raters did the reading of the selection.

Each of the raters was supplied with the rating scale for the direct oral test and the semi-direct oral test, an hour before the testing time, for them to get acquainted with the different sub-identifications and case in scoring. The respondents were grouped by ten (10) and the ten respondents in each group were given letter A to J worksheets, printed on a 3 x 2 inches cardboard, which were pinned below the neckline of their uniforms.

The direct oral test was given first. All members of each group were asked to sit down around a prepared conference table. Before the actual discussion on the topic, "Who Gets the Heart?" the group were given six minutes to go over the directions printed on the test sheet.

The semi-direct oral test was given last. At the start of the teaching sessions, each group was made to stay in the room and was asked to listen to the anecdote that they were to relate and to the situations they were to react to. All other examinees were asked to stay in the next room, each group coming back for the performance when called, to economize time. Each examinee was instructed to finish the semi-direct oral test in one appearance.

The examinees wore their identification letters to facilitate scoring. To avoid partiality, only letters that correspond to those worn by the students and indicated on the sheet instead of names, were used as identification of respondents' responses.

Part III was on Reading Test. Part III - A was on (Antonyms). The test, was given to the respondents, for them to answer. The instruction was

explained, being part of the reading test. The same was true with Part III - B (Synonyms). Part III - C was on reading comprehension. The respondents were left by themselves, to follow the direction, to read the article, and to answer the following comprehension questions, every after each article. Part III - D was a Cloze Test. The researcher explained the direction and the respondents answered the test.

Part IV was a Writing Test. The respondents answered the test as asked. This was divided into three sub-selections, where A as further sub-divided into A - 1 which was on Grammar and structure, A - 2 on adverbs, adjectives and prepositions, A - 3 on sequencing. All tests were administered and supervised by the researcher herself. Part IV - B was a maze test. The researcher explained the direction before the respondents were left by themselves to answer the test. Part IV - C was letter writing, but respondents were presented a situation and other inputs from which they based their letter.

Statistical Treatment of Data

The researcher used both descriptive and inferential statistics in the analysis and treatment of the gathered data. Among the descriptive statistics the following were used: mean percentage scores and weighted means.

The data that was collected from the responses to the attitude test was tabulated, analyzed and interpreted using the appropriate statistical measures and procedures.

A five-point scale, used with the following descriptive and numerical values arbitrarily developed to suit the purpose of the study among items in the questionnaire.

Scale	Descriptive Value	
4.15 – and above	Always Strongly Agree	(A) (SA)
3.51 – 4.50	Often Agree	(O) (A)
2.51 – 3.50	Sometimes Uncertain	(So) (U)
1.51 – 2.50	Seldom Disagree	(Se) (D)
1.00 – 1.50	Never Strongly Disagree	(N) (SD)

For Language Proficiency Test the following was used to score the test.

A. **Language Proficiency**

1. Grammatical Accuracy

   (Frequency) 1 2 3 4 5 6 7 8 9 10 (rarely)

2. Clarity

   (Often Inaccurate) 1 2 3 4 5 6 7 8 9 10 (usually precise)

3. Fluency of Speech

   (Hesitant) 1 2 3 4 5 6 7 8 9 10 (smooth & effort flow)

B. **Delivery**

4. Gestural Fluency

(odd) 1 2 3 4 5 6 7 8 9 10 (normal)

5. Confidence in manner

(Nervous) 1 2 3 4 5 6 7 8 9 10 (confident)

6. Style

(Non-native) 1 2 3 4 5 6 7 8 9 10 (native)

C. **Communication of Information**

7. Development of explanation

(incoherent & not logically ordered) 1 2 3 4 5 6 7 8 9 10 (coherent & logically ordered)

8. Amount of Information

(Inadequate) 1 2 3 4 5 6 7 8 9 10 (adequate)

D. **Overall/Global score**

1 2	3 4	5 6	7 8	9 10
poor	fair	average	good	very good

Rating Scale for Semi-Direct Oral Test

Sub-test (Retelling an Anecdote)

Accuracy in conveying information and success in getting across the message.

(poor) 12345678910 (accurate & experience)

Sub-test 3 (Situation Analysis)

Clarity of Expression (Often in Accurate)

12345678910 (usually precise)

Appropriacy (Frequently Inappropriate)

12345678910 (usually appropriate)

Style of Expression (Foreign)

12345678910 (Native)

Overall Impression

1 2	3 4	5 6	7 8	9 10
marginal speaker	modest speaker	competent speaker	good speaker	very good speaker

The following statistical tools were used to analyze the data collected.

Frequency count and percentages. This statistic was used to present some of the personal profile of respondents.

Weighted mean. This was used to quantify responses of the groups of respondents by sex, age, and economic status.

Arithmetic mean. This was used to express average of some profile like age, sex, and economic status of respondents.

t-test for independent samples. This statistic was used to test the significance of the differences between the responses of the groups of respondents as to their variates of age, sex, and economic status relative to the extent to which language proficiency level as factor that affect respondents'

achievement in science and mathematics. The formula used is as follows (Walpole, 1982: 311).

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

where:

t - test of significance;

$\overline{X_1}$ - mean of the raw scores of the male samples;

$\overline{X_2}$ - mean of the raw scores of the female samples;

N_1 - number of male samples;

N_2 - number of female samples;

S_1^2 - variance of the raw scores of the female samples; and

$$S_1^2 = \frac{N_1^2 \Sigma X_1^2 - (\Sigma X_1)^2}{N_1 (N_1 - 1)}$$

S_2^2 - variance of the raw scores of the male samples.

$$S_2^2 = \frac{N_2^2 \Sigma X_2^2 - (\Sigma X_2)^2}{N_2 (N_2 - 1)}$$

Pearson Product-Moment Correlation Coefficient. The r_{xy} was applied to determine the degree of relationship between language proficiency level of

respondents with the achievement of respondents in science and mathematics. (Walpole, 1982).

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2] - [N\sum Y^2 - (\sum Y)^2]}}$$

where:

r_{xy} - refers to the correlation coefficient;

N - refers to the number of pairs;

$\sum XY$ - refers to the sum of the product X and Y;

$\sum X$ - refers to the sum of x values;

$\sum Y$ - refers to the sum of y values;

$\sum X^2$ - refers to the sum of the squared x values; and

$\sum Y^2$ - refers to the sum of the squared y values.

Fisher's t-test. This was applied to test the significance of the computed correlation coefficient (Walpole, 1982).

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

where:

r - refers to the compare correlation coefficient; and

n - refers to the number of pairs.

Testing of hypotheses was done, using the .05 level of significance.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered as well as the analysis and interpretation of results. This includes the: 1) profile of fourth year high school students, 2) their English proficiency level; 3) their latest achievement ratings in Science and Mathematics, 4) the problems they encountered in the use of English as medium of instruction in Science and Mathematics, 5) the solutions they propose based on these problems, and 6) tests of hypotheses.

Profile of Student-Respondents

The profile of the student-respondents as to the variates of age, sex, socio-economic status, attitude towards English as medium of instruction and as to types of school attended are presented by frequency, percentage, standard deviation and computed mean.

Age and sex. Table 2 shows that there was a total of 355 respondents, where 126 were males and 229 were females.

The age of the male respondents had a mean of 16.15 years with a standard deviation of 0.36 year. The females' age was shown to have a mean of 16.10 with a standard deviation of 0.31 year. There was a slight difference of 0.5 in the age mean between male and female respondents, making the males a little

older than the female. The grand mean of the total number of respondents was 16.12 years, with SD = 0.33 years.

Of the 126 males, 19 or 15.08 percent were aged 17 (as the oldest), and 107 or 84.92 percent were 16 years old (the youngest but the majority of the males). Among the 229 female respondents, 24 or 16.48 percent were 17 years old, the oldest and 204 or 89.08 percent were 16 years old (the majority age), and only one or 0.44 was 15 year old (the youngest of the groups). There was a total of 43 or 12.11 percent who were 17 years old, 311 or 87.61 were 16 years old and only one or 0.28 percent was years old, the youngest age among the respondents. These made a total of 355 respondents.

The data implies that majority of the respondents, in both male and female was 16 years old, an age normally expected from an average fourth year secondary student.

Table 2

Age and Sex Distribution of the Student-Respondents

Age (in yrs.)	Sex				Total	Percentage
	Male		Female			
	f	Percentage	f	Percentage		
17	19	15.08	24	10.48	43	12.11
16	107	84.92	204	89.08	311	87.61
15	-	-	1	0.44	1	0.28
Total	**126**	**100.00**	**229**	**100.00**	**355**	**100.00**
Mean	**16.15 yrs.**		**16.10 yrs.**		**16.12 yrs.**	
SD	**0.36 yr.**		**0.31 yr.**		**0.33 yr.**	

Socio-economic status. Table 3 presents the student-respondents socio-economic status with a mean of Php6,444.29, which was with a standard deviation of Php5,349.53. We can read from the table that a majority of 172 respondents or 48.45 percent of the respondents belong to the lowest average monthly family income with salary ranging from Php1,000.00 to Php4,399.00. It is worthy of notice, that only one or 0.28 percent had an income with the range of Php35,000.00 to Php38,399.00 which was the highest claimed income. Only two respondents or 0.56 percent were within the income ranging from Php28,000.00 to Php31,599.00. Three respondents or 0.85 percent were within Php24,800.00 to Php28,199.00. Only one or 0.28 percent had an income within the range of

Table 3

Student-Respondents' Profile in Terms of Socio-Economic Status

Average Monthly Income in Php	f	Percentage
Php35,000.00 – Php38,399.00	1	0.28
Php31,600.00– Php34,999.00	-	-
Php28,200.00 – Php31,599.00	2	0.56
Php24,800.00 – Php28,199.00	3	0.85
Php21,400.00 – Php24,799.00	1	0.28
Php18,000.00 – Php21,399.00	13	3.66
Php14,600.00 – Php17,999.00	11	3.10
Php11,200.00 – Php14,599.00	6	1.69
Php7,800.00 – Php11,199.00	65	18.31
Php4,400.00 – Php7,799.00	81	22.82
Php1,000.00 – Php4,399.00	172	48.45
Total	**355**	**100.00**
Mean	**Php6,444.29**	-
SD	**Php5,349.53**	-

Php21,400.00 to Php24,799.00. Thirteen or 3.66 percent were with income within the range of Php18,000.00 to Php21,399.00 and 11 or 3.10 percent claimed to be within the range of Php14, 600.00 to Php17,999.00. Six were with an average monthly income of Php11,200.00 to Php14,599.00. All above were especially mentioned since their range of income were all above the minimum salary as of today. There were 65 respondents whose average monthly income were within the range of Php7,800.00 to Php11, 199.00. Eighty-one respondents showed an average income of Php4,400.00 to Php7,799.00, making 146 respondents with very low average income.

It could be said then, based on the data below, that most of the respondents, or majority of them were of low-income family.

Respondents' grades in English, Science and Mathematics. Table 4 shows the student-respondents' profile in English, Science and Mathematics. In English, the 355 respondents had a mean score of 82.24 with a standard deviation of 6.19. The highest proficiency level was between 95 and above, by two respondents, the lowest was between 65 to 69, by 16 (4.51 percent) respondents. It can be seen from the table that most respondents' grades in English were concentrated from 80 – 84 with 110 or 30.99 percent.

From the same table, we can also see the respondents' grades in Science posted a mean of 83.33 with standard deviation of 5.07. Their highest rating was 95 and above with two respondents (0.56 percent). Their lowest grade was 65–69 by three (0.85 percent) respondents. A big number of 134 students (37.74

Table 4

Student-Respondents' Profile in Terms of Grades in English, Science and Mathematics

Grades	Subject Areas					
	English		Science		Mathematics	
	f	Percentage	f	Percentage	f	Percentage
95 – 99	2	0.56	2	0.56	2	0.56
90 – 94	29	8.17	37	10.42	38	10.7
85 – 89	110	30.99	97	27.32	86	24.23
80 – 84	112	31.55	142	40.00	119	33.52
75 – 79	63	17.75	67	18.87	87	24.51
70 – 74	23	6.48	7	1.97	13	3.66
65 – 69	16	4.51	3	0.85	10	2.82
Total	355	100.00	355	100.00	355	100.00
Mean	82.24		83.23		82.17	
SD	6.19		5.07		5.89	

percent) were with grades between 85 to 94, but a bigger number of 142 (40 percent) were with grades from 80 to 84. This implies that the student-respondents had average performance in Science.

Respondents' grades in Mathematics are also presented in the same table. They got a mean score of 82.17 and a standard deviation of 5.89. The highest grades were 95 and above by only two students or 0.56 percent. Their lowest was 65.69 by ten or 2.82 percent students. Similar to English and Science grade performance, the concentration of the respondents' grades in Mathematics was within the range of 80 – 84 (119 or 33.52 percent respondents), and 85 – 89 (86 or 24.23 percent), making a total of 205 respondents with grades between 80 and 89.

There were a total of 40 students with grades from 90 and above (11.26 percent), which is number lesser than the 110 respondents (87 or 24.51 percent with 75 – 79 grades, 13 or 3.66 with grades of 70 – 74 and ten or 2.82 with 65 – 69 grades), whose grades were all within 65 – 79, all lower than a grade of 80.

By observation, the data implies that the performance of the respondents in the three courses was almost of similar trend, where a majority showed a performance in the three subjects of at least average level.

Attitude towards English. Table 5 shows the student-respondents' attitude towards English. Of the ten items, the total score was 36.75 with grand mean of 3.68, interpreted as A (agree). The 355 respondents agreed on statements 1, 3, 4, 5, 6, 8, and 10, making seven agreed statements out of the ten presented. The respondents were uncertain with the following statements: "English is not a good language for Filipinos to express their needs"; "When I want to impress somebody I prefer to use English"; "One does not have to be proficient in English to be an effective leader". Out of the seven agreed statements the highest was 4.13 for "When I hear someone speaking English fluently, I wish I could speak English like that" while the lowest was 3.58 for "In most cases, when I want to make a report or ask important favors, I prefer to use English rather than my language to be more effective".

The respondents' favorable response to the seven statements implies that they believe on the importance of learning and use of good English in their search for better opportunities in life.

Table 5

Student-Respondents' Attitude Towards English

Statements	Responses					Total	Mean	Interpretation
	5 (SA)	4 (A)	3 (UC)	2 (D)	1 (SD)			
1. English can help speed up the development of our country.	135	194	14	6	1	350	4.30	A
2. English is not a good language for Filipinos to express their needs.	6	65	72	130	49	322	2.53	UC
3. I feel more self-confident because I can speak English.	89	178	57	18	2	344	3.97	A
4. In most cases when I want to make a report or ask important favors, I prefer to use English rather than other language to be more effective.	40	159	92	42	1	334	3.58	A
5. Being able to speak English well makes a Filipino succeed financially and materially.	66	155	87	32	4	344	3.72	A
6. When I hear someone speaking English fluently, I wish I could speak English like that.	170	138	16	18	4	346	4.13	A
7. When I want to impress somebody I prefer to use English.	34	151	93	56	8	342	3.43	UC
8. To get any message across it is easier to communicate in English than in any other language.	53	141	87	47	3	331	3.59	A
9. One does not have to be proficient in English to be an effective leader.	41	103	109	81	5	339	3.28	UC
10. I think it will be easier to find a good job with higher salary if one is proficient in English than one were not.	104	168	54	13	3	342	4.04	A
Grand Total	-	-	-	-	-	-	36.75	-
Grand Mean	-	-	-	-	-	-	3.68	A

LEGEND:

4.51 – 5.00	Strongly Agree	(SA)
3.51 – 4.50	Agree	(A)
2.51 – 3.50	Uncertain	(UC)
1.51 – 2.50	Disagree	(D)
1.00 – 1.50	Strongly Disagree	(SD)

Type of school attended. Table 6 shows the types of schools the respondents were enrolled in. From this table we can read that of the 355 respondents, only 44 or 12.39 percent came from private schools, while 311 or 87.61 came from public schools. This implies that majority of the respondents preferred the public schools for whatever were their reasons, or it could be that more public schools exist than private schools in the locale of the study.

Table 6

Student-Respondents' Type of School Attended

Type of School	f	Percentage
Private	44	12.39
Public	311	87.61
Total	**355**	**100.00**

English Proficiency Level of the Student-Respondents

The English proficiency level of student respondents to the variates of age, sex, socio-economic status, attitudes towards English, by type of school attended were all presented in the following tables.

By age. Table 7 presents the English proficiency level of the 355 respondents grouped by age 15, 16, and 17. Only one was 15 years old, with a mean of 56 with SD = 0 of the 311, 16 years old, there was a grand mean of 62.28, with SD = 12.11. The highest proficiency was at a grade between 89 to 93, shown by only two respondents. The lowest proficiency was at a level of 29 to 33 attained by three respondents of by 0.96 percent of the respondents. Among the 73, 17 years old, they showed a mean of 63.23, with SD = 13.27. Their highest proficiency level was 79 - 83 by four respondents, or 9.30 percent of them. The whole of the 355 respondents showed a mean of 62.37 with SD = 12.23. The highest proficiency level was 89 to 93 by two respondents and the lowest proficiency level was 29 to 33, by five respondents or by 1.41 percent of the total number of respondents.

By observation, most students are at the expected age of 16, and those with high English proficiency were the 16 year olds (89 - 93) but this group also had the highest number of respondents with low English proficiency level, ranging from 29 – 73. Those aged 17 had almost all of its respondents at a low English proficiency, leaving only nine respondents (four or 9.30 percent at 79 – 83 level and five or 11.63 percent at 74 – 78 level) at 74 – 83 proficiency level (their highest rating). The rest of the 355 were within the level of 29 – 78 English proficiency.

Table 7

English Proficiency Level of the Student-Respondents by Age

English Proficiency Level	Age						Total	Percent
	15 yrs.		16 yrs.		17 yrs.			
	f	Percentage	f	Percentage	f	Percentage		
89 – 93	–	–	2	0.64	–	–	2	0.56
84 – 88	–	–	10	3.22	–	–	10	2.82
79 – 83	–	–	14	4.50	4	9.30	18	5.07
74 – 78	–	–	29	9.32	5	11.63	34	9.58
69 – 73	–	–	47	15.11	12	27.91	59	16.62
64 – 68	–	–	44	14.15	4	9.30	48	13.52
59 – 63	–	–	45	14.47	3	6.98	48	13.52
54 – 58	1	100.00	52	16.72	6	13.95	59	16.62
49 – 53	–	–	21	6.75	4	9.30	25	7.04
44 – 48	–	–	26	8.36	1	2.33	27	7.61
39 – 43	–	–	11	3.54	1	2.33	12	3.38
34 – 38	–	–	7	2.25	1	2.33	8	2.25
29 – 33	–	–	3	0.96	2	4.65	5	1.41
Total	**1**	**100.00**	**311**	**100.00**	**1**	**100.00**	**355**	**100.00**
Mean	**56.00**		**62.28**		**63.23**		**62.37**	
SD	–		**12.11**		**13.27**		**12.23**	

By sex. Table 8 shows the English proficiency level of student-respondents grouped by sex. The mean score of the 126 male respondents as to English proficiency level was 59.529 to 12.39 standard deviation. Of this, 126 male respondents, 23 or 18.25 percent (the highest number) of them were with an English proficiency of 54 – 58. Only one or 0.79 percent of the respondents got the highest proficiency level of 89 - 93 and four or 3.17 percent were at 29-33 level of proficiency (the lowest).

Table 8

English Proficiency Level of the Student-Respondents by Sex

English Proficiency Level	Sex				Total	Percent
	Male		Female			
	f	Percentage	f	Percentage		
89 – 93	1	0.79	1	0.44	2	0.56
84 – 88	2	1.59	8	3.49	10	2.82
79 – 83	4	3.17	14	6.11	18	5.07
74 – 78	7	5.56	27	77.79	34	9.58
69 – 73	17	13.49	42	18.34	59	16.62
64 – 68	19	15.08	29	12.66	48	13.52
59 – 63	18	14.29	30	13.10	48	13.52
54 – 58	23	18.25	36	15.72	59	16.62
49 – 53	12	9.52	13	5.68	25	7.04
44 – 48	9	7.14	18	7.86	27	7.61
39 – 43	7	5.56	5	2.18	12	3.38
34 – 38	3	2.38	5	2.18	8	2.25
29 – 33	4	3.17	1	0.44	5	1.41
Total	**126**	**100.00**	**229**	**100.00**	**355**	**100.00**
Mean	**59.59**		**63.9**		**62.37**	
SD	**12.39**		**11.89**		**12.23**	

It shall be noticed that only 14 male respondents were at the level of 74 – 93, while the rest of the 126 were in a lower English proficiency level, which needs special attention.

The female respondents of 229 had a mean score of 63.9, with standard deviation of 11.89. It was worthy to notice, that the greatest numbers of the female respondents at 42 or 18.34 percent were in the proficiency level of 69 – 73, which were three levels higher than 54 – 58 in which where the greatest number of male respondents were found. Worthy of notice too, was the equal number of one respondent between male and female who had the highest level of English

proficiency at 89 – 93. Also worthy of attention, was the four or 3.17 percent respondents among the males who were in the English proficiency level of 29 – 33, the lowest level while there was only one or 0.44 percent of the female who was in the same lowest level of 29 – 33 proficiency, in spite of the greater number of respondents among the female than the males. There were 50 respondents among the females who were in the higher levels from 74 – 93. One hundred thirty-seven out of the 229 female respondents were shown in the same table to be in an English proficiency level ranging from 29 – 68.

The total of 355 respondents had a grand mean of 62.37, with SD = 12.23. The highest level of proficiency was 89-93, by only two respondents, and the lowest level was between 29 - 33 by five or 1.41 percent of the respondents.

The data implies that the female respondents were a little better in English proficiency than the males, since the male respondents in spite of their smaller number, had three respondents who were at the lowest grand of level 29 – 33, while there was only one from the females, in spite of their greater number of respondents than the number of male respondents.

By socio-economic status. Table 9 presents the English proficiency level of the student-respondents by socio-economic status, grouped into those with income less than the mean income and those with income greater than the mean income. It is worth to give attention to the 244 respondents with income less than the mean income, which is twice the number of the other group of respondents, (with the greater income group). The 244 less income group had a

Table 9

English Proficiency Level of the Student-Respondents by Socio-Economic Status

English Proficiency Level	Income Group				Total	Percent
	Less than the Mean Income		Greater than the Mean Income			
	f	Percentage	f	Percentage		
89 – 93	1	0.79	1	0.44	2	0.56
84 – 88	7	5.56	3	1.31	10	2.82
79 – 83	5	3.97	13	5.68	18	5.07
74 – 78	23	18.25	11	4.80	34	9.58
69 – 73	38	30.16	21	9.17	59	16.62
64 – 68	35	27.78	13	5.68	48	13.52
59 – 63	37	29.37	11	4.80	48	13.52
54 – 58	45	35.71	14	6.11	59	16.62
49 – 53	18	14.29	7	3.06	25	7.04
44 – 48	17	13.49	10	4.37	27	7.61
39 – 43	9	7.14	3	1.31	12	3.38
34 – 38	6	4.76	2	0.87	8	2.25
29 – 33	3	2.38	2	0.87	5	1.41
Total	**244**	**193.65**	**111**	**48.47**	**355**	**100.00**
Mean	**61.55**		**64.19**		**62.37**	
SD	**11.69**		**13.21**		**12.23**	

computed mean of 61.55 with a standard deviation of 11.69, and those with greater income have a computed mean of 64.19, with a standard deviation of 13.21. The total mean of all the 355 respondents was 62.37 at a standard deviation of 12.23.

Only one (0.79 percent) of the less income group who got the highest rating between 89 to 93, and also another one (0.44 percent) from the greater income group who got equal rating. The lowest rating of the less income group

was 29 - 33, by three (2.38 percent) respondents which was also the lowest rating by two (0.87 percent) of the greater income group. The total highest rating by the whole respondents was 89 - 93, by two (0.56 percent) respondents, and the lowest was 29 - 33, by five (1.41 percent) respondents.

A majority of respondents in both groups were observed to be within the rating of 29 - 73, shown to be low or below common marginal passing grade.

By attitude towards English. Table 10 pictures the English proficiency level of the respondents grouped according to their attitude towards English. One hundred seventy-five respondents were classified as with less than the mean attitude with a mean score of 62.39 with SD = 11.92. One hundred eighty were classified as with greater than the mean attitude with a mean of 62.36 with SD = 12.55. The total mean was 62.37 with SD = 12.23.

The group with less than the mean score attitude had two (1.14 percent) respondents who were with their highest proficiency rating between 87 - 83, while the group with greater mean score attitude had their highest rating of only 84 - 88, by four (2.22 percent) respondents. The lowest proficiency by the less than the mean score attitude was 29 - 33, by three (1.71 percent) respondents, while there were only two (1.11 percent) respondents who got the same lowest proficiency from the group of greater mean score attitude, a difference of one respondent between the two groups.

The same table shows that out of the 175 respondents in the less than mean score attitude were with low proficiency level, 144 out of the 180

Table 10

English Proficiency Level of the Student-Respondents Grouped According to Attitude Towards English

English Proficiency Level	Attitude				Total	Percent
	Less than the Mean Attitude Score		Greater than the Mean Attitude Score			
	f	Percentage	f	Percentage		
89 – 93	2	1.14	0	0.00	2	0.56
84 – 88	6	3.43	4	2.22	10	2.82
79 – 83	7	4.00	11	6.11	18	5.07
74 – 78	13	7.43	21	11.67	34	9.58
69 – 73	30	17.14	29	16.11	59	16.62
64 – 68	25	14.29	23	12.78	48	13.52
59 – 63	27	15.43	21	11.67	48	13.52
54 – 58	27	15.43	32	17.78	59	16.62
49 – 53	14	8.00	11	6.11	25	7.04
44 – 48	14	8.00	13	7.22	27	7.61
39 – 43	5	2.86	7	3.89	12	3.38
34 – 38	2	1.14	6	3.33	8	2.25
29 – 33	3	1.71	2	1.11	5	1.41
Total	**175**	**100.00**	**180**	**100.00**	**355**	**100.00**
Mean	**62.39**		**62.36**		**62.37**	
SD	**11.92**		**12.55**		**12.23**	

respondents in the greater mean score attitude group were of the same low proficiency level making a grand total of 291 respondents, out of the 355 total number of respondents who were at a low proficiency level.

The data presented implies that in general, both groups of respondents showed a similar poor English proficiency.

By types of school attended. In Table 11, the English proficiency level of the student-respondents by school attended is presented. We can read from this table that only 44 out of 355 total respondents studied in private schools, hence 311 studied in public schools. There was a mean of 64.39 with SD = 11.69 for those who came from private schools, and there was 62.09 mean, with SD = 12.37 for those who came from public schools. A total mean therefore of 62.37 was shown, with SD = 12.23, for the whole 355 student-respondents.

Table 11

English Proficiency Level of the Student-Respondents by Type of School Attended

English Proficiency Level	Type of School				Total	Percent
	Private		Public			
	f	Percentage	f	Percentage		
89 – 93	0	0.00	2	0.64	2	0.56
84 – 88	1	2.27	9	2.89	10	2.82
79 – 83	3	6.82	15	4.82	18	5.07
74 – 78	6	13.64	28	9.00	34	9.58
69 – 73	8	18.18	51	16.40	59	16.62
64 – 68	7	15.91	41	13.18	48	13.52
59 – 63	3	6.82	45	14.47	48	13.52
54 – 58	9	20.45	50	16.08	59	16.62
49 – 53	1	2.27	24	7.72	25	7.04
44 – 48	5	11.36	22	7.07	27	7.61
39 – 43	1	2.27	11	3.54	12	3.38
34 – 38	0	0.00	8	2.57	8	2.25
29 – 33	0	0.00	5	1.61	5	1.41
Total	**44**	**100.00**	**311**	**100.00**	**355**	**100.00**
Mean	**64.39**		**62.09**		**62.37**	
SD	**11.69**		**12.37**		**12.23**	

In particular, for those 44 respondents who came from private schools only one or 2.27 percent was shown to be with 84 - 88 (their highest) English proficiency level and also one or 2.27 respondents was with 39 - 43 English proficiency, presented as the lowest proficiency level. Only ten in all were of proficiency level from ratings of 74 - 93. The remaining 35 were of low proficiency level.

The group from public schools had two or 0.64 percent respondents at 89 - 93 (their highest) English proficiency level, but it had five or 1.61 percent respondents at 29 - 33 proficiency level (their lowest). Fifty-two out of the 311 respondents of this group were with a proficiency between 74 - 88 and the remaining 257 respondents of this group showed low proficiency.

As a whole, the total respondents of 355 showed two or 0.56 percent student-respondents who got an English proficiency level of 89-93. At the lowest of 29 - 33 proficiency level, there were five respondents. A proficiency from 74 - 88 was shown by 62 respondents. The remaining 291 respondents were with very low proficiency.

The result implies that the type of school attended may not influence English proficiency, taking note of the English level proficiency by two respondents at 89 - 93, and the five respondents at the lowest level proficiency of 29 - 33, all from public schools and also of the proficiency level of those from private schools, who did not have any respondent who got 89 - 93 level, yet, they had no one who got a proficiency level below 34. Further to note is the total

number of 291 respondents (34 private and 257 public) who were of low proficiency.

Achievement Ratings in Science and Mathematics of the Student-Respondents

This section discusses the respondents achievement in the two subjects namely: Science and Mathematics.

By age. The latest achievement in Science by the student respondents grouped by age is reflected in Table 12. It was shown here, that only one respondent was 15 year old whose achievement was placed at 75 - 79 level. Most respondents were 16 year olds, at a number of 311, and the next group, aged 17 were only with 43 respondents.

Table 12

Student-Respondents' Latest Achievement in Science by Age

Achievement in Science	Age						Total	Percent
	15 yrs.		16 yrs.		17 yrs.			
	f	Percentage	f	Percentage	f	Percentage		
95 - 99	-	-	2	0.64	-	-	2	0.56
90 - 94	-	-	31	9.97	6	13.95	37	10.42
85 - 89	-	-	87	27.97	10	23.26	97	27.32
80 - 84	-	-	124	39.87	18	41.86	142	40.00
75 - 79	1	100.00	59	18.97	7	16.28	67	18.87
70 - 74	-	-	5	1.61	2	4.65	7	1.97
65 - 69	-	-	3	0.96	0	0.00	3	0.85
Total	**1**	**100.00**	**311**	**100.00**	**43**	**100.00**	**355**	**100.00**
Mean		**77.00**		**83.01**		**83.26**		**83.23**
SD		-		**4.96**		**5.42**		**5.07**

Results of computed mean reveal that the 15 year old had 77 mean, the 16 year olds had a mean of 83.01 with SD = 4.96, and the 17 year olds had a mean of 83.26 with SD = 5.42. The whole student-respondent of 355, had a mean of 83.23 with SD = 5.07.

The highest achievement by those aged 16 was 95 - 99 level achieved by two or 0.64 percent of the respondents. Their lowest achievement however was 65 - 69 achievement level, by three or 0.96 percent respondents. The greatest number of 124 or 39.87 percent of the respondents, were at 80 - 84 achievement level. Next in number was 87 or 27.97 percent of the respondents, followed by 59 or 18.97 percent at 75 - 79 level, then by 31 or 9.97 percent of the respondents at 90-94 level and then by or 1.61 percent who were in the level of 70 - 74 level, and then three or 0.96 percent of the respondents were at 65 - 69 achievement level.

Among the 43, 17 year olds, six or 13.95 percent of their group had 90 - 94 achievement level. Most of them or 18 of them were equally in the 80 - 84 achievement level followed by ten or 23.26 percent at 85 - 89 level, then next were seven or 16.28 percent at 80 - 84 level and then two or 4.65 percent were at 70 - 74 achievement level.

A total majority of 142 student-respondents or 40 percent of the total of 355 student-respondent were at 80 - 84 achievement level, followed by 97 or 27.32 percent at 85 - 89 level, then by 67 or 18.87 percent at 75 - 79 level, 37 or

10.42 percent at 90 - 94 level, then by seven or 1.97 percent at 70 - 74 level, and by three or 0.83 percent at 65 - 69 achievement level.

By observation the 16 year old group achieved a higher level than the 15 and 17 year olds, but this group of 16 year olds had three respondents who got the lowest achievement of 65 - 69, while the other two groups had no one that level. This implies that age may not have affected these respondents level of the achievement in Science.

Student-respondents latest achievement in Mathematics by age group is shown in Table 13. It presented three age groups 15, 16, and 17 year olds. Only one respondent was 15 year old with a mean of 82.00 and at an achievement level in Mathematics at 80 - 84. The 16 year olds with respondents had a mean of 82.17 with SD = 5.75. The 17 year olds with 43 respondents had a mean of 82.19 with SD = 6.9. There was a total mean of 82.17 with SD = 5.89.

Table 13

Student-Respondents' Latest Achievement in Mathematics by Age

Achievement in Mathematics	Age						Total	Percent
	15 yrs.		16 yrs.		17 yrs.			
	f	Percentage	f	Percentage	f	Percentage		
95 – 99	-	-	2	0.64	-	-	2	0.56
90 – 94	-	-	32	10.29	6	13.95	38	10.70
85 – 89	-	-	72	23.15	14	32.56	86	24.23
80 – 84	1	100.00	110	35.37	8	18.60	119	33.52
75 – 79	-	-	75	24.12	12	27.91	87	24.51
70 – 74	-	-	13	4.18	0	0.00	13	3.66
65 – 69	-	-	7	2.25	3	6.98	10	2.82
Total	1	100.00	311	100.00	43	100.00	355	100.00
Mean	82.00		82.17		82.19		82.17	
SD	-		5.75		6.9		5.89	

The 311 16 year old respondents had two or 0.64 percent who got the highest achievement level of 95 - 99 but it had seven or 2.25 respondents who got the lowest achievement level of 65 - 69. There were 32 (10.29 percent) respondents who had 90 to 94, achievement level. There were 257 who were at the level of 70 - 89.

The 17 year old group with 43 respondents had six or 13.95 percent of them who only had 90 - 94 achievement level but it had three of them who got the lowest level of 65 - 69. No one got higher than 94. The rest had their achievement level between 75 - 89.

For the whole 355 respondents, there were only two (0.62 percent) who showed an achievement between 95 and up, while they had ten (2.82 percent) who were at 65 - 69 achievement level.

A greatest number of 119 or 33.52 percent of the total student-respondents were at an achievement level of 80 - 84, followed by 87 or 24.51 of them at 75 - 79 level, then by 86 or 24.23 percent who were at 85 - 89 achievement level, then by 38 or 10.70 percent at 90 - 94 level, then by 13 or 3.66 at 70 - 74 level and ten or 2.82 percent at the lowest level of 65 - 69.

The 16 year old group got two respondents who were at a 95 - 99 achievement in Mathematics, but it also got the lowest achievement of 65 - 69, by seven respondents. This implies that achievement in Mathematics may not have been affected by the age of the respondents but maybe caused by other factor(s).

By sex. Table 14 presents the student-respondents' latest achievement in science by sex groups. From this table we could see more female with 229 respondents than the males, with only 126 respondents. The male was shown a computed mean of 83.22 with SD = 4.97, and the female with a mean of 82.91 with SD = 5.05. The total population of 355 had a mean of 83.23 with SD = 5.07.

Of the 126 male respondents, no one got the level of 95 - 99 but 12 (9.52 percent) got 90 - 94 achievement level. Two respondents however were at 65 - 69 level. The rest were at the level between 70 - 89.

Among the female group of 229 respondents, two or 0.87 percent achieved 95 - 99 level (their highest) and three or 0.85 percent got the lowest achievement of 65 - 69. The rest showed an achievement level between 70 - 89.

Table 14

Student-Respondents' Latest Achievement in Science by Sex

Achievement in Science	Sex				Total	Percent
	Male		Female			
	f	Percent	f	Percent		
95 - 99	0	0.00	2	0.87	2	0.56
90 - 94	12	9.52	25	10.92	37	10.42
85 - 89	41	32.54	56	24.45	97	27.32
80 - 84	49	38.89	93	40.61	142	40.00
75 - 79	20	15.87	47	20.52	67	18.87
70 - 74	2	1.59	5	2.18	7	1.97
65 - 69	2	1.59	1	0.44	3	0.85
Total	126	100.00	229	100.00	355	100.00
Mean	83.22		82.91		83.23	
SD	4.97		5.05		5.07	

The above data suggests the female to be slightly better achiever in science, having two or 0.87 percent of them at 95 - 99 level of achievement, while the males have their highest achiever at 90 - 94 level only. However, it is clearly presented, that one or 0.44 percent out of the 229 female was at the lowest level of 65 - 69 yet this female group still showed a slight superiority over the male group, for there were only two respondents out of 126 males who were at the lowest level of 65 - 69.

As a whole the majority of the both group were low achievers, which implies that the majority of the whole respondents were low achievers.

Student-respondents' latest Mathematics achievement by sex groups is exhibited in Table 15. The computed mean of the male group with 126 respondents was 81.88 with SD = 6.06. The female group of 229 respondents had a computed mean of 82.32, with SD = 5.79. The total of 355 respondents had a mean of 82.17, with SD = 5.89.

Table 15

Student-Respondents' Latest Achievement in Mathematics by Sex

Achievement in Mathematics	Sex				Total	Percent
	Male		Female			
	f	Percent	f	Percent		
95 - 99	0	0.00	2	0.87	2	0.56
90 - 94	15	11.90	23	10.04	38	10.70
85 - 89	26	20.63	30	26.20	86	24.23
80 - 84	43	34.13	76	33.19	119	33.52
75 - 79	33	26.19	54	23.58	87	24.51
70 - 74	5	3.97	8	3.49	13	3.66
65 - 69	4	3.17	6	2.62	10	2.82
Total	126	100.00	229	100.00	355	100.00
Mean	81.88		82.32		82.17	
SD	6.06		5.79		5.89	

The highest achievement level of the male group was 90 - 94 by 15 (11.90 percent) respondents but four (3.17percent had 61 – 69 level their lowest). The rest showed an achievement level between 70 to 89. (Their average achievers). Among the 299 female respondents two (0.87 percent) were at the achievement level of 95 - 99, and six (2.62 percent) got their lowest level of 65 - 69. Other good achievers were 46 respondents, at 80 to 94, while the rest were low achievers with ratings from 70 - 79.

There seems to have highest achievers of two respondents among the female at the level of 95 - 99, while highest level among the male respondents was but at 90 - 94 level, yet 25 or 10.04 of the females were of the same level of 90 - 94. Though there were six of 2.62 percent of the female were of the lowest achievement at 65 - 69, four or 3.17 of the males were of the same lowest achievement. It can still be said that the female was slightly better than the males, but of insignificant margin.

By socio-economic status. Student-respondents' latest achievement in Science by socio-economic status is reflected in Table 16. From it, we could see that the respondents were grouped into a group with less than the mean income and a group with greater than the mean income. Those with less income group were with 244 respondents, at a computed mean of 82.92 with SD = 5.09. Those with greater than the mean income were 111, and with a mean of 83.33 with SD = 4.88. The total mean of the 355 respondents was 83.23 with SD = 5.07.

Table 16

Student-Respondents' Latest Achievement in Science by Socio-Economic Status

Achievement in Science	Income Group				Total	Percent
	Less than the Mean Income		Greater than the Mean Income			
	f	Percent	f	Percent		
95 – 99	2	0.82	0	0.00	2	0.56
90 – 94	23	9.43	14	6.11	37	10.42
85 – 89	70	28.69	27	11.79	97	27.32
80 – 84	94	38.52	48	20.96	142	40.00
75 – 79	47	19.26	20	8.73	67	18.87
70 – 74	6	2.46	1	0.44	7	1.97
65 – 69	2	0.82	1	0.44	3	0.85
Total	244	100.00	111	48.47	355	100.00
Mean	82.92		83.33		83.23	
SD	5.09		4.86		5.07	

Of the 244 less income group, there were two or 0.82 percent of them who attained an achievement rating of 95 - 99 level, but there were also two who attained the lowest rating of 65 - 69 level. There were however 23 or 9.43 percent at 90 - 94 achievement level. The rest of them had an achievement rating between 70 - 89.

On the other hand, out of the 111 respondents with the greater income group, no one got 95 - 99 achievement level but there were 14 (6.11 percent) who were at 90 - 94 achievement level (their highest) but one (0.44 percent) was at 65 - 69 level, their lowest. The rest were at levels between 70-89.

Out of the 355 respondents, two or 0.56 got the highest level of 95 - 99, followed by 37 (10.42 percent) with 90 - 94 level, and three (0.85 percent) were at the lowest level of 65 - 69. The rest were at a level between 70 - 89.

The data above implies that the less income group was slightly better in achievement but or insignificant mark than the greater income group in their Mathematics achievement, though in general, majority of both groups were at low achievement level, hence it could be said that the majority of the whole 355 respondents were of low achievement level.

From Table 17, shows the student-respondents' latest achievement in Mathematics by socio-economic status. The respondents were grouped into two, one as the group with less than the mean income, and another group with greater than the mean income. The former group of 244 respondents was with a computed mean of 81.99 with SD = 5.78. The later group of 111 respondents was with a computed mean of 82.55 with SD = 5.89.

The less income group had two or 0.82 percent of them with 95 - 99 achievement rating (the highest achievement level). Their lowest level was 65 - 69 by eight or 3.28 percent of the respondents. There were 21 or 8.61 percent who were at 90 - 94 achievement level, 60 or 24.59 percent of them at 85 - 89 level. The rest were at an achievement level between 70 - 79.

Out of the 111 respondents in the group with greater income 17 or 7.42 percent of them were at 90 - 94 achievement level, (their highest), and their lowest level was 65 - 69, by two or 0.87 of their respondents. One important

Table 17

Student-Respondents' Latest Achievement in Mathematics by Socio-Economic Status

Achievement in Mathematics	Income Group				Total	Percent
	Less than the Mean Income		Greater than the Mean Income			
	f	Percent	f	Percent		
95 – 99	2	0.82	0	0.00	2	0.56
90 - 94	21	8.61	17	7.42	38	10.70
85 - 89	60	24.59	26	11.35	86	24.23
80 - 84	86	35.25	33	14.41	119	33.52
75 – 79	60	24.59	27	11.79	87	24.51
70 - 74	7	2.87	6	2.62	13	3.66
65 – 69	8	3.28	2	0.87	10	2.82
Total	244	100.00	111	100.00	355	100.00
Mean	91.99		82.55		82.17	
SD	5.78		6.12		5.89	

point to note was the absence of respondent in the level of 95 – 99, as compared to the less income group that had two or 0.82 percent of their respondents who were with an achievement level of 95 - 99.

Taking both groups to make the total of 355 respondents, two or 0.56 percent of them had a 95 - 99 achievement level but it had ten or 2.82 percent of them at the lowest level of 65 – 69. 38 or 10.70 percent were at 90 - 94 level, 86 (24.23 percent) at 85 - 89 level, a majority of 119 (33.52 percent) at 80 - 84 (their average level) and the remaining 100 respondents were at a low level between 70 - 79.

The data implies that income does not affect achievement of respondents in Mathematics, the lesser income group showing two of them with the highest achievement level, yet presenting eight or 3.28 percent of them at the lowest level of 65 - 69. The greater income group had its highest achievement level only at 90 - 94, yet showing two or 2.87 at the lowest level of 65 - 69. Both groups then have almost the same level of achievement in Mathematics.

By attitude towards English. From Table 18 presents the student-respondents' latest achievement in Science by attitude. Respondents as to their attitude score had been grouped into less than the mean attitude score with 175 respondents and into greater than the mean attitude score with 180 respondents. Viewed from the table the group with less than the mean attitude score had a computed mean of 82.97 with SD = 4.93. The other group with greater mean attitude score had a computed mean of 83.07 with SD = 5.11. The grand mean of the whole 355 respondents composed of both groups was 83.23 with SD = 5.07.

Table 18

Student-Respondents' Latest Achievement in Science by Attitude

Achievement in Science	Attitude				Total	Percent
	Less than the Mean Attitude Scores		Greater than the Mean Attitude Scores			
	f	Percent	f	Percent		
95 - 99	1	0.57	1	0.56	2	0.56
90 - 94	18	10.29	19	10.56	37	10.42
85 - 89	46	26.29	51	28.33	97	27.32
80 - 84	73	41.71	69	38.33	142	40.00
75 - 79	34	19.43	33	18.33	67	18.87
70 - 74	1	0.57	6	3.33	7	1.97
65 - 69	2	1.14	1	0.56	3	0.85
Total	175	100.00	180	100.00	355	100.00
Mean	82.97		83.07		83.23	
SD	4.93		5.11		5.07	

From the less attitude score group, it is worth of notice that this group had one respondent with 95 - 99 achievement level. However, they had one or 1.14 percent at 65 - 69 achievement level. There were however, 18 (10.29 percent) at 90 - 94 level, 46 (26.29 percent) at 85 - 89 level. The rest were within the achievement level of 70 - 79.

The group with greater than the mean attitude score had one (0.56 percent) at 95 - 99 achievement level (highest) with one (0.56 percent) at 65 - 69 (their lowest). There were however 19 (10.56 percent) at 90 - 94 level, 51 (28.33 percent) at 85 - 89, 69 (38.33 percent) at 80 - 84 level. The rest were at the level of 70 - 79. Worthy of notice was one respondent for each of the two groups at level 95 - 99, (the highest) and one each the 65 - 69 level (the lowest).

Out of the total number of respondents (355), there were two or 0.56 percent of them who were at 95 - 99 level and 37 (10.42 percent) at 90 - 94, 97 (27.32 percent) at 85 - 89, a big number of 142 (40 percent) at 80 - 84 and the rest were at a lower level between 70 - 79.

The two groups of respondents' slight difference as per mean attitude score achievement towards English is discussed to be in significant to affect the achievement of respondents in Science.

Table 19 reflects, the student-respondents' latest achievement in Mathematics, by mean attitude score. The group of the less than the mean attitude score with 175 respondents was shown with a mean of 81.82 with SD = 6.08, and the other group of greater than the mean attitude score, with 180

respondents had a mean of 82.5 with SD = 5.69. The total respondents of 355 as reflected in the table had a mean of 82.17 with SD = 5.89.

The group of lesser mean attitude score had one or 0.57 percent with the highest achievement level of 95 - 99, and had seven (4 percent) at the lowest level at 65 - 69 rating. It had 16 (9.14 percent) respondents at a level of 90 - 94, 44 (25.14 percent) at 85 - 89 level, 56 (32 percent) at 80 - 84. The rests were at a level between 70 - 79.

The other group with greater than the mean attitude score and with 180 respondents had also, one respondent or 0.56 percent at 95 - 99 achievement level, but it had three (1.67 percent) at the lowest level of 65 - 69. It however, had 22 (12.22 percent) at 90 - 94 level, 42 (23.33 percent) at 85 - 89, 63 (35 percent) at 80 to 84 level, and the rest at 70 - 79 level.

Table 19

Student-Respondents' Latest Achievement in Mathematics by Attitude

Achievement in Mathematics	Attitude				Total	Percent
	Less than the Mean Attitude Scores		Greater than the Mean Attitude Scores			
	f	Percent	f	Percent		
95 - 99	1	0.57	1	0.56	2	0.56
90 - 94	16	9.14	22	12.22	38	10.70
85 - 89	44	25.14	42	23.33	86	24.23
80 - 84	56	32.00	63	35.00	119	33.52
75 - 79	43	24.57	44	24.44	87	24.51
70 - 74	8	4.57	5	2.78	13	3.66
65 - 69	7	4.00	3	1.67	10	2.82
Total	175	100.00	180	100.00	355	100.00
Mean	81.82		82.50		82.17	
SD	6.08		5.69		5.89	

Two (1.56 percent) respondents out of the 355 total respondents were reflected in the table to have an achievement level of 95 - 99, and 38 (10.70 percent) at 90 - 94, 86 (24.23 percent) at 85 - 89, a big number of 119 (33.52 percent) at 80 - 84 level. The rest were at 70 - 79 level of achievement.

It is implied by the results above that there is a slight difference in the attitude of both groups towards English, hence may not cause a significant difference between respondents' achievement level in Mathematics.

By type of school attended. The latest achievement in Science by student-respondents as to type of school attended is presented in Table 20. We can read from this table that there were 44 respondents who came from private schools and 311 from public schools. Out of the 44 respondents' score there was a mean of 86.00 with SD = 4.62. From the respondents' who came from public schools there was a mean of 82.59 with SD = 5.93. There was a total mean of 83.23 with SD = 5.07.

Table 20

Student-Respondents' Latest Achievement in Science by Type of School Attended

Achievement in Science	Type of School				Total	Percent
	Private		Public			
	f	Percent	f	Percent		
95 - 99	0	0.00	2	0.64	2	0.56
90 - 94	12	27.27	25	8.04	37	10.42
85 - 89	16	36.36	81	26.05	97	27.32
80 - 84	12	27.27	130	41.80	142	40.00
75 - 79	4	9.09	63	20.26	67	18.87
70 - 74	0	0.00	7	2.25	7	1.97
65 - 69	0	0.00	3	0.96	3	0.85
Total	44	100.00	311	100.00	355	100.00
Mean	86.00		82.59		83.23	
SD	4.62		5.93		5.07	

Out of the 44 respondents who came from private schools, no one got the 95 - 99 achievement level, but 12 (27.27 percent) were at 90 - 94 level their highest level), 16 (36.36 percent) at 85 - 89, 12 (27.27 percent) at 80 - 84 level, four (9.09 percent) at 75 - 79 (their lowest).

Worthy of notice were two respondents out of the 311 respondents from public school who got 95 - 99 achievement level but it also had three or 0.96 percent of them who got the lowest achievement level of 65 - 69. There were 25 (8.04 percent) with 90 - 94, 81 (26.05 percent) at 85 - 89 level, 130 (41.80 percent) at 80 - 84 achievement level. The rest were at a level between 70 - 79 achievement level.

Out of the total 355 respondents, two or 0.56 percent were at the highest level of 95 - 99. There were 37 (30.42 percent) at 90.94 level, 97 (27.32 percent) at 85 - 89 level, 142 (40 percent) at 80 - 84 level. The rest were at a level between 70 - 79 achievement level.

The data implies that those from public schools had better achievement in science than those from private schools which could be due to more practical experiences in the outside world of public institutions, or due to the presence of many colleges, universities and center of excellence institutions.

Table 21 presents the student-respondents' latest achievement in Mathematics by type of school attended. The 44 respondents who came from private schools showed a computed mean of 86.07 with SD = 4.4. Those 311

respondents who came from public schools showed 81.61 mean with SD = 5.87. There was a grand mean of 82.17 with SD = 5.89.

Those from private schools showed, nine or 20.45 percent who were at level 90 - 94 (their highest), but five or 11.36 went down to 75 - 79 achievement level (their lowest). Worthy of notice was their having none who went lower to 70 and below. However, they did not also show an achievement at 95 - 99 level. Twenty or 45.45 percent of them were at level 85 - 89, and ten (22.73 percent) were at 80 - 84 achievement level.

Those from public schools had two or 0.64 who were at 95 - 99 level. However, there were 13 or 4.18 percent of them who went to a lower level of 70 - 74, and still 10 or 3.22 percent who went to the lowest level of 65 - 69. Close to the highest level were 29 (9.32 percent) who were at 90 - 94 achievement level, 66 (21.22 percent) at 85 - 89, a big group of 109 (35.05 percent) were at 80 - 84 level, and 82 (26.37 percent) were at 75 - 79 level.

Table 21

Student-Respondents' Latest Achievement in Mathematics by Type of School Attended

Achievement in Mathematics	Type of School				Total	Percent
	Private		Public			
	f	Percent	f	Percent		
95 - 99	0	0.00	2	0.64	2	0.56
90 - 94	9	20.45	29	9.32	38	10.70
85 - 89	20	45.45	66	21.22	86	24.23
80 - 84	10	22.73	109	35.05	119	33.52
75 - 79	5	11.36	82	26.37	87	24.51
70 - 74	0	0.00	13	4.18	13	3.66
65 - 69	0	0.00	10	3.22	10	2.82
Total	44	100.00	311	100.00	355	100.00
Mean	86.07		80.61		82.17	
SD	4.4		5.87		5.89	

Of the total of 355 respondents, two (0.56 percent) were at 95 - 99 achievement level (their highest), but ten (2.82 percent) were at their lowest level of 65 - 69. Close to the highest, at 90 - 94 level were 38 respondents. There were 86 (24.23 percent) who were at the level of 85 - 89, a big number of 119 (33.52 percent) were at 80 - 84 level. There were 87 (24.51 percent) who were at 75 - 79, and 13 (3.66 percent) were at a lower level of 70 - 74.

The data implies that those respondents from private schools were generally average achiever, while those from public schools were distributed between extremes. Some were high achievers, while others were low achievers, and majority were average achievers.

Comparison of the English Proficiency of the Student-Respondents

This part discusses the results of the comparative analysis of the respondents' English proficiency.

By age. Table 22 reveals that there was no significant difference in the English proficiency level between age groups since the computed F of 0.297 was lesser than the critical F value of 3.02 with df = 2. Therefore, H_o which states that there is no significant difference between the English proficiency level between age groups was accepted.

This implies that the English proficiency levels of respondents were almost parallel between ages.

Table 22

Analysis of Variance for Comparing the English Proficiency of the Student-Respondents by Age

Source of Variation	Sum of Squares	df	Mean Squares	F comp	F critical	Evaluation
Grouping by Age	89.03	2	44.513	0.297	3.02	Accept H_o
Within Groups	52833.89	352	150.096	-	-	-
Total	**52922.92**	**354**	-	-	-	-

By sex. Between sex groups, Table 23 shows that H_o which states that there was no significant difference between the level of English proficiency between sex groups was rejected, hence difference of proficiency was significant, since the computed z-value of 3.186 was greater than the critical z-value of 1.96 at 0.05 level of significance.

It could be said then, that the female group was significantly more proficient in English than the male respondents.

Table 23

Z-test for Comparing the English Proficiency of the Student-Respondents by Sex

Indicators/Parameters	Sex	
	Male	Female
Mean	59.59	63.90
Standard Deviation (SD)	12.39	11.89
n	126	229
Computed z-value	**3.186**	
Tabular/Critical z-value at $\alpha = .05$	**1.96**	
Evaluation	**Significant/Reject H_o**	

By socio-economic status. The result of the z-test for comparing the English proficiency of the student respondents by socio-economic status is revealed in Table 24, indicating that H_o which states that there is no significant difference between the English proficiency level of respondents grouped as to their socio-economic status was accepted, since the computed z-value of 1.811 was lesser than the critical z-value of 1.96, at 0.05 level of significance.

This shows that no difference in English proficiency was seen between respondents' socio-economic status groups.

Table 24

Z-test for Comparing the English Proficiency of the Student-Respondents by Socio-Economic Status

Indicators/Parameters	Income Group	
	Less than the Mean Income	Greater than the Mean Income
Mean	61.55	64.19
Standard Deviation (SD)	11.69	13.21
n	244	111
Computed z-value	**1.811**	
Tabular/Critical z-value at $\alpha = .05$	**1.96**	
Evaluation	**Not Significant/Accept H_o**	

By attitude towards English. Table 25 presents the z-test result for comparing the English proficiency level of student-respondents grouped by attitude towards English. From the table we could see that there is no significant difference between the English proficiency level of respondents grouped by attitude towards English as shown by the computed z-value of 0.025 which is lesser than the critical z-value of 1.96 at 0.05 level of significance. This means that the H_o stating that there is no significant difference in the English proficiency between students' grouped per attitude towards English was accepted.

Table 25

Z-test for Comparing the English Proficiency of the Student-Respondents by Attitude Towards English

Indicators/Parameters	Attitude	
	Less than the Mean Attitude Score	Greater than the Mean Attitude Score
Mean	62.39	62.36
Standard Deviation (SD)	11.92	12.55
n	175	180
Computed z-value	**0.025**	
Tabular/Critical z-value at α = .05	**1.96**	
Evaluation	**Not Significant/Accept H_o**	

The result shows that attitude towards English of both groups or respondents are of parallel level regardless of what attitude each group have towards the use of English as medium of instruction.

By type of school attended. In table 26 is the z-test result for comparing the English proficiency of the student-respondents by type of school attended. It could be read from the table that H_o which states that there is no significant difference in the English proficiency of respondents as per type of school attended was accepted since the computed z-value of 1.212 was lesser than the critical z-value of 1.96 at 0.05 level of significance. Both groups therefore have almost the same level of English proficiency. This means that the type of school attended by respondents has no effect on the level of English proficiency shown by each group of respondent.

Table 26

Z-test for Comparing the English Proficiency of the Student-Respondents by Type of School Attended

Indicators/Parameters	Income Group	
	Less than the Mean Income	Greater than the Mean Income
Mean	64.39	62.09
Standard Deviation (SD)	11.69	12.37
n	44	311
Computed z-value	**1.212**	
Tabular/Critical z-value at $\alpha = .05$	**1.96**	
Evaluation	**Not Significant/Accept H_o**	

Relationship Between the Achievement Ratings of the Respondents and the Different Variates

This part presents the results of the correlational analysis between the respondents' achievement in Science and Mathematics and their profile.

Science. The relationship between the student-respondents' achievement in Science with the different variates is reflected in Table 27. From this table it could be read, that H_o was accepted, stating that there is no significant relationship between the achievements of respondents in science by age group, as shown by Fisher's t-value of 0.551, which is lesser than the critical t-value of

1.96, at 0.05 level of significance with df = 353. The same result is true with the variates of sex, socio-economic status and attitude towards English, shown by the following Fisher's t-value of 0.426, -0.046, and 0.733, respectively, and all lesser than the critical t-value of 1.96 and 0.05 level of significance, with df = 353. There was however a significant relationship between respondents' achievement in science and type of school attended, as shown by the Fisher's t-value of 3.217 which is greater than the critical t-value of 1.96, at 0.05 level of significance, with df = 353. The hypothesis therefore, which states that there is no significant relationship between respondents' achievement in Science and type of school attended was rejected.

Table 27

Relationship Between the Student-Respondents' Achievement in Science and the Different Variates

Variates	r_{xy}	Fisher's t-value	Critical t-value at α = .05, df = 353	Evaluation
Age	0.0293	0.551	1.96	Accept H_o
Sex	0.0304	0.426	1.96	Accept H_o
Socio-economic status	-0.0033	-0.046	1.96	Accept H_o
Attitude towards English	0.0523	0.733	1.96	Accept H_o
Type of school attended	0.2240	3.217	1.96	Reject H_o

This means, that only the variates on type of school attended by respondents had a significant impact or influence on the Science achievement of the 355 student-respondents. This implies that quality of type of school to various factors (could be school plant, facilities and equipment selection of teacher, attitude of school staff etc.). All within the responsibility of the school affect the respondents' achievement in Science.

Mathematics. Table 28 presents the relationship between the student-respondents' achievement in Mathematics and the different variates. From this table we can read that the relationships between the variates of age, sex, socio-economic status and attitude towards English were shown to have no significant relationship with respondents' achievement in Mathematics as shown by the Fisher's t-value of 0.082, -0.504, 0.727, and 1.193 respectively, which were all lesser than the critical t-value of 1.96, at 0.05 level of significance, with df = 353. Worthy of notice is the rejection of the H_o stating that there is no significant relationship of the respondents' achievement in Mathematics and their type of school attended as supported by the Fisher's t-value of 3.611, which is greater than the critical t-value of 1.96 hence relationship was significant.

This means, that the type of school attended by respondents, significantly affect the respondents' achievement in Mathematics. Which maybe due to any factor (such as teacher selection, adjunct materials, facilities, equipment, classroom atmosphere, school polices, etc.).

Table 28

Relationship Between the Student-Respondents' Achievement in Mathematics and the Different Variates

Variates	r_{xy}	Fisher's t-value	Critical t-value at α = .05, df = 353	Evaluation
Age	0.0044	0.082	1.96	Accept H_o
Sex	0.0360	0.504	1.96	Accept H_o
Socio-economic status	0.0518	0.727	1.96	Accept H_o
Attitude towards English	0.0849	1.193	1.96	Accept H_o
Type of school attended	0.2497	3.611	1.96	Reject H_o

Relationship Between the English Proficiency Level of Student-Respondents and Their Achievement

This sections discusses the relationship between the English proficiency level of the respondents and their achievement in Science and Mathematics.

In Table 29 is presented the relationship between the student respondents' proficiency in English and their achievement in Science and Mathematics which rejects H_o stating that there is no significant relationship between respondents' proficiency in English with their achievement in Mathematics, as well as in Science. Fisher's t-value for Mathematics at 4.971, which is greater than the critical t-value of 1.96, and Fisher's t-value of 1.96, both at 0.05 level of significance, with df = 353, show that respondents' English proficiency greatly

Table 29

Relationship Between the Student-Respondents' Proficiency in English and Their Achievements in Science and Mathematics

Achievement	r_{xy}	Fisher's t-value	Critical t-value at α = .05, df = 353	Evaluation
Mathematics	0.2558	4.971	1.96	Reject H_o
Science	0.1399	1.978	1.96	Reject H_o

affect the respondents' achievement in Mathematics and Science. This could be due to the fact that English is the medium of instruction used in both discipline, and books references, and for other teaching materials used in both subjects were in English, not to mention the feeling/attitude to English of the respondents and even attitude of instructor towards the teaching of both disciplines.

Problems Encountered by the Respondents in the Use of English as Medium of Instruction

In Table 30, is listed the student-respondents' problems they claimed to have encountered in the use of English as medium of instruction. The table presents ten problems, of which seven of them as listed below, were identified by the respondents to be moderately felt, one (No.7) slightly felt, and another one which called the attention of schools, both private and public was claimed to be much felt, which is item 10, pointing on "Lack of school facilities such as internet and other advance technologies that enhance students' learning". Those eight

Table 30

Problems Encountered by the Student-Respondents in the Use of English as Medium of Instruction

Problems	Responses					Total	Mean	Interpretation
	5 (VMF)	4 (MF)	3 (ModF)	2 (SF)	1 (NF)			
1. Inadequacy of teachers' skill in using English as language of instruction in teaching English, Science and Mathematics.	87	119	63	51	35	355	3.48	ModF
2. The teacher's English communication skills need improvement.	76	91	79	57	37	340	3.33	ModF
3. Frequent Code-switching of teachers from English to Filipino or Waray teaching.	73	74	101	77	21	346	3.29	ModF
4. Students do not participate during recitation because of poor English proficiency/lack of vocabulary.	87	67	75	56	28	313	3.41	ModF
5. Students cannot understand and follow written direction in English.	34	65	94	108	52	353	2.78	ModF
6. Students cannot express their ideas in English speaking and writing.	52	56	121	76	43	348	2.99	ModF
7. Students cannot understand what the teachers are saying in English.	20	51	75	132	70	348	2.48	ModF
8. Reading materials in English, Science and Mathematics are difficult to understand.	24	70	89	102	51	336	2.74	ModF
9. There are few textbooks and references in English, Science and Mathematics.	70	90	86	63	37	346	3.27	ModF
10. Lack of School facilities such as internet and other advance technologies that enhance students learning.	138	80	62	43	29	352	3.72	MF
Grand Total	-	-	-	-	-	-	31.51	-
Grand Mean	-	-	-	-	-	-	3.15	ModF

LEGEND:

4.51 – 5.00	-	Very Much Felt	(VMF)
3.51 – 4.50	-	Much Felt	(MF)
2.51 – 3.50	-	Moderately Felt	(ModF)
1.51 – 2.50	-	Slightly Felt	(SF)
1.00 – 1.50	-	Not Felt	(NF)

problems which were moderately felt were items 1, 2, 3, 4, 5, 6, 8, and 9. The slightly felt problem was item 7, which claims that students cannot understand what the teachers are saying in English. This implies that only few students find it hard to understand the English as medium of instruction in Science, Mathematics and English itself.

The moderately felt problem as mentioned above implies an immediate need of looking into school facilities specially on technological facilities, hence implied further, that the schools involved in the study, of both types were lagging behind in the procurement of advance and relevant facilities that are needed for the advancement of students' learning for the purpose of getting in par with the rest of the schools in advance countries or cities of our very own country.

It is further implied that all ten problems listed are real and existing though they may differ in the degree of need and their effects on students' learning.

The mean of the whole score on problems meet with English as medium of instruction was 3.15, interpreted to be moderately felt, since only one was heavily felt and one was slightly felt, the rest being moderately felt.

Solutions Suggested by the Respondents

Table 31 enumerates seven agreed solutions to the 10 problems presented in Table 30. It was very clearly expressed in the table that all student-

Table 31

Student-Respondents' Suggested Solutions

Solutions	Responses					Total	Mean	Interpretation
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)			
1. Minimize code-switching from English to Filipino o Waray by practicing the use of English constantly; by studying one's lesson thoroughly; by using and committing to mastery a lesson outline; by increasing one's stock of functional vocabulary.	123	150	53	14	5	345	4.08	A
2. Encourage students' participation during class recitation and encouraging them to answer in complete; not allowing/accepting one word answer; by being patient and tolerant of students' attempts to recite; assisting students in reciting by cueing.	164	135	35	12	5	351	4.26	A
3. Coordinate with other teachers in addressing the difficulty of students in following written directions to be understood; integrating the teaching of this skill in English taught subject.	133	163	43	7	5	351	4.17	A
4. Widen the vocabulary of students by employing varied methods such as; picture clues; synonym and antonym clues; context clues; structural analysis; gestures; etc.	157	139	33	10	2	341	4.29	A
5. Choose from a wide selection of multi-level materials, those materials within the reading capacity level of the students; unlock difficult concepts before attempting the use of existing teaching materials by requiring learner to write the selection.	86	173	75	8	3	345	3.96	A

Table 31 continued

Solutions	Responses					Total	Mean	Interpretation
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)			
6. Teachers should speak according to the level of students' ability in the use of the language; speak in clear and audible simple English; complement what they say with gestures or other forms of cueing.	154	134	42	21	1	352	4.19	A
7. Remedy scarcity of reading materials in English, Science and Mathematics by duplicating source materials used by other schools, private or public; requests book donations from alumni, foundations and other organizations like Asia Book Foundation.	117	140	78	16	1	352	4.01	A
Grand Total	-	-	-	-	-	-	28.96	-
Grand Mean	-	-	-	-	-	-	4.14	A

LEGEND:

4.51 – 5.00	-	Strongly Agree	(SA)
3.51 – 4.50	-	Agree	(A)
2.51 – 3.50	-	Undecided	(U)
1.51 – 2.50	-	Disagree	(D)
1.00 – 1.50	-	Strongly Disagree	(SD)

respondents were in agreement to all the seven given suggestions.

This result implies that students' identified problems can be solved upon implementation of the suggestions, in joint efforts by school authorities, mentors with the cooperation of the students themselves, by having been the source of all listed suggestions.

Proposed Series of Actions Towards Instructional Redirection

For a good instructional starting point and proper planning, the following plan of action are presented by sequence, towards effective face lifting and efforts for improved instruction and quality human resource production:

1. First, adequate and relevant advance technological facilities and equipment must be made available (Science lab., Computer lab., P.E. – Music – Health lab.' etc.).

2. Hiring of teachers must use language proficiency evaluation based on what language is to used as medium of instruction, for specific/particular subject, such as English for Science and Mathematics, etc.

3. Loading of teachers must be according to their major fields.

4. Attitude and values of teachers must be tested, to ensure good and pleasurable classroom atmosphere.

5. School plant must be adequate and comfortable to create a conductive atmosphere for teaching-learning sessions.

6. A yearly re-training, in-service training of present teachers must be conducted and continually organized to update them with present trends in their field of specializations.

7. Remedial classes be offered or be made a must for all students with problems in specific courses.

8. School policies must be attuned to current trends, needs and demands of present educational goals and objectives.

9. Adequate and relevant teaching materials be abundantly secured or written to accommodate new trends and innovations.

10. Research work must be fully supported financially.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations by the writer, based on the result and interpretations of results of this study.

Summary of Findings

The following are the salient findings of the study:

1. The average age of the student-respondents was 16.12 years with a standard deviation of 0.33 year. Furthermore, majority of them were females with 229 or 64.51 percent and there were 126 or 35.49 percent who were males.

2. The mean of the average family income of the respondents was PHP 6,444.29 with a standard deviation of PHP 5,349.53.

3. The following were the means of the grades of the fourth year high school students: English – 82.24, Science – 83.23 and Mathematics – 82.17.

4. The grand mean of the responses of the student-respondents to the attitude statements was 3.68 or agree, which indicated a favorable attitude towards English.

5. A total of 311 or 87.61 percent of the respondents came from public schools and 44 or 12.39 percent came from private schools.

6. The average English proficiency levels of the respondents by age group were: 15 years old – 56, 16 years old – 62.28, and 17 years old – 63.23.

7. The males obtained an average English proficiency of 59.59 while the females got 63.90.

8. The average English proficiency of those whose income were below the mean was 61.55 while those above the mean was 64.19.

9. By attitude, the following were the average English proficiency: less than the mean attitude scores – 62.39, and 62.36 those whose attitude scores were greater than the mean.

10. The average English proficiency of students who came from private schools was 64.39 and those who came from public schools was 62.09.

11. In Science, the average grade of the 15 years old was 77, while the 16 years old and 17 years old obtained average grades of 83.01 and 83.26, respectively. Meanwhile, in Mathematics, the following were the average grades: 15 years old – 82.00, 16 years old – 82.17 and 17 years old - 82.19.

12. The male students involved in the study obtained an average grade of 83.22 in Science while the females posted an average of 82.91. In Mathematics, the following were the average grades: males – 81.88, females – 82.32.

13. By income groups, the following were the average grades in Science: less than the mean income groups – 82.92 and greater than the mean income group – 83.33; in Mathematics, those whose income were less than the

mean obtained an average grade of 81.99 and those above the mean got an average grade of 82.55.

14. In Science, the group whose attitude scores were below the mean posted an average grade of 82.97 and those above the mean attitude scores obtained an average grade of 83.07. In Mathematics the average grades were 81.82 and 82.50, respectively.

15. By type of school, the average grades in Science were 86.00 for those from private schools and 82.59 for those from public schools; in Mathematics, the average grades were 86.07 (private) and 80.61 (public).

16. In comparing the English proficiency of the respondents by age, the computed F – value was 0.297 which is lesser than the critical F – value of 3.02 at $\alpha = .05$ and df = 2 and 352. Thus the hypothesis that "There are no significant differences in the English proficiency of the student-respondents by age" was accepted.

17. By sex, the computed z – value of 1.96 at $\alpha = .05$. This led to the rejection of the hypothesis that "There is no significant difference between the English proficiency of the male and female students."

18. By socio-economic status, the computed z – value was 1.811, which is lesser than the critical z - value of 1.96 at $\alpha = .05$. This led to the acceptance of the hypothesis that "There is no significant difference in the English proficiency of the student-respondents by socio-economic status."

19. By attitude towards English, the computed z – value was 0.25, which is lesser than the critical z – value of 1.96 at α = .05. Thus the hypothesis that "There is no significant difference in the English proficiency level of the respondents according to their attitude towards English" was accepted.

20. By type of school, the computed z – value was 1.212, which is lesser than the critical z – value of 1.96 at 0.05 level of significance. Therefore, the hypothesis that "There is no significant difference in the English proficiency of the student-respondents by type of school" was accepted.

21. The results of the correlational analysis between the ratings of the respondents in Science and their profile were as follows: 0.0293 for age, 0.0304 for sex, -0.0033 for socio-economic status, 0.0523 for attitude towards English and 0.2240 for type of school attended. Moreover the Fisher's t – values were 0.551 for age, 0.421 for sex, -0.046 for socio economic status and 0.733 for attitude towards English. These values were numerically lesser than the critical t – value of 1.96 at α = .05 and df = 353 which led to the acceptance of the corresponding hypothesis. For type of school attended, the Fisher's t – value of 3.217 proved to be greater than the tabular t – value of 1.96 at α = .05 and df = 353. thus, the hypothesis that "There is no significant relationship between achievement in Science of the respondents and the type of school attended" was rejected.

22. In Mathematics, the correlation coefficient were: 0.0044 (age), -0.0360 (sex), 0.0518 (socio economic status), 0.0849 (attitude towards English) and 0.2497 (type of school attended). Moreover the Fisher's t-values were 0.082 for

age, -0.504 for sex, 0.727 for socio-economic status and 1.193 for attitude towards English. These values were numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$ and df = 353. This led to the acceptance of the hypothesis that "There is no significant relationship between the student-respondents' achievement in English and their age, sex, socio-economic status and attitude towards English. On the other hand, the Fisher's t-value for type of school attended was 3.611, which is greater than the critical t-value of 1.96 at $\alpha = .05$ and df = 353. This led to the rejection of the corresponding hypothesis.

23. In correlating the students' English proficiency and their achievement, the correlation coefficients were 0.2558 for Mathematics and 0.1399 for Science. The corresponding Fisher's t-values were 4.971 and 1.978 respectively, which proved greater than the critical t-value of 1.96 at $\alpha = 0.05$. Thus, the hypothesis that "There is no significant relationship between the student-respondents' English proficiency and their achievement in Science and Mathematics" was rejected.

24. Among the ten suggested problems possibly encountered by respondents they moderately agree of their presence, but was slightly felt, which states that "students cannot understand what the teachers are saying in English". Most worthy of attention and action was the most felt problem on "Lack of school facilities such as internet and other advance technologies that enhance student' learning".

25. All respondents agree on all seven suggested solutions to the mentioned problems in this study hence, a proposed series of action towards an instructional redirection was hereby presented in this study.

Conclusions

Based on the findings of this study it was concluded that:

1. Student-respondents by age groups had almost parallel level of English proficiency.

2. Between sex groups of student-respondents the female were of better English proficiency level than males.

3. By socio-economic status, the student-respondents were of similar English proficiency level.

4. The type of school attended did not affect English proficiency level of the student-respondents, hence, there was equal proficiency level by both students from private and public schools.

5. The types of school attended by student-respondents have a significant relation with their academic achievement in English, Science and Mathematics.

The students from private schools were average performers, not too high not too low, hence their achievement in the three subjects were of average level. Those from public schools were extremes in performance, few were high

performers, others average and some others very low, hence achievements in the three subjects were of parallel trend.

6. The variates of age, sex, socio-economic status, attitude towards English did not have significant relation with their achievement in English, Science and Mathematics.

7. There was a significant relationship of the students' English proficiency and their achievement in English, Science and Mathematics. The higher the English proficiency, the better was the achievement in English, Science and Mathematics. This could be due to the fact, that the medium of instruction used in the three mentioned subjects was in English.

Recommendations

Due to the results and conclusions made from the data gathered, the following are recommended for better learning conditions in all schools:

1. All schools must be required to provide basic modern facilities such as computers to keep them abreast with modern learning methods and skills for the advancement of technology, to avoid future shock of our graduates.

2. All schools must update their library resources, their technology resources, to be at par with the fast advancing schools.

3. Faculty loading should be according to specialization, and faculty hiring should consider personality, specially focused on values, attitude to work

and love of children, to insure good rapport between teachers and students and this must include pleasant physical appearance.

4. There must be a strict monitoring and in-service trainings for teachers on communicative competence and reading skills development, techniques and strategies that would help improve the reading skills of students specially on vocabulary building, reading and listening comprehension and writing skills.

5. Create linkages with private and public schools to be able to share with the best of each school.

6. Schools should be alert on new trends and demands of the community so that it would produce students with relevant trainings, in answer to the present needs of the individuals, industry, education and other community demands.

7. Students' reading capacity levels must be measured to serve as bases for the procurement of right materials for the students, and for the preparation of teacher made materials that would answer the students' needs.

8. Instructors need to prepare modules that would answer in difficulty level, the reading capacity of students, to facilitate concept development.

9. Teachers, principals and supervisors must work hand in hand in improving the proficiency level of students both private and public schools.

10. All schools must come up with a developmental reading program, to facilitate easy flow of learning and supplement it with a functional remedial reading program that would help children with reading problems in all content area.

11. Updated library references, with at least five copies for every title must be provided for every content area subject.

12. Textbooks must be leveled to meet the varied reading capacities of the learners.

13. Teachers in all content subjects must be trained on technique/strategies in teaching facts, concepts and values.

14. Another study must be conducted on the present teachers' competence in English.

a. Reading difficulty levels of library books in relation to reading capacity levels of enrolled students by grade/year levels (Elementary, High School, College).

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

Approval of Research Title

April 15, 2003

EUSEBIO T. PACOLOR, Ph. D.
Dean, College of Graduate Studies
Samar State University
Catbalogan, Samar

Madam:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably problem No. 1:

1. **"ENGLISH PROFICIENCY OF SECOND YEAR STUDENTS IN RELATION TO THEIR ACHIEVEMENT IN SCIENCE AND MATHEMATICS."**
2. "INSTRUCTIONAL MATERIALS FOR DEVELOPING SKILLS IN WRITING."
3. "AN ANALYSIS OF THE STUDY HABITS AND ATTITUDES OF THE LOW ACADEMIC ACHIEVERS IN SAINT MARY'S COLLEGE."

I hope for your early and favorable action on this request.

Very truly yours,

(SGD.) REMEDIOS G. VERZOSA
Researcher

APPROVED:

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

Assignment of Adviser

April 28, 2002

Dear Madam,

Please be informed that you have been designated as adviser of **Mrs. Remedios G. Verzosa** candidate for the degree in **Master of Arts Major in English** who proposes to write a thesis on **"ENGLISH PROFICIENCY OF SECOND YEAR STUDENTS IN RELATION TO THEIR ACHIEVEMENT IN SCIENCE AND MATHEMATICS."**

Thank you for your cooperation.

Very truly yours,

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, College of Graduate Studies

CONFORME:

(SGD.) PROF. NORMA A. RICAFORT
Adviser

In 3 copies
1st copy – for the Dean
2nd copy – for the Adviser
3rd copy – for the Applicant

APPENDIX C

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar

May 15, 2004

_____
_____
_____

Sir/Madam:

The undersigned is now writing her thesis on "ENGLISH PROFICIENCY: ITS RELATIONSHIP TO SCIENCE AND MATHEMATICS ACHIEVEMENT OF FOURTH YEAR SECONDARY STUDENTS OF SELECTED PUBLIC AND PRIVATE SCHOOLS IN SAMAR", as a requirement for the degree of Master of Arts major in English. In this regard she would like to request that she be allowed to gather data from a selected group of your fourth year secondary students this school year 2004 – 2005, to be able to comply for the requirement of the course.

She hopes for a favorable action on this request, for the good of the service.

Thank you very much for your help.

Very truly yours,

(SGD.) REMEDIOS G. VERZOSA
Researcher

Noted:

(SGD.) PROF. NORMA A. RICAFORT
Adviser

APPROVED:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPENDIX D

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar

May 15, 2004

Dear Respondents:

The undersigned is now writing her thesis on **"ENGLISH PROFICIENCY: ITS RELATIONSHIP TO SCIENCE AND MATHEMATICS ACHIEVEMENT OF FOURTH YEAR SECONDARY STUDENTS OF SELECTED PUBLIC AND PRIVATE SCHOOLS IN SAMAR"**, and she can only realize this, with your help. Her study aims to measure your level of English Language Proficiency, and the result shall be correlated with your achievement in Science and Mathematics (latest grade earned in Science and Mathematics subjects). Result of correlation shall serve as a base of reference in the preparation of relevant materials in the development of language skill proficiency that would cope with the need to highly comprehend the concepts of Science and Mathematics.

Rest assured that individual results of your responses shall be treated as confidential.

Thank you very much.

Very truly yours,

(SGD.) REMEDIOS G. VERZOSA
Researcher

PART I – Questionnaire on Students-Respondents' Profile

Direction: Please complete the following items.

Name (Optional): _____

Age: _____

Sex (pls. check): ☐ Male ☐ Female

Average Monthly Income (of family): _____

Recent Grade in:

English _____

Science _____

Mathematics _____

(Document to be secured from registrar)

Type of School Attended (Please check)

Private ☐

Public ☐

PART II – On Language Attitude Scale

Directions: The following is a list of statements concerning your attitude toward the use of English. Each statement is followed by six choices. Select your choice for each item and put a check mark before your choice.

1. English can help speed up the development of our country.
   _____ Strongly agree
   _____ Agree
   _____ Uncertain
   _____ Disagree
   _____ Strongly Disagree

2. English is not a good language for Filipinos to express their needs, feelings, sentiments and aspirations.
   _____ Strongly agree
   _____ Agree
   _____ Uncertain
   _____ Disagree
   _____ Strongly Disagree

3. I feel more self-confident because I can speak English.
   _____ Strongly agree
   _____ Agree
   _____ Uncertain
   _____ Disagree
   _____ Strongly Disagree

4. In most cases when I want to make report or ask important favors, I prefer to use English rather than other language to be more effective.
   _____ Strongly agree
   _____ Agree
   _____ Uncertain
   _____ Disagree
   _____ Strongly Disagree

5. Being able to speak English well makes a Filipino succeed financially and materially.
   _____ Strongly agree
   _____ Agree
   _____ Uncertain
   _____ Disagree
   _____ Strongly Disagree

6. When I hear someone speaking English fluently, I wish I could speak English like that.
   _____ Strongly agree
   _____ Agree
   _____ Uncertain
   _____ Disagree
   _____ Strongly Disagree

7. When I want to impress somebody I prefer to use English.
   _____ Strongly agree
   _____ Agree
   _____ Uncertain
   _____ Disagree
   _____ Strongly Disagree

8. To get any message across it is easier to communicate in English than in any other language.
   _____ Strongly agree
   _____ Agree
   _____ Uncertain
   _____ Disagree
   _____ Strongly Disagree

9. One does not have to be proficient in English to be an effective leader.
   _____ Strongly agree
   _____ Agree
   _____ Uncertain
   _____ Disagree
   _____ Strongly Disagree

10. I think it will be easier to find a good job with a higher salary if one is proficient in English that if one were not.
    _____ Strongly agree
    _____ Agree
    _____ Uncertain
    _____ Disagree
    _____ Strongly Disagree

PART III - Survey Questionnaire on Problems and Solutions on the Use of English as Medium of Instruction

Name: _____

I. Problems on the Use of English as Medium of Instruction

Direction: Below are possible problems that teachers and student encounter in the use of English as Medium of Instruction. Please check the correct scale equivalent opposite the problems, which to think, are problems to you? Please feel free to add other problem, which cannot be found in the list.

5	Very Much Felt	(VMF)
4	Much Felt	(MF)
3	Moderately Felt	(ModF)
2	Slightly Felt	(SF)
1	Not Felt	(NF)

Problems	Scale				
	5 (VMF)	4 (MF)	3 (ModF)	2 (SF)	1 (NF)
1. Inadequacy of teachers' skill in using English as language of instruction in teaching English, Science and Mathematics.					
2. The teachers English communication skills need improvement.					
3. Frequent code – switching of teachers from English to Filipino or Waray while teaching.					
4. Students do not participate during recitation because of poor English proficiency/lack of vocabulary.					
5. Students cannot understand and follow written direction in English.					
6. Students cannot express their ideas in English speaking and writing.					
7. Students cannot understand what teachers are saying in English.					
8. Reading materials in English, Science and Mathematics are difficult to understand.					
9. There are few textbooks and references in English, science and Mathematics.					
10. Lack of school facilities such as internet and other advance technologies that enhance student's learning.					
Others (please specify) _____					

II. Suggested Solutions to the Perceived Problems

Direction: Below are possible solutions that may be employed to solve the above problems. Please check the appropriate scale opposite the correct solution, which you think will solve the problems. Please feel free to add solutions, which are not found in the list.

5	Strongly Agree	(SA)
4	Agree	(A)
3	Undecided	(U)
2	Disagree	(D)
1	Strongly Disagree	(SD)

Solutions	Scale				
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. Minimize code - switching from English to Filipino or Waray by practicing constantly; by studying one's lesson thoroughly, by using and committing to mastery a lesson outline; by preparing instructional aids to unlock difficult concepts; by increasing one's stock of functional vocabulary.					
2. Encourage students' participation during recitation, and prodding them to answer a simple sentence; allowing/ accepting one word answers, being patient and tolerant of students' attempts to recite; assisting students in reciting by cueing.					
3. Coordinate with other teachers in addressing the difficulty of students in following written direction by making them easy to be understood; integrate the teaching of this skill in English taught subjects.					
4. Widen the vocabulary of students by employing varied methods as: picture clues; synonym and antonym clues; context clues; structural analysis; gestures, etc.					
5. Choose from a wide selection of multi-level materials, those materials that are suited to the reading capacity level of the student; unlock difficult concepts before attempting the use of existing teaching materials by requiring learners to write the selection.					
6. Teachers should speak according to the level of the students' ability in the use of the language; speak in clear and audible simple English; complement what they say with gestures or other forms of cueing					
7. Remedy scarcity of reading materials in English, Science and Mathematics by duplicating source materials used by private schools; requesting book donations from alumni, foundations, and other organizations like Asia Book Foundation; using related materials from other grade or year levels					
Others (please specify) _____ _____					

APPENDIX E

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar

English Language Proficiency Test For Fourth Year Secondary Students

Modified by Mrs. Lorna C. Garnace from the developed and validated Exam for 4th year students by Mrs. Zenaida D. Gerona of Visca, Baybay Leyte on March 1996.

General Directions:

1. Do not open this questionnaire until you are told to do so.
2. This test four parts with special instructions of each part.
3. You are provided with an answer sheet in which to write the answers. If you change your mind about an answer after you have marked it on the answer sheet, mark an X over your first answer and then encircle your new answer.
4. Do not make marks on the questionnaire. Write all your answers on the separate sheet.
5. Be sure to fill out all the necessary information on the answer sheet.
6. Try to answer every item. If you are not sure of the correct answer, make the best guess that you can. Your score on the test will be base on the number of correct responses that you can give

I. Listening Test

A. Sounds

Instructions: Each number below has a set of words with identical sounds. The underlined letter/letters represent/s sounds. On your answer sheet, encircle the letter which corresponds to the word containing a sound different from the rest.

Examples:

a. c<u>a</u>n
b. h<u>a</u>s
c. m<u>a</u>n
d. r<u>a</u>n

The answer is b. Write b on your answer sheet.

Begin here:

1. a. bear
   b. near
   c. rear
   d. tear

2. a. elite
   b. excite
   c. invite
   d. recite

3. a. choice
   b. choke
   c. chop
   d. chord

4. a. beat
   b. dead
   c. lead
   d. seat

5. a. call
   b. coll
   c. cent
   d. cite

6. a. kin
   b. knack
   c. knight
   d. know

B. Listening Comprehension

Directions: An article entitled "Parents' Day" will be clearly read for you. Listen intently. Do not write anything.

After listening, answer the comprehension questions that follow. Each question will be asked twice. Listen carefully because the questions will not be written out for you. After listening to the questions, choose the best answer from among the four possible answers. Encircle the letter of your answer after the corresponding number on your answer sheet.

(Note: Selection attached at the last pages of this test.)

Comprehension Questions:

7. This article tells that on Parents' Day, every child wears to school sprays of _____.
   a. Cadena de Amor
   b. Calachuchi
   c. Sampaguita
   d. Santan

8. The day is set aside in honor of _____.
   a. Animals
   b. Children
   c. Parents
   d. Loved ones

9. If both of this parents are living, a child wears _____ cadena de amor.
   a. pink b. purple
   c. red d. white

10. If one of his parents is dead, a child wears _____ cadena de amor.
   a. blue and white b. pink and blue
   c. pink and white d. red and pink

11. What color of Cadena de Amor do orphaned children wear?
   a. pink b. purple
   c. red d. white

12. This article suggest that we should
   a. disobey our parents
   b. honor our parents only on parents day
   c. honor our parents all the time
   d. make our parents strong
   e.

13. Parents feed us, clothe us and _____ us.
   a. shelter b. spank
   c. reward d. train

14. Our parents _____ when we are in trouble.
   a. abandon b. comfort
   c. encourage d. forsake

15. To honor our parents is commanded by God in the _____.
   a. law of Moses b. New Testament
   c. Psalms d. Ten commandments

16. Parents _____ for our future.
   a. destroy b. restrain
   c. pave the Way d. spoon feed

C. Lecture Test

Direction: You are given a selection from which words are deleted. The complete passage will be read to you just once. Listen carefully as it is being read. As you listen, fill the blank with the missing word. Write the missing word on your answer sheet.

Then read the complete selection and answer the questions that follow. Encircle the letter of your answer after the corresponding number on your answer sheet.

(Note: Selection attached at the last pages of this test.)

The Bicol region is (17.)_____ of the five leading producers (18.)_____ root crops in the country today. Records of the Bureau of Statistics (1986) showed (19.)_____ Bicol ranks (20.)_____ in the production of sweet potato (237, 543 MT), third in (21.)_____ (215,060 MT) and (22.)_____ in taro (12,809 MT). These three root crops give the (23.)_____ an aggregate value of (24.)_____.

Sweet potato (25.)_____ the largest area of (26.)_____ with 34,840 hectares, followed by cassava (30,970 ha) and taro (21,13 ha). There figures, (27.)_____, do not include backyard cultivation of (28.)_____ crops and other root crops of minor importance. In fact it is common (29.)_____ to find various root crop cultivations growing on the shoulder of (30.)_____ throughout Bicol, especially in populous districts where backyard areas are (31.)_____. Most of the sweet potato farms are located (32.)_____ mountain slopes and "kaingin" areas.

(33.)_____ of the farmers planting root crops in Bicol are found in Camarines Norte, Catanduanes, however, (34.)_____ in terms of area of (35.)_____. The (36.)_____ production data of Camarines Sur and Albay are attributed to (37.)_____ being mainly rice-growing provinces, the (38.)_____ being the region's rice granary. The (39.)_____ provinces are generally hilly and most of the upland areas are planted (40.)_____ coconut and fruit trees. Root crops are (41.)_____ integrated as cash crops.

Comprehension Questions:

42. To what range does not Bicol belong in root croop production?
    a. top five
    b. top ten
    c. top three
    d. top twenty

43. The Bicol Region is the number one producer of
    a. cassava
    b. sweet potato
    c. taro
    d. yam

44. Bicol obtains much income from what combination of root crops.
    a. cassava – yam – taro
    b. sweet potato – cassava – taro
    c. sweet potato – cassava – yam
    d. taro – cassava – gabi

45. What is Bicol's larger root crop cultivation?
    a. cassava
    b. sweet potato
    b. taro
    d. yam

46. Where are sweet potato farms usually located?
    a. flat lands
    b. slopping areas
    c. river banks
    d. valleys

47. What provinces in Bicol have the most number of root crop farms?
    a. Albay
    b. Camarines Norte
    c. Camarines Sur
    d. Catanduanes

48. In Bicol Region. What province has the largest area of root crop cultivation?
    a. Albay
    b. Camarines Norte
    c. Camarines Sur
    d. Catandnanes

49. Camarines Sur is considered the regions
    a. coconut area
    b. fruit area
    c. rice granary
    d. root crop province

50. Camarines Sur and Albay have low root crop production data because they give priority to
    a. annual production
    b. coconut production
    c. fruit production
    d. rice production

51. In hilly and upland areas, root crops are planted as
    a. alternate crops
    b. cash crops
    c. main crops
    d. mono crops

II. Speaking Test

A. Stress

Instructions: On your answer sheet, encircle the letter that represents the correct emphasis of the word. The capital letters indicate where you raise your voice in pronouncing the word

Example:
a. intelligent
b. intelliGENT
c. INtelligent
d. Intelligent

The answer is a. Encircle a on your answer sheet

Begin here:

52.
a. EXperience
b. exPERience
c. EXPERience
d. expelENCE

53.
a. REaction
b. reACTion
c. reacTION
d. reactiON

54.
a. AGricultural
b. AGRIcultural
c. agriCULtural
d. AgriculTUral

55.
a. IMmaculate
b. imMAculate
c. immacULate
d. immaculate

56.
a. CONtradiction
b. conTRAdiction
c. contraDICtion
d. contradiction

57.
a. ENgineering
b. enGIneering
c. engiNEEring
d. engineering

B. Direct Oral Tests (These will be given on a separate schedule)

B. 1. *Direct Oral Test*

Group Discussion – Perfect Score is 20. # 58 – 77.

B. 2. *Individual Speaking Activity* – Perfect score is 20. # 78 – 97.

III. Reading Tests

A. Antonyms

Instructions: On your answer sheet, encircle the letter of the word that expresses the opposite meaning of the underlined word in the sentence.

Example: Don't cry when you're sad.

a. happy b. lovely
c. mad d. pretty

The opposite of sad is happy. Encircle b on your answer sheet.

98. I trembled in fear as I see the gigantic man.
a. frail b. small
c. strong d. tall

99. We suffered drought during the El Nino phenomenon for there was scarce supply of water.
a. abundant b. fresh
c. limited d. plenty

100. Promotion was the reward for his excellent service
a. gift b. merit
c. price d. punishment

101. Parents' example of giving to others simply means that "Charity begins at home".
a. cheer b. love
c. selfishness d. success

B. Words with Similar Meaning or Synonyms

Instructions: On your answer sheet, encircle the letter of the meaning that best fits the underlined word or phrase.

Example: To marry a well – to – do businessman is her ambition.

The answer is b. Encircle b on your answer sheet.

102. She was awarded a Director's Lister so everyone looks at her as an A-1 student.
a. adamant
b. arrogant
c. idealistic
d. outstanding

103. I hardly understand her sentence for it is ambiguous.
a. false
b. impractical
c. unclear
d. vivacious

104. The disgruntled teachers demonstrated in the streets to get their privileges.
a. discontented
b. dismissed
c. displaced
d. distressed

105. A group of rebel prisoners was granted amnesty by the President.
a. escape
b. pardon
c. reward
d. vacation

106. A scientist who is willing to discover new things is an avid experiment.
a. anxious
b. eager
c. practical
d. undisciplined

107. The discontented employee assailed the agency publicity.
a. appealed
b. attacked
c. praised
d. rewarded

108. He conceals his bad intention for stealing the disk.
a. embanks
b. hides
c. remains
d. trembles

109. When you throw garbage anywhere, can you quantify the damage you've done to nature.
a. empower
b. excuse oneself
c. lessen
d. measure

110. Ms. Potent did not allow us to mutilate the frog specimen so others can use it.
a. circulate
b. damage
c. examine
d. find out

111. Real bright students like rigorous academic training, the poor ones do not.
   a. easy
   b. dull
   c. lax
   d. rigid

C. Reading Comprehension

Directions: Two selections of the feature article entitled "Switzerland and the Philippines Compared" by Pedro T. Orate are presented below. After each selection is a set of questions for you to answer. Encircle the letter of your answer after the corresponding number on your answer sheet.

After you are through with the first selection, do the same to the next.

I. Compared to the Philippines, Switzerland is a very small country. It's population is a little more than one – fifth that of the Philippines, and its area only one – seventh. The Swiss don't have much room as we do, for Switzerland has 296 inhabitants per square mile, while the Philippines has only 190.

Comprehension Questions:

112. According to the selection, Switzerland is
   a. as small as the Philippines
   b. smaller than the Philippines
   c. as big as the Philippines
   d. a beautiful country

113. "The Swiss don't have as much room as we do" means they have.
   a. larger area for their people
   b. smaller area for their people
   c. similar population density to the Philippines
   d. no living quarters for their people

114. The selection implies that
   a. the Philippines is less fortunate than Switzerland
   b. the Philippines is luckier than Switzerland in terms of land area and population density
   c. Switzerland and the Philippines are equally
   d. Switzerland are greater opportunities

115. The last statement implies that the Philippines has
   a. Smaller area for its people
   b. Greater area for its people
   c. Greater population
   d. Lazy countrymen

II. Switzerland is not as richly endowed with natural resources as our country; she has no mines, only lakes and rivers, mountains and sever winters. The area of land that can be cultivated is less than 2% of the total surface of the country. In contrast, we have rich mines and forest, and extensive land and forests by burning or indiscriminate logging, and leave much of our fertile land idle and our resources unexploited. The Swiss import raw materials and export finished products. We export raw materials and import finished articles. As a result of this one – way trade, we have to increase our production many times to enable us to buy from abroad thing that we need. No wonder our money has little purchase value.

Comprehension Questions:

116. The selection suggests that Switzerland is
   a. fertile land
   b. a nice rendeguous
   c. a very rich land
   d. not as rich as the Philippines in natural resources

117. Switzerland's agricultural land area can be described as
   a. vast
   b. just enough
   c. very small
   d. scattered

118. Which of the following statements is implied in the selection?
   a. Filipino abuse the forests and under use fertile lands
   b. Filipino abuse all natural resources
   c. Filipino leave all resources unused
   d. Filipinos waste all their natural assets

119. In short, Filipinos
   a. Are good stewards of natural resources
   b. Do not use natural resources wisely
   c. Extravagant people
   d. Exploiters of natural resources

120. The phrase "...leave much of our fertile land idle and our resources and unexpected suggests that, generally, Filipinos are
   a. hardworking
   b. lazy
   c. intelligent
   d. wealthy

121. According to the selection, which of the following statements is true?
   a. Filipinos buy new materials and sell finished products abroad.
   b. Filipinos sell raw materials and buy finished products abroad
   c. Filipinos only buy finished products from abroad
   d. Filipinos only sell raw materials abroad.

122. On the contrary, Swiss people
   a. sell raw materials to other countries and buy finished products from abroad
   b. do the same as Filipinos do
   c. buy raw materials and sell finished products
   d. are self – sufficient

123. The selection implies that Swiss people are:
   a. lazy
   b. making use of their meager resources
   c. irresponsible people
   d. trustworthy people

124. According to the selection, which of the following is true?
   a. The Philippines has to double its purchases from abroad to be able to produce raw materials.
   b. The Philippines has to increase its production of raw materials to enable itself to buy finished products from abroad.
   c. The Philippines has to balance its import and export potentials.
   d. The Philippines has to double its raw materials to compete in the market.

125. What would you suggest for the Philippines economy to improve?
   a. Work hard and improve its export potential
   b. Live like a king, die like a rat
   c. Import more finished products
   d. Increase exportation of raw materials.

D. Cloze Test

Directions: The following are selection from which words have been purposely removed. Determine what those words are and return then to make the selection whole again. To do this, first read the selection through. Then go back and fill the blanks with the exact words that have been omitted. Do not be afraid to make intelligent guesses. Write your answer after the corresponding number on your answer sheet.

Example: Be humble to accept I_____ in this game

The answer is defeat. Write the word after the corresponding number on your answer sheet.

Begin here:

Our world is experiencing a fundamental crisis: A (126.)____ in global economy, global ecology, and global politics. The lack (127.)___ a grand vision, the tangle of unresolved (128.)____ political paralysis, political leadership with little insight or foresight, and in general, too little rinse (129.)___ the commune which are seen: To many old (130.)____ to new challenges.

Hundreds of millions of (131.)___ on our planet increasingly suffer (132.)___ unemployement, poverty, hunger and destruction of (133.)____ families. Hope for a lasting peace among nations slips away (134.)___ us (135.)____ are between the sexes and genetics. Children die, kill, and (136.)___ killed. Where more countries are shaken (137.)____ of social, racial and ethic conflicts. The abuse (138.) ___ drug organized crime and even anarchy. Ever neighbors after live in fear of one another.

IV. Writing Test

A. Grammar and Structure

A.1 Structuring

Instructions: On your answer sheet, encircle the letter of the sentence that best expresses the identification.

Example:

a. Everything that is too much is dangerous
b. Dangerous is everything that is too much
c. Too much of everything is dangerous

The answer is c. Encircle c on your answer sheet.

139. a. If I were you, I would not spend too much
b. I would not, if I were you, spend too much
c. I would not spend too much, if I were you

140. a. I wouldn't had I studied hard, have failed
b. Had I studied hard, I wouldn't have failed
c. I will not fail, had I studied hard

141. a. In the class, one of the five best students is Lino.
b. Of the five best students, Lino is one in the class.
c. Lino is one of the best students in class.

142. a. I doubt if to Ormoc City Tina is going along with Roger.
b. I doubt if Tina is going along to Ormoc City with Roger.
c. I doubt if Tina is going along with Roger to Ormoc City.

143. a. It doesn't matter to me provided you will not cheat if you'll fail in the exam.
b. It doesn't matter to we if you fail in the exam provided you will not cheat.
c. If you'll fail in the exam provided you will not cheat it doesn't matter to me.

144. a. We regret to inform you that nobody won the game.
b. Nobody won the game, we regret to inform you.
c. That nobody won the game, we regret to inform you.

145. a. They memorizes their part quite well.
b. They memorize their part quite well.
c. They memorizing their part quite well.

A.2 Adverbs, Adjectives and Prepositions.

Instructions: On your answer sheet, encircle the letter of the word that corresponds to the answer.

146. Leah sings (a. better, b. more better, c. best)

147. That is the (a. worse, b. worst, c. more worse)

148. The baby is (a. soundly, b. sound, c. more soundly) asleep so please walk slowly.

149. This pipe is leaking (a. bad, b. badly, c. worse)

150. The first Sady crowned the (a. prettier, b. prettiest, c. more pretty) girl in town.

151. This print is (a. clearer, b. more clearer, c. clear) than that print.

152. Do you know of a person (a. better, b. best, c. good) than my father?

153. Don't mix sugar (a. with, b. to, c. between) salt.

154. Lit her choose (a. among, b. of, c. between) Peter and John.

155. You will succeed (a. from, b. since, c. through) hard work.

A.3 Sequencing

Instructions: On your answer sheet, encircle the letter tat corresponds to proper sequencing of words to make the sentence correct.

Example: movies see like to I
1 2 3 4 5

a. 45321
b. 53421
c. 12345
d. 34521

The answer is b. Encircle b on your answer sheet.

156. yesterday at the a class had I Math in Science building
1 2 3 4 5 6 7 8

a. 28543761
b. 37654281
c. 15437628
d. 37654128

157. to made start a new its' time
1 2 3 4 5

a. 45132 c. 32451
b. 13245 d. 23541

158. pretty your close eyes soundly and sleep
1 2 3 4 5 6

a. 654321 c. 123456
b. 346215 d. 321456

159. your under put shoes the table tall
1 2 3 4 5 6 7

a. 2174356 c. 3142576
b. 3176214 d. 3214756

160. check your answers read your assignment and answer the question
1 2 3 4

a. 4231 c. 1234
b. 2341 d. 2431

B. Maze Test

Directions: For the choices provided after each number choose the letter that corresponds to the word that is appreciate for the meaning of the sentence in the passage. On your answer sheet encircle the letter after each number that indicates the correct answer.

Example: Market outlets are limited and storage technology (1) (a. was, b. is, c. were, d. are) lacking.

The answer is is. Encircle b on your answer sheet

Begin here:

Low market demand, lack (161.)___ (a. on, b. in, c. of, d. with) post-harvest technology to absorb excess production, poor or inadequate technology and facilities, (162.)___ (a. from, b. and, c. to, d. through) pests are the major

constraints in the production of root crops (163.)___ (a. at, b. a, c. in, d. of) the region.

The average area devoted (164.)___ (a. to, b. in, c. on, d. with) root crops by a farmer (165.)___ (a. are, b. is, c. were, d. had) only 0458 hectares and (166.)___ (a. a, b. an, c. the, d. this) average production is 5.6 tons for hectare. It is apparent (167.)___ (a. though, b. therefore, c. that, d. thus) most of the farmers (168.)___ (a. does, b. had, c. do, d. was) not adopt the new technology introduced to (169.)___ (a. her, b. him, c. their, d. then) by the operational of agriculture and other (170.)___ (a. birds, b. toys, c. agencies, d. outfit). Proof of (171.)___ (a. these, b. this, c. that, d. those) is that most of them do not apply fertilizers (172.)___ (a. or, b. nor, c. neither, d. either) adopt the newly developed high yielding sweet potato lines and hybrids.

Cognizant (173.)___ (a. to, b. from, c. of, d. on) this attitude of local farmers, as oral on the spot survey was conducted to now (174.)___ (a. how, b. why, c. where, d. what) they us lukewarm towards the campaigns for increased productivity. The survey came up (175.)___ (a. on, b. through, c. with, d. to) responses

C. Letter Writing

Directions: From the given situation below, write a letter, including all the necessary parts, to a friend or relative. (Ten points) # 176 – 185.

Situation: Summer is fast approaching and you anticipate a succession of celebrations – fiestas, Maytime festival, family and class reunions, etc. in your place. Write a letter to friend or relatives extending invitation to spend summer with your family.

D. Material for the Test as Identified

D.1. Listening Comprehension

Today every child will go to school wearing one or two spray of Cadena de amor. If both of his parents are living, he will wear pink cadena de amor. If one of them is dead, he will wear pink and white cadena de amor; but if he is orphan, he will wear only white cadena de amor.

For this is Parents' Day, it is a day sit aside in honor of parents. It does not mean, of course, that parents should only be honored only on this day. They should be honored all the time. As one of our Ten Commandments tells us, "Honor thy father and thy mother."

Parents discuses to be honored. Without them, we would not even have been born. They feed us, clothe us, and shelter us. They guide us when we are faced with great problems. They protect us from danger. And in every way possible, they gave the way for our future.

In short, our parents have our best interest at heart. They will go any length to insure our welfare. They will go without a great many things, in order to provide us with what we need or want. They want us to be happy because they love us.

They also see our lives as the continuation of their own. They want us to be spared the hardships that they have suffered and to avoid the mistakes that they have made. They want us to become what they have wanted, but which they have failed, to be. They hope that we shall be proud to the name that they have bequeathed to us.

(Adapted: English for You and Me)

D.2 Oral Tests

Materials for Direct and Semi-Direct Oral Tests

The teacher is assisted by two other raters who are both English teachers, one of the raters reads the selection.

Each of the raters is supplied with the rating scale for the direct oral test and the semi-direct oral test for them to get acquainted with the different sub-scales in the rating instruments. For purpose or identification and ease in scoring, the ten members of each group are given letters, A to J, printed on 3 x 2 inches cardboard which the pin below the neckline of their uniforms.

The Direct Oral Test is given first. All members of each group are asked to sit down around a prepared conference table. Before the actual discussion of the topic, "Who Get the Heart?" the group is given six minutes to go over the directions printed on the test sheet.

The Semi-Direct Oral Test is given last. At the start of the testing sessions, each whole group is made to stay in the room and listen to the anecdote that they

are to tell and to the situations they are react to. All examinees are asked to stay in the next room, each coming back for the performance upon calling out his/her name. To economize time, each examinee is instructed to finish the semi-direct oral tests in one appearance.

The examinees wear their identification letters to facilitate scoring. To avoid partiality, only letters that correspond to those worm by the students are indicated on the sheet instead of names.

Sub-Test A. Direct Oral Tests

1. Group Discussion - In this oral test, you are going to divide yourselves into groups of ten members in each. Listen carefully to the situation and the tasks you are going to perform

   Topic 1: Who Gets the Heart?

   Six patients desperately need a transplant in order to survive. All six patients are classified as "critically ill" and could die at anytime.

   You have just received the news that the heart of a 16 - year old boy, who was killed in a bus accident, has become available for transplantation. Speed is extremely important as you decide which of the following patients is to receive the heart not only might one of the patient die, but also the donor's heart will soon begin to deteriorate.

2. Retelling an Anecdote - (Let the students write their summary in their answer sheets).

   a. Directions: Listen to this anecdote. After this, you are directed to retell the story accurately as you can. You may rephrase.

      You are given three minutes to perform this task.

      A young man had a new girlfriend, whom he wanted to impress, so he invited her to go with him to a fruit class restaurant one evening. They dined wonderfully and had numerous drinks; they danced until midnight, and there was an enchanting musical entertainment. The girl enjoyed the entire evening, and was suitably impressed by everything, including several movie stars.

      The waiter brought the bill at the end of the evening and when the young man saw how much he had to pay, he was shocked y the total amount that he went as white as sheet.

The helpful waiter, who was watching his face, thought he was going to faint, so he quickly poured out a glass of ice cold water and unplied it over the young man's head. Then he too the bill back and added to it: Iced – water Php 3.00.

(Adapted: Nimfa de la Cruz)

D.3 Lecture Test

Material for the Lecturette Test
(To be read)

The Bicol region is among of the five leading producers of root crops in the country today. Records of the Bureau of Statistics (1986) should that Bicol ranks first in the production of sweet potato (237, 543 MT), third in cassava (215, 060 MT) and fourth in taro (12, 809 MT). These three root crops give the region an aggregate value of Php 631, 160.

Sweet potato has the largest area of cultivation in 34, 840 hectares, followed by cassava (30, 970 ha) and taro (21, 130 ha). These figures, however, do not include backyard cultivation of these crops and other root crops of minor importance. In fact it is common sight to find various root crops cultivated and growing on the shoulders of highways throughout Bicol, especially in populous districts where backyard areas are nil most of the sweetpotato known are located along mountain slopes and in "kaingin" areas.

Most of the farmers planting root crops in Bicol are found in Camarines Norte, Catanduanes, however, leads in terms of area of cultivation. The low production data for Camarines Sur and Albay are attributed to their being mainly rice – growing provinces, the farmer being the region's rice granary. The other provinces are generally hilly and most of the upland areas are planted to coconut and fruit trees. Root crops are then integrated as cash crops.

(Adapted: Estela B. Orolfa)

Materials for the Cloze Test

Our world is experiencing a fundamental _____, a crisis in global economy, global _____, and global politics. The lack of _____ grand vision, the tangle of unresolved _____, political paralysis mediocre political leadership with _____ sense for the commonwealth are seen: _____ many old answers to new challenges.

_____ of millions of human beings on _____ planet increasingly suffer from unemployment, poverty, _____ and destruction of their families. Hope _____ lasting peace among nations slips _____ from us. There are tensions between _____ sexes and generations. Children die, kill _____ are killed. More and more countries: _____ shaken corruption in politics and business. _____ is increasingly difficult to live together _____ in our cities because of social, racial _____ ethic conflict, the abuse of _____, organized crime and even anarchy. Even _____ often live in fear of one another.

APPENDIX F

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar

Transmutation table used in Public Schools

Score	Rating	Score	Rating	Score	Rating	Score	Rating
180	100	129	72	78	43	27	15
179	99	128	71	77	43	26	14
178	99	127	71	76	42	25	14
177	98	126	70	75	42	24	13
176	98	125	69	74	41	23	13
175	97	124	69	73	41	21	12
174	97	123	68	72	40	20	12
173	96	122	68	71	39	19	11
172	96	121	67	70	39	18	11
171	95	120	67	69	38	17	10
170	94	119	66	68	38	16	9
169	94	118	66	67	37	15	9
168	93	117	65	66	37	14	8
167	93	116	64	65	36	13	8
166	92	115	64	64	36	12	7
165	92	114	63	63	35	11	7
164	91	113	63	62	34	10	6
163	91	112	62	61	34	9	6
162	90	111	62	60	33	8	5
161	89	110	61	59	33	7	4
160	89	109	61	58	32	6	4
159	88	108	60	57	32	5	3
158	88	107	59	56	31	4	3
157	87	106	59	55	31	3	2
156	87	105	58	54	30	2	1
155	86	104	58	53	29	1	1
154	86	103	57	52	29		
153	85	102	57	51	28	-	-
152	84	101	56	50	28	-	-
151	84	100	56	49	27	-	-

Score	Rating	Score	Rating	Score	Rating	Score	Rating
150	83	99	55	48	27	-	-
149	83	98	54	47	26	-	-
148	82	97	54	46	26	-	-
147	82	96	53	45	25	-	-
146	81	95	53	44	24	-	-
145	81	94	52	43	24	-	-
144	80	93	52	42	23	-	-
143	79	92	51	41	23	-	-
142	79	91	51	40	22		
141	78	90	50	39	22		
140	78	89	49	38	21		
139	77	88	49	37	21		
138	77	87	48	36	20		
137	76	86	48	35	19	-	-
136	76	85	47	34	19	-	-
135	75	84	47	33	18	-	-
134	74	83	46	32	18	-	-
133	74	82	46	31	17	-	-
132	73	81	45	30	17	-	-
131	72	80	44	29	16	-	-
130	72	79	44	28	16	-	-

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	**REMEDIOS GALLO - VERZOSA**
Address	:	San Pablo Catbalogan, Samar
Date of Birth	:	June 23, 1959
Place of Birth	:	Villahermosa, Pagsanghan, Samar
Home Address	:	San Pablo Catbalogan, Samar
Civil Status	:	Married
Spouse Name	:	Antonio D. Verzosa, Jr.
Father	:	Filomino E. Gallo (deceased)
Mother	:	Cresensia Batocael – Gallo (deceased)
Sons	:	Adrian Antonio III and Antonio IV
Daughters	:	Rhea Rachelle and Rochelle

EDUCATIONAL BACKGROUND

Elementary	:	Villahermosa Elementary School Pagsanghan, Samar 1966 -1972
Secondary	:	Sacred Heart College Catbalogan, Samar 1974 – 1979
College	:	Sacred Heart College Catbalogan, Samar 1983 – 1987

Graduate Studies : Samar State University, Catbalogan, Samar
Master of Arts in Teaching English

HONORS RECEIVED

Elementar : Consistent First Honor
Pupil (Grades I – V)
Graduated Valedictorian

High School : With Honors
Loyalty Awardee

College : Program Academic Award – Gold
Catechetical Service Award – Gold
Program Service Award – Gold
Loyalty Award – Gold

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers, (PBET) PASSED
Catbalogan, Samar
December, 1987

TEACHING EXPERIENCE

Secondary School Teacher: 1987 – Present
Part – Timer – College
Department: 1994 – Summer

Filipino	:	S.Y. 1994 - Present
English and Filipino	:	S.Y. 1995 – 1996
English and Filipino	:	S.Y. 1999 – 2005

IN SERVICE TRAINING/SEMINARS/WORKSHOPS/ CONFERENCE ATTENDED

English:

Communicative Language Teaching and Classroom Methodology, University of the Philippines, April 22 – 24, 1988.

Seminar Workshop on Progressive Teaching Strategies, Divine Word University, March 14, 1992.

Seminar Workshop on Curriculum Trends and Strategies for the 90's held at Janssen Building, Divine Word University, Tacloban City, February 8, 1992.

Regional Seminar/Workshop in English and Filipino Instruction for the Tertiary Level Regional Educational Learning Center Government Center, Candahug, Palo, Leyte, February 17 - 18, 1994.

Live – in Training on New Directions in Communication Arts, August 26 – 28, 1988.

SEDP Training Seminar on the Teaching of English 4, May 24 – June 4, 1993.

Creative and Progressive Teaching Strategies Towards Philippine Education 2000 - LNU, September 20, 1996.

Multi – Media Instruction, Audio Visual Room, November 7 – 8, 1997.

Teaching Improvement and Knowledge and Skills Enrichment, Holy Infant College, Tacloban City, January 1998.

Oral and Local History Seminar Workshop, Mother Ignacia Auditorium, November 5 – 6, 1998.

Directing Plays (Dulaang U.P), SSPC Function Hall, January 21, 1999.

Seminar Workshop on Critical Thinking Skills, Test Construction and Lesson Planning, Saint Mary's Academy, Palo, Leyte, August 9, 1999.

Seminar on Colloquium on the Ministry of Teaching, MIC Auditorium, September 16 – 17, 1999.

Seminar on Jubilee 2000, Agenda and Reclaiming Her Story, AVR – September 28, 1999.

Seminar on 2002 Basic Education Curriculum held at CAWAKSI, April 5 – 9, 2003.

Regional Seminar Workshop on Campus Ministry, Betania Retreat House, Candahug, Cebu City, September 6, 2002.

CEM Gathering for Administrators, Mariotte Hotel, Cebu City, National Administrators Seminar, Holiday Plaza Hotel, Cebu City.

Training Seminar for Lay Administrators, Regional House, Cebu, City.

Seminar Workshop on Instructional Leadership Module 1 and 2, Regional House, Cebu City, October 12 – 13, 2003 and July 19, 2003.

Seminar Workshop on Classroom Management and Discipline, Regional House, Cebu City, September 12 – 13, 2002.

Seminar on Thinking Skills – held at the Audio Visual Room, January 18, 2003.

Seminar on Computer Aided Instruction Saint Mary's College – Computer Laboratory, Started M. A. in SPED, Philippine Normal University, Manila, Summer 2002.

Filipino:

Pambansang Seminar – Workshop sa "Interaktibong Pagdulog sa Pagtuturo ng Paphasa", University of Eastern Philippines (UEP), Agosto 17 – 19, 1994.

Pambansang Seminar – Talakayan sa Filipino, Samar State Polytechnic College, Enero 17 – 19, 1995.

Pagsusulit sa Wika, Sacred Heart College, Oktubre 27, 1990.

Pambansang Seminar, SRSF, 2002.

Values Education:

Training Seminar on the Teaching of Values Education, Palo Seminary, Palo, Leyte, April 5 – 10, 1989.

Training Seminar on the Teaching of Values Education, Palo Seminary, Theology Building, Palo, Leyte, May 1 – 11, 1990.

Values Education (an Orientation), DWU, February 10, 1990.

Faculty/Personnel Development Program Seminar on Values Education, February 3 – 5, SHC.

Press Conferences:

Regional Secondary Schools Press Conference, Tanawan School of Craftsmanship and Home Industries, Tanawan Leyte, Philippines, November 26 – 28, 1990.

Regional Secondary School Press Conference, Leyte National High School, Tacloban City, October 4 – 6, 1993.

Regional Press Conference – Tertiary Level, Tanawan School of Craftsmanship and Home Industries, Tanawan Leyte, Philippines, August 22, 1992.

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