**An Assessment of the Implementation of the English Speaking Program of Aldersgate College:**

**Its Problems and Solutions**

Researcher: **Marissa J. Taguinod**

**Background of the Study**

 Globalization has brought innumerable changes in political socio-economic and linguistic aspects of human existence. English has undeniably reached a stature so great that it can now be called without doubt as the world language – the dominant language in this globalized village. A good command of the English language therefore will help keep one updated and abreast of the times, thereby enabling him to join the stream of world culture and also making him a citizen of the world because English is an international language.

 However, studies and tests show an operation which reveal that there is a continuous deterioration in the English language proficiency of Filipino second language speakers in the academic world. In this purview, President Gloria Macapagal Arroyo issued Executive Order No. 210 establishing the policy to strengthen the use of the English language as a medium of instruction in the educational system. Among the provisions of this EO are: to develop the aptitude, competence and proficiency of our students in the English language to maintain and improve their competence edge particularly in the use of Information and Communications Technology (ICT); to improve the entire educational system, particularly in the training of educators and the provision of borrowed materials and resources.

 There are several factors that affect the performance of students in the use of English in their classes. One big factor as the researcher believes is the proficiency of the teaching personnel like instructors, professors, teachers themselves who are expected to be competent in the use of the English language. Another factor may be non-teaching personnel themselves who are indifferent in the use of English in communicating with the teachers and students. Still another factor is the use of strategies, methods, approaches and classroom activities. It is for these reasons that they like to be updated and to keep abreast of newer trends and methodologies.

 Considering the vital role that the institution plays in the development of students especially on the acquisition of knowledge and levels in the English language as tools in communication, the school launched a long term program thrusts sometime in 2002 with teacher- performance targets geared to academic excellence, and positive work attitudes. One of the eight thrusts which is projected to be attained by the year 2004 onwards is 100% English Speaking faculty members, office personnel, administrators and students from which the researcher was encouraged to conduct a study on the assessment of the Implementation of the English Speaking Program of Aldersgate College. The researcher believes that the results would pave the way for improvement of English instruction in the different factors affecting students’ performance in English, and the improvement of communication between teaching, non-teaching personnel and the students.

**Research Problems**

1. **What is the profile of the administrator, teaching personnel, non-teaching personnel, respondents of Aldersgate College in terms of the following personal and professional variables:**

1.1 Age

1.2 Gender

1.3 Marital Status

1.4 Present Position

1.5 Educational Attainment

1.6 Years of Teaching/Administrative Experience

1.7 Monthly Salary

1.8 Cultural Affiliation

1.9 Multi-media aids available at home

1.10 Reading materials available at home

1.11 Language/Dialect spoken at home

1.12 No. of years speaking the English language

1.13 Exposure and familiarity to the English language

1. **What is the profile of the student -respondents in the different academic levels (Elementary, High School, College) of Aldersgate College in terms of the following variables:**

2.1 Age

2.2 Gender

2.3 Marital Status

2.4 Course enrolled

2.5 Year/Grade level

2.6 Cultural Affiliation

2.7 Reading materials available at home

2.8 Multi-media aids available at home

2.9 Language/Dialect spoken at home

2.10 No. of years speaking the English language

2.11 Exposure and familiarity to the English language

1. **What is the level of agreement on the need of an English Speaking Program in the campus of Aldersgate College?**

1. **To what extent is the implementation of the English Speaking Program by the respondents as to:**

4.1 Attitude

4.2 Classroom Instruction

4.3 Office Transaction

4.4 Co-curricular Activities

4.5 Visual and Verbal Reminders

1. **What is the level of seriousness of the problems or barriers encountered in the implementation of the English Speaking Program of Aldersgate College?**
2. **Is there a significant difference in the level of agreement and extent of the implementation of the English Speaking Program of Aldersgate College as perceived by:**

6.1 Administrators

6.2 Teaching Personnel

6.3 Non-Teaching Personnel

6.4 Students

6.4.1 Elementary

6.4.2 High School

6.4.3 College

1. **Is there a significant relationship in the seriousness of the problems or barriers encountered by the respondents in the implementation of the English Speaking Program of Aldersgate College when grouped according to the following variables?**

7.1 Age

7.2 Gender

7.3 Marital Status

7.4 Cultural Affiliation

7.5 Reading materials available at home

7.6 Multi-media aids available at home

7.7 Language/Dialect spoken at home

7.8 No. of years speaking the English language

7.9 Exposure and familiarity to the English language

**Research Methods and Techniques**

 In this study, description, analysis and interpretation of the language proficiency of school administrators, teaching and non-teaching personnel and students of Aldersgate College was done and relationship was determined when grouped according to selected variables.

 The study was conducted to 13 administrators, 70 teaching personnel, 15 non-teaching personnel, 50 college students, 40 high school students and 20 elementary pupils.

 Before the checklist was used, it was submitted to experts particularly faculty, administrators who have finished at least their masteral or doctorate degrees.

**Findings**

**Profile of the Administrators, Teaching and Non-Teaching Personnel**

 The administrators, teachers and non-teaching personnel are generally of middle age, more females, married, MA graduates, with medium experience with baseline salaries, mainly Ilocano, with books, TV dictionaries at home who speak Ilocano, with medium years speaking English, and who watched English TV programs.

**Profile of Elementary, High School and College Student respondents**

 The elementary, high school and college student respondents are mostly younger in age, female; mostly single, with BSN course, with almost equal number of respondents, who are Tagalog and Ilocano, with books, TV and dictionaries at home, who speak Tagalog and Ilocano at home, and English for several years and watch TV programs in English.

**Level of Agreement in the Need of an English Speaking Program in the Campus**

As perceived by the administrators, teachers and non-teaching personnel, the administrators strongly agree that the English Speaking Program be followed by the students from elementary to high school. They strongly agree that the program be seriously monitored, and the teachers strongly agree that there is a need of an English speaking program in the campus.

As perceived by the elementary, high school and college student respondents, the elementary respondents slightly agree that the program be followed by the administrators, teaching and non-teaching personnel while the high school respondents strongly agree that the program be followed by the administrators, teaching and non-teaching personnel.

**Level of Implementation of the English Speaking Program by the Respondents**

As perceived by the administrators, teaching and non-teaching personnel they all agree that administrators, teaching and non-teaching personnel should initiate positive attitude in the use of the English language as medium of communication by serving as role models to students.

The administrators strongly agree that teachers include term paper, reaction paper as requirements of students in different subjects taught.

As perceived by the administrator, teaching and non-teaching personnel, all agree that they, including student/pupils observe the English speaking program in transacting business in all offices.

The administrators, teaching and non-teaching personnel agree that faculty members who are advisers of co and extra-curricular organizations, clubs make provisions of the English as a means of communication in school and the teaching and non-teaching personnel agree that they include English Speaking in the rules and regulations of their organizations and clubs.

The administrators, teaching and non-teaching personnel agree that administrators, teaching, non-teaching personnel and students remind each other to speak English when communicating with one another. All the respondents mentioned above also agree that posters, signboards on English Speaking be posted on strategic places to serve as reminders to administrators, faculty members, office personnel and students.

**As perceived by the Elementary, High School and College Student Respondents**

The high school and college students agree that administrators, teaching and non-teaching personnel initiate positive attitude in the use of the English language as medium of communication. The elementary pupils agree that the administrators and teaching personnel should initiate positive attitude on the use of the English language as medium of communication.

The elementary, high school and college students agree that English be used as medium of instruction, that teachers encourage oral recitation using English, that teachers give essay type of test during exams and that teachers include literary activities.

The elementary, high school and college students agree that administrators, teachers and students/pupils observe the English Speaking program when transacting business in all offices.

The elementary, high school and college students agree that faculty members who are advisers of co-curricular and extra-curricular clubs make provision in all the use of English as a means of communication in school, and that they include English speaking in the rules of their organization.

The elementary and high school respondents agree that administrators remind office personnel to speak English and that posters, signboards in English speaking be posted in strategic places in school.

**Level of Seriousness of the Problems or Barriers Encountered by Administrators, Teaching and Non-Teaching Personnel.**

As perceived by the administrators, teaching and non-teaching personnel, they consider the areas of personal preference or attitude, influenced by peers and lack of language skills and confidence in speaking English as less serious. However, preferring to speak Filipino rather than English and limited vocabulary were perceived serious.

As perceived by the elementary, high school and college student respondents, they consider personal preference or attitude, influence by peers and lack of language skills and confidence in speaking English as less serious.

**Significant difference in the level of agreement and extent of the implementation of the English Speaking Program of Aldersgate College as perceived by** **Administrators, Teaching Personnel, Non-Teaching Personnel and Students**

The significant difference exists in the level of agreement and extent of the implementation of the English Speaking Program of Aldersgate College as perceived by the administrators, teaching, non-teaching personnel and students as shown by the computed t-value which is lower than the critical value. This means that the level of agreement and implementation of respondents match together.

**Significant relationship in the seriousness of the problems or barriers encountered by the respondents in the implementation of the English Speaking Program of Aldersgate College**

No significant relationship exists in the seriousness of problems or barriers encountered by the respondents in the implementation of the English Speaking Program of Aldersgte College on age, gender, marital status and ethnic affiliation as shown by the computed t-value which is lower than the critical value. Hence the null hypothesis is accepted.

On the other hand, significant relationship exists in the seriousness of problems or barriers encountered in multi-media available at home, language/dialect spoken at home, number of years speaking English, and exposure to English language as evidenced by the computed t-value which is greater than the critical value of 2.050. Hence, the null hypothesis is rejected.

**Recommendations**

1. The English Speaking Program of Aldersgate College should be organized to implement an English Speaking Policy.
2. Since administrators and teachers strongly agree in the need of an English speaking program in the campus, it is strongly recommended to sustain efforts in Aldersgate College in the maintenance of the English Speaking Program in order to improve further the English speaking ability of the administrators, teachers, non-teaching personnel and students/pupils.
3. In as much as the administrators, teachers, non-teaching personnel and students agree in the implementation of the English Speaking Program, steps should be taken by faculty members who are role models inside and outside the classroom to use the English language to make the program continuous.
4. To monitor the feeling of awkwardness and the limited vocabulary of elementary pupils and high school students in speaking English which is considered serious, the authorities concerned should implement appropriate action to manage and solve the problem.
5. More posters and signboards on the Speaking English campaign should be posted in conspicuous places in the college to encourage the administrators, teachers, non-teaching personnel and students/pupils to speak English in and outside the campus.
6. Future and further researches should be conducted along the need of implementing the Speak English Speaking Program in the private and public schools both elementary and high school using other variables like socio economic status, intellective and non-intellective features.
7. The English Speaking Policy should be incorporated in the student, faculty and administrative manual.

**Reference List**

**Books**

Allwright, D. and Bailey, K. M. (1991). Focus on the language classroom. an introduction to classroom research for language teachers. Cambridge: Cambridge University Press.

Bialystok. (1990)) Communicative strategies. Oxford: Basil Blackwell.

Chamot, A. U., Barnhardt, S. El-dinar, P. and Robbins, J. (1996). Method for teaching learning strategies in the foreign language classroom. In E. Oxford (ed.), language learning strategies around the world: Cross-cultural perspectives. Manoa: University of Hawaii Press.

Ellis, P. (1995). Difficulties with cross-cultural learning styles assessment in learning styles in the EFL/ESL. classroom Ed. J. Reid. Boston: MA: Heinie & Heinies Publishers.

Elliss, R. (1994). The study of second language acquisition: Oxford University Press.

Hudson, Richard (1992). Teaching grammar: A Guide for the national curriculum Blockwell Publisher, United Kingdom.

Morelos, Allan I (2002). “English as the emerging global language: Implication to language planning and language policymaking.” political culture and globalization. Manila: IFSSO.

Nunan, David (1991). Language teaching methodology (A Textbook for Teaching) Prentice Hall International Ltd.

Oxford, R.L. (1996). Language learning strategies: What every teacher should know, New York. Newberg House / Harper Collins.

Oxford, P. L. (1996). Language learning strategies around the world: cross-cultural perspective. Manoa: University of Hawaii Press.

Oxford, R. L. (1998) “Styles wars” as a source of anxiety in the language classroom. In D. J. Young (ed.) affect in L2 learning: A Practical guide in dealing with learner anxiety. Englewood Cliffs, NJ. Prentice Hall.

Oxford, R. and Ehrman (1993). Second language research on the individual differences. annual review of applied linguistics 13, pp. 188-205.

Oxford, R. & M. Hollaway (1992). Language learning styles and strategies in the multicultural tertiary L2 classroom system 20, 3, pp. 439-456.

Reid, J. M. (ed.) (1995). Learning styles in the ESL/EFL classroom. Boston, MA: Heinie and Heinie.

Reid, J. M. (ed.) (1998). Understanding learning styles in the second language classroom. upper Saddle River, NJ: Prentice Hall Regents.

Richards, Jack and Theodore Rodgers (1986). Approaches and methods in language teaching (A Description and Analysis) Cambridge University Press.

Rionda, Carolina S.A. (1992). A handbook of reading in language education, Quezon City: Phoenix Publishing House, Inc.

Smith, R. and Associates (1990). Learning to learn across the life span. San Francisco: Jossey-Bass Inc. Publishers.

Villamin, Arcely M. (1993). Developmental reading. Metro Manila: Phoenix Publishing House Inc.

Wrigley, H. and G. Guth (1992). Bringing literacy to lie: issues and opinions in adult ESL literacy. San Francisco: Jossey-Bass Inc. Publishers.

**Periodicals**

Abu, Shmais, W. (2003). Language learning strategies use in Palestine TESL – E.J. 7:2.

Angara, CETA Journal (1993)

Balaba, A.B. (2003). Factors of a successful teaching-learning performance. Modern Teacher (June Issue).

Botengan, Kate C. (1995). Keynote Speaker (1995) National Conference of English Teachers Association, University of Santo Tomas: June 3 Issue.

Centero, Ligaya M. (1999). “Beginning reading in English” The Modern Teacher Vol. L No. 6 & 7 (November – December Issue).

Gefen, Raphael (1987) “Oral Testing – The battery approach” English Teaching Forum XXV No 2 (April Issue).

Gonzales, B.C. (2003). Language skills. The Modern Teacher (September Issue).

Green, J. M. and Oxford, R. L. (1995) A closer look at learning at learning strategies, second language proficiency and gender, TESOL quarterly 29.

Herrera, Elena C. (1999). Getting the pupils to talk. The Philippine Journal of Education (June Issue).

Hidalgo, J. A. (1993). Teaching English as a foreign language. The Philippine Free Press Vol. 34 June 12, 1993).

Lim, Vicente Jr. (2000). English must be the main language of instruction. The Philippine Journal of Education (January 2000).

Lizardo, Fidela (1995). Filipino as medium of instruction – a deterrent to learning English. Modern Teacher, (June).

Lizardo, Fidela S. (1999). “Reading as a tool subject” The Modern Teacher Vol. XLVIII (November 1999).

Nunan, D. (1997). A presentation at the teacher education interest section academic session. TESOL convention, Orlando: March.

Nunan, D. (1997). Does learner strategy make a difference? Language A/torfe/77as, 24.

Ovando, C. and V. Colier (1998). Development of academic language. TESOL convention, Orlando: June.

Quibol, Quirino A. (1999). “Learning through dyadic exchange” The Modern Teacher” Vol. XLVIII (September 1999).

Sinlao, Ma. Alma (2001). “Helping pupils who don’t read well” The Modern Teacher Vol. L. No. 6 & 7 (November –December 2001).

Tenedero, H. S. (2004). Implementing learning style between classroom and curriculum. The Philippine Star, September 16.

Valle, Nolima N. (2001). “Word by word reading”: Failure in beginning reading approach, The Modern Teacher Vol. L. (November – December).

Wallace, W. & Oxford R. L. (1992). Disparity in learning styles and teaching styles in the ESL classroom; does this mean war? AMTESOL Journal 1 (1).

**Unpublished Materials**

Aparante, Cresencia P. (1989). “ An Evaluation of the reading and writing performance in English on communication arts teachers in Cotabato in the School Year 1988-89” Unpublished Master’s Thesis, Cotabato.

Bautista, Agnes T. (1995). Motivation and English proficiency level of student teachers in private teacher training institution in Cordillera Administrative Region. Unpublished dissertation, University of Baguio, Baguio City.

Bogayo, Adelaida (1991). Difficulties of English grammar of senior high school students in the newly nationalized high schools, Division of Abra. Unpublished Master’s Thesis, Baguio Central University, Baguio City.

Bullong, Catherine P. (1998). “Inventory of oral reading difficulties among Grade V pupils in selected elementary school in the district of Kasibu: Basis for proposed educational inventions.” Unpublished Master’s Thesis, Nueva Vizcaya State Polytechnic College, Bambang, Nueva Vizcaya.

Chamot, A. U. & J. M. O’Mailley (1994). The CALLA Handbook-implementing the cognitive academic language learning approach. Addison, Wesley, Reading MA.

Cohen, A.D. & S. J. Weaver (1997). The impact of strategies-based instruction on speaking a foreign language. Center for advance research on language acquisition. University of Minnesota.

Fernandez, Janet A. (1996). Communicative approach. A new path for language teaching. A practicum paper, Ateneo de Manila University.

Fulig, Salen T. (1994). A Proposed remedial reading material for Grade IV pupils of Bical Elementary School based on their needs and difficulties. Unpublished Master’s Thesis St. Paul University, Tuguegarao City.

Legazpi, R. F. (2004). Learning strategies and English achievement in the high school freshmen of the Philippine School (Bahrain). Unpublished Master’s Thesis Wesleyan University –Philippines, Cabanatuan City.

Leoncio, Mercedes S. (1989). Towards the improvement of freshmen English in selected high schools in Benguet Division. Unpublished Master’s Thesis Bagiuo Central University.

Limpin, C. A. (2001). Learning strategies of the grade six pupils in learning English as a second language in selected schools in Pampanga. Unpublished Dissertation, University of Assumption San Fernando, Pampanga.

Lybeck, K. (1996). Confession for a learning strategies (or was it a foreign language?) instructor. Minneapolis: Center for advance research for language acquisition, University of Minnesota.

Marciano, Norma M. (2000). Development and validation of workbook in English based on identified difficulties of Grade III pupils in Bagabag District. Unpublished Master’s Thesis, Aldersgate College, Solano, Nueva Vizcaya.

Marquez, Glenda (1996). Proficiency in English of teachers in the University of Baguio High Schools. Unpublished Master’s Thesis, University of Baguio, Baguio City.

Pascual, Elizabeth R. (2000). An assessment on the use of the communicative approach in teaching Communication Arts IV at Aldersgate College, Secondary School, Solano, Nueva Vizcaya and its implication to language teaching and learning. Unpublished Master’s Thesis, Aldersgate College, Solano, Nueva Vizcaya.

Velasco, Lourdes M. (1991). Most common errors of the English grammar of the senior students of Baguio Central University. Unpublished Mater’s Thesis, Baguio Central University, Baguio City.

Yarcia, Romeo J. (1992). Master and non-master teachers’ performance of basic and special tasks as perceived by themselves and their school administrators in relation to certain variables. Unpublished Dissertation, Saint Mary’s College, Bayombong, Nueva Vizcaya.

**Published Foreign Studies**

Cohen, A.D., S.J. Wever and T.Y. Li (1997). The impact of strategies based instruction on speaking a foreign language. Minneapolis M.N.: Center for advanced research on language acquisition, University of Minnesota.

Huda, Nuril (1998). Relationship between speaking proficiency, reflectivity, impulsivity and L2 learning strategies, SEAMEO Regional Language Center.

Skeham, Peter et. al. (1992). Assessing and using tasks. SEAMEO Regional Language Center.

**Electronic-media and On-line sources**

Coe, Vicky Z. (2001). Literacy for limited English proficiency (LEP) students. Retrieved June 15, 2007 from http://ucfed.edu/falre/.

Freeman, Yvonne (2003). Helping middle and high school age English language learners achieve academic success. Fresno University. Retrieved July, 2007 from http//wwo.geocities.com/educationplace/index,html

Pearce, Jeanine.(2005). Technology-enhanced teaching strategies for all learners. Retrieved June, 2007 from jpearce3@towson.edu

Wit, Jorg E. (2002) English as a global language. Retrieved May, 2007 from webdoc.gwdg.de/edoc/ia/eeee/artic 20/witte/6\_2000.html.

**Other source**

Arroyo, Gloria Macapagal (2003). Executive Order No. 210: Establishing the policy to strengthen the use of the English language as a medium of instruction in the educational system.