

# ASSESSING THE ENGLISH PROFICIENCY OF TEACHER EDUCATION STUDENTS: A BASIS FOR PROGRAM ENHANCEMENT

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## ABSTRACT

This descriptive inferential research study aimed to know the Level of Proficiency of Teacher Education students of the International School of Asia and the Pacific as a Basis for Program Enhancement. A total of sixty-five (65) respondents from second year level and second year level students were taken as respondents, a survey questionnaire was utilized in gathering data and information among the respondents. Frequency and Percentage Distribution was used in the statistical treatment of data for the profile of the respondents whereas, the Kruskal Wallis H was used in analyzing the difference on the level of proficiency of the respondents to their profile variables. Finally, the Regression Analysis was used in analyzing on the profile of the respondents affecting their level of English proficiency. The study's overall conclusion came out that the level of proficiency of the Teacher Education students of International School of Asia and the Pacific have a problem when it comes to proficiency in English in grammar usage and reading comprehension. Hence, there should be an annual specialization program enhancement for all the Teacher Education students, in order for all the students and instructors to be aware of what really are the levels of the students in terms of their English Proficiency. The students should also undergo seminars or monthly English Proficiency Examination because studying only in the four corners of a classroom is not enough for the students to be more knowledgeable on English Proficiency. Teachers should also implement the English Only Policy inside the classroom more so for English major students. Thus, the researchers hope that this will serve as a springboard to promote and enhance the course or program not only to other students in the institution but also outside the school and in the whole region.

**Key words:** *English Proficiency, Grammar usage, Reading Comprehension, Program Enhancement, Knowledgeable, Institution, Teacher Education, Program, Analyzing*

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## INTRODUCTION

English is the current and most widely used international language, crucial for communication, education, and economic progression worldwide. This study aims to emphasize the importance of English proficiency, particularly among Teacher Education students at the International School of Asia

and the Pacific. It highlights the necessity for targeted programs, policy reforms, and infrastructure investments to support small-scale farmers, ensuring reliable access to resources like land, water, and credit. The research underscores the need for continuous education, partnerships with training organizations, and improvements in social services and market channels. The ultimate goal is to enhance the English proficiency of students, enabling better communication and professional development opportunities.

## **METHODOLOGY**

This chapter presents the research design, research participants, role of researchers, data sources, data collection procedure, data analysis and ethical considerations.

### **Research Design**

Descriptive Inferential design had been used in this study. It is an approach to quantitative research that describes the profile of the respondents, assessed the level of English proficiency of the respondents, the difference between the level of English Proficiency of the respondents when grouped according to their profile variables and action plan that can be proposed to initiate English proficiency enhancement of the students. The researchers gathered data to the BSED First year students through online survey questionnaire or face-to-face interviews.

### **Respondents of the Study**

The researchers randomly selected the sixty-five (65) Second (2nd) year, and third (3rd) from Bachelor of Secondary Education department for academic year 2023-2024. The researchers believed that the respondents have given sufficient data to answer the research surveys of the study and all data collected.

### **Data Gathering Tool**

The principal tool used to gather the data was self-structured survey questionnaire. The questionnaire consists of two parts. The first part included the profile of the respondents such as demographic profile and socio-economic status. The second part had dealt with the perception on Grammar Usage and Reading Comprehension.

### **Data Gathering Procedure**

A letter was sent to the office of the CASTE Dean and to the office of VPAA to ask a permission to carry out the research signed by the researchers and noted by the research adviser. After the approval of the Dean and the VPAA, the researchers asked the permission of the respondents to be part of the study. The researchers administered and explained the mechanics in answering the questionnaire to the respondents. Individual approach was also done to the target respondents to facilitate the expeditious and early retrieval of the duly accomplished self-structured questionnaire. The data elicited from the

conduct of the said research undertakings was used to supplement, contribute in the solution, and in the clarity of the problems being studied.

The proceedings and discussions were transcribed with the use of the given survey questionnaires. After which, the transcribed information was systematically analyzed by formulating categories and surfacing themes that helped the researchers to determine the underlying concepts and ideas that each respondent has answered.

### Data Analysis

The researchers used Content Analysis using a Thematic Approach in analyzing the gathered data from the respondents during an interview. This was used to identify patterns of meanings across the data set that provided an answer to the research questions being addressed. Patterns were identified through a rigorous process of data familiarization, data coding, and theme development and revision. It was suited for the study since it dealt about the respondents' level of English Proficiency and Reading Comprehension.

Simple frequency counts and percentage distribution was utilized in treating the profile of the respondents.

Furthermore, the Kruskal Wallis was used in analyzing the difference on the level of proficiency of the respondents to their profile variables. Finally, the Regression Analysis was used in analyzing on the profile of the respondents affecting their level of English proficiency.

### RESULT

**TABLE 1 FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE DEMOGRAPHIC PROFILE OF THE RESPONDENTS IN TERM OG AGE, SEX, YEAR LEVEL, FIELD OF SPECIALIZATION, PARENTS COMBINED INCOME, MOTHER'S OCCUPATION, AND FATHER'S OCCUPATION**

VARIABLES	FREQUENCY COUNT	PERCENTAGE
AGE (18-21 years old)	62	95.40%
SEX (Female)	49	75.40%
YEAR LEVEL (Third year)	42	64.60%
FIELD OF SPECIALIZATION (English)	44	67.70%
PARENTS COMBINED INCOME (Lower Class)	29	44.60%
MOTHERS OCCUPATION (Housewife)	50	76.90%
FATHERS OCCUPATION (Farmer)	33	50.80%

**TABLE 2 LEVEL OF PROFICIENCY OF TEACHER EDUCATION STUDENTS IN TERMS OF GRAMMAR USAGE AND READING COMPREHENSION**

DESCRIPTIVE VALUE AND INDEX OF PROFICIENCY	GRAMMAR USAGE		READING COMPREHENSION	
	FREQUENCY COUNT	PERCENTAGE	FREQUENCY COUNT	PERCENTAGE
Very Proficient (85-100%)	21	32.30%	10	15.40%
Proficient (76-84.99%)	24	36.90%	35	53.80%
Not Proficient (75.99% and below)	20	30.80%	35	53.80%

## DISCUSSIONS

The study revealed that most respondents were aged 18 to 21 (95.40%) and predominantly female (75.40%). The majority were third-year students (64.60%) specializing in English (67.70%). In terms of socio-economic status, most respondents' families were lower class (44.60%), with mothers primarily being housewives (76.90%) and fathers mainly farmers (50.80%).

Regarding English proficiency, 36.90% of respondents were proficient in grammar, while most were not proficient in reading comprehension. Age, year level, field of specialization, and parents' occupations showed no significant impact on English proficiency, except for sex, which significantly affected grammar usage and reading comprehension. The year level had a significant correlation with English proficiency in grammar usage.

## CONCLUSION

The study concludes that Bachelor of Secondary Education students at the International School of Asia and the Pacific struggle with English proficiency, particularly in grammar usage and reading comprehension. This highlights the need to identify the strengths and weaknesses of these students to support their academic success. Additionally, students' specializations and motivations significantly influence their persistence and success in their chosen careers.

## RECOMMENDATIONS

The researchers recommend annual specialization program enhancements for BSED students to assess and improve their English proficiency. Students should attend seminars and monthly English proficiency exams, while teachers should enforce an English Only Policy in the classroom. Administrators and instructors need to monitor the program closely to support students with deficiencies. The college should mandate participation in external English proficiency programs and review the curriculum to ensure excellence in the students' specializations.

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