

The Level of English Proficiency Among Grade VII Students in Relation to their Writing and Oral Competencies

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ABSTRACT

➤ Summary

The development of macro skills in English is essential to develop proficiency in the said subject. Macro skills such as reading, listening, speaking, viewing and writing are vital in English proficiency.

Given this premise, the researcher conducted a study to determine the level of proficiency among Grade 7 students in relation to their writing and oral competency. Specifically, this aims to provide answers to the following questions:

- *What is the Profile of the Respondents in Terms of:*

- ✓ Sex
- ✓ Highest Educational Attainment of parents
- ✓ Monthly income of the family?

- *What is the English Proficiency Level of Grade 7 Students Along:*

- ✓ Listening
- ✓ Reading
- ✓ Speaking
- ✓ Viewing
- ✓ Writing

- *Is there a Significant Difference in the Proficiency Levels of the Students in the Macro Skills in English?*

- *What Intervention Activities maybe Proposed to Improve the English Proficiency Level of Students?*

The researcher employed the 239 Grade 7 students of Casiguran Technical Vocational School as the respondents in this study. These respondents are chosen purposively by the researcher. The researcher employed descriptive method in quantitative approach to determine the answers to the laid questions of the study. Appropriate statistical tools such as frequency count and percentage to determine the proficiency level of students in English. Meanwhile, the ch² square was employed to find out if there is a significant difference in the proficiency level of students in English.

➤ Findings

Based on the results of the study, the following significant findings were drawn.

- The profile of the respondents in terms of sex, 122 or 51% were female and 117 or 49% were male. Along the highest educational attainment of parents, the respondents' parents were college graduates with 53 as its frequency or 22.18% of the respondents. Followed by high school graduate with 52 or 21.76%, high school undergraduate with 45 or 18.83% . Meanwhile, the monthly income of the family, 128 or 53.26% to family income of below 10,000 pesos. 46 or 19.55% were under the income bracket PhP 20,000-29,999 and 45 or 18.83% had family income of 10,000-19,999 pesos.
- The proficiency level of students in English along listening, 117 learners or 49% were under nearly proficient level or attained 50%-74% correct answer; 93 student or 39% were belonged to low proficient level or attained 25%-49% correct answer; and 29 or 12% under proficient level. There were the learners who gained 75%-89% correct answer.

The proficiency level of pupils in speaking skills, 124 students or 52% were under the nearly proficient level or gained 50%-74% correct answer; 85 students or 35% were under the low proficient level or attained 25%-49% correct answer and 23 or 10% of the students were under the proficient level or attained 75%-89% correct answer. Also, there were 7 students or 3% under the not proficient level. They were those who gained 0%- 24% correct answer during assessment.

The proficiency level of Grade 7 students along reading, 131 students or 55% were under the nearly proficient level. They gained 50%-74% correct answer in assessment. Meanwhile, 67 students or 28% were under low proficient level or gained 25%-49% correct answer; 32 students or 13% under the proficient level or attained 75%-89% correct answer and 9 students or 4% were under the not proficient level or gained 0%- 24% correct answer during assessment.

The proficiency level of Grade 7 students along viewing, 139 students or 58% were under the nearly proficient level. They gained 50%-74% correct answer in assessment. Also, 61 students or 26% were under low proficient level or gained 25%-49% correct answer; 36 students or 15% under the proficient level or attained 75%-89% correct answer. There were 3 or 1% of the pupils who attained the high proficiency level or those who answered 90%-100% during assessment.

Along writing proficiency, there were 126 students or 53% were under the nearly proficient level or those who gained 50%-74% correct answer in assessment. Meanwhile, 81 students or 34% were under low proficient level or gained 25%-49% correct answer; 32 students or 13% under the proficient level or attained 75%-89% correct answer.

- Based on the data, the computed Chi -Square 23.000 did not exceed the critical Chi-Square value of 26.296 when the degree of freedom was 16 at a .05 level of significance. Implied by these results that the null hypothesis is not rejected
- Strategic Intervention Activities to Improve the Proficiency Levels of Grade 7 Learners in the Macro Skills in English was proposed.

➤ **Conclusions**

Based on the findings of the study, the following conclusions are drawn:

- Majority of the respondents are female, most college graduates of parents and family monthly income below poverty line.
- The proficiency level of Grade 7 students along listening, speaking, reading, viewing and writing are nearly proficient.
- There is no significant difference in the English Proficiency level of Grade 7 students.
- Strategic intervention activities are proposed to improve the proficiency level of Grade 7 students.

➤ **Recommendations**

Based on the findings and conclusions, these recommendations are presented:

- Different supplementary materials be provided by the teachers to improve the macro skills of the students.
- Different activities be employed by teachers to develop the English proficiency of students.
- Interventions be given to students with low proficiency level in English.
- School Learning Resource Center should be organized to cater the needs and interests of students and enhance English Proficiency of students.
- Further studies be conducted on the practices of improving the macro skills of the students. The following titles be suggested:

- ✓ The Strategies Employed by Teachers in Developing Macro skills of Junior High School Students
- ✓ The Competency Level of English Teachers in Developing the Macro Skills of the Junior High School
- ✓ The Macro Skills of Junior High School: Basis for Developmental Activities

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CHAPTER ONE INTRODUCTION

➤ *The Problem and its Setting*

English is considered as the universal language which takes a role in the individual's life, academe and workplace. It is the lingua franca of economics which drives the world's economy to progress. It is the language of education which enable the world to share knowledge. It is also the language that is spoken around the table of peace treaties and negotiation. English language usage is extensive and essential in almost all aspects of communication.

English language is multifaceted which is comprised ordinarily of four macro skills. These skills are listening, speaking, reading and writing¹. The viewing skill is added as the fifth macro skill necessary for effective communication.² Each skill has an effect which is potentially different on the learning and cognition of the learners.

According to Bond³, the listening skill is one of the foundations of learning. The listener (learner) comprehends the intention of the sender (teacher) and response accordingly. Meanwhile, Boonkit⁴ believes that speaking in English needs to be honed to enrich achievement in communication of English language. This, he believes is particularly true to learners whose mother tongue is not English.

Other macro skills such as reading and writing bear the same significance in English language communication. While reading is a skill composed of various cognitive skills word decoding, acquiring vocabulary, perceiving, memorizing and comprehending text ideas, writing is a cognitive activity which requires control. Control in form, structure, formation of letters, spelling and vocabulary should be manifested⁵.

According to Bookit⁶ these macro skills are divided into 2 skill sets. The first one is the receptive skills which are listening and speaking, and the productive skills which are the reading and writing.

In the similar concept, Carry⁷ contends that visual information can support learning. It promotes critical thinking as the learners make sense of the visual images. The author further believes that this is also one of the macro skills that the learners need to master in order to experience life success in an increasingly digital connected age.

The proficiency in English is important in the success of academic performance of the learners⁸. Thus, the proficiency of the learners in the English language macro skills is important in academic success.

In developing the proficiency level of the learners in macro skills in English, the teachers employ various strategies. According to Barrot⁹, in order to develop the proficiency of learners in this area, they must familiarize themselves with the key concepts of the 5 macro skills of English.

According to Gimena¹⁰, the Filipino learners are also proficient in English. In fact, in 2022, the English proficiency level of Filipinos is rated high in English Proficiency Index¹¹. It is also noted that among international workforce, the Filipinos are able to communicate in English effectively.

¹ Wong G., Dellaportas S. & Cooper, B. J. (2018). Chinese learner in a linguistically challenged environment – an exploratory study. *Asian Review of Accounting*, 26(2), 264-276. <https://doi.org/10.1108/ARA-07-2017-0123>

² Donaghy, K. (2021). Workshop Review: “What about the fifth skills of viewing”. *Connections* <https://eltabjournal.com/multimodal-teaching-through-the-fifth-skill-of-viewing>

³ Bond, C. D. (2012). An Overview of Best Practices to Teach Listening Skills. *International Journal of Listening*, 26(2), 61-63

⁴ Boonkit, K. (2010) Enhancing the development of speaking skills for nonnative speakers of English. *Procedia Social and Behavioral Sciences* 2, 1305– 1309.

⁵ Durga, V. S. S & Rao, C. S. (2018). Developing Students' Writing Skills in English - A Process Approach. *Journal for Research Scholars and Professionals of English Language Teaching*.

⁶ Boonkit, K. (2010) Enhancing the development of speaking skills for nonnative speakers of English. *Procedia Social and Behavioral Sciences* 2, 1305– 1309.

⁷ Carry, D. (n.d.) Visual Literacy: Using Images to Increase Comprehension www.etacuisenaire.com/drcarry

⁸ Martirosyan, N., Hwang, E., Wanjohi, R. (2015). Impact of English Proficiency on Academic Performance of International Studies. *Journal of International Studies* 5(1), 60-71

⁹ Barrot, J. (2015) Key Concepts in teaching Macro Skills, https://www.researchgate.net/publication/292843457_Key_Concepts_in_Teaching_Macroskills

¹⁰ Gimena, G. (2022). English Proficiency and Social Correlates of Freshman Teacher Education Students. *Journal of Positive School Psychology* 6(4), 5861-5875

¹¹ English Proficiency Index (n.d.). Philippines, No. 22 <https://www.ef.com/wwen/epi/regions/asia/philippines/>

However, according to Jugo¹², there is a decline in the proficiency of English among Filipino graduates. Similarly, Program for International Assessment (PISA) of the Organization for Economics Cooperation and Development (OECD) revealed that Philippines is among the lowest performing countries in reading¹³.

Thus, the Department of Education employ various programs to improve the reading skills of the learners. From the ECARP's 3Bs in elementary level¹⁴, the DepEd Order no. 39 series 2012 has been the baseline of addressing the gaps and implementing a reading and writing program in secondary schools¹⁵.

Also, stated in the basic education curriculum guide is the development of 5 macro skills of the students.¹⁶ The spiral progression of skill development and acquisition enable the learners to develop the macro skills expected of them at their particular grade level.

The attainment of proficiency in English requires intensive strategies employed by the teachers. According to Corpuz-Bullecer¹⁷, teacher may employ ICT in developing the viewing skills of the learners. The availability of the devices such television, computer and projector, may be used by the teachers in lesson enrichment and development of viewing proficiency of the learners.

In the same context, Estacio and associates¹⁸ believes that the development of macro skills of the learners depends on the implementation of the lesson by the teacher. Ng-Tan¹⁹ also proposed that the use of Computer Assisted Language Learning is one of the avenues to teach macro skills in English.

In addition one of main 21st century components that teachers want their students to use is higher – order thinking. This is when students use complex ways to think about what they are learning.

Higher – order thinking takes thinking to a whole new level. Students using it are understanding higher levels rather than just memorizing facts. They would have to understand the facts, infer them, and connect them to other concepts.

One of the learning goals through HOTS is to make sure that students can analyze, evaluate, and create their knowledge (Ariyana, Bestray, and Mohandas, 2018). As, Seaman, Yusoff and Embong describe, HOTS is the level of thinking that emphasizes the application of knowledge that has been received, the examination of reflections, problem-solving, decision making and formulating new things.

According to Heong et al, teachers should develop student's higher – order thinking skills required to think broadly to discover a new challenge. HOTS allow someone to apply new knowledge and information in order to be able to respond in a new condition. Brookhart (2010) states that HOTS conceived as the top end of Bloom's cognitive taxonomy. Being able to think means students can implement the skill and knowledge they develop during their learning of a new topic. Limbach and Waugh (2010) propose five steps to develop the ability to think critically, namely determining the learners' objective of reading class, teaching through questioning, ordering students to practice, reviewing refining and improving understanding, and practicing feedback and assessing learning. All of these five steps should be integrated to optimize critical thinking.

The Casiguran Technical Vocational School fosters the attainment of the proficiency of students in English, especially along the macro skills. Mastery of these skills starts with the learners' earliest grade in secondary education, the grade 7. However, it is notable that the proficiency level of learners in macro skills vary. While others are proficient in some skills, they have lower proficiency level at the other.

¹² Jugo, R. R. (2020). Language Anxiety in Focus: The Case of Filipino Undergraduate Teacher Education Learners. *Hindawi. Education Research International Volume 2020, Article ID 7049837, 8 pages.* <https://doi.org/10.1155/2020/7049837>

¹³ Ignacio, L.B., Cristobal, A.G., David, P.C. (2022). Impact of policy Implementation on Education Quality: A Case study on Philippines' Low Ranking in International and Local Assessment programs. *Asian Journal on Perspective education*, 3(1)

¹⁴ DepEd Memorandum No. 173 series 2019

¹⁵ DepEd. (2012). DepEd Order No. 39, series 2012

¹⁶ DepEd (2016). K to 12 Curriculum Guide English (Grade 1-10). <https://www.studocu.com/ph/document/university-of-the-visayas/english-language-teaching/macro-skills-in-k-12-curriculum-second-language-acquisition/19177870>

¹⁷ Corpuz-Bullecer, W. (2017). Viewing Skills: Understanding the Word and the World. *Asia Pacific Journal of Multidisciplinary Research*, 5(3), 87-94

¹⁸ Estacio, M.J., Valdez, P.N., and Pulido, D. (2018). Effective Teaching of the Macro-Skills: Reflections from Filipino Teachers of English. *International Multidisciplinary Perspective*, 19(6), 844-854

¹⁹ Ng-Tan, L. and Zaballero, V. (2013). Teaching the Macro skills and computer Assisted Language Learning: Insights from Recent Research. *ACELT FORUM: Asia TEFL Conference Edition at: Ateneo de Manila University*, 7

Seaman, Yusoff and Embong(2017).).*Journal of English Teaching Volume 5 (3).Oct.2019*

Heong et al (2011).*Journal of English Teaching Volume 5 (3).Oct.2019*

The researcher believes that teachers must develop the 5 macro skills in order to be proficient in English. Hence, she found it timely and relevant to conduct a study on the proficiency level of Grade 7 students in English as basis for developmental activities to improve the learner's proficiency level.

➤ *Setting of the Study*

The town of Casiguran is situated at the foot of the active Bulusan Volcano. It is located in the South of Sorsogon Bay. It is bounded in the north by the city of Sorsogon, municipalities of Juban and Bulusan in the south, Gubat and Barcelona in the East, and the Sorsogon Bay in the West. It is a fourth-class municipality with 25 barangays with a population of 30,995 in 2010.

Casiguran is the Center of Kabikolan when Spaniard set foot in Luzon in 1570. In 1600s, Casiguran became a pueblo civil with Agustin Camposano as the first gobernadorcillo. It is the very first town in southern Ibalon to be organized under the province of Albay by Rev. Fray Felix Huertas. Its first parish was dedicated to the Nuestra Señora de Visitacion and later to Nuestra de Señora de Salvacion in 1768 by the Dominican Bishop Fr. Andres Gonzalez.

History had it that Casiguran got its name from the phrase "Kasi Gurang" or "because only old people". It was said that the people of Casiguran hid their children from Spaniards so when the Americans arrived and asked the name of the place they answered "kasi gurang" at the belief that they were being asked where are the young folks. Until then, the name stuck on and become the official name of the place.

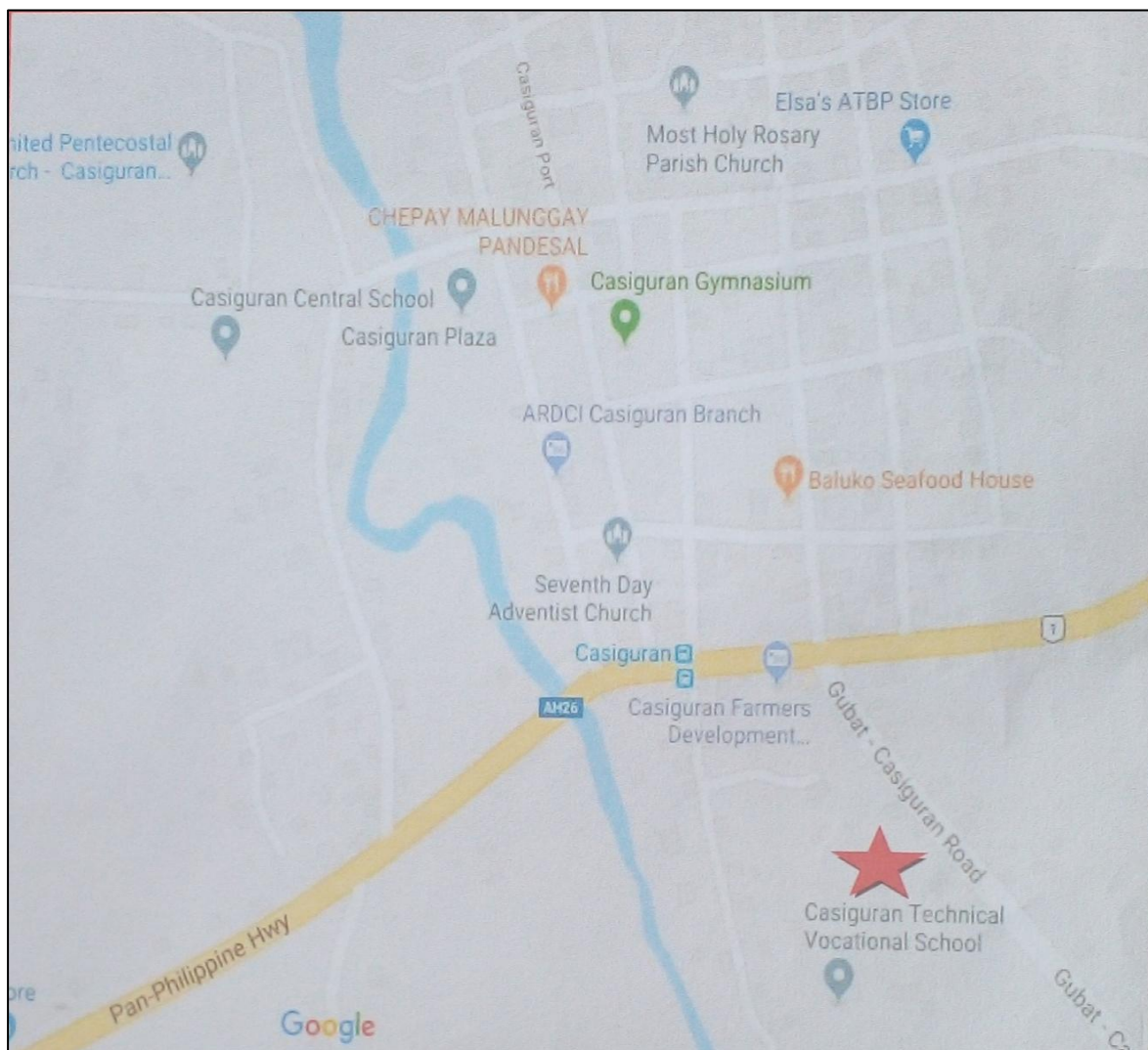


Fig 1 Setting of the Study

➤ *Legend:*

- The respondent-school
- Figure 2 Map of Casiguran Showing the Respondent School



Fig 2 Map of Casiguran Technical Vocational School

Presently, the town of Casiguran is under the leadership of Minez Hamor. She continued the program “Oo para sa Kaakian” which promotes the welfare of the children through health and education. Along with the LGU and school heads, learners are assured that they will be provided with quality education.

Casiguran has three public high schools and two private high schools but the primary secondary school is the Casiguran Technical Vocational School formerly known as Casiguran High School and Casiguran Vocational High School. The researcher used this school as the setting for her study for she is presently teaching in this school and the observable and documented level of English proficiency among Grade V11 students which evidently affect their writing, oral communication and academic performance.

➤ Statement of the Problem

This study aimed to find out the level of English proficiency among Grade VII students in relation to their writing and oral competencies.

Specifically, this study sought answers to the following problems:

• What is the Profile of Grade VII Students Along:

- ✓ Sex
- ✓ Parents' highest educational attainment
- ✓ Monthly income of the family

• What is the Proficiency Level of Grade VII Students Along with:

- ✓ Listening
- ✓ Speaking
- ✓ Reading
- ✓ Viewing
- ✓ Writing

• Is there a Significant Difference in the Proficiency Levels of the Students in the Macro Skills in English?

• What Strategic Intervention Activities may be Proposed to Improve the Proficiency Levels of Grade VII Learners in the Macro Skills in English?

➤ *Assumption*

This study was premised on the following assumptions:

- The profile of Grade VII students along sex, parents' highest educational attainment and monthly income of the family are varied and distinct.
- Varied proficiency level of Grade VII students in English along with Listening, Speaking, Reading, Viewing and Writing varied
- Strategic intervention activities to improve the proficiency levels of Grade VII learners in the macro skills in English may be proposed.

➤ *Null-Hypothesis*

This study has opted for the null-hypothesis, "there is no significant difference in the proficiency levels of the students in the Macro Skills in English".

➤ *Scope and Delimitation*

This study aims to determine the level of English proficiency of Grade VII students in relation to their Macro Skills. Specifically, this study looked into the profile of grade VII students along sex, parents' highest educational attainment and monthly income of the family. The proficiency level of Grade VII students along with listening, speaking, reading, viewing and writing skills.

This study was conducted in Casiguran Technical Vocational School, Adovis, Casiguran Sorsogon. The 239 selected Grade VII students were considered as the respondents in this study.

Meanwhile, Grade VII from other schools in Casiguran are not included in this study. Similarly, other Grade levels, in CTVS are also not considered as respondents in this study. Private Grade VII Schools in Casiguran are not included in this study.

➤ *Significance of the Study*

This paper is deemed significance to the following:

- Curriculum Planners and Policy Makers. Curriculum planners may consider making policy in the development of the macro skills of learners in English. They may find the findings of this study as one of the evidences in areas where learners need to develop their skills.
- School Heads and Administrators. The school heads and administrators may use the findings in this study to create a school-based program for enhancing the macro skills of Grade VII students.
- Teachers. Through this study, teachers may use the findings in enhancing the macro skills of the learners. They may likewise use the output of this study in developing the macro skills of students in English.
- School Reading Coordinators. The results of this study may greatly aid the school reading coordinators to be more productive and creative. This would also provide them with suggested solutions to the difficulties encountered in teaching struggling students.
- Students. The findings in this study may help the students to pursue reading not as a necessity in schooling but as a pleasurable hobby. Through this study, the researcher hopes that students may see the importance of developed reading skills and its advantages.
- Parents and Community. As partners in education, this study might give them a clear perspective on the significance of macro skills in their children's academic lives. Through the findings of this study, they may be able to develop a partnership with the school in enhancing macro skills of the learners.
- Future Researcher. Future researcher might use this study as basis for the future studies similar to the present.

➤ *Definition of Terms*

For better understanding of this study, the following words are conceptually and operationally defined according to their uses in this study.

- Macro Skills. Refers to the 5 skills needed for communication. It includes listening, speaking, reading, viewing.²⁰ In this study, it refers to the skills of learners in necessary for English communication.
- Listening. Refers to skills that contribute to your ability to accurately receive information when communicating with others²¹. In this study, it refers to the skills of the students in receiving information through the sense of hearing.

²⁰ Eman, H. (2019). Developing the macro skills in a competence-based curriculum. *Scribd* <https://www.scribd.com/document/421382301/Developing-macro-skills-in-a-competence-based-curriculum-handout-pdf>

²¹ Indeed Editorial Team. (2022). Listening Skills: Definition, Importance and How to Practice. *Indeed* <https://sg.indeed.com/career-advice/career-development/listening-skills>

- Reading. Refers to the ability to understand written text.²² In this study, it refers to the skill set of learners to decode and comprehend the text.
- Speaking. Refers to the activity express oneself in a situation or to express a sequence of ideas among people in a community by using verbal and non-verbal symbols in particular, language, situation and context²³. In this study, it refers to the ability of the learners to communicate either orally or sign.
- Writing. Refers to the skills which help writers to express their thoughts, ideas into words in a meaningful form to mentally interact with the message.²⁴ In this study, it refers to the ability of the individual to communicate through written symbols.
- Viewing. Refers to the ability of the person to interpret visual images²⁵. In this study, it refers to the macro skills of the grade 7 learners to understand picture and other visual symbols.
- Proficiency Level. Refers to the description of what individuals can do with language in terms of speaking, writing, listening, reading, and viewing in a real-world situation in s spontaneous and non-rehearsed context.²⁶ In this study, it refers to the expertise of the learners to use the macro skills in English.
- Relation. Refers to the relations of similarities between two things.²⁷ In this study, it refers to the connection of English proficiency and macro skills of the Grade 7 students.

²² Tadesse, T. (2017). Re: What is reading skills and its significance? https://www.researchgate.net/post/what_is_reading_skill_and_its_significance/5937e81393553ba16e569293/citation/download

²³ Colle, T. (2022). What is a Speaking Skill? Definition and Competencies <https://tenrycolle.com/skills/speaking/what-is-a-speaking-skill-definition-and-competencies/>

²⁴ Related Literature: Definition of Writing, n.d. <http://eprints.umpo.ac.id/4675/1/chap%202.pdf>

²⁵ Rojas, M.E. (2013). Viewing Skills <https://prezi.com/eoykxpxdzg3k/viewing-skill/>

²⁶ Region10ESC. (2013). Proficiency levels. <https://www.region10.org/programs/world-languages/texas-language-leaders/proficiency-levels/#:~:text=The%20Proficiency%20Levels%20are%20descriptions,spontaneous%20and%20non%2Drehearsed%20context.>

²⁷ Cabridge Dictionary. (n.d.). Relation. <https://dictionary.cambridge.org/dictionary/english/relation>

CHAPTER TWO

REVIEW OF RELATED LITERATURES AND STUDIES

This chapter discusses the review of literatures and studies from foreign and local sources which has relation to the present study. This chapter presented the synthesis of the state of the art, gap bridged by this study, theoretical framework and conceptual framework.

➤ *Interdependence of English Proficiency and Academic Performance*

English is said to be an essential language for humankind. Its use is evident in politics, academe, trade and commerce – making it as the international language for worldwide communication. Thus, the English language has become the language of power and progress. Proficiency in English has become a mandatory requirement in conquering the global business environment. To date, a concrete description of students' academic as well as English Language proficiency in high school has been scarce; hence, this investigation.

Being competent in the usage of the English language is the state of being proficient in it. The global language of communication has historically been English. Those who are fluent in the language have many doors to achievement and opportunity accessible to them. Because of this, school reforms prioritize English language proficiency as part of their effort to make students more competitive globally. Adil²⁸ accentuated that the significance of learning English as a second language refers to how significant it is for persons whose first language is not English. This is crucial for individuals whose first language is not English. They have a lot of opportunities because to the English language. They pick up the English language in preparation for studying or working abroad. Learning the English language is crucial for pursuing studies abroad and for surviving there. As a result, students from nations where English is not the native tongue study English as a second language.

While the present study did not look into the proficiency of the learners in English language, the researcher found this relevant. One's proficiency and knowledge in English enable them to acquire higher academic achievement in core subjects where English was used as medium of instruction. In Philippine education whose majority of core subjects were taught in English, it was a necessity to promote learners' proficiency to have a wide understanding of concepts in different subjects.

English proficiency and academic performance are both of paramount importance to a learner's holistic academic success. According to Ali²⁹, the academic success of the students is crucial in creating the highest caliber graduates who will go on to become outstanding leaders and sources of manpower development for a lasting social transformation that will result in the economic prosperity of any country. Academic achievement can be rated as excellent, good, or bad. Multiple variables influence pupils' academic success levels. In the same narrative, Magulod³⁰ stated that Academic performance is measured by students' outstanding grades in all of their subject classes and by the demonstration of learning outcomes that can be evaluated through performance, in-class assessments, assignments, outputs, and major exams.

Williams et al.³¹ in their study investigated the use of English Language proficiency to predict the future academic success of English learner (EL) students. Their study revealed that English Language proficiency is a factor of prediction for future academic success. In a related study to this, Zangani and Maleki³² found out that the inability of Iranian students to communicate and handle the English language, which will affect their academic success, is one of the most serious issues they face in their fields of study. To investigate the strength of the relationship between English language proficiency and academic achievement among Iranian students, a survey was conducted. They therefore looked at the relationship between English language ability and academic success in their study, and they discovered a substantial link between ability and grade point averages (GPA) of academic success.

The mentioned study differed from the present as this focus on the relation of English proficiency in acquisition of Macro Skills. Ali and Magulod implied that the academic achievement was the reflection of learners' academic success. Zangani and Maleki, however, correlated the academic achievement to the students' English proficiency. While the mentioned study differed

²⁸ Adil, M. (2022) Importance of English Language for the Students in Education. *Adil Blogger*. <https://adilblogger.com/importance-english-language-students-education/>

²⁹ Ali, N. (2009). The factors influencing student performance at university Teknologi Mara Kedah, Malaysia. *Canada Research Development Center of Science and Culture* 3(4).

³⁰ Magulod, G. (2018). Learning Styles, Study Habits And Academic Performance Of Filipino University Students In Applied Science Courses: Implications For Instruction. *Journal of Technology and Science Education*, 9 (2), 184-198. <https://doi.org/10.3926/jotse.504>

³¹ Williams N, Powers S, Kong J, Star L (2012). Connecting English Language Learning and Academic Performance: A Prediction Study. *American Educational Research Association*.

³² Zangani E, Maleki A (2007). A Survey on the Relationship between English Language Proficiency and the Academic Achievement of Iranian EFL Students. *Asian EFL J.* 9(1).

from the discussed literatures, the researcher found this relevant. The literatures showed that proficiency in English Impacted the learners' academic performance.

Furthermore, comparatively to monolingual children, learning English as a second language improves pupils' thinking, creativity, and cognitive, analytical, and social development. These studies also demonstrate that students who learn a second language typically outperform monolingual students on verbal and nonverbal IQ tests. When pupils study a second language, their academic abilities improve. Learning a second language improves students' math, writing, and reading academic abilities. Although learning a second language might be challenging for an individual, it boosts students' self-worth, which encourages them to challenge themselves intellectually and emotionally by stepping outside of their comfort zones³³.

The proficiency of students in foreign language, albeit English, can help students further their academic success. Their ability to comprehend contexts relative to subject areas is tantamount to their proficiency in English. The higher the proficiency level of the students in the said language, the higher their advantage in attaining academic success in compare to their counterparts with low proficiency in English.

➤ *Language Acquisition in the Curriculum*

Language learning is a complex task that involves several essential processes. For decades, these processes have been investigated through observations, surveys, and experiments in the attempt to give a concrete description of the language learning phenomenon and assist the learners in achieving specific goals.

Understanding the process of language acquisition, the dimensions of language needed to perform various tasks in multiple contexts, and related factors affecting language acquisition are essential when evaluating English language learner students on standardized academic tests of content knowledge in English. The timetable can become even more complicated and unique when it is supplemented with problems such the technical level of academic subject language, language control, linguistic complexity, age of the English language learner, and type of English language development instruction offered³⁴. There are differences in how well students acquire languages, according to earlier study that examined the teacher, the teaching strategies, and second language acquisition. Due to this discovery, the emphasis on the idea of language acquisition strategies changed³⁵. In addition, a proficient reader uses a range of techniques to improve literacy comprehension and read effectively and efficiently in the target language. The literacy techniques employed by English language learners in their first language may differ from those utilized in their second or additional language. In fact, the more an English language learner's reading skills improve, the more their literacy techniques match those used by a good reader reading in their native tongue³⁶.

The mentioned literatures showed that the learner's acquisition of the second language may be affected as stated by Grisso while Cabaysa and associates professed effective strategies in acquisition of language skills. While the present study did not look into the acquisition of the students of English language, the researcher found this relevant. The ability of the learners to speak the English enable them to develop the macro skills necessary for communication.

An essential component of a thriving modern civilization is English proficiency. The third most often spoken and most frequently taught language in the world is English. English skills are required for any country to fully benefit from global commerce, access the latest science, technology, and innovation, and exert influence in the world. English is a "global language," the "lingua franca of the modern era," spoken by more than 300 million people in more than 100 countries as their first language and by more than 600 million as a second language. English makes up more than 20% of all published works, with German and Mandarin each making up about 10%³⁷.

English language plays an essential role in our lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities. According to Meniado³⁸, using English is a communication skill. Education students are

³³ University.cz (2018). English-language Proficiency: A Touchstone in a Global Marketplace. <http://www.universities.cz/languages>

³⁴ Grisso, L. (2018). The Relationship Between English Language Proficiency And Academic Achievement In English Language Learners. *Liberty University*. <https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=2891&context=doctoral>

³⁵ Cabaysa, C.C. & Baetiong, L. R. (2013). Language learning strategies of students at different levels of speaking proficiency. *Education Quarterly*, 68 (1), 16-35.

³⁶ Pritchard, R. & O'Hara, S. (2016). Reading in Spanish and English: A comparative study of processing strategies. *Journal of Adolescent and Adult Literacy*, 51(8), 630-638.

³⁷ Runde, D. (2017). English Language Proficiency and Development. *Center for Strategic and International Studies*. <https://www.csis.org/analysis/english-language-proficiency-and-development>

³⁸ Meniado, J. C. (2019). Evaluating the English Proficiency of Faculty Members of a Higher Education Institution: Using Results to Develop Responsive Professional Development Program. *International Journal of English Linguistics*, 9(2). <https://bit.ly/347gsEW>

taught to ask learners to complete relevant tasks in English while focusing on learner-centered instruction. Further emphasis was placed on the need for future educators to make sure that English becomes a tool for communication rather than a body of knowledge to be absorbed³⁹.

These literatures emphasized that the English language importance in the academic field. As mentioned in the literatures of Meniado, Pritchard and O'Hara and Punde, literatures in academic fields are mostly written in English. One's ability to communicate (read, write and speak) in this language gave students an edge in attaining higher academic endeavors. Although the present study focused on English's influence on the development of Macro skills, the researcher found this related with the present study. The proficiency of the students in the English language enabled them to delve in different materials and at the same time developing their skills as well.

In the field of education, English is crucial. Children are instructed in and encouraged to pick up English as a second language in many different nations. We will find that many science and engineering syllabi are written in English, even in nations where it is not an official language, like the Netherlands or Sweden. Additionally, many people believe that English is the language of higher education. English-speaking institutions make up several of the top universities in the globe. Most research studies you encounter in any particular scientific sector will also be written in English since it is the language of choice for worldwide and scientific research. To make the course material more accessible to overseas students, university students in many nations study nearly all of their topics in English⁴⁰.

The observation that students who demonstrate better levels of English proficiency get higher GPAs led to the identification of the need for curriculum enrichment. As a result, modifying the curriculum to emphasize the development of English language proficiency will probably result in widespread GPA gains due to the increased cognitive flexibility attained by gaining better competency⁴¹. In the study of Martirosyan et al.⁴², international students were said to have the highest mean GPAs and speak at least three different languages. This may imply that certain people have a propensity for learning foreign languages more quickly, and that if they get beyond the difficulties of learning one foreign language, they are more likely to succeed at learning other languages. This is merely an assumption, though, as there is no research on the connection between multilingualism and international students' academic success.

A student must do well in academics, especially in higher secondary school, in order to receive university scholarships, have a choice of what to study in college, maintain the security of their profession, and enjoy financial independence as adults. However, every student has a time during their academic careers when their academic performance is significantly impacted by external variables that may be upsetting to them. Without professional guidance, many concepts and topics in the curriculum for higher secondary schools might be challenging to comprehend and prepare for. Sadly, missing courses while these subjects are covered could lower the child's grade in those classes⁴³. In these terms, it is critical to emphasize the importance of curriculum structure. Educational institutions should recalibrate the curriculum to refrain congestion of topics.

English was considered as an international language. This was true specially in academic field. As reiterated by the discussed literatures, ones' proficiency in the English language paved their way to better academic endeavors as the students navigate through academic path. The present study did not include the impacts of English proficiency among students. However, the researcher corroborated the thought presented by the authors. She believed that proficiency of the students in the English language enhances their macro skills and therefore provided better opportunities in the future.

The goal of learning English is to enable pupils to communicate successfully in real-life purposes. To function in professional, academic, and social environments, students need to learn English. One strategy is to motivate pupils to use the language frequently, especially on school grounds. The "English Speaking Campaign," which has been promoted by schools, requires pupils to speak in English whenever they are in a classroom. Since self-development always begins within, students are urged to practice and self-study to advance their abilities. Additionally, strongly advised is interacting with English-speaking native speakers.

It is also a good idea to watch English-language television shows and listen to English-language audiobooks. Students today receive a lot of exposure to English-language music and movies. Students often mimic native speakers' language usage, even though

³⁹ Arcilla Jr., F. E., Soriano, E. A. & Bayeta, P. B. (2017). First Language Influence on Second Language Phonology among Visayan Speakers. *IAMURE International Journal of Multidisciplinary Research*, 16(1). <https://bit.ly/2P0MET6>

⁴⁰ Naved, Z. (2022). 6 Reasons Why Knowing English Is Important in Today's World. Owlcation. <https://owlcation.com/humanities/importanceofenglishlanguages>

⁴¹ Rudd, M., & Honkiss, L. (2020). Analysing the Correlation between English Proficiency and Academic Performance among Thai University Students. *Athens Journal of Education*, 7 (1), 122-138. <https://doi.org/10.30958/aje.7-1-6>

⁴² Martirosyan, N., Hwang, E., & Wanhoji, R. (2015). Impact of English Proficiency on Academic Performance of International Students. *Journal of International Students*, 5 (1), 60-71. DOI: 10.32674/jis.v5i1.443

⁴³ Rachh, H. (2022). 10 Factors Affecting Academic Performance Among Higher Secondary School Students. *Global Indian International School*. <https://abudhabi.globalindianschool.org/blog-details/factors-affecting-academic-performance>

it has been noted that many songs today contain grammatical errors (or simply because the writer chose to make the lyrics poetic). Furthermore, students are also exposed to the Internet, which provides them with constant access to all the information they require. They develop their confidence in using English through visiting websites, reading various kinds of articles, and having conversations about various subjects in English⁴⁴.

It is necessary to train English instructors, as well as all other teachers for that matter, in the use of energizing teaching-learning strategies that support the effective use of English. Teachers are inspired to thrive in their fields and pique students' interest in learning and using specific English language abilities by the deliberate search for instructional tactics that must flourish in all other academic fields. According to DepEd Teacher Contributor, the development of a pleasant, unobtrusive, and naturally conversational environment for English language acquisition is essential. Students must strive to operate the English language machinery because they want to be proficient in it at the responding end of the learning process. Thus, the motivation to improve English must come from students themselves, be supported by teachers who also work to better their own English, propelled by those who create instructional materials that focus on the abilities that students require, and coordinated by each school. The school official who oversees the English language program contributes to the development of English.

Similar with the present study, the researcher believed that developing the proficiency of the learners and their macro skills can be aided through instructional materials. The ability of the teachers to develop instructional materials in English enable them to teach effectively and promotes skill development among learners.

The development of English proficiency is a complex process influenced by various factors, as studied by Mocero. Effective English language learning is shaped by a combination of internal and external influences that impact an individual's ability to acquire, practice, and master the language. Understanding these influences is crucial for educators, learners, and policy makers to create targeted strategies that foster English language proficiency.

The study of Mocero⁴⁵ indicated that Teachers must take into account that different persons use various prevailing learning styles. Knowing this can assist teachers in creating lesson plans that will benefit all students in their language development. In order to apply a wider variety of tactics, teachers can also help their pupils become aware of different learning strategies. It can also be useful to stretch pupils' learning styles by requiring them to try out techniques other than their primary favorite.

Measuring English Proficiency is multifaceted. There are several standard systems around the globe to which serve as a parameter of language proficiency. According to Benjamine⁴⁶, there are 6 language proficiency level according to the Common European Framework of Reference for Languages (CEFR) – which is an international guideline to measure language ability. The levels are: A1 Beginner, A2 Pre-Intermediate, B1 Intermediate, B2 Upper Intermediate, C1 Advanced, and C2 Mastery. Jones⁴⁷ detailed these levels. The A1 level refers to speakers who have a basic grasp of the English language. At the A2 level, one can discuss straightforward subjects in whole sentences and phrases. The vocabulary now covers a wider range of topics than it did at the A1 level, although communication is still only done through direct communication. English skills at the "intermediate" level are B1. This indicates that a person is capable of using English to communicate in daily life. One can also describe life and experiences in much more detail. Finally, one can communicate (using very simple terminology) about more abstract or subjective things, including hopes, dreams, or opinions. As a speaker of B2 English, often known as the "upper intermediate level," one may participate in conversations on a variety of both tangible and abstract issues. Despite having a limited knowledge of technical terms, one can communicate intricate ideas, justifications, stories, or notions with only fair accuracy. An advanced learner of the English language is one who is at the C1 level. The capacity to speak English smoothly in practically any situation as well as a firmer understanding of more complicated grammar structures, latent meaning in both text and voice, are now possible. He or she will undoubtedly make some mistakes occasionally, but they will probably be minor and uncommon. The C2 evaluation is the highest of the six CEFR levels. At this proficiency level, the user is able to comprehend the great majority of spoken and written English that they come across. Despite the possibility of occasional mistakes, the skill is comparable to that of a native English speaker. Even in complicated texts or circumstances, one can discern the subtler variations in tone, tempo, and word choice.

⁴⁴ Suelto, S. (N/D). Pursuing English Language Proficiency Among Filipino Students. Word Press. Retrieved from <https://bsuexegesis.wordpress.com/authors/language-education/pursuing-english-language-proficiency-among-filipino-students/>

⁴⁵ Mocero, A. (2018). The Barriers and The Innovative Strategies In Developing English Language Proficiency Of Students In Mataas Na Kahoy District: Basis For A Language Program. LCC Student Research Journal, 409-428.

⁴⁶ Benjamine, C. (2021). "English language levels: The complete guide to determine English proficiency (and improve it)". Preply. Retrieved from <https://preply.com/en/blog/english-language-levels/>

⁴⁷ Cited in Lapore-Delamide, R. (2019). The Level of Proficiency of Bachelor in Elementary Education Students in Philippine Electronics and Communication Institute of Technology. SMCC Teacher Education Journal, 1 (1). DOI: <https://dx.doi.org/10.18868/sherjte.01.060119.10>

As discussed, the students have different learning styles. These learning styles affected their ability to acquire knowledge and competencies. Similar with the students in English subject, the researcher believed that their proficiency in English is affected by their learning styles. Furthermore, the students level also affected their macro skills.

On the other hand, based on the Inter-agency Language Round-table (ILR) scale that is set by the U.S. Foreign Service Institute, there are 0 to 5 Language Proficiency Level⁴⁸. “0 – No Proficiency”; the language is essentially unknown at this lowest level. Even though they may know a few words, they are unable to build sentences or engage in any sort of discussion. “1 – Elementary Proficiency”; A person can compose simple phrases at this level of language proficiency, including asking and responding straightforward questions. In essence, here is where the language proficiency levels begin. This proficiency level corresponds to someone who is visiting a foreign nation and has just started learning the local tongue. “2 – Limited Working Proficiency”; this person is capable of understanding common social and professional terminologies. They can talk about their personal lives and engage in a limited amount of casual discussion at work. Even at this level, it takes assistance to have longer talks in the language. They are limited to having simple talks on their own. “3 – Professional Working Proficiency”; at this level of language ability, one can participate in office meetings, communicate with clients, and complete the majority of job-related tasks. A speaker at level 3 has a sizable vocabulary and can speak the language at a moderate pace. “4 – Full Professional Proficiency”; the person is capable of advanced discussions on a variety of subjects, including current affairs, technical subjects, and personal matters. People at this level occasionally misspeak or make inconspicuous blunders and may still have a slight accent. Their broad vocabulary allows them to easily carry on conversations. “5 – Native / Bilingual Proficiency”; at this level, a speaker has either grown up speaking the language as their first language or has been fluent in it for a very long time. They don't have an accent at all.

Students who are learning English come from a range of socioeconomic, educational, and linguistic backgrounds. Along with age, learning preferences, language accessibility, language attitudes, and acculturation status, these variables can all pose difficulties for teachers in providing students with the best possible instruction and assistance to advance their academic success and language proficiency. Grant and Wong⁴⁹ highlighted external factors like political English-only movements, staffing shortages within English language development instruction, and differing viewpoints on the most effective pedagogy for English language learners all had an impact on the planning and delivery of effective English language development instruction to support language and literacy development. Universities, educators, advocates, and researchers are starting to unite on a consistent and successful pedagogy to concentrate the focus on literacy development and language development in order to deliver effective instruction, albeit, within this increased focus on instruction and achievement.

The qualities and abilities of the teacher also have an impact on how well the learners perform academically. The way a student perceives their studies can be greatly influenced by a number of teacher characteristics, including training, teaching experience, and attitude toward the students⁵⁰. The theory that teacher self-efficacy is a crucial component in enhancing teacher education claims that the stronger the teacher self-efficacy, the more favorable student and teacher behaviors, and the more beneficial advances in educational environments. Effective teachers invest more time in their students' education, help them achieve their goals, and boost their internal motivation. The evidence, it was determined, is unambiguous in demonstrating that perceived self-efficacy plays a key role in motivation and performance success⁵¹.

The amount of social media exposure that pupils receive has a significant impact on their high level of English proficiency. The development of students' speaking, listening, and writing abilities and their frequent or extensive use of social media are all intimately related to their future success in these areas⁵². Moreover, students generally mentioned using dictionaries to increase their

⁴⁸Corporate Finance Institute (2022). Language Proficiency Levels. Retrieved from <https://corporatefinanceinstitute.com/resources/careers/resume/language-proficiency-levels/>

⁴⁹ Grant, R., & Wong, S. (2003). Barriers to literacy for language-minority learners: An argument for change in the literacy education profession. *Journal of Adolescent & Adult Literacy*, 46(5), 386-394. Retrieved from <http://www.jstor.org/stable/40017793>

⁵⁰ Garcia, A. (2017). FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE. Press Reader. Retrieved from <https://www.pressreader.com/philippines/sunstar-pampanga/20171215/281621010685322>

⁵¹ Digap, A. (2016). Self-Efficacy, English Proficiency and Effectiveness of Teachers of English in the Secondary Schools. *SMCC Higher Education Research Journal*, 2 (1). Accessed from https://sherj.smccnasipit.edu.ph/articles/Vol2_April2016/Digap.pdf

⁵² Lapore-Delamide, R. (2019). The Level of Proficiency of Bachelor in Elementary Education Students in Philippine Electronics and Communication Institute of Technology. *SMCC Teacher Education Journal*, 1 (1). DOI: <https://dx.doi.org/10.18868/sherjte.01.060119.10>

vocabulary and linguistic proficiency when asked about personal coping mechanisms. The remaining students reported that they watch English movies and read books⁵³.

According to the study of Malamud⁵⁴, there is a connection between the respondents' reading proficiency and the quantity of time their moms spent instructing them. The findings also showed a substantial difference in performance between students whose mothers worked and those whose mothers did not. Thus, it was strongly advised that Grade I instructors maintain their effective teaching methods in light of their students' reading proficiency and that mothers be encouraged to become more active and play a significant role in their children's academic development.

The discussed literatures showed the factors that affected ones' proficiency in the English language. While the present study did not include these in the present study, the researcher found this relevant. The students' exposure to the English language and their day-to-day interaction with the language proved to be contributory factors in the ones' proficiency with the language. The early exposure of the learners developed their ability in the language and able to communicate easily and effectively.

English proficiency plays a pivotal role in academic success across various subject areas. As a global language of instruction and communication. English proficiency significantly impacts students' ability to comprehend complex concepts, engage in critical thinking, and express their ideas effectively. This highlights the importance of developing strong English skills to excel in diverse subjects.

At the school level, science is mostly seen as a practical topic that is taught through experiments, for example. However, language is necessary for efficient teaching and learning, whether it be spoken in class or written in textbooks. Even when undertaking practical work, language is vital because teachers must explain what they are doing and pupils must ask questions. Teachers talk the most in classes, according to research conducted by a variety of educators in different nations. Concept generation and development depend heavily on language. This shows that a teacher's use of language is important for facilitating meaningful learning and for teaching science⁵⁵. In this term, it is critical to acknowledge that the capacity of utilizing English in the classroom, by both the student and the teacher, directly correlates to their performance and understanding Science concepts – as to English is now used almost exclusively as the language of science.

Aina et al.⁵⁶ inferred that all students in technical and scientific fields must be proficient in the English language. Performance on IQ or academic examinations is highly influenced by English proficiency. Additionally, one of the variables contributing to low performance in mathematics is a lack of English language ability.

Moreover, Genghesh⁵⁷ articulated that for students majoring in engineering, business (including business administration, economics, and political science), and informatics and computer science at the BUE, English competence is a factor of academic performance. The results of this study's research showed that students will perform better in their degree-related courses and at the English level if they have a higher level of English proficiency upon entering the university. This is because they will be able to fully engage in the learning process, which should lead to better performance.

The studies provide support that English is essential in understanding the concepts of different subject areas. Similar with the present study, the researcher believed that English proficiency is necessary especially in higher academic level. The proficiency of the students paved way to their efficiency in macro skills of communication.

➤ *English Proficiency Beyond Academics*

Learning English can first and foremost assist in pursuing and obtaining more career opportunities. Today's work market is international; as a result, many businesses require individuals who can communicate with partners and clients around the globe.

⁵³ Ella, J. (2018). Language Learning Strategies and English Proficiency of Grade 12 Students. DLSU Research Congress 2018, De La Salle University. Accessed from <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2018/li-11.pdf>

⁵⁴ Malamug, G. (2012). The Effects Of Mothers On The Reading Performance Of Grade I Pupils Of Colegio De San Juan De Letran Calamba, Ay 2009-2010. Colegio De San Juan De Letran Calamba Archives. Accessed from <https://ejournals.ph/article.php?id=61>

⁵⁵ Oyoo, S. (2015). "Why language is so important in science teaching". World Economic Forum. Retrieved from <https://www.weforum.org/agenda/2015/06/why-language-is-so-important-in-science-teaching/>

⁵⁶ Aina, J., Ogundele, A., & Olanipekun, S. (2013). "Students' Proficiency in English Language Relationship with Academic Performance in Science and Technical Education". American Journal of Educational Research. 2013, 1(9), 355-358. DOI: 10.12691/education-1-9-2

⁵⁷ Ghenghesh, P. (2015). "The Relationship Between English Language Proficiency And Academic Performance of University Students – Should Academic Institutions Really be Concerned". International Journal of Applied Linguistics & English Literature, 4 (2), 91-97. <http://dx.doi.org/10.7575/aiac.ijalel.v.4n.2p.91>

Finding workers who can speak English is frequently necessary. Even new roles for multilingual individuals have been produced by the global labor market. Kelly⁵⁸ ascertained that learning English could lead to careers as a translator, language instructor, or English marketing specialist for a multinational corporation. Learning English is a useful ability regardless of the career path a person chooses to take.

English is crucial in the contemporary era. It is the language of science, aviation, computers, diplomacy and tourism. Last but not least, it is the language of international communication, the media and the internet. ETS Global⁵⁹ cognitive and analytical skills will improve after learning a foreign language. It might be challenging and need a lot of mental effort to learn a new language. Findings from a 2012 Swiss Study demonstrate that learning a new language alters brain architecture, having an effect on the regions of the brain involved in memory, conscious thought, and creativity. Long-term benefits of bilingualism include improved memory and focus, as well as the ability to maintain brain health into old age. It enhances personality and boosts sense of self-worth on a personal level. Simply put, learning a foreign language develops the brain's strength and adaptability.

Numerous empirical studies show that English proficiency, particularly for students whose first language is not English, is essential for overseas students to successfully complete their studies in English-medium institutions. Li et al.⁶⁰ asserted that along with English proficiency, some cross-cultural and culture-specific issues, such as academic culture shock brought on by a different educational system, lecture delivery methods, and relationships between students and lecturers, have been identified as factors that affect the potential for academic success of international students. Importantly, English competence may have an impact on how well overseas students integrate socially and psychologically, which may have an effect on how successful they are in school.

The National Research Council⁶¹ strengthened the claim that studying a second language improves employment prospects. Students who study a foreign language become more proficient communicators and problem solvers and have a better understanding of English grammar. Many people understand the necessity of achieving a high degree of English language competence due to its significance. The organizations in charge of meeting this demand make every effort to improve the pupils' linguistic abilities so they can compete globally.

The English language proficiency became significant in the 21st century. The ability of the individual to command the English language enable them to achieve better opportunities in life. The researcher believed that the English language should be developed among learners. Not only because it is vital in academic success but as an avenue to prepare the students in future employment.

English language ability and academic accomplishment are now both crucial for students' success, not just in their studies but also in their future employment. Teachers, curriculum designers, and decision-makers in the field of education can all benefit from studies looking at whether there are any meaningful correlations or predictive effects between these two variables. There is no denying that a variety of characteristics, such as socioeconomic status, social support, and mental health, can affect students' academic success, but among these, the ability to speak another language has also been suggested to have predictive potential⁶². Prior research has revealed that although a variety of factors are likely to affect student academic achievement, fluency in a foreign language, such as English, has been proven to have predictive power. How English is utilized in the academic environment in which students are immersed may determine the extent of the influence⁶³.

Waluyo and Panmei⁶⁴ detailed that before the start of the first academic year, most universities in non-English-speaking nations require domestic students to take English proficiency exams, either standardized or locally developed exams; the results are typically

⁵⁸ Kelly, R. (2022). The Importance of English: 5 Ways the Language Can Change Your Life. FluentU. Retrieved from <https://www.fluentu.com/blog/english/importance-of-english-language/>

⁵⁹ ETS Global (2020). The Importance of Learning English. Retrieved from <https://www.etsglobal.org/pl/en/blog/news/importance-of-learning-english#:~:text=It%20is%20the%20language%20of,help%20you%20reach%20your%20goals>

⁶⁰ Li, G., Chen, W., & Duanmu, J-L. (2010). Determinants of international students' academic performance: A comparison between Chinese and other international students. *Journal of Studies in International Education*, 14, 389-405. doi:10.1177/1028315309331490

⁶¹ National Research Council, Center for Education (2007): International Education and Foreign Languages

⁶² Sothan, S. (2019). The determinants of academic performance: Evidence from a Cambodian University. *Studies in Higher Education*, 44(11), 2096-2111. <https://doi.org/10.1080/03075079.2018.1496408>

⁶³ Agirdag, O., & Vanlaar, G. (2018). Does more exposure to the language of instruction lead to higher academic achievement? A cross-national examination. *International Journal of Bilingualism*, 22(1), 123-137. <https://doi.org/10.1177/1367006916658711>

⁶⁴ Waluyo, B., & Panmei, B. (2021). "English Proficiency and Academic Achievement: Can Students' Grades in English Courses Predict Their Academic Achievement?". *Mextesol Journal*, 45 (4). Accessed from https://www.mextesol.net/journal/index.php?page=journal&id_article=26510

used to determine whether students must take general academic English courses or can opt out of the requirement. Long-term, this method is also intended to make sure that students can handle upcoming academic courses within their degrees.

The contentions of Waluyo and Panmei as well as sotan and Agirdag and Vanlaar can be truly reflected in the Philippines' educational system. The English proficiency of the students was assessed prior to their university studies. Those students who failed to achieve the level of proficiency are required to attend certain subjects for English proficiency. While the present study did not include this aspect, the researcher found this relevant. English proficiency is almost a requirement in Philippine university studies, thus, should be developed during the basic education level.

➤ *English Proficiency in the Philippines*

The Philippines is regarded as one of the largest English-speaking nations. When the Philippine-American war ended in 1902, the American colonial administration introduced English as the primary language of government, business, and education. At present, English is constitutionally named one of the official languages of the Philippines. It is the primary medium of instruction in education and the language of business, science, technology, government, and international communication. The Philippine educational system is unique in that it is designed with Filipino students' requirement for a foundational understanding of English in mind. Despite this effort, some of the kids still struggle with their English language skills.

English is used as a medium of instruction in the Philippines Education system from pre-school to post graduate level. Learning English is easy even young children who are just beginning to speak can already use the language. Sometimes they know more English than Filipino words. But it is not true today because recent study shows that there is a declining of English Proficiency in the Philippines. Due to the Filipinos' well-known English language skills, the Philippines has historically been a top choice for voice outsourcing. Two-year research by Hopkins International Trade Inc. on 2020 revealed the English proficiency level of college graduates in the Philippines. According to the study's findings, college graduates in the Philippines have lower levels of English proficiency than Thai high school students and foreign taxi drivers, who must also meet certain standards. That is why the K–12 program, which aimed to generate graduates with competency, initiated the reform of the Philippine basic educational system⁶⁵.

In the same note, according to the World Bank, 91% of children under the age of 10 are unable to read and comprehend a brief and straightforward text. Among this regard, the Philippines stands out in the East Asian region, which is renowned across the world for the high quality of its basic education, like a sore thumb. In terms of "learning poverty," it ranks last among 10 Asian nations, with Singapore topping the list, followed by South Korea, Japan, Vietnam, China, Thailand, Malaysia, Indonesia, and India. The Philippines also ranks last and third to last in "schooling deprivation" in other areas, doing better than just Indonesia and India (two more populous countries than the Philippines). The government's underinvestment in education is the most evident cause of this unfortunate situation⁶⁶.

The mentioned literatures reflected the sad reality of English proficiency of Filipino students. This is despite the effort put forth by the department of education and the consideration of English as one of the national languages of the Philippines. Similar with the present study, the researcher believed that English as a subject should be taught efficiently in basic education. By doing so, the Filipino learners will be able to compete in global arena in term to reading and comprehension in English language.

Despite the alleged fall in educational quality among Filipino youngsters, the nation's curriculum is always being improved. The K–12 curriculum was recently implemented in the Philippines, lengthening the 10-year educational cycle by two additional years and increasing spending on education. Since the reform, there has been a rise in tertiary enrollment, an increase in tertiary completion rates, and greater passing rates for professional licensure tests, among other outcomes.

The EF English Proficiency Index, which ranks people annually according to their level of English proficiency, shows that while though the majority of Filipinos speak English at least somewhat fluently, there has been a continuous decline over the years. The Philippines' rating fell from 14th in 2018 to 20th in 2019, and then to 27th in 2020. The Philippines moved up to position 18 in 2021, although that is still a long way from their position of 13 in 2016. The English proficiency level of college graduates from the Philippines is lower than the goal English competence of high school pupils in Thailand, according to a February 2018 story from GMA News and PhilStar Global⁶⁷.

Recent studies revealed that the Philippines maintained its reputation for having a high level of English proficiency and maintained its position as the second-best country in Asia, recording a better ranking than in 2020 (18th), when it placed 27th out

⁶⁵ Mizon, M. (2020). DECLINING OF ENGLISH PROFICIENCY IN THE PHILIPPINES. Retrieved from https://old.depedbataan.com/resources/4/declining_of_english_proficiency_in_the_philippines.pdf

⁶⁶ Villegas, B. (2022). Addressing the Philippine education crisis. Business World. Retrieved from <https://www.bworldonline.com/opinion/2022/09/27/476965/addressing-the-philippine-education-crisis-5/>

⁶⁷ Santos, A., Fernandez, V., & Iluster, R. (2022). English Language Proficiency in the Philippines: An Overview. Al-Kindi Center For Research And Development, 4 (3), 46-51. DOI: 10.32996/ijels

of 99 countries/regions examined by the Index, once more breaking into the top 20. The nation scored 592 on the English Proficiency Test. Philippines was preceded by Singapore as the top 1 country in Asia with 635 score on EPT and ranked 4th globally⁶⁸.

For the vast majority of educated Filipinos, English serves mostly practical functions in the areas of education, business, and the legal system. It serves as the Philippines' official language in connection to other countries. It is still used as a language of worship. According to the bilingual policy, it continues to be used as the primary language for all levels of teaching in science, technology, and math as well as for general communication, trade, and entertainment. There have been numerous attempts to use Filipino in all subject areas, particularly mathematics, however some Philippine educators blame the students' low performance on the fact that they must study the majority of their subjects in the second language⁶⁹.

Mariñas⁷⁰ highlighted that students from other non-English speaking nations are drawn to study in the Philippines because of how important English education is in the country. Students from Iran, Libya, Russia, Brazil, Russia, Japan, China, and South Korea opt to pursue undergraduate and graduate degrees in the Philippines because of the top-notch English programs given by Philippine universities and the affordable tuition for a high-quality education. This demonstrates even more how well-versed in English Filipinos are.

A congressman endorsed President Ferdinand "Bongbong" Marcos Jr.'s proposal for the government to improve the English language proficiency of Filipino students as a strategy to increase the competitiveness of professionals and other workers in the international labor market. Rep. Luis Raymund Villafuerte of Camarines Sur stated that because most businesses demand a certain level of English proficiency from their employees and potential hires, having a strong command of the language has greatly increased opportunities for both job seekers and employees looking to keep their current jobs or advance within them⁷¹. In line with this, the Philippines will benefit from opportunities in the tourism sector if English instruction is improved. Academic representatives concentrated on teacher education and professional development, stressing the need of information exchange, individualized instruction, and materials development abilities. Additionally, there is a stronger need to improve the English proficiency of the workforce, especially among those working in the business process outsourcing (BPO) industry⁷².

The mentioned literatures showed that Philippine education system is recognized globally for its English program. This is one of the reasons why global students enrolled in the Philippines. However, despite the program of intensified English teaching and learning, the sad reality remained that Philippines fared poorly in international assessment when it comes to English. Although the present study did not include the English program in the country, the researcher found this relevant. The Philippines, as the researcher believed, should intensify its English program at an early grade level. Through this, the Filipino learners will be proficient enough as they progressed in their academic careers.

➤ *Synthesis of the State of the Art*

Due to its status as the universal language of communication, English has evolved into a language of power and advancement. The use of English is only necessary. In the areas of science and technology, trade and business, employment, and globalization, the language's universality is crucial. English is also seen as being crucial in education; it is essential for instruction in a variety of subject areas. School-based language learning and acquisition differs in ways that go beyond the obvious. One of the basic objectives of the curriculum, not just in the Philippines but everywhere, is proficiency in English. It is significant to gauge this level of language ability. Previous research has connected academic success and English proficiency. Mastery of English has a visible impact on a variety of dimensions, including literary aspects, scientific, mathematical, and technological disciplines, ideas and creativity concepts, and areas outside of the classroom. Additionally, studies have shown that a learner's English ability is impacted by a wide range of circumstances. Some of these were seen in school instructional methods and resources, teacher qualifications and characteristics, and outside factors such social media exposure, the usage of textbooks and dictionaries, and family participation.

There were several parameters delineating the levels of Proficiency particularly the Common European Framework of Reference for Languages (CEFR) and the Inter-agency Language Round-table (ILR) scale – from which all measures English

⁶⁸Sunil, P. (2022). Asian countries with the highest English proficiency: Singapore, the Philippines, Malaysia & more [2021]. Human Resources Online. Retrieved from <https://www.humanresourcesonline.net/asian-countries-with-the-highest-english-proficiency-singapore-the-philippines-malaysia-more-2021>

⁶⁹ DepEd Teacher Contributor (N/D). English or Filipino as Medium of Instruction. TeacherPH. Retrieved from <https://www.teacherph.com/english-filipino-medium-instruction/>

⁷⁰ Mariñas, J. (2021). 3 Reasons Why The Philippines is One of the Top English-Proficient Countries for Business. Cloud Employee. Retrieved from <https://cloudemployee.co.uk/blog/it-outsourcing/why-philippines-for-business>

⁷¹ Cervantes, F. (2022). Lawmaker wants to upskill Filipino students in English. Philippine News Agency. Retrieved from <https://www.pna.gov.ph/articles/1178190>

⁷² Cabigon, M. (2015). "State of English in the Philippines: Should We Be Concerned?". British Council Philippines. Retrieved from <https://www.britishcouncil.ph/teach/state-english-philippines-should-we-be-concerned-2>

Proficiency. The Philippines retains its standards as well-versed country in English Language. There were several contradicting reports of both declining and increasing proficiency. Nonetheless, the government has been intent in strengthening the curriculum towards the advancement of English in every classroom of the nation.

➤ *Gap Bridged by the Study*

The cited literatures and studies discussed the importance of the English proficiency in the academic success of the students. Studies also mentioned the factors that affected the English proficiency of the students. However, none of the discussed literatures focused on the Macro skills and how English proficiency impacted these skills. Neither did how English proficiency related to the acquisition or development of the Macro skills of the students. None of these studies specifically investigated the relationship between the respondents' profile and their English proficiency in writing and oral competencies, thereby failing to provide insights that could inform targeted interventions tailored to the respondents' current needs. This is the gap bridged by the present study.

➤ *Theoretical Framework*

The researcher has taken guidance from the theories and literatures written by experts in the field in order for her to come up with her own theory. the following theories are anchored to the present study:

- **Vygotsky's Zone of Proximal Development (ZPD).** ZPD proposed by Lev Vygotsky is when the student is ready to learn but needs the guidance of a learned others. This theory specifically refers to the space between the learners' ability to perform action without the guidance of others and their capable of doing with the support from other. Consequently, the student seeks help from learned individuals in order for the to learn. Adults, like parents, teachers and other grown-ups in the community assist the learners until they reached mastery.

The researcher likewise believe that learners need guidance in order to reach their full potential. Similar with the present study, the students need guidance from their teachers to attain proficiency. The knowledge in Macro skills needed to be developed through the guidance and assistance of teachers who are experts in the field.

The researcher also looked into is the Practice Engagement Theory (PET). This theory posits that individuals' literacy proficiencies develop as a by-product of their engagement in meaningful practices. Literacy activities such as reading and writing constantly engage into by the learners can lead to proficiency. Although this was initially developed for adult education, this can be pertained to teaching and learning in all level.

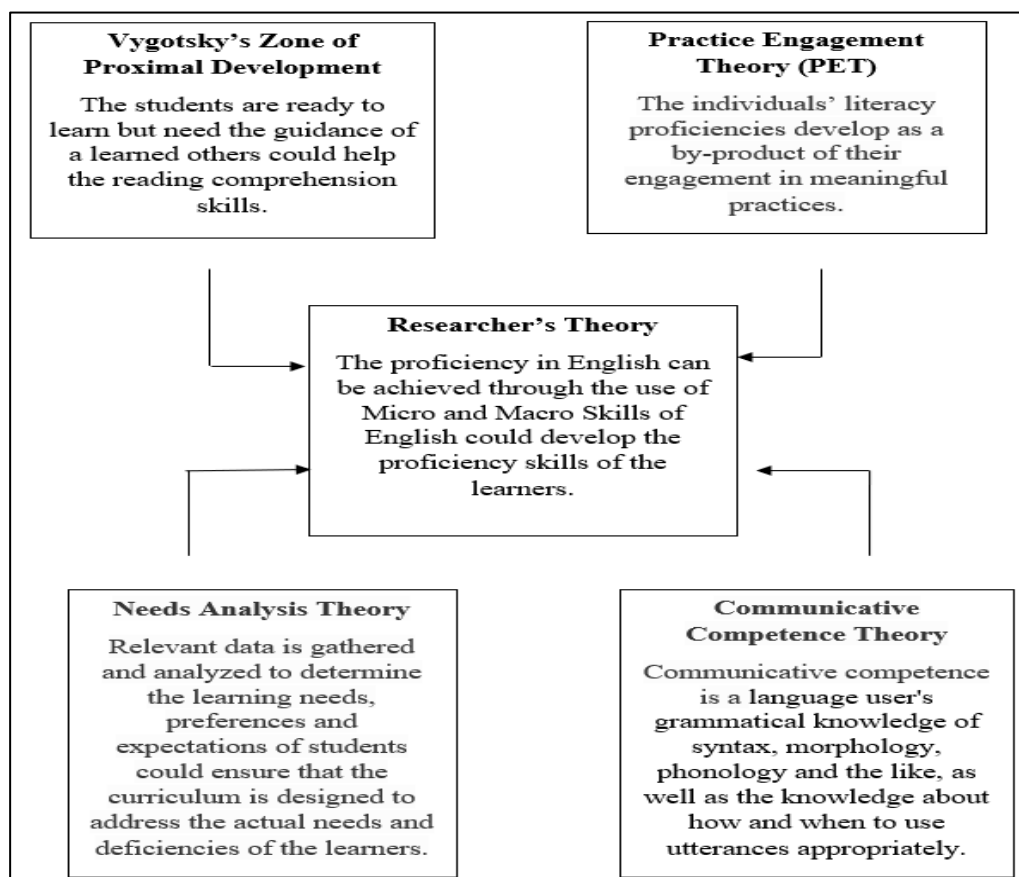


Fig 3 Theoretical Paradigm

Communication skills such as writing, speaking, reading and viewing can be developed through activities. This can be particularly employed in improving proficiency of the learners in particular language. Similar with the present study, the researcher contends that proficiency in English, especially in Macro skills requires practice. The engagement of learners in activities which allow them to make use of the skills enable them to develop them profoundly.

Meanwhile, the researcher looked into the Needs Analysis Theory. This theory posits that collecting information that will serve as the basis for developing curriculum to meet the needs of learners. This also posits the necessity to understand the learners' motivation. By doing so, the teacher is able to utilize this motivation and meet their needs. The assessment of the learners' needs will provide accurate evidence to craft the curriculum accordingly.

This study also believes that teachers must assess the learners to attain proficiency. The macro skills are fundamental skills in English. Thus, developing the learners in this area is necessary. However, a teachers must know the skill level of learners to provide intervention.

The Communicative Competence Theory is also considered by the researcher. According to this theory, communicative competence is a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as the knowledge about how and when to use utterances appropriately. Accordingly, communicative competence is a global competence that subsumed four separate but related competencies: grammatical, sociolinguistic, discourse, and strategic. The present study believes that the 5 macro skills are skills needed for effective communication. Developing their competency in this area enable the learners to relate information effectively.

With these foregoing theories, the researcher theorizes that proficiency in English may be achieved through the mastery of 5 Macro skills. Skills such as reading, writing, speaking, listening and visualizing should be mastered for effective communications. The development of these skills in English can enhance the students' proficiency level.

➤ Conceptual Framework

The conceptual framework is illustrated in figure 3. It consists of input, process, output and outcome. Along the input components are the profile of the Grade 7 pupils along sex, highest educational attainment of parents and monthly income of the family. The level of proficiency of Grade 7 students in Macro skills along with listening, speaking, writing, viewing and reading skills is also considered as input in this study.

Meanwhile, along the process component, the researcher employed data gathering through the use of questionnaire checklist. The consolidation of the gathered data and statistical treatment of the data gathered are also part of the process.

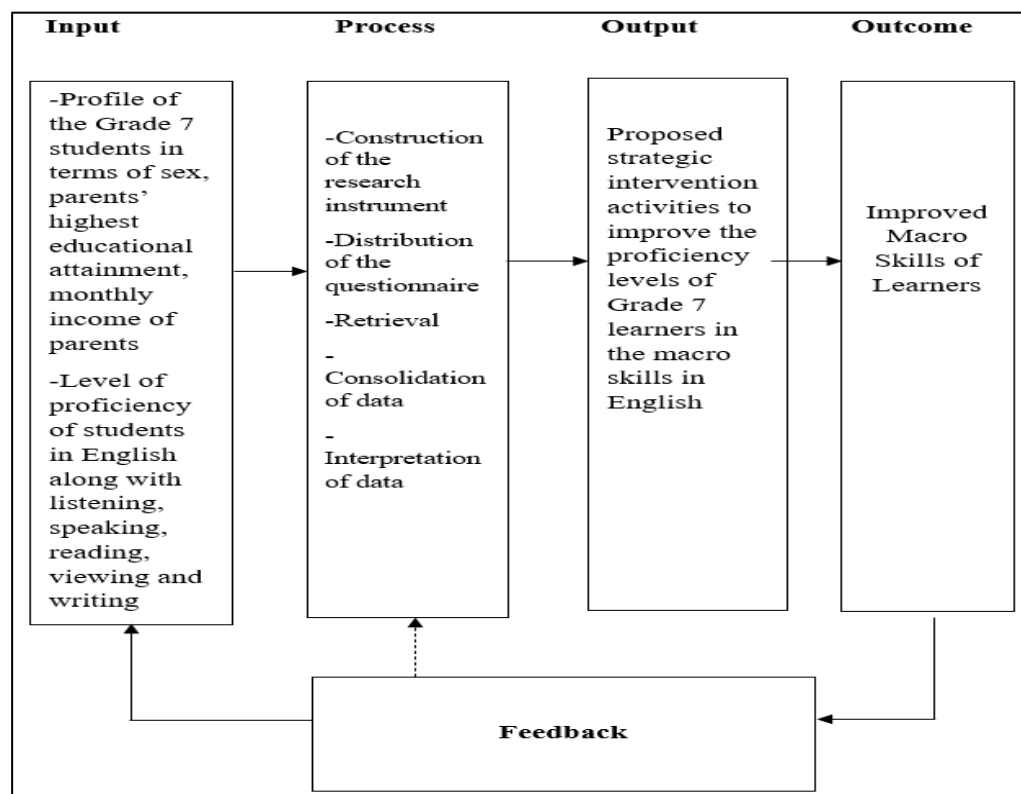


Fig 4 Conceptual Paradigm

The output is the proposed strategic intervention activities to improve the proficiency levels of Grade 7 learners in the macro skills in English. The expected outcome, on the other hand, is the improve macro skills of learners in English.

CHAPTER THREE

METHODS AND PROCEDURES

This chapter presented the research method used, the research instrument, other sources of data, respondents of the study and the statistical treatment of data.

➤ *Research Method Used*

This study employed the quantitative method of research. Quantitative method quantified the gathered data in the study. This method collected information from existing and potential respondents using sampling methods and sending out questionnaires.

Meanwhile, this study also employed the descriptive approach to quantitative research. This research was used to provide accurate illustration to the phenomena that the respondents are experiencing.

The quantitative descriptive research was a non-experimental type which used observational research and survey methodologies. These designs were best methods to provide answers to the laid questions in this study.

➤ *Research Instrument Used*

This study aims to determine the level of proficiency of Grade VII students. The major tool employed by the researcher in this study is a questionnaire-checklist. The said instrument is used to gather the data needed to answer the questions posed by the researcher. The questionnaire checklist is composed of two parts:

- *The Profile of the Respondents in Terms of:*

- ✓ Sex
- ✓ Parents' highest educational attainment
- ✓ Monthly income of the Family

- *The Level of proficiency of Grade 7 pupils in Macro Skills*

➤ *Other Sources of Data*

The researcher has also employed the other data from various sources to support the contention of this research. The researcher employed data from publish and unpublish studies, research and dissertation, journals and other publication. The researcher also used articles and publication from the internet as other sources of data.

➤ *Data Gathering Procedure*

The researcher through the help of her thesis adviser framed questionnaire to be conducted to selected sections of Grade 7 in Casiguran Technical Vocational School. The questionnaire was analyzed and revised multiple times to ensure the clarity and relevance, with the thesis adviser providing guidance, until final copy was prepared.

The researcher drafted a letter of request to gain approval for conducting the study. This letter was reviewed, presented to the Schools Division Superintendent and signed by the School Principal, granting permission to proceed with the research.

The researcher personally distributed the questionnaires to the selected respondents. They were given a few days to complete the questionnaire, allowing them sufficient time to provide thoughtful answers.

The researcher retrieved the completed questionnaires from the respondents. The collected data was then prepared for statistical analysis.

The researcher tallied the results of the profile of the respondents. To determine the Proficiency Levels in the five macro skills test results, the researcher checked the papers and analyzed the data using frequency, percentage and the proficiency levels. Interpretation of the results was conducted with the assistance of her research adviser, ensuring accurate and meaningful conclusions were drawn.

➤ *The Respondents of the Study*

The respondents of the study are taken from the Grade 7 students of Casiguran Technical Vocational School. There were 239 Grade 7 students selected randomly as respondents in this study. The respondents in the study are enumerated in Table A.

Table 1 The Respondents

Grade & Section	No. of Respondents
Grade 7 - Galilei	32
Grade 7 - Newton	31
Grade 7 - Aquino	44
Grade 7 - Bonifacio	43
Grade 7 - Luna	38
Grade 7 - Malvar	24
Grade 7 - Rizal	27
Total	239

➤ *Statistical Treatment of Data*

This section deals with the statistical techniques and processes used by the researcher in order to come up with the answers to the problems formulated. It presents specific formula to test the validity of the given hypothesis and assumptions. How the data were treated, analyzed and critically interpreted as discussed in this section.

The basic statistical tool employed to answer sub – problem 1 was frequency and percentage. Sub – problem 2 was answered through the weighted mean and the proficiency level formulae, chi square.

For problem 1, the profile of the Grade 7 students in terms of sex, parents' highest educational attainment and monthly income of the family, the researcher employed the frequency and percentage. The formula used in finding the frequency is:

X

$+ \frac{X}{\Sigma N}$

ΣN

Where:

X = no. of respondents

ΣN = total respondents

While the formula for percentage is:

The formula used in finding the percentage is:

$\% = \frac{Y}{N} (100)$

N

Where:

$\%$ = percentage

Y = no. of Scores

N = no. of respondents

For question 2, the level of proficiency of Grade 7 students in English, the researcher employed the weighted mean. The formula for weighted mean is:

$$X = \frac{\sum x}{n}$$

Where:

X = mean of sample

x = value of variable

n= number of respondents

For question 4, the researcher employed the Chi square. This tool is used to identify the significant difference in the proficiency levels of the students in the macro skills in English.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Systematic presentation, analysis and interpretation of the data gathered from the respondents are provided in this chapter. The researcher made use of tables for the clarity in the understanding of the results of the study.

These data are analyzed and interpreted in this part.

➤ *Profile of the Respondents*

The profile possessed by every learner makes him or her unique. This uniqueness possessed by the learner has a bearing on achieving proficiency in school tasks. Table 2 has the data on the sex of the respondents, of the 239 sampled learners, 117 or 49% of them are male while 122 or 51% are female.

Table 2 Sex of the Respondents

Sex	Frequency	Percentage (%)
Female	122	51
Male	117	49
Total	239	100

This data reflected that number of female learners were higher than male learners. This was similar with the data accumulated by UNESCO⁷³ in 2021. Accordingly, in the Philippines, there was 1.08 % value of female students to male students.

Meanwhile, Table 3 has the data on the parents' highest educational attainment of the respondents. As revealed by the Table, there were only 4 or 1.7% of the 239 parents not only had the chance to finish college degrees but earned units in graduate studies.

Table 3 Parents' Highest Educational Attainment

Educational Attainment	Frequency	Percentage (%)
College Graduate	53	22.18
High School Graduate	52	21.76
High School Undergraduate	45	18.83
College Undergraduate	39	16.32
Elementary Graduate	23	9.62
Elementary Undergraduate Earned Units in	23	9.62
Graduate Studies	4	1.67
Total	239	100

It was further revealed that College graduate was the educational attainment of parents with highest frequency of 53. This was 22.18% of the respondents. This indicated the highest and lowest number of educational attainments of the parents of the respondents were belonged to college graduates and earned units in Graduate studies.

Parallel to this, Vasquez-Cano, De la Calle-Cabrera, Hervas-Gomez and Lopez-Meneses⁷⁴ contend that parents' educational attainment was one of the factors that influence the academic performance of the learners. This was particularly observed in the learners' acquisition of reading skills.

Meanwhile, this was followed by the respondents whose parents were high school graduates. This had 52 as its frequency and 21.76%. Parents under High School Undergraduate educational attainment 45 and comprised of 18.83%. Likewise, college undergraduate educational attainment had 39 or 16.32%. This implied that these educational attainments comprised of majority of the learners' parents.

⁷³ Global Economy. (2023). Philippines: The Female to Male Ratio, Secondary Students. *The Global Economy* https://www.theglobaleconomy.com/Philippines/Female_to_male_ratio_secondary_school_students/#:~:text=Ratio%20of%20female%20to%20male%20students%20in%20secondary%20school&text=The%20latest%20value%20from%202021,to%20compare%20trends%20over%20time.

⁷⁴ Vasquez-Cano, E., De la Calle-Cabrera, A.M., Hervas-Gomez, C., and Lopez-Meneses, E. (2020). Socio-Family Context and Its Influence in students' PISA reading Scores: Evidence from Three Countries in three Continents. *Educational Sciences: Theory and practice*, 20(2)

The elementary graduate and elementary undergraduate had similar frequencies of 23 or 9.67%. This showed that there were few parents who weren't able to complete the basic education. This was supported by Vadivel, Alam, Nikpoo and Ajani⁷⁵. In their study, they disclosed that parent with low socio-economic background were not interested in sending their children to school. In fact, the study further showed that they were more interested in sending their children to labor at a young age than to school.

Another variable looked into by this research work is the monthly income of the family of the sampled respondents. Data on this profile are shown in Table 4 Based on the given data, there are 128 or 54% of the 239 respondents belong to families whose monthly income is below Php 10,000.00. Implied by these finding the concept that most of these respondents have families that have monthly income below the poverty threshold. Likewise, based on the categorization of the Philippine Statistics Authority (PSA), these families are considered poor.

Table 4 Monthly Income of the Family

Monthly Income (Php)	Frequency	Percentage (%)
Below 10,000	128	53.56
20,000-29,999	46	19.25
10,000-19,999	45	18.83
30,000-39,999	13	5.44
50,000-59,999	4	1.67
40,000-49,999	3	1.25
Total	239	100

Followed in this was the 20,000-29,999-income bracket. This had 46 as its frequency and 19.25%. This bracket showed the parents that earned minimum to above minimum family income. Also, the family income of 10,000-19,999 had frequency of 45 and composed of 18.83% respondents. This showed that one of the members of the family earned a minimum wage.

Basically, in the Bicol Region, the approved minimum wage as of December 2022 was Php 365.00 daily for 8 hours of work.⁷⁶ The minimum wage increased from Php 310.00 daily wage.

Meanwhile, the monthly income bracket of 30,000-39,000 pesos had frequency of 13 or 5.44% of respondents. The family monthly income of 50,000-59,000 had 4 as its frequency. This was 1.67% of the respondents. The family income bracket of 40,000-49,999 had 3 as frequency. This was 1.25% of the respondents. Implied by this result that there were few Grades 7 students belonged to the middle-class family category. This showed that these learners had parents who earned above minimum wage.

According to Punjab Colleges⁷⁷, the socio-economic condition of the family affects the learners' education. Those who were in high socio-economic status had better grades and receive better support from their parents.

➤ English Proficiency Level of Grade 7 Students

The acquisition of the grade level standard in English has been always the goal of the teaching-learning process that has been engaged by the learners and the teachers. Teachers have always been after the development of content and performance standards embedded in the curriculum. The proficiency that the learners acquired in the assessment becomes the parameter that determines the students' English proficiency.

Teaching English covers the 5 macro skills of communication, namely, listening, speaking, reading, viewing, and writing. For learning in this subject to be holistic, the students must acquire desirable competencies in the identified macro skills.

Table 5 has the data on the proficiency levels of Grade 7 students in the component of communication which is listening. Reflected in the Table that none of the learners obtained scores that fell in the highly proficient level. Expectedly, learners are considered highly proficient if they acquired 14- 15 correct responses to the listening assessment or 90%-100% of the 15-item test.

⁷⁵ Vadivel, B., Alam, S., Nikpoo, I. and Ajani, B. (2023). The Impacts of Low Socio-economic Background on a Child's educational achievement. *Education Research International*

⁷⁶ Bicol News Express. (2022). Bicol Minimum Wage is P365 effective December 1, 2022—RTWPB *Bicol News Express* <http://bicolnewsnews.com/bicol-minimum-wage-is-p365-effective-december-1-2022-rtwpb/#:~:text=The%20minimum%20wage%20earners%20will,pursuant%20to%20Wage%20Order%20NO>

⁷⁷ Punjab Colleges. (n.d.). How Does Socio-economic Status affect Education? Punjab Colleges <https://pgc.edu/socioeconomic-status-affect-education/>

Table 5 Proficiency Levels of Grade 7 Students Along with Listening

Proficiency Level	Frequency	Percentage (%)
Nearly Proficient (50%-74%)	117	49
Low Proficient (25%-49%)	93	39
Proficient (75%-89%)	29	12
Total	239	100

It can be noted from Table 5 that only 29 or 12 % of the learners obtained a proficient level. These 29 learners had scored on tests 12-13 correct answers or 75%-89% of the 15 items. Meanwhile, 117 or 49% of the learners had a proficiency level coined as nearly proficient. They scored on the given test, 8 to 11 correct responses or 50%-74% of the test items. This proficiency level had the highest number of learners.

There were 93 or 39% of the respondents who are profiled in low proficiency. They had scores of 4 to 7 on the test. These learners achieved 25%-49% correct items in the 15-item test. Further shown by Table 2.1 that none were considered as not proficient.

Indicated in the result was the learners needs to improve their listening skills. According to the teachers, the students need to focus more on the teachers, especially during lectures and discussion. Consequently, the grade 7 students can be distracted easily.

According to Ahmed⁷⁸, there were 5 steps to improve the listening skills of the students. These skills include predicting content; listening for gist; detecting signposts; listening for details and inferring meaning.

There are different levels of proficiency when it comes to grade 7 students and their listening and speaking skills. Some students may be able to understand and speak at a conversational level, while others may be able to understand and speak at a native level. However, the vast majority of grade 7 students fall somewhere in between these two extremes.

The majority of Grade 7 students have conversational skills that allow them to communicate effectively in most everyday situations. They can usually understand what is being said to them, and can respond in a way that is clear and concise. While they may not be able to hold a conversation at the same level as a native speaker, they should be able to get their point across without any major problems.

A smaller number of Grade 7 students have native-level listening and speaking skills. This means that they can understand and speak at the same level as a native speaker of the language. These students are usually able to hold conversations effortlessly and can understand even the most complex concepts.

Although the vast majority of Grade 7 students fall somewhere in between these two extremes, there are a few students who struggle with their listening and speaking skills. These students may have difficulty understanding what is being said to them and may have trouble responding in a clear and concise manner. These students may need extra help in order to improve their skills.

Table 6 Proficiency Levels of Grade 7 Students along with Speaking

Proficiency Level	Frequency	Percentage (%)
Nearly Proficient (50%-74%)	124	52
Low Proficient (25%-49%)	85	35
Proficient (75%-89%)	23	10
Not Proficient (0-24%)	7	3
Total	239	100

Speaking as another macro skill in English communication arts was assessed and the results are displayed in Table 6 It was revealed that only 23 or 10% of the learners obtained scores considered proficient. Such is reflective of the 12-13 correct scores obtained from the assessment tools that evaluated the learner's speaking competencies.

Further revealed by Table 6 that the majority of the learners achieved a nearly proficient level in speaking. There are 124 or 52% of these learners who had 8-11 correct scores in the assessment tests on speaking.

Speaking is an important part of communication. When we speak, we are able to share our thoughts and ideas with others. Speaking also allows us to connect with others and build relationships.

⁷⁸ Ahmed, R. (2015). five essential listening skills for English learners. *British Council* <https://www.britishcouncil.org/voices-magazine/five-essential-listening-skills-english-learners>

There are different levels of speaking proficiency. Some people are native speakers, while others are non-native speakers. Native speakers are those who have learned a language in its natural environment. Non-native speakers are those who have learned a language in a different environment, such as in a classroom.

The level of speaking proficiency can also be divided into three levels: beginner, intermediate, and advanced. Beginner level speakers are those who are just starting to learn a language. They may not be able to produce complex sentences or understand all the grammar rules. Intermediate level speakers are those who have a good grasp of the language but are not yet fluent. They can produce complex sentences and understand most grammar rules. Advanced level speakers are those who are fluent in the language. They can produce complex sentences effortlessly and understand all the grammar rules.

The level of speaking proficiency can also be affected by a person's age, education, and occupation. For example, a young child who is just starting to learn a language will have a different level of proficiency than an adult who has been speaking the language for many years. A person's occupation can also affect their level of speaking proficiency. For example, a doctor who needs to communicate with patients in a foreign country will need to have a higher level of proficiency than someone who is working in an office.

No matter what level of proficiency a person has, there are always ways to improve. By practicing and using the language regularly, we can all become better speakers.

Parallel to this result, Martirosyan, Hwang and Wanjohi⁷⁹ conducted a study on the proficiency of international students. They revealed that along speaking proficiency, multilingualism provided advantage to the learners. The learners who had the highest GPA were those who had an efficient command of the English language.

Table 7 Proficiency Levels of Grade 7 Students Along with Reading

Proficiency Level	Frequency	Percentage (%)
Nearly Proficient (50%-74%)	131	55
Low Proficient (25%-49%)	67	28
Proficient (75%-89%)	32	13
Not Proficient (0-24%)	9	4
Total	239	100

The learners' abilities to comprehend, interpret and decode the written language and texts were also assessed and the results are provided in Table 7. Disclosed in the Table are the proficiency levels of the learners in reading. It can be gleaned from the Table that there were 32 or 13% of the learners are proficient in reading. They are able to achieve 75%-89% correct responses to the 15-item test in reading. There is no doubt that the proficiency level of grade 7 students has improved over the years. However, there are still some areas where they need to improve.

However, the learners under nearly proficient level or the learners who were able to achieve 50%-74% correct answer had the highest frequency of 131 or 55% of the respondents. Learners under low proficiency or those who had attained 25% to 49% of the answer had frequency of 67 or 28%. While the not proficient students were 9 or 4%. This showed that the students had to work had to improve their proficiency level along reading. The reading skills of the learners in English had to be developed further.

Overall, the proficiency level of grade 7 students has improved. However, there are still some areas where they need to improve. By continuing to work hard, grade 7 students can continue to improve their proficiency level in reading.

One area that needs improvement is reading comprehension. While grade 7 students have made gains in this area, they still need to work on understanding what they read. This is especially true for informational texts. Another area that needs improvement is writing. Grade 7 students need to work on writing complete and well-organized essays. They also need to work on using more sophisticated language in their writing.

To improve the proficiency of the learners in reading, Carbo⁸⁰ contends that teachers must increase the use of effective reading practices. The author recommended strategies such as change negative perception; reduce stress; use powerful modeling reading methods; use recordings; and provide student-responsive environment.

⁷⁹ Martirosyan, N., Hwang, E., and Wanjohi, R. (2015). Impacts of English Proficiency in International Students. *Journal of International Students*, 5(1)

⁸⁰ Carbo, M. (n.d.). Best Practices for achieving rapid reading gains. *NAESP*
<https://www.naesp.org/sites/default/files/resources/2/Principal/2007/N-Dp42.pdf>

Viewing is the latest additional macro skill in communication. This was also assessed to determine how learners perform in terms of perceiving, examining, interpreting, and constructing meaning from visual images. The results of the assessment are shown in Table 8.

It can be noted that of the 239 learner respondents, there were 3 or 1 % who are highly proficient in viewing. It shows that these learners obtained 14-15 correct scores on the test given or 90%-100% of the items in the assessment tool are known to the said learners. Their scores are reflective of their excellent competencies in dealing with visual media.

Table 8 Proficiency Levels of Grade 7 Students Along with Viewing

Proficiency Level	Frequency	Percentage (%)
Nearly Proficient (50%-74%)	139	58
Low Proficient (25%-49%)	61	26
Proficient (75%-89%)	36	15
Highly Proficient (90%-100%)	3	1
Total	239	100

However, similar with other Macro Skills, the learners in nearly proficient level had the highest frequency of 139 or 58% of the respondents. This implied that majority of the learners had to develop their proficiency along the interpretation of visual materials. Moreover, the learners who were under low proficiency or gained 25%-49% of the score were 61 or 26%. Meanwhile, the learners under proficient level or those who gained 75%-89% correct answer were 36. This was 15% of the learners.

This implied that the student had higher ability to interpret visual images accurately. Accordingly, the viewing skills of the learners are considered to be one of the macro skills in English. Thus, it is important to develop the proficiency of the learners in this aspect.

There are different studies that aimed to determine the proficiency level of grade 7 students along viewing English programs. Some studies focus on the cognitive skills while others focus on the affective skills. Nevertheless, the studies show that there is a need to improve the proficiency level of grade 7 students along viewing.

There are several ways to improve the proficiency level of grade 7 students along viewing. One of the ways is to make the viewing activities more interesting for the students. The viewing activities should be able to capture the students' attention so that they will be more engaged in it. Another way is to provide more support to the students. The teachers should be more patient in explaining the concepts to the students. They should also be more encouraging so that the students will be motivated to learn

Parallel to this study, Corpuz-Ballecer⁸¹ determined that the learners who were exposed to "teleserye" and documentary had excellent viewing skills along sequencing of events while good viewing skills along getting the main idea and sensing character traits. It is further revealed that sensing character traits had significant difference in the availability of multimedia at home.

Conveying information through writing has been regarded as a complex process but a very essential competency that learners should possess. The inclusion of writing as a macro skill being assessed in this study is a potent way to determine the proficiency level of the learners.

Table 9 displays the proficiency levels of Grade 7 in writing. It is reflected in the Table that there are 32 or 13% of the respondents are proficient in writing. These are the learners who got 12-13 correct answers out of the 15-item test given. Their proficiency level is in the range of 75%-89%.

There are 126 or 53% of the learners profiled as nearly proficient in writing. Their acquired scores in the 15-item test were 8-11 correct responses. They comprised the majority of the learners. In addition, low proficiency in writing is noted in 81 or 34% of the learner respondents. They have a 25%-49% proficiency level and equated to the acquisition of 4-7 correct answers in the given 15-item test.

Table 9 Proficiency Levels of Grade 7 Students Along with Writing

Proficiency Level	Frequency	Percentage (%)
Nearly Proficient (50%-74%)	126	53
Low Proficient (25%-49%)	81	34
Proficient (75%-89%)	32	13
Total	239	100

⁸¹ Corpuz-Ballecer, W. (2017). Viewing Skills: Understanding the World and the Word, Asia Pacific Journal of Multidisciplinary Research, (5)3

Looking at the frequency of learners belonging to each level of proficiency, it can be deduced that the majority of them are profiled as nearly proficient and followed by those who belonged to low proficiency. These findings are proofs that generally the performance of Grade 7 learners is average. Such is true of the 5 macro skills of communication.

There is no definite answer when it comes to the proficiency levels of Grade 7 students along writing. However, based on various studies and reports, it can be generally concluded that the majority of Grade 7 students are at least moderately proficient in writing. This means that they are able to communicate their thoughts and ideas clearly and effectively through writing. Some students may be more proficient than others, but overall, the writing skills of Grade 7 students are generally good.

There are a number of factors that can contribute to the writing proficiency of Grade 7 students. First, the quality of education that they receive can play a role. If they have access to good resources and teaching, then they will be more likely to develop strong writing skills. Second, their personal interests and experiences can also affect their writing. If they are passionate about something and have something to say, then they will be more motivated to write well. Finally, their natural abilities and talents can also play a part. Some students are simply better at writing than others.

Overall, the writing skills of Grade 7 students are generally good. However, there is always room for improvement. Students can continue to develop their writing skills by practicing often and by seeking feedback from others. With effort and practice, they can become even more proficient writers.

According to Ferlazzo⁸², writing can help the learners improve their confidence and skills in the English language. Accordingly, the following strategies can be suggested as avenues to improve the writing skills of the students: 1.) activate background knowledge; 2.) reflect on transfer knowledge; 3.) encourage self-explanation; 4.) incorporate creativity and critical thinking; 5.) draw on images; and 6.) use framed structure.

Comparable to this result, Graham and associates⁸³ recommended the following to improve the writing skills of the students: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle; integrate writing and reading to emphasize key writing features; and use assessment of instruction to inform instruction and feedback.

➤ *On Significant Difference in the Proficiency Levels of the Students in the Macro Skills in English*

The null hypothesis, there is no significant difference in the proficiency levels of the Grade 7 students in the macro skills in English was tested using the Chi-Square formula. Results are presented in Table 10.

Based on the results, the computed Chi -Square 23.000 did not exceed the critical Chi-Square value of 26.296 when the degree of freedom was 16 at a .05 level of significance. Implied by these results that the null hypothesis is not rejected.

Clearly, the general performance level of the learners in the 5 macro skills in English is at the same level. In fact, it has been noted in the previous tables and discussions that the Grade 7 learners generally had average proficiency in the 5 macro skills. The results of the testing of the hypothesis affirmed the claimed conclusion.

Table 10 The Significant Difference in the Proficiency Levels of the Students in the Macro Skills in English

Variables	Number
Number of Cases	239
Degree of Freedom	16
Level of Significance	0.05
Critical Chi' Square Value	26.296
Computed Chi' Square Value	23.000
Decision	Do not reject the Null Hypothesis

Further, noting that there is no significant difference in the proficiency levels of the respondents in the 5 macro skills in English is a confirmation that the number or frequency of learners belonging in a certain level of proficiency follows almost the same trend in all macro levels. This is evident in the data shown in the previous tables.

⁸² Ferlazzo, L. Micro-writing for English Learners. *ASCD* (75)18 <https://www.ascd.org/el/articles/micro-writing-for-english-learners>

⁸³ Graham, S., Brunch, J., Furgson, J., Greene, K., Kim, J., Lyskawa, J. Olson, C.B., Smither Wulsin, C. (2016). Teaching Secondary Students to write Effectively (NCEE 2017-4004). National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, US Department of Education, Washington DC, 2016

Similar with the result of the present study, Mapalad and Bautista⁸⁴ found out that there is no significant difference on developing macro skills in their English performance when profile is considered. However, the study found out that there is a significant difference in the performance of students in English and the development of macro skills of the learners.

➤ *Proposed Strategic Intervention Activities to Improve the Proficiency Levels of Grade 7 Learners in the Macro Skills in English*

• *Rationale*

Possessing competency in any learning area is requisite for achieving mastery. Similarly, learners' English proficiency is highly attainable if appropriate and strategic interventions are provided. These learners have to be exposed to contextualize and developmentally appropriate activities. In doing this, the chance of improving their proficiency levels in the macro skills in English is highly attainable. There is a need to improve the proficiency levels of Grade 7 learners in the macro skills in English. This can be done through various strategic intervention activities coupled with the heart in teaching.

One of the activities that can be done is to provide more opportunities for the learners to use the language. This can be done through different activities such as pair work, group work, class discussion, panel discussion, presenting a speech, dialogue or conversation, virtual film making, journal writing method, modern adaptation model, group creative writing method, jingle rap method, music method, talk show method, interpretative method, debate method, the fashion show design method, open forum method, the Q – Matrix method, memorization method and letstok using tiktok app. The learners should also be encouraged to use the language in communication.

Another activity that can be done is to provide more materials that are interesting and engaging for the learners. These materials can be in the form of books, articles, videos, power point presentation and games. The learners should be able to use these materials to practice the language.

It can be suggested also to adapt the TaRL – Teaching At The Right Level to struggling students so that no student will be left behind.

Finally, it is important to provide feedback to the learners on their progress. This can be done through different assessment tools such as quizzes, tests, presentation, oral performance and writing tasks. The feedback should be given in a way that is helpful, constructive and guided with rubrics.

• *General Objectives:*

- ✓ To improve student's proficiency level in English in relation to their writing and oral communication.
- ✓ To reduce and give treatment to the writing and oral deficiencies of learners.

• *Specific Objectives:*

- ✓ To achieve proficiency level in English in relation to writing and oral communication.
- ✓ To enhance student's fluency in writing and oral communication.
- ✓ To lessen the writing and oral deficiencies of learners.
- ✓ To nurture students and let them feel that teachers are making ways and means to help them learn.

⁸⁴ Mapalad, E. and Bautista, A. (2022). Macro Skills in English of Grade 11 Senior High School in Balayan, Batangas: A Guided Learning Activities, *Isstabright International Journal of Multidiscipline Research*, 4(1)

ENRICHMENT ACTIVITY 1**➤ Listening Activity****➤ Listening Text: *The Legend of the First Rainbow***

A farmer noticed that a wall he built keeps getting knocked down. He waited one evening and surprised three stars maidens. Two were able to scape while one was left behind because the farmer hi her magic wings. They got married and had a son.

One day, the star maiden found her missing wings hidden near their house. She wore them and took her son up to her sky world.

The gods take pity on the farmer and so they built a rainbow so that the mortal can sometimes climb up to the sky to visit his wife and son.

Listen carefully to the selection to be read by the teacher. Then, answer the following questions.

- *Who caught the three star maidens?*

- ✓ Farmer
- ✓ God
- ✓ Star
- ✓ Son

- *What happened when the star maiden found her missing wings?*

- ✓ She hung them into the sky.
- ✓ She got them and tore them.
- ✓ She took them and threw them away.
- ✓ She wore them and took her son to her sky world.

- *What did the gods do to help the farmer visit his wife and his son in the sky?*

- ✓ The gods built the bridges.
- ✓ The gods built a skyway.
- ✓ The gods built the stairways.
- ✓ The gods built the rainbow.

- *Which is true according to the selection?*

- ✓ The gods pitied the farmer.
- ✓ All the star maidens escaped away.
- ✓ The star maiden did not leave the farmer.
- ✓ The farmer and a star maiden had two sons.

- *The selection explained the _____ of the rainbow.*

- ✓ Story
- ✓ Legend
- ✓ Epic
- ✓ Novel

ENRICHMENT ACTIVITY 11➤ *Speaking Activity*

- High Time: Number 1, 2 and 3 represent each syllable. In each column one is underlined to show the syllable that is stressed. Read the following words and write them in their corresponding column.

daughter	beautiful	welcome
immortal	kingdom	committee
genre	cashier	interesting

<u>1</u> – 2 – 3	1 – <u>2</u> – 3	1 – 2 – <u>3</u>

ENRICHMENT ACTIVITY 111➤ *Reading Activity*

Read the story below, then answer the questions that follow.

➤ *How the Moon and the Stars came to be Bukidnon (Mindanao)*

One day in the times when the sky was close to the ground a spinster went out to pound rice. Before she began her work, she took off the beads from around her neck and the comb from her hair, and hung them on the sky, which at that time looked like coral rock.

Then she began working, and each time that she raised her pestle into the air it struck the sky. For some time she pounded the rice, and then she raised the pestle so high that it struck the sky very hard.

Immediately the sky began to rise, and it went up so far that she lost her ornaments. Never did they come down, for the comb became the moon and the beads are the stars that are scattered about.

- *Who is the main character in the story?*

- ✓ A spinster
- ✓ A villager
- ✓ A farmer
- ✓ A pitcher

- *“One day in the times when the sky was close to the ground.....” is the _____ of the story?*

- ✓ Setting
- ✓ Plot
- ✓ Character
- ✓ Conflict

- *What is the turning point of the story?*

- ✓ When she pounded on the rice.
- ✓ When she did not see her comb anymore.
- ✓ When she raised the pestle so high that it stuck the sky very hard.
- ✓ When she took off the beads from around her neck and hang the in the sky.

- *Which literary genre the excerpt is taken from?*

- ✓ Epic
- ✓ Legend
- ✓ Myth
- ✓ Proverb

- *What kind of a narrative text is a story that explains a natural phenomenon or an early history of people?*

- ✓ Proverb
- ✓ Legend
- ✓ Fable
- ✓ Myth

ENRICHMENT ACTIVITY 1V➤ *Viewing Activity*

- Watch video clips through the link provided for each item. Complete the table below by writing down at least 2 examples for each category.

Video Category	Video Title	Example
Fantasy Images	Harry Potter and the Sorcerer's Stone	Quidditch match, magic wand, moving stairs
Real images	Wonder https://www.youtube.com/watch?v=ngiK1gQKgK8	
Make -believe images	Charlie and the Chocolate Factory https://www.youtube.com/watch?v=OMFQtY6655E	
Fact images	Soul Surfer https://www.youtube.com/watch?v=_KlpD6dr7Qw	
Non-fact image	Matilda https://www.youtube.com/watch?v=hUGHWje7liM	

ENRICHMENT ACTIVITY V➤ *Writing Activity A*

Listen to the words of Pascal in the seventeenth century:

“ When I consider the short duration of my life, swallowed up in the eternity that lies before and after it; when I consider the little space I fill and I see, engulfed in the infinite immensity of spaces of which I am ignorant, and which know me not, I rest frightened, and astonished, for there is no reason why I should be here rather than there. Why now rather than then? Who has put me here? By whose order and direction have this place and time have been ascribed to me?”

- *Do the Following:*

- ✓ Read the essay aloud.
- ✓ Afterwards, read the essay silently and comprehend its meaning.
- ✓ Answer the following questions briefly and concisely.
- What is the main idea of the essay?
- What is your own understanding of Pascal’s short essay?
- In five sentences or less, answer the question: what is the purpose of your life?

➤ *Writing Activity B*

Follow the Leader: Read the following sentences. Then, write them in the graphic organizer following the steps in writing a paragraph.

- They are living book where we can read valuable stories and get lessons in life.
- Our young generation today must learn to value the wisdom of our elders.
- The wise elders are a fountain of good counsels that can never be compared to any material wealth in this world.
- The wisdom of our elders must then be treasured by our present generation.
- Our wise elders are a great source of knowledge, wisdom and information that will help us, the youths to be better persons.

General Topic: _____

Specific Topic: _____

Topic sentence:

Detail 1

Detail 2

Detail 3

Conclusion:

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter highlights the results and findings of the research undertaking. The researcher considered this section substantial, thus, this part of the study captures synopsis from the statement of the problem down to the results, discussion, conclusions and recommendations drawn through careful analysis.

➤ *Summary*

The development of macro skills in English is essential to develop proficiency in the said subject. Macro skills such as reading, listening, speaking, viewing and writing are vital in English proficiency.

Given this premise, the researcher conducted a study to determine the level of proficiency among Grade 7 students in relation to their writing and oral competency. Specifically, this aims to provide answers to the following questions:

- What is the profile of the respondents in terms of:
 - ✓ Sex
 - ✓ Highest Educational Attainment of parents
 - ✓ Monthly income of the family?
- What is the English proficiency level of Grade 7 students along:
 - ✓ Listening
 - ✓ Reading
 - ✓ Speaking
 - ✓ Viewing
 - ✓ Writing
- Is there a significant difference in the proficiency levels of the students in the macro skills in English?
- What intervention activities maybe proposed to improve the English proficiency level of students?

The researcher employed the 239 Grade 7 students of Casiguran Technical Vocational School as the respondents in this study. These respondents are chosen purposively by the researcher. The researcher employed descriptive method in quantitative approach to determine the answers to the laid questions of the study. Appropriate statistical tools such as frequency count and percentage to determine the proficiency level of students in English. Meanwhile, the chi² square was employed to find out if there is a significant difference in the proficiency level of students in English.

➤ *Findings*

The salient findings of the study were:

- The profile of the respondents in terms of sex, 122 or 51% were female and 117 or 49% were male. Along the highest educational attainment of parents, majority of the respondents' parents were college graduates with 53 as its frequency or 22.18% of the respondents. Followed by high school graduate with 52 or 21.76%, high school undergraduate with 45 or 18.83%. Meanwhile, the monthly income of the family, 128 or 53.26% were belonged to family income of below 10,000 pesos. 46 or 19.55% were under the income bracket Php 20,000-29,999 and 45 or 18.83% had family income of 10,000-19,999 pesos.
- The proficiency level of students in English along listening, 117 learners or 49% were under nearly proficient level or attained 50%-74% correct answer; 93 student or 39% were belonged to low proficient level or attained 25%-49% correct answer; and 29 or 12% under proficient level. There were the learners who gained 75%-89% correct answer.

The proficiency level of pupils in speaking skills, 124 students or 52% were under the nearly proficient level or gained 50%-74% correct answer; 85 students or 35% were under the low proficient level or attained 25%-49% correct answer and 23 or 10% of the students were under the proficient level or attained 75%-89% correct answer. Also, there were 7 students or 3% under the not proficient level. They were those who gained 0%- 24% correct answer during assessment.

The proficiency level of grade 7 students along reading, 131 students or 55% were under the nearly proficient level. They gained 50%-74% correct answer in assessment. Meanwhile, 67 students or 28% were under low proficient level or gained 25%-49% correct answer; 32 students or 13% under the proficient level or attained 75%-89% correct answer and 9 students or 4% were under the not proficient level or gained 0%- 24% correct answer during assessment.

The proficiency level of Grade 7 students along viewing, 139 students or 58% were under the nearly proficient level. They gained 50%-74% correct answer in assessment. Also, 61 students or 26% were under low proficient level or gained 25%-49% correct answer; 36 students or 15% under the proficient level or attained 75%-89% correct answer. There were 3 or 1% of the pupils who attained the high proficiency level or those who answered 90%-100% during assessment.

Along writing proficiency, there were 126 students or 53% were under the nearly proficient level or those who gained 50%-74% correct answer in assessment. Meanwhile, 81 students or 34% were under low proficient level or gained 25%-49% correct answer; 32 students or 13% under the proficient level or attained 75%-89% correct answer.

- ✓ Based on the data, the computed Chi' Square 23.000 did not exceed the critical Chi-Square value of 26.296 when the degree of freedom was 16 at a .05 level of significance. Implied by these results that the null hypothesis is not rejected
- ✓ Strategic Intervention Activities to Improve the Proficiency Levels of Grade 7 Learners in the Macro Skills in English was proposed.

➤ *Conclusions*

Based from the foregoing findings, the following conclusions were hereby given:

- Majority of the Grade 7 students are female, with college graduate parents and family monthly income below PhP10,000.00.
- The proficiency level of Grade 7 students along listening, speaking, reading, viewing and writing were nearly proficient.
- There is no significant difference in the proficiency level of grade 7 students.
- Strategic intervention activities can be proposed to improve the proficiency level of Grade 7 students.

➤ *Recommendations*

Based from the foregoing findings and conclusions, the following suggestions are hereby given:

- Different supplementary materials be provided by the teachers to improve the macro skills of the students.
- Different activities be employed by teachers to develop the English proficiency of students.
- Interventions be given to students with low proficiency level in English.
- Further studies be conducted on the practices of improving the macro skills of the students. The following titles be suggested:
 - ✓ The Strategies Employed by Teachers in Developing Macro skills of Junior High School Students
 - ✓ The Competency Level of English Teachers in Developing the Macro Skills of the Junior High School
 - ✓ The Macro Skills of Junior High School: Basis for Developmental Activities

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APPENDICES
APPENDIX-A
LETTER REQUEST TO SCHOOLS DIVISION SUPERVISOR

December 6, 2022

JOSE L. DONCILLO, CESO V

Schools Division Superintendent

DepEd, Schools Division of Sorsogon

Capitol Compound, Sorsogon City

Sir:

In connection with my study, “ LEVEL OF ENGLISH PROFICIENCY AMONG GRADE V11 STUDENTS IN RELATION TO THEIR WRITING AND ORAL COMPETENCY “, leading to a Master’s degree, may I ask permission from your good office to conduct a survey questionnaire to seven sections of Grade VII students of Casiguran Technical Vocational School, Adovis, Casiguran, Sorsogon on December 13, 2022 during their English period for them to fill-out the questionnaire checklist for the gathering of data that will significantly help my study.

Favorable action regarding my request will be highly appreciated.

Thank you so much and God Bless.

Very truly yours,

(SDG.) ELMA H. PALCOTO

Researcher

Noted:

(SGD.) Ma. Jean D. Deuda

Dean, Graduate School

Approved:

(SGD.) JOSE L. DONCILLO, CESOV

Schools Division Superintendent

APPENDIX-B
LETTER REQUEST TO THE SCHOOL HEAD

December 6, 2022

CYNTHIA H. RAMIREZ

Principal 1

Casiguran Technical Vocational School

Casiguran , Sorsogon

Madam:

The undersigned is a masteral student in the Graduate School of Annunciation College Bacon Sorsogon Unit, Incorporated. She is presently conducting a research entitled: LEVEL OF ENGLISH PROFICIENCY AMONG GRADE V11 STUDENTS IN RELATION TO THEIR WRITING AND ORAL COMPETENCY.

In this regard, the undersigned would like to ask permission from your good office to conduct a survey questionnaire to seven sections of Grade VII students.

Your approval on this request will be highly appreciated.

Thank you so much and God Bless.

Very truly yours,

(SDG.) ELMA H. PALCOTO

Teacher 111

Approved:

(SGD.) CYNTHIA H. RAMIREZ

Secondary School Principal 1

APPENDIX-C

QUESTIONNAIRE/INSTRUMENT

Dear Respondents:

The researcher is having a study entitled: “The Level of English Proficiency among Grade VII Students in Relation to their Writing and Oral Competencies” aims to look into the English Proficiency Level among Grade 7 students of Casiguran Technical Vocational School in relation to their academic performance. Your positive response will be of great help to the proponent.

Please rest assured that any information provided will be treated with the utmost confidentiality.

Kindly fill out this questionnaire honestly and wholeheartedly.

Thank you and God Speed!

The Proponent

APPENDIX-D SURVEY QUESTIONNAIRE

➤ Respondent's Profile

- Direction: Kindly Fill Out and Check the Needed Information.

✓ Name (Optional) _____
✓ Gender: _____

Male _____
Female _____

✓ Parent's Educational Attainment:

Took Graduate Studies _____
College Graduate _____
College Under graduate _____
High School Graduate _____
Tech – Voc. Graduate _____
High School Undergraduate _____
Elementary Graduate _____
Elementary Undergraduate _____

✓ Monthly Income of Parents

100,000 and above _____
90,000 – 99,999 _____
80,000 - 89,999 _____
70,000 - 79,999 _____
60,000 – 69,999 _____
50,000 – 59,999 _____
40,000 – 49,999 _____
30,000 – 39,999 _____
20,000 – 29,999 _____
10,000 – 10,999 _____
Below 10,000 _____

APPENDIX-E

SURVEY QUESTIONNAIRE FOR STUDENT RESPONDENTS

Name _____

School _____

Section _____

Score _____

General Direction: Read each item carefully and follow the directions as indicated.

Write the letter of the most appropriate answer on the blank provided before the number.

➤ *Listening:*

Listen carefully to the selection to be read by the teacher.

Then, answer the questions below.

- *Word Recognition*

By using a word puzzle, form 5 words from the scrambled letters.

O W I N R B A

- ✓ 1.
- ✓ 2.
- ✓ 3.
- ✓ 4.
- ✓ 5.

- *Decoding*

True / False: Write “T” if the statement is true based on the listening text and “ F “ if the statement is false.

- ✓ The farmer caught the three star maidens.
- ✓ The farmer and a star maiden had two sons.
- ✓ All the star maidens escaped away.
- ✓ The gods built stairways.
- ✓ The gods pitied the farmer.

- *Comprehension*

Answer the following questions:

- ✓ *Who caught the three star maidens?*

- Farmer
- God
- Star
- Son

- ✓ *What happened when the star maiden found her missing wings?*

- She hang them into the sky.
- She got them and tore them.
- She took them and threw them away.
- She wore them and took her son to the sky world.

✓ *What did the gods do to help the farmer visit his wife and his son in the sky world?*

- The gods built bridges.
- The gods built a skyway.
- The gods' built stairways.
- The gods built the rainbow.

✓ *Which is true according to the selection?*

- The gods pitied the farmer.
- All the star maidens escaped away.
- The star maiden did not leave the farmer.
- The farmer and a star maiden had two sons.

✓ *The Selection Explained the _____ of the Rainbow.*

- Story
- Legend
- Epic
- Novel

➤ *Speaking:*

• *Word Recognition*

Put a stress mark above the accented syllable. Use the symbol (ˈ).

- ✓ Promise
- ✓ Beautiful
- ✓ Immortal
- ✓ Tornado
- ✓ Guitarist

• *Decoding*

Tell whether the following sentences follow (A) rising-falling intonation or (B) rising intonation pattern.

- ✓ Do you like to be a hero.
- ✓ I'm a scholar. How about you.
- ✓ I love to go to the garden.
- ✓ Did you visit your grandmother?
- ✓ I forgot my notebook yesterday.

• *Comprehension*

Select the correct sentence form. Put a check mark in the circle.

• *Which One of these Sentences are Right?*

✓ *I promise I call you next week.*

- I promise I'll call you next week.

✓ *The strings of my guitar is already broken.*

- The strings of my guitar are already broken.

✓ *The love of God for man is immortal.*

- The love of God to man is immortal.

✓ *The scenery pictures a beautiful garden in the moonlight.*

- The scenery pictures a beautiful garden to the moonlight.

✓ *The police is coming.*

- The police are coming.

➤ *Reading*

• *Word Recognition*

Read each word. Encircle the word that is spelt correctly.

- | | | | |
|--------------|------------|------------|------------|
| ✓ Tomorrow | tommorow | tomorow | tommorrow |
| ✓ Beggining | beginning | begginning | begenning |
| ✓ Defenitely | difenitely | definitely | difinetely |
| ✓ Receieve | riceive | recieve | receive |
| ✓ Believe | beleive | bilieve | beleived |

• *Decoding*

Use the given code inside the box to complete the sentences below.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
6	1	17	10	29	2	18	11	4	8	15	9	7	3	30	9	12

R	S	T	U	V	W	X	Y	Z
27	0	20	14	28	19	22	13	17

- ✓ 3-4-18-11-20 19-30-27-15-29-27-0 do many important jobs.
- ✓ They clean streets, offices and shops while it is 12-14-4-29-20 and there are not many people around.
- ✓ They often repair roads during the night when there is a very little 20-27-6-2-2-4-17.
- ✓ Most 1-6-15-29-27-0 start work while it is still dark.
- ✓ 3-29-19-0 0-20-30-27-4-29-0 don't only happen during the day.

• *Comprehension*

Read the passage. Then answer the questions.

✓ While We Sleep

✓ By Sharon Noble

While you are asleep at night, some people are at work. Night workers do many important jobs. They sleep during the day. Many cleaners work at night. They clean streets, offices and shops while it is quiet and there are not many people around. Road workers keep our roads safe to drive on. They often repair roads during the night when there is very little traffic. Some railway workers work at night, too. They fix train tracks and railway signals so that trains can travel safely.

People are also needed to drive trains and buses. Pilots fly planes at night, too. Many goods, such as fresh food and newspaper, have to be delivered every day. Some truck drivers work through the night to make sure that these goods arrive on time. Most bakers start work while it is still dark. They bake at night so that the bread will be fresh when it goes on sale in the morning. News stories don't only happen during the day. Some reporters need to work during the night to make sure that all the news is up to date. Hospital patients need to be looked after twenty-four hours a day. Many doctors, nurses need to work at night. Fires, accidents and other emergencies can happen at any time, so there are always firefighters, police and ambulance workers on duty.

✓ *What the Cleaners Work at Night?*

- Schools and offices
- Hospitals and centers
- Markets and shops
- Offices and shops

✓ *Why do the railway workers work at night?*

- To fix train and railway signals
- To keep our roads safe to drive on

- To make sure all the news is up to date
- To repair roads

✓ *What things have to be delivered every day?*

- Fresh bread and milk
- Fruits and vegetables
- Fresh food and newspaper
- Eggs and noodles

✓ *Why reporters work at night?*

- To make sure all the news is up to date
- To repair roads
- To bake fresh breads
- To fix train and railways

✓ *What kind of emergencies can happen at any time?*

- Flood, earthquake and tornado
- Fires, accidents and other emergencies
- Wildfire, explosion and flood
- Fires, earthquakes and other emergencies

➤ *Viewing*

• *Word Recognition*

Identify the foods shown in the video. Write your answer on the blank provided before the number.

Watch the video entitled Kapuso Mo, Jessica Soho: Pope Francis' favorite food. (Type URL: <https://bit.ly/2WOi29D>). The teacher will play the video in the classroom.

- ✓ Leche Flan, Ice-Cream, Pizza
- ✓ Alfajor , burger , cookie
- ✓ Asado , afritada, beef steak
- ✓ Choripan, sandwich, pandesal
- ✓ Empanada, egg pie, banana bread

• *Decoding*

Arrange the sequence of topics shown in the whole video. Write 1 – 5

- ✓ It was revealed in the book Buon Appetito that Pope Francis liked Empanada, Colita De Cuadril and Dulce Leche the most.
- ✓ The ingredients and recipe for Dulce de Leche was mentioned.
- ✓ La Cabrera, an Argentinian Restaurant, was featured.
- ✓ Pope Francis was shown visiting the Philippines.
- ✓ Chef Juan Barcos demonstrated how to make Empanada.

• *Comprehension*

Match the given movie titles in column A with their categories in column B.

Answers may be repeated twice or thrice. Write the letter only.

COLUMN A

GMA Flash Report

Family Feud

The Life of Dr. Jose Rizal

Ang Probinsyano

Geographical Features of Fish

COLUMN B

A. News

B. Sports

C. Music and Dance

D. Game Shows

E. General Entertainment and Human Interest

➤ *Writing*• *Word Recognition*

Write on the blank provided before the number the proper spelling for each word below.

- | | | |
|--------------|------------|------------|
| ✓ Apologise | apollogise | apologize |
| ✓ Affect | effect | affect |
| ✓ Comit | commit | committee |
| ✓ Compansite | compensate | compinsate |
| ✓ Mistake | mistake | mestake |

• *Decoding*

Cross out the letters in each answer. The letters that are left give the answer. Write the word form on the blank provided before the number.

- | | |
|--|-------------------|
| ✓ The word apologize means _____. | lbfegorporadn |
| ✓ What is a word that means compensate? | Eyapi |
| ✓ What is the transition word used in the sentence | nlwehy number 76. |
| ✓ What is the synonymous word of mistake | hngowrindgot |
| ✓ Can you think of a word for being sincere? | Egheinun |

• *Comprehension*

Logical Organization: Arrange the following sentences logically to form a coherent paragraph. Write A to E on the space provided.

- ✓ Lastly, forgive yourself, too.
- ✓ Apologize to the person affected by your wrongdoing.
- ✓ Compensate by doing the person any favor.
- ✓ When you commit mistake, admit it.
- ✓ Tell him/her that you will not do the same thing again.