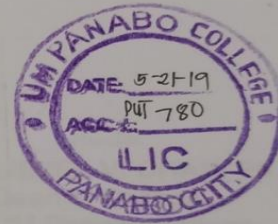


ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC
OUTCOMES AMONG ENGLISH 201 STUDENTS IN UMPC

A Thesis
Presented to
The faculty of UM Panabo College
Panabo City

In Partial Fulfillment
Of the Requirements for the course
Educational Research
(Ed. Res 1)

UM Panabo College LIC

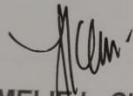


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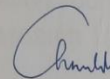
March 2019

ACCEPTANCE SHEET

This thesis entitled "ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC OUTCOMES AMONG ENGLISH 201 STUDENTS IN UMPC" prepared and submitted by **Desiree Joy Paña-Lanugan, Hazel T. Varon, and Wenalyn V. Ulbinario** in compliance with the requirements in Research Subject under **Department of Education, UM Panabo College, Panabo City** is hereby accepted.



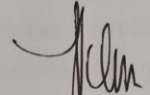
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APPROVAL AND ENDORSEMENT SHEET

This thesis entitled "ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC OUTCOMES AMONG ENGLISH 201 STUDENTS IN UMPC" prepared and submitted by Desiree Joy Paña-Lanugan, Hazel T. Varon, and Wenalyn V. Ulbinario in partial fulfillment of the requirements for the course Educational Research 1, has been examined and accepted, and is hereby endorsed.



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PANEL OF EXAMINERS

Accepted and approved, after examination during the final defense as per requirements of Educational Research 1 (Ed. Res1).

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ABSTRACT

This study aimed to determine the relationship between English Language Proficiency and Academic Outcomes among English 201 students of UM Panabo College. The independent variable in the study was English Language Proficiency. The indicators of English Language Proficiency were grammar and vocabulary. On the other hand, the dependent variable of this study was Academic Outcomes represented by their grades in English 201 subject. The researchers used the descriptive correlational method and universal sampling technique in determining the number of respondents. The statistical tools used were, Mean and Pearson product moment correlation coefficient r . The result of computation using R-value is 0.47 associated with the significant value of 0.0 P-value which is less than 0.05, moreover, significant relationship between English Language Proficiency and Academic Outcomes. It implies that English Language Proficiency such as grammar and vocabulary has evident impact on one's academic outcomes. In other words, English language proficiency could affect the academic outcomes among English 201 students of UM Panabo College.

Keywords: *English Language Proficiency, Academic outcomes, English 201 students of UM Panabo College.*

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Above all, to our **Almighty God**, the creator, author and source of wisdom, all things would be impossible without him.

- **The Researchers**

DEDICATION

Every challenging work needs self-effort as well as guidance of elders especially those who were very close to our heart. My humble effort I dedicate to my sweet and loving father and mother, whose affection, love, encouragement and prays of the day and night make me able to get such success and honour, along with all hard working and respected teacher, and to my lovable husband for my financial needs.

Desiree Joy

First of all, I will dedicate this study to our Almighty God, who gave me strength and knowledge for everyday life. To my mother who inspired me to be strong despite of obstacles in life. And to myself, who successfully did a very well job.

Wenafyn

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

In the U.S. educational system, student advancement is predicated on graded performance in a series of classes. Failing to achieve passing grades has numerous additional implications during secondary school, above and beyond students' overall individual achievement level. Furthermore, the implementation of high-stakes testing and school-accountability policies escalated during the period that the data for this study were collected. Implementation of these policies has broadened the consequences of academic failure beyond the student to stimulate greater interest among schools and teachers in students' academic outcomes (Schiller and Muller 2003).

In the African nation multilingual communities globally have not eluded the problem of language of education. The Language of Instruction (LOI) nearly 50 years now since independence has always been a matter of raging public debate. This being the case, the poor performance of students in their academic achievement in their national examinations, for many years has been directed to low proficiency of the LOI which is English. This has been considered to be the major cause of not only the decline in academic achievement but also the general falling of the standards of education.

Various studies reveal that the quality of education in the Philippines is continuously declining. Educators agree that proficiency

in the English language is the basis for success in academic pursuits. Reading, writing, and working with numbers are tasks that are based on language skills. (Lasaten, 2012). This notion is based on the results of achievement tests and board examinations. Not only the elementary and secondary graduates affected but also the college graduates (Racca, 2014).

Upon the survey of English 201 students in UM Panabo College, there is a substantial gap between the students' level of English and the use of English as their tool for studies. On the other hand, English language proficiency has a significant impact on academic achievement. However, students' performance is measure base on their average grade on their second exam in first semester S.Y 2018 - 2019, and it is essential to investigate the extent to which the English language proficiency of English 201 students in UM Panabo College relates to the general academic performance.

Statement or Research Problem

The research is designed to explore and determine the relationship between English language proficiency and academic outcomes among English 201 students of UM Panabo College.

1. What is the level of English language proficiency of English 201 students in terms of
 - 1.1 Grammar; and
 - 1.2 Vocabulary?

3. What is the level of academic outcomes among English 201 students in terms of grades?
4. Is there a significant relationship between academic outcomes among English 201 students of UM Panabo College between English language proficiency in terms of grammar and vocabulary?

Hypothesis

There is no significant relationship between academic outcomes and English language proficiency of English 201 students.

Theoretical and Conceptual Framework

The study is anchored to the theory of Purpura (2004) cited in Bachman 1990 who stated that English language proficiency is indicated by grammar and vocabulary that viewed as competence in their overall English skills. According to Bachman, language ability is “the ability to use language communicatively”. And language knowledge can be thought as a domain of information in memory that is available to the language use.

This issue on how language proficiency relates to the academic outcomes is relevant to the educational development of the student.

Figure 1 shows the conceptual paradigm of the study. The dependent variable is English language proficiency. It is indicated by *grammar* that refers to the set of structural rules which influences the composition of clauses, phrases, and words in any given language.

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

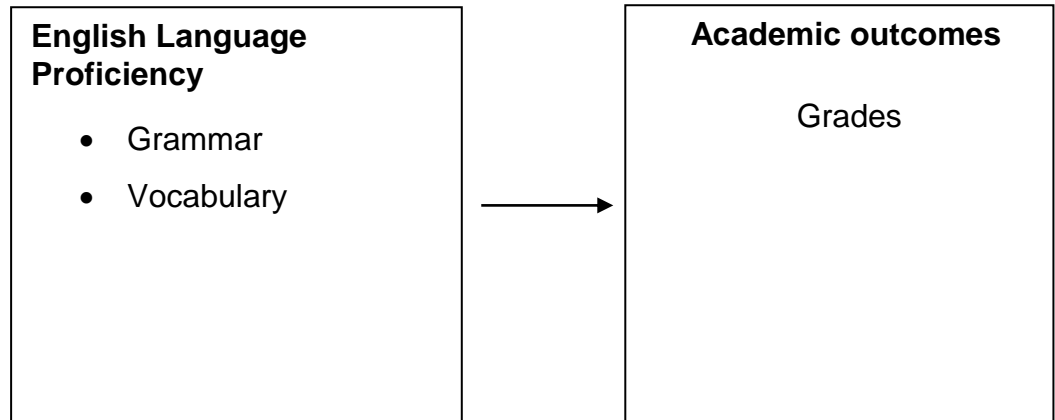


Figure 1. Conceptual Framework Showing the Variables of the Study.

It is the systematic study and description of a language, and it helps to understand how words and their parts combine to form sentences. Followed by *vocabulary* that refers a set of familiar words within a person's language.

A glossary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

The independent variable is academic outcomes. It is indicated by *grades* that refers to a particular level of rank, quality, proficiency, intensity or value.

Significance of the Study

The results of this study would be beneficial to the following:

Teachers. The results of the survey would probably serve as a sort of hint and awareness in the roles of the teachers in improving the student's English language proficiency. Through this, it is hoped that they will be encouraged to vary and update their methods and techniques for the betterment of the student's learning in English language proficiency.

Students. The results of the study will be useful to the students for them to have the awareness as far as their English language proficiency is concerned. They would probably seek improvement to

enhance one of the vital aspects of learning which English language is.

Future Researchers. The outcomes of the study would serve as their guide and reference as they go through in conducting their future research coherent to this study.

Definition of Terms

The following definition of terms would provide the readers with a common understanding and interpretation to clarify the content of this study.

English Language Proficiency – This term refers to the state of being the proficient, skilled, expert, and knowledgeable in the language (Webster, 2000). In this study, it refers to the students knowledgeable in the English language measured in terms of grammar and vocabulary.

Academic outcomes – This is the presentation of performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. Educators have therefore expended tremendous efforts in the study of the personal factors affecting academic achievement. Ajila&Olutola (2002). In this study, it refers to the performance or grades of the students in the second examinatio

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter provides the foundation for this research by gathering any form of significant literature that is helpful to give a concrete understanding of the study. The succeeding writings cited by the researchers urged the researchers to do the farther investigation.

English Language Proficiency

English language proficiency is a natural method for children. It happens nearly except effort. The potential to speak grows with age, but it does not that great approaches requires a particular interest and constant practice. At the most basic level, Zhang (2005) states that oral language capability was communicating with different people. But when we discuss about oral language improvement across the curriculum, we do not mean educating children to talk as a whole lot as we mean improving their potential to speak or communicate more effectively. Speech is now not generally indeed initial conversation it involves thinking, knowledge, and skills. It additionally requires practice and training.

English language proficiency is the best use of language and is the basis of communication. It is the groundwork of literacy, and speaking is the primary medium of verbal exchange with the aid of humans. It is the solely single human proper that has the least restrictions and considered particularly vital by way of law. Speech

helps us to communicate our thoughts, ideas, suggestions, and comments, most naturally and reliably besides a great deal distortion of information. It requires sources that are naturally reachable and every residing aspect via nature (Wallace, 2009).

Vocabulary learning is dominant in language acquisition, whether the language is a second or a foreign language, and crucial to the learners' overall language acquisition. One of the fundamental reasons for this notion is that a lot of unknown words, which learners encounter while reading could cause difficulties in processing the text. Students and teachers alike know that many of the reading comprehension breakdowns experienced by students involve word recognition and lexical access. Soodeh Hamzehlou Moghadam (2013).

In the Philippines, in 2002, a poll using representatives of 17 commercial enterprise sectors in the American Chamber of Commerce of the Philippines rated the English communication skill of Filipinos as deteriorating. According to the Department of Education, only 6.59% of graduating excessive college students has mastery of English. The enterprise association of the Philippines says that much less than 5% of candidates were employed because of inadequate English skills. A 2006 nationwide survey conducted by way of the Social Weather Station established that Filipinos are no longer knowledgeable in English as they seem. Based on the survey results, 65% of Filipinos recognize the spoken English compared to 74% in 1993, 65% study in English as in opposition to 73% in 1993, 48%

write in English in distinction to 59% in 1993, 32% communicate in English in contrast to 56% in 2000. English language proficiency is fundamental for the success of Filipino workers, professionals, and the nation.

Noam Chomsky introduced the idea of universal grammar, which is the idea that “children are born with the innate capacity to master language, a power imbued in our species by evolution itself” (Ross). Chomsky further pursues this idea by saying our internal sense of grammar is what uniquely allows humans to “form plans, do creative art, and develop complex societies” (Ross). The New Oxford American Dictionary defines grammar as “the whole system and structure of a language or languages in general.” While the idea of “universal grammar” seems plausible to some degree, the concept of teachable grammar is more widely accepted. An interesting approach to grammar teaching is addressed in the International Journal of Research Studies in Language Learning by Indian researchers Samuel Praise and K. Meenakshi, who define grammar as “merely a set of rules to preserve the written word” (Praise). The main point Praise and Meenakshi make is that “grammar is not taught in isolation but often arises out of communicative task,” and therefore, in learning language, “opportunities are provided for both inductive and deductive learning of grammar” (Praise). This implies a correlation between grammar and communication, which supports Chomsky’s theory that proper understanding grammar is what allows people to conceive and execute plans. By drawing this parallel, Chomsky, Praise, and

Meenakshi suggest that grammar has more significant implications than simply constructing sentences. Nicole Frederick (2014) *Published by the PIT Journal: Cycle 6,2015.*

Grammar. Grammar is very challenging to define, one could think about the systematic aspects of a language or one ought to reflect on consideration to learn about of these language features. One ought to go further and appear at sorts of grammar, a straightforward definition of syntax does now not exist.

Larsen-Freeman (2000) defines grammar as present on four levels, that is, “text, sentence, word and sound”. He continues by illustrating two primary functions of language, the “representational” and “interpersonal” functions. The two functions are similarly respectively described as “representing the world as we journey it” and “influencing how matters appear in the world”.

Celce-Murcia (2016) Outline grammar as serving two purposes, that is, shape and communicative use. Their definition is based on three levels, which all revolve around sentence configuration as the primary unit of that means in English. The three ranges are (a) the “subsential or morphological level”; (b) the “sentential or syntactic level”; and (c) the “suprasential or discourse level”.

Another grammar researcher, Zhang (2017) prefers the time period “lexicogrammar” because his definition includes both syntax and vocabulary. These authors all show similarities in their definitions;

however, they do now not operate from a common described explanation. The Shape of the Australian Curriculum (ACARA, 2009b) gives the following explanation: “Grammar refers each to the language we use and the description of language as a system. In describing language, interest is paid to each shape (syntax) and that means (semantics) at the level of the word, the sentence and the text”.

Vocabulary. Vocabulary was getting to know applications need to consist of each an explicit, intentional getting to know aspect and based entirely round maximizing publicity and incidental learning. The four getting to know strands (meaning-focused input, meaning-focused output, language-focused education, and fluency development) counselled by using Nation (2001) provide a shape by using which to combine intentional and incidental language.

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).

The main precept for maximizing vocabulary getting to know is to increase the amount of engagement beginners have with lexical items. All mastering partners need to renowned the incremental nature of vocabulary learning, and to improve mastering packages which are principled, long-term, and which recognize the richness and scope of the lexical information that desires to be mastered.

Academic Outcomes

Student academic outcomes are written as measurable results-oriented statements that specify to students and others the knowledge, attitudes or competencies that instructors desired students to show upon completion of instructional experience. Measuring academic effects is ideally beneficial upon considering the variety of assessment to be given to the learners. They grant a basis for acquiring valid and dependable statistics that can be used to improve curriculum, coaching and college students' outcome.

Adeyemo (2001) opined that the principal purpose of the college is to work toward attainment of academic excellence via students. According to him, the school may additionally have different peripheral objectives however emphasis is usually placed on the achievement of sound scholarship. Besides, entirely everybody concerned with schooling puts the top class on educational attainment; outstanding educational fulfilment of children is often the expectation of mother and father (Osiki, 2001).

Academic consequences have become a phenomenon of activity to all and this account for the purpose why pupils have been working difficult to untangle factors that militate towards desirable academic overall performance (Aremu&Sokan, 2002). This phenomenon has been variedly referred in the literature as tutorial achievement, or academic functioning. The academic success of inexperienced persons has attracted the attention of scholars, parents, policymakers and planners.

Grades have a significant motivational influence on students that is why researches in the field have centered mainly on refining grading instruments and less on discovering alternatives to those. The current education system usually provides instructions to teachers and educators to use grades in assessing students. The grading system in education is a specific system that is used to evaluate the educational performance of a student and entirely depends on the points alone. For the regulatory objective, grades assist in decisions for student retention and enrolment as well as the placement when students transfer from one school to the other. This defeat the entire purpose of educating a child, which is to challenge the student through many complex and straightforward disciplines, hoping that they will develop critical as well as logical thinking skills. (Buice, n.d 2017).

Hence, the review of related literature aids the researchers to provide essential information that needed for constructing and developing a comprehensive conceptual framework of the study.

Chapter 3

METHOD

This chapter consists of the research design, the research subjects, the research instrument, data gathering processes and statistical treatment of the data.

Research Design

The descriptive-correlational method was used in the research. Collection of data was done through survey. The descriptive design was used to describe the cognitive factors. For instance, Creswell (2013) has studied how language proficiency affects students' oral test performance. The correlational design was used to correlate the factors affecting the respondents' oral skill and the level of their English oral proficiency covering areas of grammar and vocabulary.

Research Subjects/Participants

This study was conducted at UM Panabo College. The respondents of the survey were the selected students who enrolled in the subject English 201 for the academic year 2018-2019. There were total of 49 students mixed in one classroom, 32 students are BSED (ENG/MATH/FIL) and 17 students are BSBA (MM/HR). Distribution of researcher made questionnaire has done personally to the selected students who were officially enrolled in English 201 subject S.Y 2018-2019. After gathering the necessary data, scoring and collating were

done. And immediately forwarded to the statistician for analysis and interpretation.

Research Instrument

The research instruments to be used are questionnaires. The respondents would answer first the survey questionnaire to determine their English language proficiency.

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very High	This indicates that English language proficiency is always observed.
3.41-4.20	High	This indicates that English language proficiency is often observed.
2.61-3.40	Moderate	This indicates that English language proficiency is sometimes observed.
1.81-2.60	Low	This indicates that English language proficiency is seldom observed.
1.00-1.80	Very Low	This indicates that English language proficiency is never observed.

The scale found below is used to determine the level of academic outcomes among second year English 201 students in UMPC.

Scale	Descriptive Equivalent	Interpretation
95-Above	Very High	This indicates that the level

		of academic outcomes is excellent.
90-94	High	This indicates that the level of academic outcomes is very good.
85-89	Moderate	This indicates that the level of academic outcomes is good.
80-84	Low	This indicates that the level of academic outcomes is low.
79-below	Very Low	This indicates that the level of academic achievement is very low.

Data Gathering Processes

The researcher asked permission and approval to conduct the study from the Director of UM Panabo College where the respondents are the instruments of our research to be valid and reliable. The survey questionnaire focuses on the cognitive factors affecting the oral proficiency of the respondents. After 10 minutes, the survey questionnaires were gathered, and the data were rated by three inter-raters in the Department of Teacher Education.

Statistical Treatment of Data

The gathered data were treated using the following statistical tools.

Mean. This was used to determine the level of English language proficiency and academic outcomes of the English 201 students.

Pearson-r correlation. This was used to determine the significant relationship between the level of English language proficiency and level of academic outcomes among the students.

Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

In this chapter, the researchers presented, analyzed and interpreted the data gathered. They were performed both in tabular and textual forms with the corresponding logical and profound description of the result.

Level of English Language Proficiency

The level of English language proficiency of English 201 students was calculated in terms of grammar and vocabulary. The response given by the research respondents were analyzed and presented below.

Shown in Table 1 are the results of the level of English language proficiency. The indicators are grammar and vocabulary, which have a grand mean of 3.80, with the description of high. The result depicted that English 201 students often manifested the use English Language Proficiency.

Furthermore, data revealed that the first indicator shown in Table 1 which is grammar got an overall mean 3.80 which is described as high means that the level of grammar in terms of state is manifested. Item no.3 *I used language effectively to connect* got the highest mean of 3.87 which is described as very high means that the level of English language proficiency of the student in this item is often manifested.

Table 1

Level of English Language Proficiency among English 201 students in terms of Grammar and Vocabulary

Indicators	Mean	Descriptive
Equivalence		
Grammar		
1. I used correct grammar during our oral and written presentation.	3.79	High
2. I used standard English to communicate in grade-appropriate speech and writing.	3.77	High
3. I used language effectively to connect.	3.87	High
4. I observed tenses in writing and speaking.	3.83	High
5. I can compose well-formed paragraphs that are mostly intelligible.	3.77	High
Over-all Mean	3.80	High
Vocabulary		
1. I used bilingual dictionary to help me translate English words into Filipino language.	3.97	High
2. I determined the meaning of words and phrases in oral presentations and literary and informational text.	4.06	High
3. I can predict the main idea of the whole passage.	3.95	High
4. I construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	3.85	High
5. When I read English articles, I skip the words that are new to me.	3.24	Moderate
Over-all Mean	3.81	High
Grand Mean	3.80	High

Legend:

4.21 – 5.00	Very High
3.41 – 4.20	High
2.62 – 3.40	Moderate
1.81 – 2.60	Low
0.01 – 1.80	Very Low

Nation (2001) state that knowledge of vocabulary is an important factor when achieving the competence to communicate in a foreign language. An article is defined as “a group of sentences or a single sentence that forms a unit”. Length and appearance do not determine whether a section in a paper is a paragraph. For instance, in some styles of writing, particularly journalistic techniques, a paragraph can be just one sentence long. Ultimately, a paragraph is a sentence or group of sentences that support one main idea.

While in item no.2 *I used standard English to communicate in grade-appropriate speech and writing* and item no.5 *I can compose well-formed paragraphs that are mostly intelligible* got the lowest mean of 3.77 which is described as high; Lunsford and Connors (2008) Stated that paragraphs are the building blocks of papers. Many students define sections in terms of length a paragraph is a group of at least five sentences, a paragraph is half a page long, etc. In reality, though, the unity and coherence of ideas among sentences is what constitutes a paragraph. An article is defined as “a group of sentences or a single sentence that forms a unit”. Length and appearance do not determine whether a section in a paper is a paragraph.

Leonard De Valoes (2014) stated that language impacts the daily lives of members of any race, creed, and region of the world. Language helps express our feelings, desires, and queries to the world around us. Words, gestures and tone are utilized in union to portray a broad spectrum of emotion. The unique and diverse methods human beings can use to communicate through written, and

spoken language is a large part of what allows to harness our innate ability to form lasting bonds with one another.

The second indicator in Table 1 which is vocabulary got the overall mean of 3.81 with descriptive equivalent of high and the question having the highest mean falls on item no.2 *I determined the meaning of words and phrases in oral presentations and literary and informational text* with a mean score of 4.06 which is described as high. According to Beth Thomas (2016) communication is a key area of a child's development this is obvious to anyone who lives or works with young children. While in item no.5 *When I read English articles, I skip the words that are new to me* got the lowest mean of 3.24 which is described as moderate.

According to Carrasquillo (2016) language proficiency is not a uni-dimensional construct, but a multifaceted modality which comprises of numerous levels of abilities and domains. Proficiency therefore, has several components, consisting of grammatical or linguistic competence, sociolinguistic competence, and communicative competence.

In learning a second language, Carrasquillo reports that factors such as personal, instructional and linguistic competence strongly influences the rate of acquisition and the development of different English words. English language proficiency is presumed to be one important contributor to the unexplained variance of the differences in academic achievement between Hispanic English language learners and native English language speaking students. Therefore, he

strongly urges that when second language learner's language proficiency is measured, it should usually be assessed about the native language speaker's level of proficiency.

Level of Academic Outcomes in Terms of General Average in 2nd Examination in English 201

A considerable variable in this research is the academic outcomes of English 201 students using their GPA in their 2nd examination in English 201 subjects namely: Writing Essentials

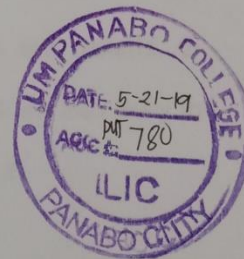
Table 2 shows the learning outcomes attained by the English 201 students of UMPC. Computations resulted with the mean of 86.92 that is rated moderate. This means that students' academic outcomes needs improvement.

Carl Rogers (2012) cited in Cranton 1989 stressed that the learning process includes the need of the learners to be able to understand the importance and relevance of what is being taught to them. Learning is an active process and the effectiveness of education will depend on the students' understanding and involvement of the learning process.

Teaching language is related to the English language proficiency of the students that affect the academic performance of the students. In every student, there is some uniqueness which can support the teaching processes; on the other hand, the specificity can be hard obstacles in the teaching. It can be anticipated by observing the grade of the students and find the formula in teaching each students' performance.

Table 2
Level of Academic Outcomes among English 201 Students

Grades	Frequency	Mean	Descriptive Equivalent
95 – Above	12		
90 – 94	14		
85 – 89	8	86.92	Moderate
80 – 84	4		
79 – Below	10		



Significant Relationship between English Language Proficiency and Academic Outcomes

Presented in Table 3 is the Correlation Coefficient existed between English language proficiency and academic outcomes of English 201 students.

The pearson-r used to determine the relationship between the English language proficiency and academic outcomes among English 201 students as a point of reference. The result of the computation using the r-value is 0.47 associated with P-value of 0.00 and which less than 0.05 level of significance. Thus, the null hypothesis is rejected. It can be stated therefore, that there is a significant relationship between English language proficiency and academic outcomes among the English 201 students of UMPC.

It validates the study of Graham Law (2006) cited in Bachman 1990, English language proficiency is competence in their overall English skills. According to Everard (2015), the students who are more fluent are expected to make fewer errors and restarts, to demonstrate a more varied use of vocabulary, and are also likely to be less hesitant than the students who are less fluent.

Table 3

Significant Relationship between Language Proficiency and Academic Outcomes of 2nd year English 201 Students

Correlation Coefficient	
Academic Outcomes	
Language Proficiency	0.47

P (0.00) < 0.05 ** Significant

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings of the research wherein conclusions and recommendations of the study was anchored.

Summary of Findings

By the data presented in the previous chapter, the significant findings are:

1. The mean ratings of English language proficiency in terms of indicators are the following: in grammar the mean result is 3.80 and in vocabulary the mean result is 3.81; and the grand mean is 3.80 interpreted that English language proficiency is always manifested.

2. The mean rating of academic outcomes among English 201 students is 86.92 interpreted as moderate.

3. The obtained r-value between English language proficiency and academic outcomes is 0.47. The P-value of 0.00 is less than 0.05, thus the null hypothesis is rejected.

Conclusions

The following conclusions are drawn based on the findings of the study:

1. The level of English language proficiency among English 201 students is high.
2. The level of academic outcomes among English 201 students is very low.
3. There is a significant relationship between English language proficiency and academic outcomes among English 201 students of UMPC.

Recommendations

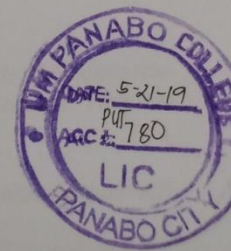
Based on the findings and conclusions, the following recommendations are offered:

1. There should be varieties of teaching methods and strategies to improve the students' communicative competence.
2. The level of students' communicative competence should be increase to an outstanding level by participating in classroom activities especially in oral communication. Teachers should incorporate speaking lessons in the class rehearsal, engagement and feedback. Rehearsal is the idea of giving students opportunities to have discussions where they can use language that they already

know and can use. Role -plays are best for this as they allow students to be creative and allows them to experience real life situations in the safety of the classroom even dressing up for each part can add to the excitement.

3. Students' should develop more of their self-motivation to study their lessons well, likewise improve classroom participation since it will help them achieve higher grades. Good speaking activities are very motivating and if students are engaged in the activity, they are motivated to participate well. And it's true that role-playing and problem-solving activities are intrinsically enjoyable in themselves. During the vocal performance and after it has finished areas where the teacher can give feedback to the students.

4. The level of achievement of the students should be raised from moderate to excellent. The English instructors must exert effort in providing students with various activities to language settings that will help to develop their ability in terms of communication with the use of their understanding in vocabulary and grammar in using the English language. There must be an application of their knowledge to determine how proficient the students in terms of using a language.



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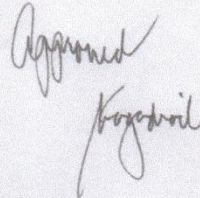
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APPENDIX A

Letter of Permission to Conduct the Study

October 9, 2018

DR. CELSO L. TAGADIAD
School Director
UM Panabo College
P.N. Arguelles St., Panabo City



Dear Sir:

Good day!

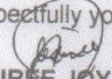
The undersigned are 4th year BSED – English students of UM Panabo College who are conducting a research entitled “**English Language Proficiency and Academic Outcomes among English 201 students in UMPC**”

In line with this, we would like to ask permission from your good office to allow us to conduct our study to the second year English 201 students of UM Panabo College.

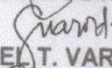
The data shall be treated with outmost confidentiality.

We highly appreciate your positive response to this matter.
Thank you and God bless.


Respectfully yours,



DESIREE JOY F. PAÑA



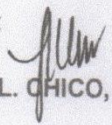
HAZEL T. VARON



WENZALYN VILLAME

Researchers

Noted by:



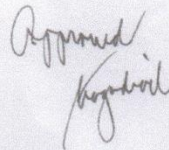
AMELIE L. CHICO, DM, FRIM
Adviser

APPENDIX B-1

Letter for Validation

August 28, 2018

DR. CELSO L. TAGADIAD
School Director
UM Panabo College




Dear Sir:

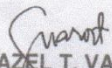
We are pleased to inform you that you are chosen as one of our validators on the questionnaire duly modified and prepared by the undersigned. This will be used in the conduct of our study entitled **"English Language Proficiency and Academic Outcomes among English 201 students"**

To this, we attached the following: Validation sheet and the questionnaire for your reference. The expertise and experience you will share to us will give great advantage to our endeavor.

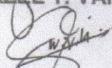
Respectfully yours,



DESIREE JOY F. PAÑA



HAZEL T. VARON



WENALYN VILLAME
Researchers

Noted by:



AMELIE L. CHICO, DM, FRIM
Adviser

APPENDIX B-2

Letter for Validation

August 28, 2018

JEANILYN E. TACADENA, MAEE
Faculty
UM Panabo College




Ma'am:


We are pleased to inform you that you are chosen as one of our validators on the questionnaire duly modified and prepared by the undersigned. This will be used in the conduct of our study entitled **"English Language proficiency and Academic Outcomes among English 201 students in UMPC."**

To this, we attached the following: Validation sheet and the questionnaire for your reference. The expertise and experience you will share to us will give great advantage to our endeavor.

Respectfully yours,



DESIREE JOY F. PAÑA



HAZEL T. VARON



WENALYN VILLAME
Researchers

Noted by:



AMELIE L. CHICO, DM, FRIM
Adviser

APPENDIX B-3

Letter for Validation

August 28, 2018

DR. MARIESEL A. LAUREL
Faculty
UM Panabo College




Ma'am:


We are pleased to inform you that you are chosen as one of our validators on the questionnaire duly modified and prepared by the undersigned. This will be used in the conduct of our study entitled "English Language Proficiency and Academic Outcomes among English 201 students in UMPC."

To this, we attached the following: Validation sheet and the questionnaire for your reference. The expertise and experience you will share to us will give great advantage to our endeavor.

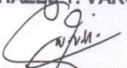
Respectfully yours,



DESIREE JOY F. PAÑA



HAZEL T. VARON



WENALYN VILLAME
Researchers


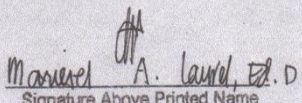
Noted by:



AMELIE L. CHICO, DM, FRIM
Adviser


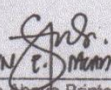
APPENDIX C-2

Validation Sheet

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [-] Branch <u>Panabo</u>																																																
QUESTIONNAIRE VALIDATION SHEET																																																	
Title of Research: <u>English Language Proficiency and Academic Outcome</u> Proponents: <u>Hazel T. Vorn, Marilyn Villame, Desiree Joy Paria</u>																																																	
To the Evaluator: Please check the appropriate box for your ratings. Point Equivalent: 5 – Excellent 2 – Fair 4 – Very Good 1 – Poor 3 – Good																																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">5</th> <th style="width: 10%;">4</th> <th style="width: 10%;">3</th> <th style="width: 10%;">2</th> <th style="width: 10%;">1</th> </tr> </thead> <tbody> <tr> <td> 1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner. </td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> 2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner. </td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> 3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured. </td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td> 4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research. </td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> 5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed. </td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> 6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher. </td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> 7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items. </td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		5	4	3	2	1	1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	✓					2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	✓					3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		✓				4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	✓					5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓					6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	✓					7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	✓				
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APPENDIX C-3

Validation Sheet

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [-] Branch <u>Panabo</u> QUESTIONNAIRE VALIDATION SHEET				
Title of Research: <u>English Language Proficiency and Academic Outcome</u> Proponents: <u>Isabel T. Varon, Weralyn Villame, Denise Jay Paria</u>					
To the Evaluator: Please check the appropriate box for your ratings. Point Equivalent: 5 – Excellent 2 – Fair 4 – Very Good 1 – Poor 3 – Good					
	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div style="display: flex; align-items: center; justify-content: center;">  <div style="text-align: left;"> <u>JENNIFER E. MAMON, MACE</u> Signature Above Printed Name </div> </div>					

APPENDIX D

Survey Questionnaire

**Survey Questionnaire on
English Language Proficiency
(Research Instrument from Sirpa Leppänen
Professor of University of Jyväskylä Finland 2007)**

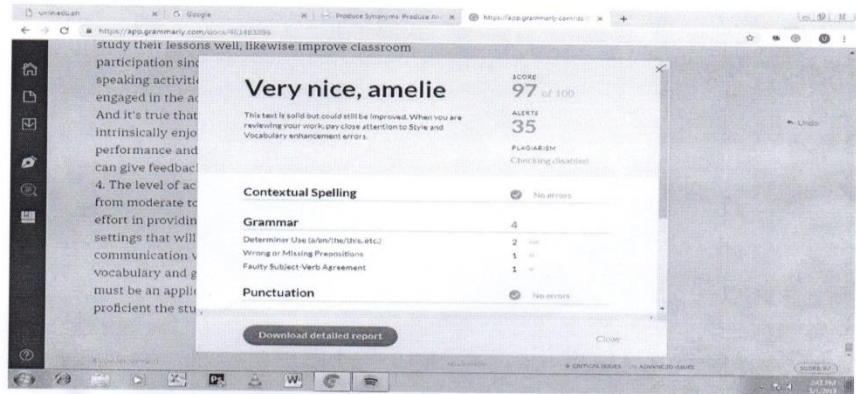
Name: _____ Year Level: _____

Direction: Rate yourself in speaking and writing English using the given scale. Please put a check mark on the space provided after the item. 5 – Always, 4 – Often, 3 – Sometimes, 2 – Seldom, 1 – Never.

English Language Proficiency	5	4	3	2	1
A. Grammar					
1. I used correct grammar during our oral and written presentation.					
2. I used standard English to communicate in grade-appropriate speech and writing.					
3. I used language effectively to connect.					
4. I observed tenses in writing and speaking.					
5. I can compose well-formed paragraphs that are mostly intelligible.					
B. Vocabulary					
1. I used bilingual dictionary to help me translate English words into Filipino language.					
2. I determined the meaning of words and phrases in oral presentations and literary and informational text.					
3. I can predict the main idea of the whole passage.					
4. I construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.					
5. When I read English articles, I skip the words that are new to me.					

APPENDIX E

Grammarly Certification



ULBINARIO PAÑA-LANUGAN VARON

GRAMMARLY CERTIFICATE

DR. AMELIE L. CHICO
RESEARCH ADVISER

APPENDIX F

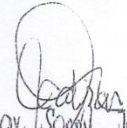
Certificate of Appearance



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the _____ and conducted Survey Questionnaire
(Name of Office/Agency) (State activity)
in relation to their thesis/FS entitled "English Language Proficiency and Academic Outcomes"
during the period OCT. 9, 2018
(State inclusive dates)


Calizar, Sonny Jr.
Name and Signature of Authorized Personnel



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the _____ and conducted Survey Questionnaire
(Name of Office/Agency) (State activity)
in relation to their thesis/FS entitled "English Language Proficiency and Academic Outcomes"
during the period OCT. 9, 2018
(State inclusive dates)


Jorema L. Catakin
Name and Signature of Authorized Personnel

Plagiarism Test

The screenshot displays the Turnitin Feedback Studio interface. The main document is titled "Chapter 1 THE PROBLEM AND ITS SETTING" and contains a section titled "Background of the Study". The text discusses the African nation alternative bilingual communities and the Language of Instruction (LOI) about fifty years ago. A "Match Overview" panel on the right shows a total match of 23%. The panel lists eight sources with their respective match percentages: 1. eprints.utas.edu.au (7%), 2. www.researchgate.net (4%), 3. paperity.org (4%), 4. www.piglla.org (2%), 5. www.mslanguageech.com (2%), 6. studyhouse.com (1%), 7. www.scribd.com (1%), and 8. ea.scribd.com (1%).

Source	Match Percentage
1 eprints.utas.edu.au	7%
2 www.researchgate.net	4%
3 paperity.org	4%
4 www.piglla.org	2%
5 www.mslanguageech.com	2%
6 studyhouse.com	1%
7 www.scribd.com	1%
8 ea.scribd.com	1%

VARON/PAÑA/ULBINARIO

THIRD RUN PASSED 23% (1/23/2019)

CONGRATULATIONS

DR. AMELIE L. CHICO

Research Coordinator – UMPC



DESIREE JOY PAÑA-LANUGAN

Purok-3, Southern Davao, Panabo City

mejydes061018@gmail.com

09651331799

PERSONAL DATA

Date of Birth: December 03, 1989

Place of Birth: Panabo City

Age: 29

Height: 5"

Weight: 54 kgs.

Civil Status: Single

Religion: Catholic

Mother's Name: Loreta F. Paña

Father's Name: Ronald D. Paña

EDUCATIONAL ATTAINMENT

UM Panabo College

Bachelor of Secondary Education Major in English

P.N Arguelles St. Panabo City

AY: 2018-2019

Panabo National High School

Barangay Gredu, Panabo city

AY: 2005-2006

Doña Nenita R. Elementary School

Barangay New Pandan, Panabo City

AY: 2000-2001

SEMINARS

SEMINAR- WORKSHOP IN PARAPHRASING
(September 29,2018) UM Panabo College

BASIC FIRST AID TRAINING
(August 11, 2018) UM Panabo College

SEMINAR ON PREPARATION OF INSTRUCTIONAL MATERIALS
(March 20, 2018) UM Panabo College

BASIC FIRST AID TRAINING
(August 12, 2017) UM Panabo College

LESSON PLANNING SEMINAR- WORKSHOP
(Oct. 13&15, 2016) UM Panabo College

**GED 212 SEMINAR WORKSHOPS (“Awareness & Advocacy among
Children with Special Needs”)**
(August 8, 2015) UM Panabo College



WENALYN VILLAME ULBINARIO

Purok Carnation, Brgy. New Pandan, Panabo City
wenalynvillame730@gmail.com
09063325563

PERSONAL DATA

Age: 23
Date of Birth: December 20, 1994
Place of Birth: Panabo City, Davao del Norte
Gender: Female
Civil Status: Single
Height: 5'3"
Weight: 47 kgs.
Citizenship: Filipino
Religion: Roman Catholic

EDUCATIONAL BACKGROUND

Course: Bachelor of Secondary Education
Major in English
College: UM Panabo College
2014 - 2019
Secondary: Panabo National High School
2006-2010
Elementary: Doña Nenita R. Floirendo Elementary School
2000 – 2006

SEMINARS ATTENDED

- Seminar on Instructional Material
- Seminar on Violence Against Women and their Children Act
- Seminar on Lesson Planning
- Seminar on Basic First Aid Training
- Seminar on Drug Awareness



HAZEL T. VARON

Phase-1 Niceville Subdivision, Panabo City

hazelvaron@gmail.com

09091903447

PERSONAL DATA

Date of Birth: December 30, 1990

Place of Birth: Tagum City

Age: 28

Height: 5'2

Weight: 44 kgs.

Civil Status: Single

Religion: Catholic

Mother's Name: Esteria Tugap

Father's Name: Gerardo Varon

EDUCATIONAL ATTAINMENT

UM Panabo College

Bachelor of Secondary Education Major in English

P.N Arguelles St. Panabo City

AY: 2018-2019

Tagum City National High School

Visayan Village, Tagum City

AY: 2009-2010

Bo. Madaum Elementary School

Madaum, Tagum City

AY: 2001-2002

SEMINARS

SEMINAR- WORKSHOP IN PARAPHRASING

(September 29,2018) UM Panabo College

BASIC FIRST AID TRAINING

(August 11, 2018) UM Panabo College

SEMINAR ON PREPARATION OF INSTRUCTIONAL MATERIALS

(March 20, 2018) UM Panabo College

BASIC FIRST AID TRAINING

(August 12, 2017) UM Panabo College

LESSON PLANNING SEMINAR- WORKSHOP

(Oct. 13&15, 2016) UM Panabo College

GED 212 SEMINAR WORKSHOPS (“Awareness & Advocacy among
Children with Special Needs”)

(August 8, 2015) UM Panabo College