



PROFICIENCY LEVEL OF THE GRADE 8 LEARNERS IN ENGLISH AT THE BOLINAO DISTRICT

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CHAPTER 1

THE PROBLEM

Rationale

Communication is said to be the springboard to more effective learning. Oral communication is promoted by the practical needs of individuals living together in a “closely integrated society”, is basic to an understanding of the value and function of communication and to realization of the need for improving the efficiency of communication.

Effective oral communication is one of the most important skills taught learners elementary school children up to tertiary learners. The ability to express ideas and feelings probably contribute more personal pleasure, satisfaction and success than any other skills learned in school.

Thus, the English language is used in intellectual and social life as well as in professional and international communication. English is the link to the outside world since it is universal language. Advances in all fields of endeavor all ones the world are made known to us through English. (Dacanay and Bowen, 2007)

Thus, proficiency in the use of English has something to do with student performance considering that it is the tool for learning content in other subject areas like source and materials. The deteriorating student performance therefore can be attributed in part of lack of proficiency in English.

It is that of Tenes as cited by Canares (2021) pointed during the grade school year. He cited a DepEd reports stating that for every one hundred (100) freshmen high school learners, only 68 are able to graduate. In every one hundred (100) grade school entrants only 65 are able to finish the 6th grade. Such statistics attest to the fact that basic education primarily in the lower elementary grade levels need to exert strenuous effort in the improvement and upgrading quality instruction particularly in English.

Former Secretary of Education, Ricardo T. Gloria (2019) stressed the need to strengthen English as a medium of expression. He said that “ there is no way he can imagine in which language of English will not increase importance in technology and in production.”

In recognition of the role of English is explicit with the provision of 2000 Philippine Constitution Declaring Filipino to be the natural language and making English as one of the two official languages. Through the implementation of the bilingual education policy. English and Filipino were made the official media of instruction in schools. English is being taught as subject and is the medium of instruction in teaching the subjects Mathematics, Science while Filipino aside from being taught also as a subject is used in all other subjects.

Competence in the use of English language maybe developed based on an approach that caters to the learners' needs. Padernal (2010) pointed out:

“In order to give the learners this oral competence or proficiency in English, what is required perhaps is a different approach to language teaching, an approach based on speech acts. On this approach, oral work should derive from the communicative needs of the learners. In addition to suiting the approach to the learners' needs, the materials for instruction must also be tailored to the needs of the learners. An instructional material that is prepared based on a needs assessment is expected to produced more rewarding results than one which is prepared for general use.”

Valle (2022) also pointed out that good teaching revolves around curriculum preparation, effective instruction and appropriate assessment or evaluation. A curriculum is a description of what to teach, how to teach and why to teach it that way. The philosophy of curriculum enhancement focuses on that wholeness of presentation anchored on the most practical and functional realities in learning. The curriculum should be timely, reasonable, desirable and above all, within the interest of the children.

Bussis and Cheltender (2019) underscore the importance of analysis, reflection and articulate teachers' basic assumption about instruction. Very basic is the analysis and articulation of communication of parents, other teachers and administrators and personal analysis of their communication with their children, the ability to focus subject matter or things relevant to the education of the children.

The EDCOM report revealed very disappointing findings about the status of education of the Philippines. Similar complaint was aired by Senator Guingona in his issue on education as published in the Philippine Delta Kapper in the 1980's. He further stressed that language of instruction affects the quality of learning in our schools.

A study in 2000 by U.P ISMED showed that the English understanding of a sample of elementary school teachers was equivalent to Grade Seven (7) only. Basically, the development of people's ability to understand, speak, read and write English is a prime consideration if we make it as the operation language in the school. Teachers must be helped to make use of their time and effort in producing better results through improved methods of teaching the basic communication skills such as listening, speaking, reading and writing.

The teacher provides communication skills to the learners. His utmost concern is molding the youth, but care should be considered because he (teacher) is a part of every success or failure of a child. In this regard, the teacher should strive to be a model. Aware of the functions of the English language, the Filipino learners should not regret learning English as a second language. Instead, he should strive for functional communication – communication competence in his personal language.

Good teaching involves around curriculum preparation, effective instruction and appropriate assessment or evaluation (Valle, 1995). The philosophy of curriculum enhancement focuses on the wholeness of presentation, anchored on the most practical, functional and realistic learning.

John Hooper, President of the B.F. Goodrich Chemical Company, said that the ability to communicate effectively is essential to success in our work-a-day world to the success of a citizen.

With the identification of definite problems encountered in the teaching of communication skills, the instructors will be informed of their weaknesses and strengths, thereby, they look for ways and means to minimize if not to solve entirely their problems.

Realizing the implication of all these things, the writer finds it necessary and timely to make a study along this line. It is the intention of the researcher to help the communication arts instructors at the Carthel Science Foundation especially those handling English as a component of the General Education Program in order to upgrade their competences in the teaching of English and to look for appropriate measures that will solve their problems in teaching the basic communication skills.

Indeed there are many problems in teaching Communication Arts relative to quality education which redeem to quality instruction. One of these is the lack of communication skills of the tertiary learners which the researcher observed while teaching the subject. While we have not exactly lacked in the efforts to revise the tertiary curriculum, the long long time between oral curriculum development and curricular implementation at the classroom levels as well as the very fast pace of changes taking place in virtually all spheres of human endeavor as a result of technologies had left us with curricula and organizational arrangements that are almost always behind the times.

As Grade 8 English teacher of Bolinao District , the Grade 8 learners were noticed weak in both oral and written communication based on the analysis of the different test results administered to them. And so in the light of the aforecited situation this researcher has decided to conduct this study.

As the instructor of CSEFI, the first year teacher education learners were noticed weak in both oral and written communication based on the analysis of the different results administered to them. And so in the light of the aforementioned situation this researcher has decided to conduct this study.

With his intention to talk, to express, to convince, to inspire, or to entertain, he manipulates language so he can convey his message to another person. Language use is an essential part of the learning process. It does not only supplement what is observed but it also sharpens the power of observation and develops the social skills required for carrying out on a group enterprise.

Dacanay and Bowen (2020) stressed that language is an essential tool for learning and process in school. The ability to express ideas with reasonable ease expected to learn correct grammar and structure for the grade level and develop communication skills in meaningful situations. Learners should extend their ability to new situation, to create new cases, and to create new utterance that are appropriate to their needs (Allen and Campbell, 2022).

Conceptual Framework

“Developing communicative competence in the language learner is still the target of English language teaching in the world today” says Katigbak (2008). Citing Trim (2008), Katigbak mentioned four components of this competence one of which is the linguistic component. This is defined as:

The learner’s knowledge of the language – his knowledge of how to put together words in English in order to express his idea. A learner who has been taught the grammar and sounds of the language in some direct or indirect way would know the phonetic system, organization and accessibility of the language’s vocabulary. (15)

The writer takes the position that communication arts is the to learning in the educative process. Teachers who are who are deficient in the communication skills face difficulties in their work resulting in failure of teaching effectiveness hampering even the learners’ output.

Education authorities believed that the recognition of communication skills is very important in the development/progress in the teaching-learning process. Likewise, teachers should carry an instructional program that begins by providing a detailed diagnosis of the learners’ communicative skills. On the basis of learners’ academic performance, a course of instruction should be tailored for them. In essence, learners should recognize all the communication skills in English class. Effective oral communication is one of the most important skills taught to elementary school children.

This study is anchored in the 2000 Philippine Constitution which serves as the legal basis of the study which states:

“The state shall protect and promote the right of all citizens to quality education at all levels and shall take steps to make such education accessible to all (Article XIV, Sec. 1) It has also another legal basis the goals of Elementary Education which is the development of functional literacy in very citizen, and the DECS Order series of 1974 known as the Bilingual Education Policy which mandated the use of English and Filipino as separate media of instruction. English shall be the medium of instruction for English, Science and Mathematics while the other learning areas shall be taught in English and Filipino shall likewise be taught as separate subjects in the curriculum. This policy has been promoting the focus of learning the he correct usage of English and Reading.

Figure 1 in the next page presents the paradigm of the conceptual framework of the study using the “Input-Process-Output” model. The input include the proficiency level of the Grade 8 learners in English at the Bolinao District in terms of their oral communication based on taped-revealed communication and the written communication skills; the weakness of the Grade 8 learners in English along the oral and written communication. The output of this study is a recommendation to enhance the oral communication skills of the Grade 8 learners.

Assessment of the Proficiency Level in English of the
Grade 8 Learners at the Bolinao District
Pangasinan

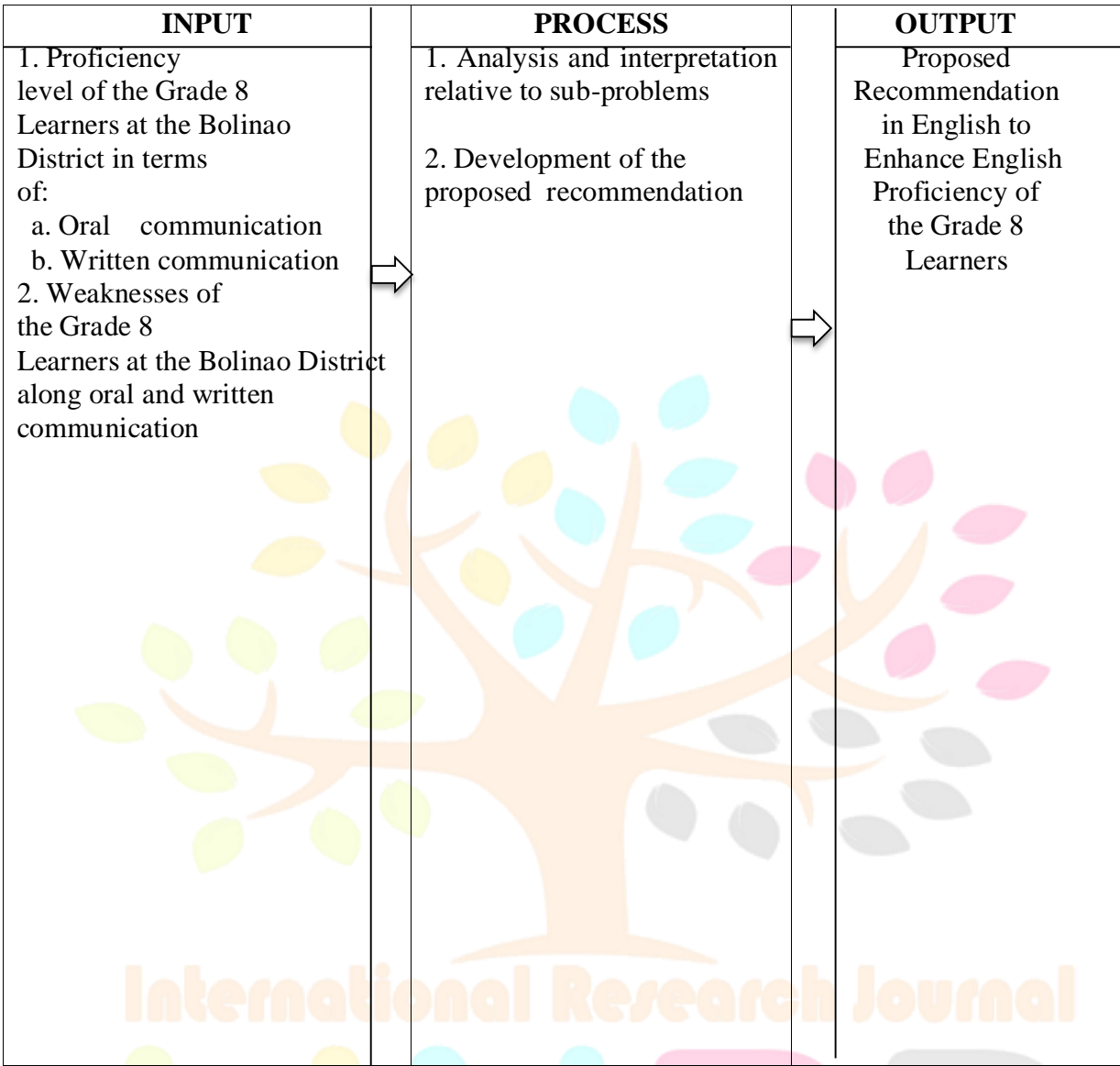


Figure 1
Schematic Diagram on the Conceptual Framework of the Study

Statement of the Problem

This study assessed the proficiency level of the Grade 8 learners in English at the Bolinao District during the school year 2024-2025.

Specifically it sought to answer the following sub-problems;

1. What is the proficiency level of the Grade 8 learners in English at the Bolinao District in terms of the following:
 - a) oral communication skills based on taped-revealed communication intervention
 - b) written communication skills based on written communication
2. What are the weaknesses of Grade 8 learners in English at the Bolinao District along oral and written communication skills?
3. Based on the findings, what recommendation can be proposed to enhance the oral and written communication skills of the Grade 8 learners?

Basic Assumptions

This study is anchored on the following basic assumptions:

1. There is a need to improve the proficiency level of the Grade 8 Learners along oral communication and written communication skills.

2. The results of the assessment can be used as bases for a proposed recommendation to enhance the proficiency level of the Grade 8 learners.

Scope and Delimitation of the Study

This study assessed the proficiency level of the Grade 8 learners in English at the Bolinao District during the school year 2024-2025 in term of oral and written communications based on taped recorded communication and their weaknesses in English along the two communication components in English. The respondents of this study were the forty-five (45) learners at the Bolinao District.

The study was limited to the assessment of the proficiency level of the Grade 8 learners and that the implementation of the proposed recommendation is beyond the limit of this study.

Significance of the Figure

Communication is the life-blood among individuals. It may also be considered as the sum total of directly and indirectly, consciously and unconsciously, transmitted feelings, attitudes and wishes. Communication is an integral part of the process of change (Tortoviele, 2021).

Thus, this study will benefit the following:

School Administrator. It is hoped that this study would contribute to the staff development program by utilizing the proposed recommendation if properly implemented.

Grade 8 English Teacher. The results of this study will help them in identifying their weaknesses in carrying out their lessons in teaching English as well as to identify the learners' weaknesses.

Grade 8 Learners. The result of this study will help them in improving their proficiency skills in English.

Other Researchers. The result of this study may serve as frame of reference materials in conducting other researchers.

Researcher Herself. The result of this study may guide her in improving her skills and competencies in order to achieve quality instruction in English.

Definition of Terms

In order to facilitate understanding of the discussion, the following term are operationally defined as used in this study.

Proficiency. Refers to a high attainment in knowledge, act or skills of the first year learners in the teacher education.

Oral Proficiency. Refers to the ability to communicate verbally in English with authority, fluency, clarity and style.

Oral Proficiency Level. Refers to the extent of the oral proficiency as indicated by the rating scale based from 1 to 9 with descriptive appraisal ranging from non-user to expert user of the English language.

Most important, teachers plan opportunities, supported by appropriate instructional materials, for learners to produce the language they have acquired, use language in academic interactions with peers and adults, and monitor and correct their oral and written language. Teachers create an environment in which learners feel comfortable in risking the use of new and unfamiliar language. Instructional materials describe for teachers the linguistic features of the most commonly spoken languages as they differ from English (e.g., analysis of similar and dissimilar sounds). Teachers apply the understanding of similarities and differenced among the languages in planning instruction and use questioning and other strategies to foster substantive student discussion and participation. Emphasis is place on the learners' producing language in a variety of contexts and the teachers' eliciting student participation and thought.

Student should receive specific, constructive feedback from their teachers regarding the accuracy of their role and written work and their progress toward mastery of conventional English. Teachers should analyze learners' errors to determine development in oral and written English and plan appropriate instruction to improve competence. (236).

Oral Language Development

The District Structural Reading Program of the Los Angeles Unified School District (1999) defined oral language as the ability to actively participate in storytelling, retelling, paraphrasing, and reconstructing significant events from a story that the child has read or that has been read to the child. Oral language includes the child's ability to respond and produce complete, coherent sentences. Oral language development is important because it builds phonemic awareness, vocabulary, and an understanding of syntax, language patterns, and story structure. Storytelling and retelling validate the use of a child's own language skills. Learners develop literacy on the foundations of oral language. A Successful English language development program is measured by a student's ability to communicate effectively for different purposes and to achieve academically.

With regard to oral language, Strickland as cited by Banaag pointed out that ease in the use of language is the product of a great deal of language experience under many types of circumstances and in many situations. Ease comes only with confidence and a deep sense of adequacy, with the inner conviction that one can depend on his use of language to make his meaning clear and intelligible to others. Poor speech, inadequate vocabulary, or noticeable departures from commonly accepted usage make any individual, young or old, feel uncertain of the response his efforts will bring out forth and consequently make him hesitant and in every way insecure/easy command of language is a goal to be sought for each child because of the values that accompany it in all areas of living.

Banaag further cites Strickland who said that clarity of speech and speech and language has a number of aspects. It involves accurate articulation of sounds, clear enunciation, pronunciation which can be understood, usage which fits commonly accepted standards, and choice of words which carry the meaning that is intended.

Articulation of the sounds of the language still presents a problem for some children to entrance into primary school. The majority of children are forming most sounds correctly, but there are few in almost any group who substitute sounds or manipulate their lips and tongue in such manner that the sound produced for a letter differs from the accepted sound for that letter. (107)

Ulit, et. al. (2000) describes the nature of language as follows:

- Language is systematic. Language is consistent and predictable. It follows patterns or rules that allow an infinite number of communication. We develop an intuitive knowledge of the language system which allows us to generate and receive messages that are totally new to us.
- Language is arbitrary. The elements of language system are arbitrarily determined. Individuals cannot utter any string of sounds in any order and expect others to understand them. Communication is dependent on an established system and decisions about the elements within that system are necessarily arbitrary.
- Language is vocal. Language is based on a set of speech sounds produced by the vocal organs of the body. Words are made by combining those sounds. Thus, speech is the primary language of a group. Writing is a symbolic representation of speech and was developed thousands of years later.
- Language is symbolic. Words stand for objects and things and they allow us to talk about them when they are not present. A word is that the sound produced for a letter differs from the accepted sound for that letter. (107)

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- Language is vocal. Language is based on a set of speech sounds produced by the vocal organs of the body. Words are made by combining those sounds. Thus, speech is the primary language of a group. Writing is a symbolic representation of speech and was developed thousands of years later. The symbolic nature of our language allows us to think and talk about abstract ideas such as democracy and love, as well as about concrete objects and things.
- The purpose of language is group communication. The need for communication among members of a group gives rise to language. The language that develops belongs to the group and binds them together. They in turn are responsible for knowing the language; it is a prerequisite for functional membership in the group. (6-7)

Competency in English Language

Andrew B. Gonzales, et al. (2008) believed that there is a need for competency in English language. This need is shared by some members of policy makers, academe, business, and the population at large. The arguments forwarded for the perceived need were the following:

1. English is the international language, our link to the rest of the world.
2. English is the language of business (global competitiveness).
3. English is the prestige language.
4. Not teaching English will create new elite which will have access to opportunities because only they can speak in English.
5. Most of the world knowledge is in English.
6. English is the language of science and technology.
7. Proficiency in English is an indicator of intellectual ability.

Furthermore, most print media and English televisions, particularly cable television and public affairs program preferably use English. In government communications, the more formal the situation and the more highly educated the participants, the greater the tendency to use English. Even in written government communication like income tax forms, voter's registration forms, official receipts and invitations to bid, the prevailing language in English.

The universal language of information technology is English. It is the dominant language for using the IT infrastructure such as the INTERNET. English will be the lingua franca of the INTERNET fifty years from now. In general, English is the language of the operating system. The interface between the user and the machine. English is the also basis for most programming language. It is the language for the analysis and specification of system and the language for technical communication and documentation. For reasons of practicality and proficiency English is the language of IT in the Philippines. In Computer Science classes, the medium of instruction is English. And, therefore, the computer literacy for the Filipino means literacy in English.

Gonzales, et al. (1998) confirmed that the English skill is truly deteriorating. Its deterioration is not simply due to changes in language instruction but because people are not using it as their primary means of communication outside the formal education system.

The profile of communication needs of a learner is also the four modes or skills of language as a medium of communication. According to Alcantara (2001):

“These modes compose the areas of Communication Arts. Speaking discussion include conversation, oral reports and other modes or oral expression. Reading stresses experiences that range from the interpretation of symbols to critical analysis of literacy works. Writing experiences include handwriting, spelling and a variety of activities ranging from copying, writing from dictation, to creative writing from dictation to creative writing of stories, essays, biographies, poems and other literary forms.”

Moreover, language as a tool of communication has skills which fall into several broad fields, according to Carol (2003). They are:

1. oral and aural skills especially stress and intonation;
2. graphic skills especially spelling and punctuation;
3. language patterns within the sentence, particularly those conveying information and conceptual meaning through lexical and structural devices;
4. discourse features, such as indicators for handling a topic and indicating the structure of a discourse; such features make a text that it is rather than a string of separate sentence, and
5. references study and situation-handling skills for handling or relaying information.

In terms of effectiveness in both oral and written communications, Fernando (2003) gives these statements:

“Effective oral communication is dependent upon a number of a factor such as fluency of speech, the case with which a person carries a conversation, adequacy of vocabulary, articulation and pronunciation, the clarity of organization of ideas, and the readiness to bring into focus our store of information and attitudes about topics that arises in the discussion.”

“The effectiveness of written communication (on the other hand) becomes dependent on the writer's facility with written word and the reader's power of concentration and understanding.”

If the learner's oral and written communication skills are effective, then, there is a communicative competence. This communicative competence is manifested through a learner's communicative performance. Carrol (2014) explains the meanings of communicative competence and communicative performance.

“Communicative competence refers to the relationship and interaction between grammatical competence (knowledge of the grammar rules and usage) and socio-linguistic competence (knowledge of the conventions of language of use.) (while),” Communicative performance is the realization of the (above-mentioned) competence and their interaction in the actual production and comprehension of utterances.”

Aside from communicative competence, Carrol (2014) has likewise identified five elements that determine the success of a language learner. They are: (1) attitude, (2) general intelligence, (3) perseverance (resides in the learner), (4) opportunity for learning which is within the learner’s influence, and (5) quality of instruction that is inherent in the school and the teacher and that is affected by the choice of instructional material as methods and strategies applied in dispensing instruction. Besides the basic amount of human intelligence, there are three kinds of ability which constitute an “Ear for language” which the learner should develop. According to Robles (2003), these are:

1. Phonetic Coding Ability

This is the ability to listen to second language sounds or words, to identify them as distinctive, and then to store them in memory so that they can later be recalled accurately on an appropriate occasion.

2. Grammatical Ability

3. This is the ability to understand the grammatical functions of different kinds of language elements (words, particles, suffixes, etc.) and the rules governing their use.

4. Productive Reasoning Activity

This is the ability to infer, from the way in which different words and grammatical constructions are used in the second language, the rules governing the use of those words and constructions.

Communicative competence on the part of the learner is attaining some level of proficiency in English. Although English proficiency is not an indicator of intellectual ability for learners of other countries, English proficiency in the Philippines is considered an indicator of intellectual ability. Gonzales, et al. elucidates this in this manner:

“In the Philippines, English proficiency may be considered an indication that an individual has mastered a particular intellectual skill. Because English is not the native language, English is linguistically very different from the native language and the use of English is not largely supported in the social environment and so mastery of English is indeed an intellectual feat. Hence, good learners may end up learning and mastering English better than weaker learners. So there is a possible link between English proficiency and intellectual ability. (But these arguments would not apply for those whose first language is English and likewise with those with some highly intelligent thinking but with very little knowledge in English”.

In the tertiary level, the goal for English language teaching is development of communicative competence. But with the present deteriorating condition of the oral and written communication skills of the learners and graduates, attaining such communicative competence is far.

Meanwhile, attaining proficiency in the use of the English language does not fully mean that a learner merely studies the four modes of language such as speaking, listening, reading and writing. There are other ways of developing his communication skills. These ways should go hand in hand with the modes of language like the application of teaching strategies or language teaching devices in the form of drama, elocution, contest debate, public speaking, choral speeches, oral interpretations, and others. These shall put a learner into an activity that shall require practice in oral communication.

Ward (2000) further explains that:

“Play making is a form of oral communication which develops not only effectiveness in a language but also gives a wise teacher, certain qualities of character and personality which are vital to the citizens of a democracy. Among the numerous drama forms that show potentiality in the field of language education are: pantomime, dialogue, role-playing, improvisation and story-dramatization”.

Another study in English is that of Laron (2020) which focused on the identification of junior college learners’ proficiency as revealed in structure and vocabulary tests, these included paragraph completion, ordering sentence parts, identifying sentence errors, correcting ambiguous sentences, recognizing related sentences and correct spelling, pronunciation and capitalization.

The results showed a satisfactory degree of competence of the majority of the respondent learners in written English along structure. However, they lacked adequate knowledge of the rules on syntax and have

poor foundation of English structural grammar. This was apparently brought about by lack of motivation, bilingualism, and lack of sufficient practice.

The findings of Laron point out the need to continuously assess learners' performance in English. The researcher recommend that learners should give special attention to their speech so that they will hear only the correct forms and should eliminate the incorrect ones. Teachers should also use interactive or communicative approach in their lessons.

Mendi (1998) sought to identify the weaknesses in reading in English of the Grade 4 learners based on the results of a district achievement test and to propose support reading materials.

The study used the descriptive survey method with a district achievement test as the data-gathering instrument. Based on the analysis of the test results, Mendi determine the weaknesses of the Grade 4 learners in reading in English and used these as basis for the development of the support and enrichment instructional materials which are meant to cater to the learners' needs.

On the basis of the findings, Mendi concluded that:

1. Based on the analysis of the Grade 4 learners' weaknesses in reading in English in the district achievement test, there is a need to improve their reading skills which are categorized into three broad areas, namely: (a) "getting the main idea", "making an inference", and "predicting outcomes".
2. Support and enrichment materials in reading in English based in identified learners; weaknesses can be prepared/developed to meet their needs.
3. The proposed support and enrichment materials are adequate sine they meet the criteria set for adequacy which are congruence to the adjectives, appropriateness, variety and interest appeal.

Another study in English that focused on the reading difficulties of Grade 8 learners is that of Lumbas (2000). With the use of a test covering the reading skills, the study reported that the skills on the use of suffixes, synonyms, simile and metaphors were moderately difficult for the Grade 8 learners. Accordingly, the learners met difficulties in all comprehension skills which are noting the details, getting the main idea, following directions, sequencing events, perceiving, cause-effect relationships and others.

A worktext on Speech Communications in English for college learners was prepared by Mesa (1997). The development of the worktext was the result of the status of the instructional materials that are being used in the teaching of the course and the extent the worktext would answer the need for a more effective teaching material in college English.

She used the descriptive method of research employing teachers of Speech Communication in the assessment through a questionnaire. With the teachers' suggestions on the objectives, contents, learning activities, and evaluative activities to be included in the curriculum materials. Mesa developed the worktext and tried it out with learners to get their feedback.

Mesa conclude that: (1) There is a need to adopt a worktext to teach Speech Communication in English in college that would provide appropriate activities needed to develop the learners' oral communicative competence in the language, and (2) The prepared curriculum material provides adequate and appropriate activities needed to enhance the motivation and develop the learners' oral communicative in English.

Penuliar (2010) conducted a study on the oral proficiency English of the intermediate teachers in the district of Mapandan as basis for a proposed speech improvement program.

The study used the descriptive method of research to determine the oral proficiency level of the teachers. With the use of an oral proficiency evaluation band, she tape-recorded the actual teaching language of the teachers of English, Science, and Mathematics based on their lesson plans and evaluated these after transcribing them. The speech difficulties of the teachers were categorized as those in pronunciation, grammar and utterance. These were made as the basic for the development of a proposed speech improvement program in English for the teachers.

Based on her findings, Penuliar drew the following conclusions:

1. While generally, the respondents were modest to very good users of English, there is still much that can be done to improve their oral proficiency in English.
2. The oral proficiency in English of teachers in English, Mathematics, and/or Science is comparable.
3. The teachers need to be assisted in their speech difficulties particularly in pronunciation, grammar and utterance for them to become effective and efficient teachers of subjects taught in English.

Laron's (2010) study centered on the identification of junior college learners; proficiency in English. This was facilitated with the administration of structure and vocabulary tests which included paragraph completion, order in sentence parts, identifying sentence errors, correcting ambiguous sentences, recognizing related sentences and correct spelling, punctuation and capitalization.

The findings revealed a satisfactory degree of competence of the majority of the respondents in written English along structure. However, they lacked adequate knowledge of the rules on syntax and have poor foundation of English structural grammar. This was attributed to the lack of motivation, the bilingual education program, and lack of sufficient practice.

Laron's findings point out the need to continuously assess learners' performance in English. Hence the recommendation offered that learners should give special attention to their speech so that they will hear only the correct forms and should eliminate the incorrect ones. It was also recommended that teachers should use the integrative or communicative approach in their lessons.

David (2009) developed and validated interactive language teaching modules on the teaching of English IV. She tested the effectiveness of the modules using the pre-test and post-test control group experimental design. The study employed 100 fourth year high school learners who came from two schools in the Division of Tarlac. The subject cases in this study were chosen on the basis of their proficiency level as shown by their grades in the second grading period. The experimental and the control group have similar mental ability and the teachers who handled the two groups had the same descriptive performance rating of "Very Satisfactory".

The study showed the following findings:

1. Before the experimental period, learners in both groups had similar master level as reflected from their pre-rest results;
2. The learners who used the Interactive Learning Teaching Modules achieved significantly better than those who did not;
3. High school teachers can follow and used modular instructions effectively;
4. Interactive Learning Teaching Modules entail the use of varied instructional materials.

Ochoa's (2009) study dealt on selected factors affecting learning in Communication Arts III English. The factor included in the study were limited to teachers' competence, learners' interest, attitudes and abilities and home and school support to the teaching of the English language. Furthermore, the study included possible problems that may hinder effective teaching-learning process. It also included discussions on the implications of this study to the improvement of English learning of the third year learners.

The descriptive method was used in this study. A total of 356 third year learners who took Communication Arts (English III) during the school year 1996-1997 and 16 teachers teaching Communications Arts (English III) in National High Schools in the Division of Batangas City, namely, Balete, Banaba, Conde, Paharang, Pinamucan, Sto. Nino, Tabangao, and Talumpok were used as respondents of the study.

The data were gathered primarily through the use of the questionnaire. Informal interview were also conducted and utilized as sources of data. The statistical tools used were frequency, percentage, rank, weighted mean and T-test. Results were analyzed and interpreted in consonance with the research objective.

Based on the findings of the study, Ochoa came up with the following conclusions:

1. All teachers are educationally qualified. Some had MA units and only one is an MA degree holder. Majority of them had gained adequate experience. Learners respondents were mostly female and that their parents mostly had elementary level education and with an income ranging from 2,000-4,000. Most of them had magazines as reading materials at home.
2. Teachers and learners agreed to moderate level that learners; attitude and home support affected learners' learning in English III.
3. Teacher and learners differ significantly in their perceptions on the teachers' competence, learners' abilities, attitudes, school and home support.
4. The teachers and learners differ in their perceptions on the problems that hindered the learning of English. The teachers considered poor language background as the major problem while it is speaking the language that learners claimed as the greatest difficulty.
5. To improve English instruction, coordination among teachers, supervisors, administrators and parents is an imperative requirement. It is with the complementary assistance of these distinct groups that language learning will be properly guided.

Tolentino's (2009) study dealt with the difficulties in an English achievement test of Grade 8 learners in selected elementary schools in the five (5) districts of Cotabato Division.

On the basis of the findings of the study, the researcher drew the following conclusions:

1. The difficulty met by the Grade 8 learners in the five (5) district schools in Cotabato City Division were derived from the core areas of the English language.
2. The areas in the English Achievement Test in which Grade 8 learners met difficulties have variance.

3. The performance of the Grade 8 learners can be improved with proper manifestation and review of the difficulties they met in the English Achievement Test.
4. The difficulties encountered by the Grade 8 learners in the English Achievement Test indicate a need for innovation in the teaching methodology in English subjects.
5. The in the English Achievement test which the Grade 8 learners found to be difficult should be properly identified.

Salazar (2000) focused her study on strategies which learners can adopt consciously as they attempt to complete a learning of communication task or improve their language development. These strategies can be grouped into six: memory, cognitive, compensation, metacognitive, affective and social. She mentioned that an important variable that often hinders the use of appropriate strategies is the lack of strategy-related awareness. Learners may not be fully aware of their own language learning strategies and are even less aware of the wide range of alternative language strategies used by highly successful language learners.

With the use of the descriptive/correlation method, Salazar described the language learning strategies used and the communicative competence level of her respondents composed of freshman and junior college learners of the Bicol University College of Education.

Based on her findings, Salazar gave the following conclusions:

1. The learners used a variety of language learning strategies but not only to a moderate extent. Only the junior learners reported a high use of the metacognitive strategy group.
2. Both the freshmen and juniors reported a high use of the following strategies: watching TV movies, reading for pleasure and writing down notes.
3. The learners can be categorized as Fair Users of English based on Criterion 1 (knowledge of the Mechanical Rules of the Language) and Criterion 2 (knowledge of the Meaning of the System of the Language) and Competent Users based on the Criterion 3 (Appropriateness in terms of Settings and Relationships).
4. Language teaching that includes activities that maximize the use of language learning strategies could improve the language.

Salazar offered the following recommendations:

1. English language classes should not only teach about the language but also how to learn it. Especially among the freshmen, the teaching of effective language strategies would help them exploit all the opportunities that college life offers.
2. Although the learners have an acceptable level of communicative competence, they need to be given more opportunities to exercise their language skills in English preferably in naturalistic situation. In particular, their writing and oral skills need to be further strengthened.

CHAPTER 2 METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and tools for data analysis to answer the different sub-problems raised in the study.

Research Design

This study used the Descriptive Method of research with the use of questionnaire as data gathering instrument in the assessment of the proficiency level of the Grade 8 learners in English at Bolinao District, Pangasinan during the school year 2024-2025. The assessment included the proficiency level in English of the Grade 8 learners in Bolinao District in terms of the Oral Communications Skills and the Written Communication Skills based on written communications; the weakness of the Grade 8 learners in English along oral and written communication. Based on the analysis of the findings a proposed recommendations to enhance the teaching of communication skills in English by the Grade 8 learners at Bolinao District, Pangasinan.

Sources of Data

The forty-five (45) Grade 8 learners enrolled at Bolinao District served as the subject respondents of the study. Their level of proficiency was determined along the oral communication skills on tape-recorded communication interaction and written communication skills.

Their weakness was also identified along the two communication components.

Instrumentation and Data Collection

The study focused on the assessment of the proficiency level of the Grade 8 learners in English at Bolinao District, Schools Division Office Pangasinan I during the school year 2024-2025. The assessment determined the proficiency level of the Grade 8 learners in English at Bolinao District in terms of oral communication skills based on tape-recorded communication interaction; the weaknesses of the Grade 8 learners in English along oral and written communication skills. The output of the study is a proposed recommendation to enhance the oral and written communication skills of the Grade 8 learners.

The researcher sought permission from the Schools Division Superintendent, Schools Division Office Pangasinan I to use the tape-recorded oral test and written test in English of the Grade 8 learners at Bolinao District. The researcher personally administered the oral and written communication test to the Grade 8 learners.

Tools for Data Analysis

The different sub-problems were statistically treated, by sub-problems. Sub-problem 1 and 2 on the proficiency level of the Grade 8 learners in English and the weaknesses of the Grade 8 learners in English, Frequency, and Percentage was used. The formula is:

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

Where:

P=percentage

F=frequencies

N=number of respondents

CHAPTER 3 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the data gathered relative to the proficiency level of the Grade 8 learners in English at Bolinao District .

Proficiency Level of the Grade 8 Learners In English

This section presents the proficiency level of the Grade 8 learners in English at Bolinao District , Dagupan City, Pangasinan. The data is presented in table 2 to answer sub-problem 1.

Table 2
Proficiency Level of the Grade 8 Learners
Relative to Oral Communication Skills
Along Pronunciation
N = 45

Proficiency Level along Pronunciation	f	percent
Very Good	5	11.11%
Good	8	17.78%
Fair	22	48.89%
Poor	10	22.22%
Total	45	100%

Table 2 presents the proficiency level of the Grade 8 learners in English at Bolinao District relative to oral communication skills along pronunciation. It must be noted that the Grade 8 learners belong to “fair”

proficiency and in English along pronunciation lesson. This means that the Grade 8 learners need to be guided along pronunciation by the Grade 8 English Teachers.

Table 3
Proficiency Level of the Grade 8 Learners Relative
To The Communication Skills along Intonation
N = 45

Proficiency Level Along Intonation	F	percent
Very Good	5	11.11%
Good	10	22.22%
Fair	20	44.44%
Poor	10	22.22%
Total	45	100%

Table 3 presents the level of proficiency of the Grade 8 learners in communication skills along intonation. Scrutinizing the table, the Grade 8 learners were rated by their Grade 8 English teacher in intonation to “fair”, 20 or 44.4\$ percent. The use of tape recorded in English class provides the teacher with an opportunity to hear and observe the individual learners as they attempts to read was do orally. The intonation phase of the Grade 8 learners was initiated, wherein the Grade 8 learners can read but enough difficulty to make instruction effective. It must be noted that the Grade 8 learners have difficult intonation.

Proficiency Level of the Grade 8 Learners Relative To The Communication Skills Along Clarity

On the proficiency level of the Grade 8 learners in the manifestation of their oral communication skills along clarity is presented in table 4.

Table 4
Proficiency Level of the Grade 8 Learners Relative
To The Communication Skills Along Clarity
N = 45

Proficiency Level Along Clarity	f	percent
Very Good	5	11.11%
Good	10	22.22%
Fair	5	11.11%
Poor	25	55.56%
Total	45	100%

Proficiency Level of the Grade 8 Learners Relative To Written Communication Skills Along Spelling

Spelling is also an important component in written communication skills. Table 5 presents the data, there were twenty words spelled by the Grade 8 learners wherein it was tape recorded individually given by the Grade 8 teacher in English.

Majority of the Grade 8 learners found out that 30 or percent were “poor” in communication skills along spelling. This implies the need to give maximum assistance to the Grade 8 learners a way that they will improve in spelling.

Table 5
Proficiency Level of the Grade 8 Learners Relative
To Writer Communication Skills
Along Spelling
N = 45

Proficiency Level Along Spelling	f	percent
Very Good	5	11.11%
Good	10	22.22%
Fair	10	22.22%
Poor	20	44.44%
Total	45	100%

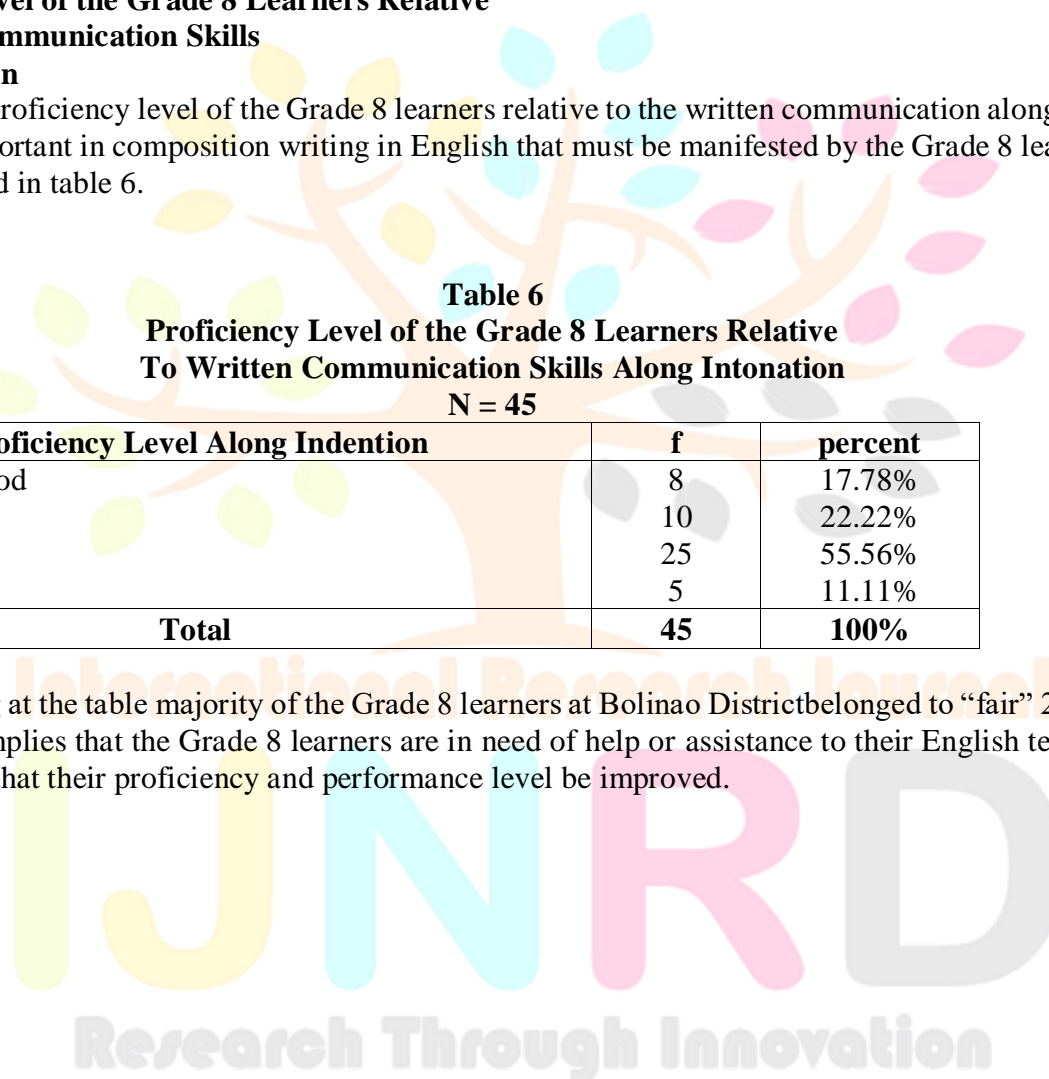
Proficiency Level of the Grade 8 Learners Relative
To Written Communication Skills
Along Indention

On the proficiency level of the Grade 8 learners relative to the written communication along indention is also very important in composition writing in English that must be manifested by the Grade 8 learners. The data is presented in table 6.

Table 6
Proficiency Level of the Grade 8 Learners Relative
To Written Communication Skills Along Intonation
N = 45

Proficiency Level Along Indention	f	percent
Very Good	8	17.78%
Good	10	22.22%
Fair	25	55.56%
Poor	5	11.11%
Total	45	100%

Looking at the table majority of the Grade 8 learners at Bolinao District belonged to “fair” 25 or 55.56 percent. This implies that the Grade 8 learners are in need of help or assistance to their English teachers and in much a way that their proficiency and performance level be improved.



Weaknesses of the Grade 8 Learners In English Along Oral And Written Communication Skills

This section presents the weaknesses of the Grade 8 learners in English along oral and written communication skills. The data is presented in table 7 in answer to sub-problem 3.

Table 7
Weaknesses of the Grade 8 Learners In English Along Oral And Written Communication Skills
N = 45

A. Weakness in Oral Communication Skills	f	percent
1. Dictation	10	22.22%
2. Pronunciation	10	22.22%
3. Intonation	10	22.22%
4. Event	5	11.11%
5. Emphasis	5	11.11%
6. Clarity	5	11.11%
Total	45	100%
B. Weakness in Written Communication Skills	f	percent
1. Unity	10	22.22%
2. Focus	12	26.67%
3. Coherence	13	28.89%
4. Value	10	22.22%
Total	45	100%

Proposed Recommendations To Address The Needs of the Grade 8 Learners In Oral And written Communication Skills

This section presents the output of the study which is a proposed recommendations to address the needs of the Grade 8 learners in oral and written communication skills at Bolinao District , Dagupan City, Pangasinan, Schools Division Office Pangasinan I .

The tape-recorded communication of the Grade 8 learners revealed that both the oral and written communication skills in terms of pronunciation, intonation were “poor” proficiency. Along the written communication skills, the Grade 8 learners were “poor” in spelling and indention. There results imply that the Grade 8 learners are still wanting for better preparation in oral and written communication skills. It is of this accent that the researcher proposed this recommendation to address the needs of the Grade 8 learners both in the oral and written communication skills.

Proposed Recommendations To Address The Needs of the Grade 8 Learners In Oral And written Communication Skills

Areas of Concern	Recommendations
A. Oral Communication Skills	<p>A. The Grade 8 Teacher should provide more exercises for the Grade VI learners to work on in school and at home.</p> <ul style="list-style-type: none"> - Individualized instruction should be provided to the Grade 8 learners especially on the areas where weaknesses were noted. - More practiced exercises be given to the Grade 8 learners.
B. Written Communication Skills	<p>B. The Grade 8 English teacher should develop proper ways/steps via writing skills</p> <ul style="list-style-type: none"> - The Grade 8 learners should develop correct spelling and indention phasing - They should be motivated to write accurately.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, the conclusions drawn based on the findings and the recommendations offered based on conclusions drawn relative to the different sub-problem raised in the study.

SUMMARY

This study used documentary analysis in defining the proficiency level of the Grade 8 learners in communication skills in English at Bolinao District , Schools Division Office Pangasinan I during the school year 2024-2025. The study included the proficiency level of the Grade 8 learners in communication skills along the oral and written communication skills based on tape-recorded; the weaknesses of the Grade 8 learners on both the oral and written communication skills. The output of the study is a proposed recommendations to address the needs identified by the Grade 8 learners in oral and written communication skills in English at Bolinao District , Dagupan City, Pangasinan, Schools Division Office Pangasinan I . The forty five (45) Grade 8 learners served as subject respondents. Percentage and frequency was used to treat the data needed relative to the different sub problems raised in the study.

Findings

1.0 Proficiency Level of the Grade 8 Learners Relative to Oral Communication Skills Along Pronunciation, Intonation And Clarity

- 1.1. Majority of the Grade 8 learners relative to oral communication skills along pronunciation were rated to “fair” 22 or 48.89 percent.
- 1.2. Along intonation, the Grade 8 learners belonged to “fair” 22 or 48.89 percent.
- 1.3. In terms of clarity, they were rated to “poor” 25 or 58.56 percent.

2.0 Proficiency Level of the Grade 8 Learners Relative to Written Communication Skills Along Spelling And Indention

- 2.1. Proficiency level of the Grade 8 learners relative to written communication skills along spelling was “fair” 20 or 44.44 percent.
- 2.2. The Grade 8 learners communication skills along indention was “fair” 25 or 55.56 percent.

3.0 Weaknesses of the Grade 8 Learners In English Along Oral and Written Communication Skills

- 3.1. Majority of the Grade 8 learners are weak in dictation, pronunciation and intonation 10 or 22.22 percent.
- 3.2. The Grade 8 learners are weak in written communication skills as manifested by them in “coherence” 13 or 28.89 percent.

4.0 Proposed Recommendations to Address the Needs of the Grade 8 Learners In Communication Skills in English

- 4.1. The proposed recommendation can address the needs identified by the Grade 8 learners in communication skills in English along oral and written skills.

CONCLUSIONS

Based on the findings made, the following conclusions were drawn:

1. The proficiency level of Grade 8 learners in communication skills in English along oral and written skills must be addressed.
2. The identified weaknesses of the Grade 8 learners in oral and communication skills should be motivated.
3. The proposed recommendation can help English VI teachers to improve the oral of proficiency of the Grade 8 learners.

RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations were offered:

1. The proposed recommendation to address the needs identified of the Grade 8 learners should be forwarded to DepEd concern authorities in such a way that the proficiency level of the Grade 8 learners be improved as well as the weaknesses identified both in the oral and written communication skills.
2. Similar study be conducted to validate the findings of this study.

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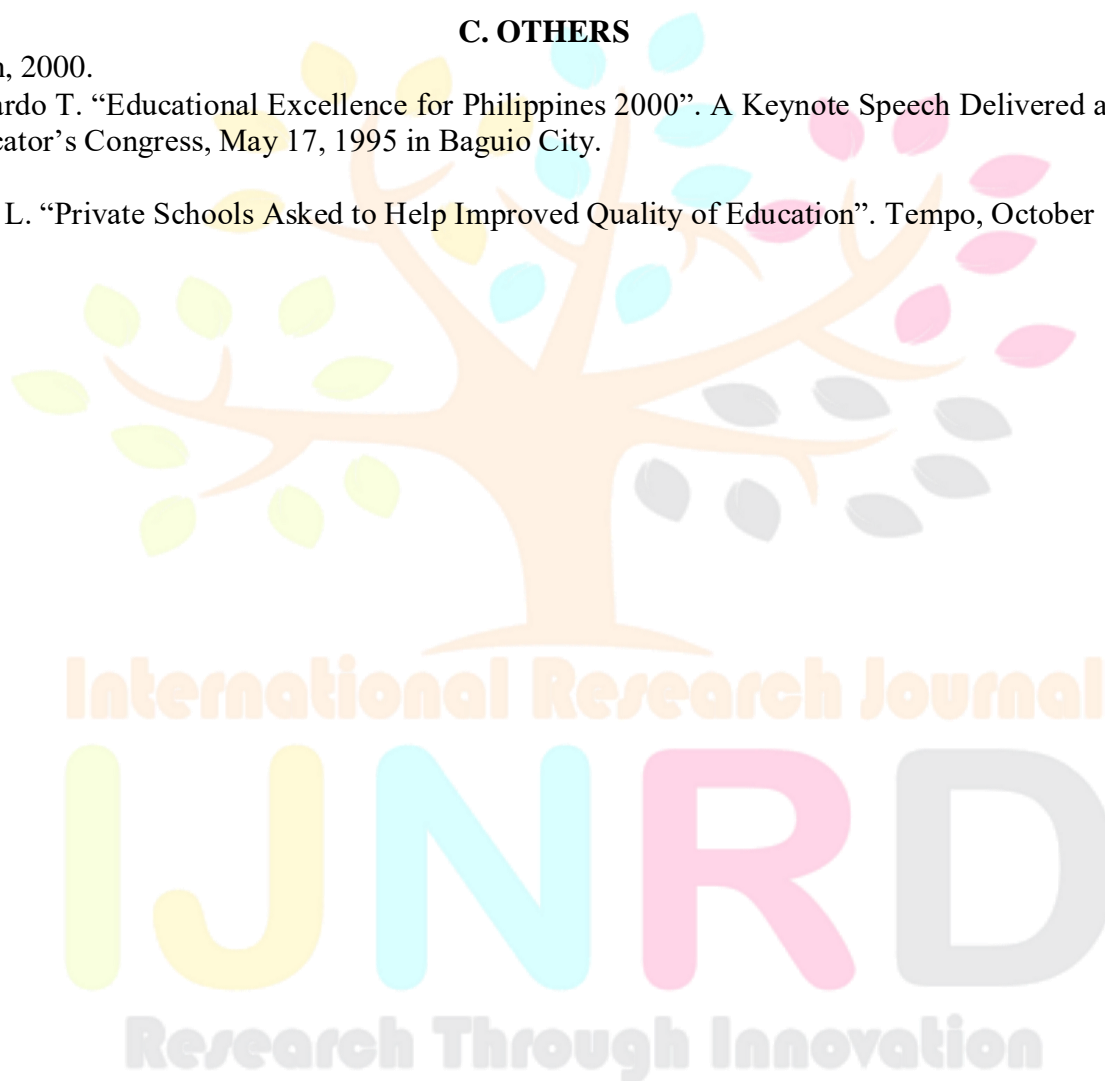
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APPENDICES

APPENDIX A

Department of Education
Region I
Division of Pangasinan I

Schools Division Superintendent
Division of Pangasinan I
Lingayen, Pangasinan

Madam:

The undersigned is conducting a study entitled “**PROFICIENCY LEVEL OF THE GRADE 8 LEARNERS IN ENGLISH AT BOLINAO DISTRICT**”. This research work is being conducted in partial fulfillment of the requirements for the **MASTER OF ARTS IN EDUCATION** degree at the Lyceum-Northwestern University, Dagupan City.

In this connection, permission is being requested for your good office for the undersigned to gather data needed for the study through a questionnaire to be issued to the English teachers in the selected public secondary schools, Bolinao, Pangasinan.

Thank you very much for your favorable.

Very truly yours,

TEODILYN C. CAMERO
Researcher

Noted:

CHRISTOPHER A. DE VERA, Ed. D.
Thesis Adviser

APPROVED:

FATIMA R. BOADO, Ed.D
Schools Division Superintendent

