



PROFICIENCY LEVEL OF THE GRADE 4 LEARNERS IN ENGLISH AT STA. BARBARA DISTRICT II

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1. Abstract :

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 4 learners in English at Leet Elementary School, Sta. Barbara District II during the school year 2023-2024. The assessment included the proficiency level in English of the Grade 4 learners in Leet Elementary School in terms of the Oral Communications Skills and the Written Communication Skills based on written communications; the weakness of the Grade 4 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 4 learners at Leet Elementary School, Sta. Barbara District II.

INTRODUCTION

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 students elementary school children up to tertiary students. 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, 2008)

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 (2008) pointed during the grade school year. He cited a DepEd reports stating that for every one hundred (100) freshmen high school students, 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 (2008) 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 2005 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 students’ needs. Padernal (2008) pointed out:

“In order to give the students 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 students. 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 (2015) 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 (2018) 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 complain was aired by Senator Guingona in his issue on education as published in the Philippine Delta Kapper in the 2000's. He further stressed that language of instruction affects the quality of learning in our schools.

A study in 2015 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 students 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 Sta. Barbara 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 students which the researcher observed while teaching the subject. While we have not exactly lacked in the efforts to revise the tertiary curriculum, the 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 4 English teacher of Leet Elementary School, the Grade 4 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 students 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 aforecited 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 (2017) 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. Pupils 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, 2012).

NEED OF THE STUDY.

This study assessed the proficiency level of the Grade 4 learners in English at the Leet Elementary School during the school year 2023-2024 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) pupils at the Leet Elementary School.

The study was limited to the assessment of the proficiency level of the Grade 4 learners and that the implementation of the proposed recommendation is beyond the limit of this study.

3.2 Data and Sources of Data

The forty-five (45) Grade 4 learners enrolled at Leet Elementary School 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.

3.3 Theoretical framework

Variables of the study contains dependent and independent variable. The study used pre-specified method for the selection of variables. The study used the Stock returns are as dependent variable. From the share price of the firm the Stock returns are calculated. Rate of a stock salable at stock market is known as stock price.

RESEARCH METHODOLOGY

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 4 learners in English at Leet Elementary School, Sta. Barbara District II during the school year 2023-2024. The assessment included the proficiency level in English of the Grade 4 learners in Leet Elementary School in terms of the Oral Communications Skills and the Written Communication Skills based on written communications; the weakness of the Grade 4 learners in English along oral and written communication. Based on the analysis of the findings proposed recommendations to enhance the teaching of communication skills in English by the Grade 4 learners at Leet Elementary School, Sta. Barbara District II.

3.1 Population and Sample

The different sub-problems were statistically treated, by sub-problems. Sub-problem 1 and 2 on the proficiency level of the Grade 4 learners in English and the weaknesses of the Grade 4 learners in English, Frequency, and Percentage was used. The formula is:

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

N

Where:

P=percentage

F=frequencies

N=number of respondents

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This chapter presents the analysis and interpretation of the data gathered relative to the proficiency level of the Grade 4 learners in English at Leet Elementary School.

Proficiency Level of the Grade 4 Learners In English

This section presents the proficiency level of the Grade 4 learners in English at Leet Elementary School, Sta. Barbara District II. The data is presented in table 2 to answer sub-problem 1.

Table 2
Proficiency Level of the Grade 4 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 4 learners in English at Leet Elementary School relative to oral communication skills along pronunciation. It must be noted that the Grade 4 learners belong to "fair" proficiency and in English along pronunciation lesson. This means that the Grade 4 learners need to be guided along pronunciation by the Grade 4 English Teachers.

Table 3
Proficiency Level of the Grade 4 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 4 learners in communication skills along intonation. Scrutinizing the table, the Grade 4 learners were rated by their Grade 4 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 pupils as they attempts to read was do orally. The intonation phase of the Grade 4 learners was initiated, wherein the Grade 4 learners can read but enough difficulty to make instruction effective. It must be noted that the Grade 4 learners have difficult intonation.

Proficiency Level of the Grade 4 Learners Relative To The Communication Skills Along Clarity

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

Table 4
Proficiency Level of the Grade 4 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 4 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 4 learners wherein it was tape recorded individually given by the Grade 4 teacher in English.

Majority of the Grade 4 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 4 learners a way that they will improve in spelling.

Table 5
Proficiency Level of the Grade 4 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 4 Learners Relative To Written Communication Skills Along Indentation

On the proficiency level of the Grade 4 learners relative to the written communication along indentation is also very important in composition writing in English that must be manifested by the Grade 4 learners. The data is presented in table 6.

Table 6
Proficiency Level of the Grade 4 Learners Relative To Written Communication Skills Along Indentation

N = 45

Proficiency Level Along Indentation	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 4 learners at Leet Elementary School belonged to “fair” 25 or 55.56 percent. This implies that the Grade 4 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 4 Learners In English Along Oral And Written Communication Skills

This section presents the weaknesses of the Grade 4 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 4 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 4 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 4 learners in oral and written communication skills at Leet Elementary School, Sta. Barbara District II.

The tape-recorded communication of the Grade 4 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 4 learners were “poor” in spelling and indentation. There results imply that the Grade 4 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 4 learners both in the oral and written communication skills.

Proposed Recommendations To Address The Needs of the Grade 4 Learners In Oral And written Communication Skills

Areas of Concern	Recommendations
A. Oral Communication Skills	<p>A. The Grade 4 Teacher should provide more exercises for the Grade 4 learners to work on in school and at home.</p> <ul style="list-style-type: none"> - Individualized instruction should be provided to the Grade 4 learners especially on the areas where weaknesses were noted. - More practiced exercises be given to the Grade 4 learners.
B. Written Communication Skills	<p>B. The Grade 4 English teacher should develop proper ways/steps via writing skills</p> <ul style="list-style-type: none"> - The Grade 4 learners should develop correct spelling and indentation phasing - They should be motivated to write accurately.

IV. RESULTS AND DISCUSSION

This study used documentary analysis in defining the proficiency level of the Grade 4 learners in communication skills in English at Leet Elementary School, during the school year 2023-2024. The study included the proficiency level of the Grade 4 learners in communication skills along the oral and written communication skills based on tape-recorded; the weaknesses of the Grade 4 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 4 learners in oral and written communication skills in English at Leet Elementary School, Sta. Barbara District II. The forty-five (45) Grade 4 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 4 Learners Relative to Oral Communication Skills Along Pronunciation, Intonation And Clarity
 - 1.1. Majority of the Grade 4 learners relative to oral communication skills along pronunciation were rated to “fair” 22 or 48.89 percent.
 - 1.2. Along intonation, the Grade 4 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 4 learners Relative to Written Communication Skills Along Spelling And Indention
 - 2.1. Proficiency level of the Grade 4 learners relative to written communication skills along spelling was “fair” 20 or 44.44 percent.

- 2.2. The Grade 4 learners communication skills along indentation was “fair” 25 or 55.56 percent.
- 3.0 Weaknesses of the Grade 4 learners In English Along Oral and Written Communication Skills
- 3.1. Majority of the Grade 4 learners are weak in dictation, pronunciation and intonation 10 or 22.22 percent.
- 3.2. The Grade 5 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 4 learners In Communication Skills in English
- 4.1. The proposed recommendation can address the needs identified by the Grade 4 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 4 learners in communication skills in English along oral and written skills must be addressed.
2. The identified weaknesses of the Grade 4 learners in oral and communication skills should be motivated.
3. The proposed recommendation can help English 3 teachers to improve the oral of proficiency of the Grade 4 learners.

RECOMMENDATIONS

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

1. The proposed recommendation to address the needs identified of the Grade 4 learners should be forwarded to DepEd concern authorities in such a way that the proficiency level of the Grade 4 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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