

Acquisition Level of Language Competencies in Senior High School

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Abstract: This study was conducted to see the perceived level of language acquisition of the senior high school students towards the learning competencies in their Oral Communication subject. Chi-square test was utilized due to the simple randomization of the respondents. The survey questionnaire was administered to the respondents to gather information regarding the profile of the senior high school students from different integrated schools of Dagupan City. The test also provides opportunity to the respondents to see what learning competency they acquired after taking the subject. Based from the result of the study there was a significant relationship between the levels of competency acquired by the students in their oral communication subject and profile variables particularly under school and strand. The choice of strand and school has its significant relationship between the levels of competency acquired by the students in their oral communication subject and profile variables therefore the learning environment and their choice affects their language acquisition. The study also implicates that senior high school students' first language affects the acquisition of English as a second language since majority of the sample population agree that the use of native language in the classroom challenges them greatly in acquiring language competencies. It is recommended that English language, as a medium of instructions should be continuously use by the teacher and the students in their oral communication subject to help the students to fully acquire the competencies.

Keywords: *Language Competencies, Level*

INTRODUCTION

The teaching of the English language suffered a setback when the Department of Education introduced a policy of using the children's native dialect in the early years in school, followed only in later years by English and Filipino. With her House Bill 5091, Congresswoman Arroyo seeks to restore English as the primary medium of instruction from the first grade in school. It will remain as medium of instruction in later levels in the teaching of mathematics and science.

The bill, she said, seeks to develop the aptitude, competence, and proficiency of Filipino students in the English language, so as to maintain and improve their competitive edge in emerging and fast-growing industries, particularly in Information and Communications Technology (ICT).

Today, English is spoken by about 1.5 billion people in the world. Of the 195 countries, 67 have English as primary language, while 27 others have it as a secondary official language. Wherever Filipinos have gone on this planet they have done well as doctors and nurses, architects and engineers, teachers, office managers, plant operators, construction workers, and home workers. They retain their culture as Filipinos wherever they go, but they also get along well with the people of their host countries because they have good oral communication. And a big part of the reason is their ability to communicate well in the global language that is English, which Congresswoman Arroyo's bill now seeks to further enhance.

OBJECTIVES OF THE STUDY

This study assessed Acquisition Level of Language Competencies of Senior High School Students during the school year 2017-2018. Specifically, this research answered the questions: (1) What is the profile of Grade 12 Students in Schools Division Office Dagupan City Integrated School in terms of age, sex, track, strand and school? (2) What is the perceived level

of Competency acquired by the students in their Oral Communication subject? (3) Is there a significant relationship between the level of competency acquired by the students in their oral communication subject and profile variables? (4) What are the challenges encountered in acquiring these skills based from the competencies given?

METHODOLOGY

Research Design

The study utilized descriptive research design. A survey questionnaire that is based from the Oral Communication curriculum guide were personally distributed to the respondents. The researchers used this method because they believe that this can best determine the perceived level of acquisition of language competencies of senior high school student's skills to English language competencies to their oral communication subject.

Research Subject

The respondents of this study were male and female students enrolled in the three integrated schools of Dagupan City namely: East Central Integrated School, Federico N. Ceralde Integrated School and Pugaro Integrated School of Academic Year 2017-2018

Table 1: Integrated public schools offering Senior High School

Table 1

SCHOOLS	N	n
East Central Integrated School	94	75
Federico N. Ceralde Integrated School	84	36
Pugaro Integrated School	52	19
Total	230	130

Data Gathering Instrument

In this study, the perceived level of acquisition of language competencies of senior high school students towards acquired language competencies served as the researchers’ basis in constructing survey questionnaire, which was based from the oral communication curriculum guide. The survey questionnaire was utilized to gather all the needed data and information from the respondents.

Data Gathering Procedure

The researchers sought permission from the Superintendent of Schools Division Office, Dagupan City to conduct the study. Upon approval, an endorsement letter was given addressing to the principals of the three (3) integrated schools. The researcher presented the endorsement from Schools Division Office and a letter asking permission to conduct a study to the principals of the three integrated schools in Dagupan City. Upon approval, the questionnaire for the senior high school grade 12 students was distributed and administered by the researchers.

Statistical Treatment of Data

In this study, the researchers used the following statistical measures to analyze the data of the problem in the study. To determine the profile and acquisition level of language competencies of senior high school student, frequency counts and percentage were utilized. Four-point Likert scale was used to allow the respondents to choose the best answer they will suit their perceived level of acquisition. The researcher used a four-point Likert scale to interpret the data. Points were given definitions as stated: 4 as fully acquired which means that the respondents fully understood the topic and acquired fully the learning competencies in oral communication subject; 3 as acquired, means the respondents understood the topic and acquired the learning competencies in oral communication subject; 2 slightly as acquired, that the respondents slightly understood the topic and slightly acquired the learning competencies in oral communication subject and 1 as did not acquire which means that the respondents did not understand the topic and did not acquire the learning competencies in oral communication subject. The researcher used the Chi- square test was utilized due to the simple randomization of the respondents.

DISCUSSION OF RESULTS

Profile of the Senior High School Students in Dagupan City

This section discusses the profile of the respondents in terms of age, sex, track, strand and school. The data are presented in Table 2.

Table 2
Profile of the Senior High School Students in
Dagupan City

Variable	Frequency	Percentage
Age		
17	25	19.7
18	59	45.4
19	27	20.8
20	14	10.8
22	2	1.5
No answer	3	2.3
Total	130	100.0
Sex		
Male	60	46.2
Female	67	51.5
No answer	3	2.3
Track		
GA	44	33.8
TVL	82	63.1
No answer	4	3.1
Strand		
Bread and Pastry	13	10.0
Caregiving	19	14.6
Food Processing	24	18.5
GAS	44	33.8
SMAW	26	20.0
No answer	4	3.1
Total	130	100.0
School		
East Central Integrated School	75	57.7
Federico N. Ceralde Integrated School	36	27.7
Pugaro Integrated School	19	14.6
Total	130	100.0

It can be gleaned from the table that the largest percentage from the profile of Grade 12 Students in Schools Division Office Dagupan

City Integrated School in terms of: **age**, almost 45 percent of the senior high school students ages 18; **sex**, more than half (51.5 percent) of the senior high school students in Dagupan City are female; **track**, Technical Vocational Livelihood Track accumulates more than half (63.1 percent) of the senior high students in Dagupan City; **strand**, almost (33.8 percent) of senior high school students that took up General Academic strand and more than half (57.7 percent) of the senior high school students were from East Central Integrated School.

Table 3
Level of Acquisition of Language
Competencies by the students in their Oral
Communication Subject

Language Learning Competencies	Level of Acquisition			
	Did not Acquire 1	Slightly Acquired 2	Acquired 3	Fully Acquired 4
1. Explains why there is a breakdown of communication strategies.	21 16.2 %	50 38.5 %	51 39.2 %	8 6.2%
2. Uses various strategies in order to avoid communication breakdown.	5 3.8 %	45 34.6 %	63 48.5 %	17 13.1 %
3. Demonstrates sensitivity to the socio-cultural dimension of communication situation.	18 13.8 %	45 34.6 %	52 40.0 %	15 11.5 %
4. Discusses the functions of communication.	8 6.2 %	48 36.9 %	60 46.2 %	14 10.8 %
5. Identifies the speaker's purpose.	20 15.4 %	30 23.1 %	60 46.2 %	20 14.4 %
6. Ascertains the verbal and non-	15	53	43	19

verbal cues that each speaker's uses to achieve his or her purpose.	11.5 %	40.8 %	33.1 %	14.6 %
7. Exhibit appropriate verbal and non-verbal behavior in a given speech context.	13.0 %	53.0 %	47.0 %	17.0 %
8. Identifies good situation in which each speech style is appropriate to use.	20.0 %	41.0 %	53.0 %	15.0 %
9. Engages in communicative situation using acceptable, polite and meaningful communicative strategies.	20.0 %	40.0 %	47.0 %	23.0 %
10. Uses principles of effective delivery in different situation.	16.0 %	39.0 %	51.0 %	23.0 %
Overall Level of Competency	Mean: 2.55		Acquired	

Table above shows the level of competency acquired by the students in their Oral Communication Subject .The following are aspects of the learning competencies perceived by the students as “acquired”: explains why there is a breakdown of communication strategies with 39. 2 percent; uses various strategies in order to avoid communication breakdown with 48.5 percent; demonstrates sensitivity to the socio-cultural dimension of communication situation with 40.0 percent; discusses the functions of communication 46.2 percent; identifies the speaker’s purpose with 46.2 percent; exhibit appropriate verbal and non-verbal behavior in a given speech context with 36. 2 percent; identifies good situation in which each speech style is appropriate to use40.8 percent; engages in communicative situation using acceptable, polite and meaningful communicative strategies with 36. 2 percent; uses principles of effective delivery in different situation with 39.2 percent. While the learning competency : ascertains the

verbal and non-verbal cues that each speaker’s uses to achieve his or her purpose perceived as “slightly acquired” with 40.8%.It can be noted that overall, the students were able to acquire (mean = 2.55) all the language learning competencies considered.

Table 4.1
Relationship between the levels of acquisition of language competencies by the students in their oral communication subject and profile variables.

Profile	Chi-square Statistic	Df	Sig.	Effect size	Sig.
Age	16.122	12	.186	.192	.300
Sex	9.230	6	.161	.175	.244
Track	4.560	6	.601	.125	.667
Strand	84.494	15	.000	.433	.000
School	43.906	6	.000	.400	.000

Table 4.1 shows that there is a significant relationship between the level of competency acquired by the students in their oral communication subject and profile variables in terms of strand: (General Academic Strand) and school (East Central Integrated School).

Cross Tabulation of Level of Competency and the Different Strand

	Level of Competency				Total
	Did not Acquired	Slightly Acquired	Fully Acquired		
Bread and Pastry	0	3	1	0	4
CARE GIVING	0	0	11	2	13
Strand	0	19	0	0	19
FOOD PROCESSING	5	6	13	0	24
GAS	2	20	20	2	44
SMAW	0	18	2	6	26
Total	7	66	47	10	130

Table 4.2 shows the perceived level of acquisition of the different strands offered from the three integrated schools of Schools Division Office of Dagupan. It also shows that General Academic strand acquired the highest level of competency among the five strands offered namely Bread and Pastry, Caregiving, Food Processing, SMAW and GAS.

Table 4.3
Cross Tabulation of Level of Competency and the Different School

	School	Level of Competency				Total
		Not Acquired	Slightly Acquired	Fully Acquired		
East		1	52	15	7	75
FNCIS		6	10	20	0	36
P.I.S		0	4	12	3	19
Total		7	66	47	10	130

Table 4.3 shows the perceived level of acquisition of the different integrated schools of School Division Office Dagupan.

Table 5
Challenges encountered by the senior High School Students in acquiring language competencies.

Challenges Encountered	Level			
	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. Limited learning environments.	10 7.7%	56 43.1%	57 43.8%	6 4.6%
2. Student's lack of commitment to learning.	7 5.4%	56 43.1%	64 49.2%	3 2.3%
3. Use of native language in the classroom.	7 5.4%	32 24.5%	81 62.3%	10 7.7%

4. Strong students dominate the class.	5 3.8%	48 36.9%	66 50.8%	11 8.5%
5. Variations in English in communication .	7 5.4%	41 31.5%	69 53.1%	13 10.0%
6. Cultural differences of the students.	5 3.8%	38 29.2%	74 56.9%	13 10.0%
7. Significance of second language acquisition to the learners.	16 12.3%	30 23.1%	70 53.8%	14 10.8%
8. Low self-esteemedOf students in communication .	3 2.3%	63 48.5%	52 40.0%	12 9.2%
9. Students are overly dependent on the teacher.	5 3.8%	48 36.9%	67 51.5%	10 7.7%
10. Tardiness of the students.	15 11.5%	44 33.8%	60 46.2%	10 7.7%
Overall Challenges Encountered	Mean: 2.60		Agree	

Table 5 shows the challenges encountered by the Senior High School Students in acquiring language competencies and the respondents' rating for each challenges, where in the scale of 4 means strongly agree while the scale 1 refers to strongly disagree. The following are the perceived challenges encountered by the senior high school students in acquiring language competencies which connotes "agree": limited learning environments 43.8 percent; student's lack of commitment to learning 49.2 percent; strong students dominate the class 50.8 percent; variations in English in communication 53.1 percent; cultural differences of the students 56.9 percent; significance of second language

acquisition to the learners 53.8 percent; low self-esteemedOf students in communication; students are overly dependent on the teacher 40.0 percent; tardiness of the students 46.2 percent.

Majority (62.percent) of the sample population agree that that the use of native language in the classroom challenges them greatly in acquiring language competencies where in the mean is 2.60.

CONCLUSION

The following conclusions were formulated in accordance to the findings of the study:

1. East Central Integrated School has the largest population. More than half of the senior high school students were from the said institution among the three Integrated Schools of Dagupan City.
2. The students were able to acquire all the language-learning competencies considered which implicates that they have a good performance from their Oral Communication subject. The perceived level of acquisition of language learning competencies fall under "acquire level".
3. The choice of strand and school has its significant relationship between the levels of competency acquired by the students in their oral communication subject and profile variables therefore the learning environment and their choice affects their language acquisition.
4. The senior high school students' first language affects the acquisition of English as a second language since majority of the sample population agree that that the use of native language in the classroom challenges them greatly in acquiring language competencies.

RECOMMENDATIONS

The following recommendations for this research are based from the study findings:

1. A learning material can be developed to help the future senior high school students address the problems encountered in acquiring the skills based from the competencies as basis for their improvement.
2. Enrichment activities be developed for the senior high school students that can provide alternative ways for them to acquire fully the learning competencies to their Language subjects.
3. Additional trainings for language teachers to further enhance and innovate their strategies and methodologies in teaching millennial students.
 4. A further study or replication of this study should be conducted.

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