

## Impact of English Placement Examination and its Implication to English Communication

REY S. GUEVARRA, Ph.D.,P.D.

Master Teacher 2

Parañaque National High School, Baclaran

Part-time Professor

Pamantasan ng Lungsod ng Muntinlupa

Part-time Professor

Universidad de Manila

JAMES GABRIEL B. EVASCO

Teacher 1

Lakeview Integrated School

### Abstract:

*English communication is one of the major problems of many students in junior and senior high school now a day. Students are not good in using the language but from elementary to college the subject was always taught which is an inappropriate conception to Filipino students. In the Philippines, English is one of the official languages aside from Filipino. Despite the Philippines, being bilingual, still English fulfils a narrow, but vital role as a language for academic purpose. The purpose of this study is to determine the impact of English placement test and its implication to English communication among senior high school students in Parañaque National High School-Baclaran. The researchers surveyed 63 students coming from ABM and Tech. Voc. Strands. Using the survey questionnaire, they were asked in terms of their English proficiency level needed for them to be able to compete globally*

*in the economic market because of K-12. As T-test, Percentage distribution, weighted mean and frequency distribution was computed, analysed and interpreted, the results, the summary on the mean percentage scores pre-test and post-test of the respondents that the total number who took the test is sixty three out of one hundred fifty seven obtained the MPS= 56.67 % in Pre-test and MPS=66.55% in Pre-test with the same descriptive verbal interpretation of “Failed” and found that the items were difficult. Meaning majority of the respondents who took the exam were failed, which also means that the senior high students were improved in English and some of them they need to enroll summer class in reading and writing subject to evaluate whether this time the students give their very best to passed the subject. Furthermore, based on the given questionnaire the type of test wherein it is difficult for senior high school namely: Identification, Verb tenses, Agreement, and Usage. It shows that these four topics were not mastered by the students during the time that they have taken the Pre-test, and Post-test because they get confused. Lastly, there is a significant relationship between the English placement Examination and its implication to English communication.*

**Key words:** English placement Examination, English communication, Impact and Senior High School

## **INTRODUCTION**

The use of the English language is very widespread in the Philippines. It follows the trend of the rising of modernity just like the rise of social media and most specially, the high increase of English language-related business – the call centre agencies as such. Also, it includes the increasing number of our export of Filipinos workers, who need to use the universal language to communicate with other people in their job. However, this phenomenon doesn't totally mean that we have

excellent proficiency in English as a whole. It is very evident that we have yet a lot to improve. This widespread only means that we need to develop our English proficiency to be able to hold and increase the business in our country, and export more competent workers. To do this, there are a lot of short term and long term solutions made. There are private sectors that sponsor related activities in schools. Moreover, one of the solutions of the government to this is the new addition to the college curriculum

The English Placement Examination (EPE) will this be effective? Can it help the students meet the needs in English Proficiency before graduating? Can we say that this is at last the formula to provide graduates who are not just competent but those who can do also communicate effectively? What is the total impact of EPE to the students who are under this program?

Philippine English is the variety of English used in the Philippines by media and the vast majority of educated Filipinos. English is taught in schools as one of the two official languages of the country, the other being Filipino, a standardized version of Tagalog. It is used in education, religious affairs, print and broadcast media, and business, though the people who use it as a second language for outnumber those who speak it as a first language. (Art.www.Wikipedia.org)

The abundant supply of English speakers labour cost have enabled the Philippines to become a choice destination for foreign companies wishing to establish call centres' and other outsourcing operations. English proficiency sustains major call centre industry, and as of 2005, America Online (AOL) has 1,000 people in what used to be the US Forces' Clark Air Base in Angeles City answering 90% of their total e-mail inquiries. (City bank does its global e-mail inquiries). City bank does its global ATM programming in the country, and Proctor and Gamble has over 400 employees in Makati, a central Manila

neighbourhood, doing back office work for their Asian Operations including finance, accounting, Human resources and payments processing.

However, in spite of the increasing of outsourcing operations in the Philippines, it doesn't mean that we have excellent percentage of good English speaking Filipinos. The April 2008 SWS survey results showed that more Filipinos rate themselves proficient in understanding spoken English; and Thinking in English. Three fourths of the Filipino adults (76%) say they understand spoken English; 75% say they read English; three out of five (61%) say they write English; close to half (46%) say they speak English; about two-fifths (38%) say they think in English; while 8% say they are not competent in any way when it comes to the English language. Although this result is better compared with the March 2006 results which has 14% who said they were not competent in any way when it comes to the English language, these people are not conserved to be competent English communicators to communicate different people around the world. Several reports have proven this to be true. According to globalnation.net n American businessman in the Philippines recently closed his call centre in Manila because he said he could not find enough English proficient workers. "Not even 3% of the students who graduate college here are employable in call centres", "he complained" adding to this, the Department of Education reported that 80% of secondary school teachers in the Philippines failed in an English Proficiency test in 2007.

We cannot deny the fact that a huge percentage of Filipinos still need to be provided long term measure when it comes to English language education. And there are branches of other things to consider about this. There are many who could not even go to school, or who can but cannot finish. Another is the lack of sufficient classrooms and teachers. Even the Filipinos culture affects this, though the number of different dialects that we have aside from our national language which

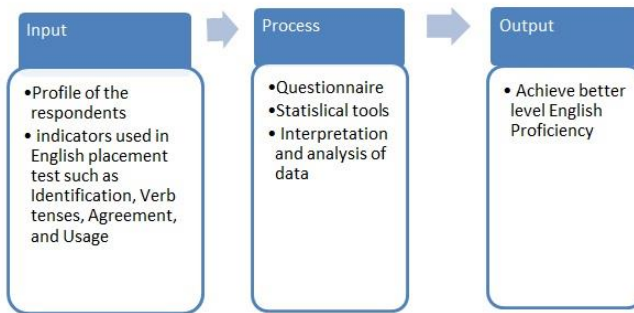
are pronounced and conducted very differently from English. But the most hurtful of all is the college graduates or degree holders who are still not proficient in the universal language. It's just means that the educational system in the country itself is not effective to meet this need of the students. This is very alarming to us because we have to prevent the foreign investments in the country to decline and we need all our graduates to be employable.

This problem has been tried to be solved by the English Placement Examination it is an examination to be taken by incoming grade 11 students as a pre-test. Those students who do not pass the test will took the reading and writing subject in their first semester to be filled up with the required English knowledge that they should acquire before college. After taking the course, a post-test will be taken by the students, and those who failed will attend a two-week remedial session during the semestral break. This new addition to the senior high school curriculum is basically for the development of the English proficiency of students so that before they graduate in grade 12, they have already met their need in, English proficiency. Furthermore, this study will seek to find out what is the impact of this to the student by comparing their performances before and after taking the reading and writing subject. It also includes the different factors that may affect the development of the students' English proficiency. This study will find out if it affects this or not, and if it does it affect. This study also aims to determine the effectiveness of EPE and if improvements are needed to be done.

## **OBJECTIVE OF THE STUDY**

The main objective of this study is to determine the impact of English Placement Examination and its implication to English communication. It is also intends to show the quality of the education the school is providing for by assessing the quality of

educators the department offers. The Department of Education (DepEd) philosophy is anchored on the premise of the “learning and living”. In this regard, the researcher(s) believes that the study will highly contribute to the different academic sectors in the division of Parañaque. In this note, it will hopefully result in the betterment of the quality of education given by the school, as it is highly related to the performance of its students. The paradigm below reflects the study which is the statement of the problem; the input used such as profile of the respondents, variables used in English placement examination, while the process used are questionnaire, statistical tools and interpretation and analysis of data and the output of the study which is to achieve a better level of English proficiency.



**Figure 1. Research Paradigm**

## **Statement of the Problem**

This study aimed to determine the impact of English Placement Examination and its implication to English communication. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1. Age
  - 1.2. Gender
2. What are the most difficult skills in EPE- in the pre-test? In the post test?

3. What is the proficiency level of grade 11 students as a whole? by subject area?
4. Is there a significant relationship between the Impact of English Placement Examination and its implication to English communication in the pre-test and post-test?

### **Scope and Limitations**

The focus of this study is to determine the impact of English Placement Examination and its implication to English communication among selected senior high school students in Parañaque National High School- Baclaran, academic year 2016-2017.

## **REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter presents a review of related literature and studies which the researcher considered relevant and consequential in providing valuable standpoints in establishing the constructs of the investigation at hand. These are presented to show the link of the present study with previous studies and related literature in terms of similarities and differences in correlates and scope.

### **Foreign Literature and Studies**

**The Role of Language and Culture in Measuring Academic Performance.** Perhaps the most obvious and often the first issue to be considered is the LEP student's English language proficiency level. While virtually all authors agree that language proficiency is a crucial issue, there is a surprising lack of agreement on when students actually have reached a proficiency level at which tests scores can be considered valid and reliable measures of student performance. Zehler et al. (2004), for example, states that standardized achievement testing (either traditional or alternative) should not begin prior

to one and one-half years of instruction in English. Given the research of Cummins and others who find that academic English skills usually take five to seven years to fully develop, this seems, at first glance, an inadequate time frame for participation in traditional large-scale assessments. (August & Hakuta, 2007). Most of the literature suggests two or even three years as a reasonable period for students to be exempted from traditional, subject area achievement testing. LaCelle-Peterson and Rivera (2004) maintain, however, that the validity issue is still a very real concern even for students at more intermediate English proficiency levels that may conceivably take four or even five years to attain. While certainly in support of the notion that LEP students, and the programs that serve them, need to be a part of the accountability process, what these authors are saying is that we must be aware of the very real possibility that testing data can, and often is, used to make educational decisions that may adversely affect these same children and programs. This is the real issue that deserves our attention. Including an LEP student in testing after one and one-half years may be fine if we are focusing on monitoring student progress or program gains over time. The minute we begin to use such data to make high stakes decisions like program placements, retention-in-grade, or high school graduation, higher standards of validity are required. Particularly for LEP students and the programs that serve them, there is a legitimate question as to whether those standards are being met. Many educators and policy makers continue to largely miss the point that it is not inclusion or exclusion per se that presents the problem, rather, it is what we do with the results and whether we have adequately taken into consideration the complex factors affecting LEP achievement, to say nothing of the limits of the testing itself.

LaCelle-Peterson and Rivera's (2004) cautionary stance stems, in part, from the potential to misuse testing data. They remind us that "historically, we as U.S. educators have not



applied the best educational thinking to issues facing ELLs (English Language Learners)"(p. 57). In the rush to correct for the lack of accountability and inclusion in the past, are we in danger of including students in masse and subsequently using that information in ways that are neither valid nor fair? This potential seems even more real as we consider other issues treated within the literature. Anderson et al., in an article based on national survey data, (2007) details an array of factors we must keep in mind with respect to the testing of LEP students. These factors include cultural bias of the testing instruments, cultural values of the student, and socioeconomic bias to3name only a few. They further point out that students who are not fully acculturated to middleclass mainstream values and beliefs may have differing attitudes towards gender roles, the individual versus the group or family, the use of time, and a host of other factors including a lack of familiarity with the testing format. Researchers know that language acquisition and acculturation occur at widely differing rates for different students. This is one factor that makes problematic the estimates regarding when students should be ready or when testing should provide us with an accurate picture of student learning. We have yet to mention issues like student mobility, school attendance, and prior educational background which are all very important in determining readiness to participate in large-scale assessments; especially when those assessments count educationally either for or against the children who take them. Use of Accommodations When Testing LEP Students with Large-Scale, Academic Assessments Testing accommodations is an area where it is worthwhile to mark a contrast with special education. The number and variety of issues facing students with disabilities requires far greater accommodations options than those that might benefit LEP students. Nonetheless, the literature suggests that selective use of testing accommodations that do not significantly affect the validity of large-scale assessments should be encouraged for

LEP students as this may minimize to some degree the linguistic barriers and thus provide a truer picture of student content knowledge. (Olsen & Goldstein, 1997) The literature lists the most commonly permitted accommodations for LEP students as: additional time, bilingual dictionaries, translating test directions into the native language, and small group testing administration. (Anderson et al., 1997a). The literature identifies three problems that exist with the use of accommodations for LEP students: a) very little research has been done to indicate which accommodations will benefit LEP students; b) educators have little evidence to conclude that a particular accommodation does or does not affect the validity of the assessment, and c) while most states are willing to accommodate students with disabilities, many appear reluctant to afford LEP students even a few of the most basic accommodations like additional time, dictionaries, and small group testing administration. (NCBE, 2007). Problem “a” may explain, in part, the reluctance to allow LEP students accommodations when taking standardized tests. However, there is less reluctance to allow accommodations for students with disabilities even though the research is also inconclusive. This reluctance to allow accommodations for LEP students becomes more evident when high stakes penalties are attached to those same assessments. This is because testmakers demand higher levels of reliability from assessments as consequences are associated with their use. Another reason for the reluctance to accommodate LEP students may be the general perception that students should not need more than a year or two to catch up with their English speaking peers; a perception we may actually perpetuate further by recommending testing after one and one-half years in American schools. Again, this reluctance seems greater as the stakes get higher. Anderson et al. state: “We found that state exit exam policies almost always were applied equally to LEP and regular education students.” (p.9). Some states do allow limited accommodations for LEP

students like those mentioned earlier. But again, researchers are still unsure to what degree individual accommodations like providing additional time serve to level the playing field. New York is one of the few states that goes so far as to say students may take the assessments in their native languages (the top five in the state), or have an interpreter present during the entire testing period to translate individual questions. (Personal communication with New York State Educational Agency, February, 1999.) The issue of translating the test as a testing accommodation brings with it its own dilemmas. Translations are difficult to do as students speak multiple languages and multiple dialects within those languages. Issues of insuring comparability between the original and translated versions present an almost insurmountable obstacle to assessment experts. Translations also assume that students have either had instruction in their native language within the U.S., or had it before they arrived here. (NCBE, 2007; Olsen & Goldstein, 2007).

### **Alternate Assessment of LEP Students**

When educators think of alternatives to traditional, large-scale assessments, classroom based portfolio or performance assessment is usually mentioned. Anderson et al. (1997a/b) point out that these assessments have several drawbacks, however. First, they may still be very difficult linguistically, in some cases more difficult than traditional test questions. Scores from alternate assessments, as they are now called, are not easily equated with those from more traditional, large-scale assessments. When assessments are scored at the local school level by various “raters,” issues of inter-rater reliability lead to serious questions of comparability between scores. When these issues are considered in light of the increasingly popular high stakes purposes to which large-scale assessments are being used, it is easy to see why many educators do not consider alternate assessment as a viable option. Notwithstanding the

drawbacks, use of alternate assessment is becoming popular, particularly with students with disabilities in the more severe categories where the individualized educational plan (IEP) goals may differ greatly from the mainstream curriculum. Some states have adopted alternate assessments that are more functional than academic in an attempt to meet the needs of students with cognitive disabilities, autism, or other severe conditions affecting learning. These assessments include students within the accountability framework, albeit in ways which are largely incomparable with standardized assessment. A similar movement towards alternate assessment has not taken place for LEP students, again perhaps because the assumption has been that they can and should participate in the regular assessment within a relatively short period of time. In the high stakes testing era, educators might be wise to rethink the validity and fairness of that assumption and ask whether classroom based, alternate assessments, while not comparable to large-scale assessments, could fulfill a local accountability role as students gain the English proficiency and level of acculturation necessary to succeed in the regular assessment system. (McDonnell et al., 2007; Anderson et al., 2007a).

Rivera and Vincent (2006) state that alternate assessment should flow naturally from the language assistance program, should reduce the linguistic load but reflect the same high content standards of the mainstream. This is a very different type of assessment than the commercially available language proficiency assessments, largely devoid of academic content,<sup>6</sup> that are typically used to measure LEP student growth while schools wait for students to reach higher English proficiency levels.

DepEd Launches 5-phased English Proficiency Program. The program was announced by Education Secretary Edilberto C. De Jesus. This is used to design one of the four tools subject in the restructured Basic Education Curriculum.

First Phase called Self-assessment test (SAT) involves an examination administered to selected high school teachers of English, Science and Mathematics. The SAT seeks to measure the mentor's English Proficiency particularly in structure or grammar, written expression and reading comprehension.

Second Phase calls for a Mentor Training Program- with fascinating Mentor Learning as its theme intended for teachers who belong to the top 10 percent in the SAT. The MTP was conducted by the Ateneo Center for Language Teaching of ACELT with the National Educators Academy of the Philippines serving as facilitator.

The third phase was called National Training and Mentoring. It was consist of a 2-day training by ACELT Faculty to transfer the knowledge and process of mentoring to selected DepEd to who have undertaken a 10-week training in United Kingdom Lancaster University under the Philippine English Language Training project.

The DepEd trainers will later handle the mentor training activities in their respective regions an orientation for school administrators to support the mentors program is NEPP's fourth phase.

The fifth phase was called Mentoring and Follow-up of the NEPP-MTP involves the monitoring of schools were the trained teachers implement their school-based action plan.

DepEd sees Improve in Students English Proficiency by: ANGELO G. GARCIA. The national achievement test (NAT) result from the primary and secondary level in the last five years showed significant improvement in English proficiency, the DepEd reported yesterday some 79 percent, or 1453 of identified 1898 low performing elementary school increase their achievement level in English (from low mastery to average mastery).

Because of this program, the performance of the students improves in the National Achievement test held last 2009. From its percentage of 79, the percentage raised up to

82%. To further improve proficiency, DepEd implements the 1:1 pupil English textbook ratio in all public schools, both Primary and Secondary. The DepEd NEPP continues to strengthen its teacher mentoring program. They also adapted successful reading model as component of every child a reader program which aims to make children from Primary schools to read as expected at their own level. Project turn enhance in oral and written communication skills. Teachers were further trained in teaching student who are developing in reading comprehension. Am Cham fully support the initiative of the Philippine Government to improve the Quality Education and English Instruction.

As a proof, Manila former Mayor Lito Atienza lauds success of English Proficiency Program. It is primarily aimed at providing Graduates from Universities and Colleges that have edges in job Placements here and abroad. He said that the NEP Program has always been a big part of the academic that has been neglected and almost forgotten over the past years.

### **English Language Proficiency**

The mean score of the respondent students between males and females in the English language proficiency at the 46.69 and 44.88 respectively do not indicate significant difference as revealed in table two. The differences of the means does not warrant distinct abilities in comprehension of the English language by the females over the males in as much as the computed t-value of 0.7690 is much lower than the tabulated critical value at 0.05 level based on the result. In taking into account the scores between the English language proficiency and the translation of English phrases into mathematical expressions/ equations the coefficient of correlation does not show any significant relationship as pointed. Even in the case of the scores of scores of the males compared to the females, these do not manifest any correlation between the English language proficiency and the translation of English phrases

into mathematical expressions. Words or terms used in college algebra no matter how simple or complex they are, become clear when teachers explain them not only as to their meaning but also how they are used in order to enable students to solve worded problems. As Cummins, El Al explain, most texts are in English beyond the ability of students to understand since these are written in foreign authors which affect comprehension, thus resulting in more errors in solving verbal problems.

### **Translation of English phrases to Mathematical equations**

Based on the results of the computation of the mean scores at 11.769 for males and 10.907 for the females, the t-test yields a value of 0.8403 that is much lower than the tabulated critical value at 0.05 levels. Thus, there is no significant difference between them in the translation of English phrases to mathematical equations. Its means that both male and female students are in a situation where they share similar abilities in translating English phrases to mathematical expression as evidenced by the clustering of their scores at lower levels illustrated. College Algebra performance with ELP in females and regardless of gender; Between ELP and TEPME regardless of gender as well as in males and females taken separately; HS English grades of females with TEPME, and HS Math grades of females with TEPME. It shows that there are evidences of more correlations observed in the female students over that of their counterpart from the current CSIT respondents. English language proficiency and translation of English phrases into mathematical expressions. The ELP percentiles and the TEPME scores do not denote relationship considered significant either as a whole regardless of sex at (r) value of -0.0401 or between males and females taken separately as disclosed.

Proficiency and translation with respect to the English language are sort of symbolic in relationship one depends on

the other to be proficient. Nonetheless, the outcome of the correlations seems to contradict this premise. to shed light on this seeming contradiction, according to Isidro, "in technical and complex subjects, the English learned may not be adequate for full comprehension since English is used as a second language" which by and large provides handicap also in translating English phrases into equations or mathematical expressions.

Language is so much a part of a man that he tends to regard it as both natural and simple (Anderson and Stageberg 1996. P3). Moreover, because the formal education of the Filipino culture is carried on primarily by means of books, many think of language in its written form language, man's greatest intellectual tool is immensely old, precisely as old as the remotest human ancestor, for it is language that makes the species human, strictly differentiating man from all other species. (Jovanich, 1971, p.5)

Language can be used as a medium of art and persuading (Glatthorn, Kreidler and Heiman, 1971,p.4). In the classroom, students answer questions orally during most of the period and while the teacher may be the final arbiter, greater participation will be achieved if the students are encouraged to support or disprove the answer given (Gibbons and Dawe, 1970, p.16). Thus, the mastery language used is of vital importance in the acquisition of knowledge whether heard, read, or even in matters of art and persuasion.

Watson, (1965, p.21) maintained that it is the fundamental principle of education that the systematic development of knowledge and skills, the methodical formation of habits, and thoughts of action can have no significance unless they are directed toward the achievement of human excellence.

The traditional concept of teaching which was a form of pouring-in process in the acquisition of knowledge and mastery of subject matter no longer holds true today due to the changing times and the changing needs of society. Teaching is now



regarded as the process of stimulating, directing, guiding, and evaluating the learner in his growth and evaluating the learner in his growth and development ( Gregorio, 19744, p.30 )

The English language is the medium of communicating thoughts and feelings, the vehicle for transmitting and establishing social ties, knitting people together in reciprocal relationship and assuring ensuring human cooperation. Without language no thought is never expressed, and no word is ever written (Fernando, 1998, p.3)

Siose (1982, p.13) declared that her high school student did not perform well in the communication arts – English skills, especially in areas of correct usage, reading, and comprehension. It was discovered that the poor performance of student could be traced to teacher’s incompetence. The teachers might have known the content of their subject but the methodologies and strategies used in the presentation of the content were ineffective. The teaching-learning activities employed were not geared to the mastery of the skills taught in the subject.

The study of Monte (1978, p.22) also declared the close correlation between the performance rating of teacher and their educational preparation, experience and sex. Those who are better qualified educationally and those who are more experienced got higher rating from their administrator than those who are less educationally qualified and less experienced. Thomas Blaisdell (1968, p.17) stressed that teaching of English should do several things for boys and girls. It should give them considerable power of self-expression; that is, the power to think clearly and say simply and effectively whatever ideas they have.

The deteriorating state of English instruction has been observed by most educators. This is undoubtedly brought about by lack of native speakers as models, lack of appropriate instructional materials as well as the failure of the educational

system to make necessary adaptations and changes in the methods and techniques of teaching.

### **English in the Philippine context**

English has become a predominant international language. The language has made a global impact as opined by Llamson(1997) who wrote that no matter how one looks at it the spread of English throughout the world today is quite dramatic and spectacular. In a relatively short time, its speakers have multiplied in geometric proportions and the language has been spoken in every corner of the planet.

The use of English to interpret and express scientific terms and processes, to express ideas and feelings, to conceptualize bodies of facts and information, to analyze and synthesize learning, and to understand the way of life of other cultures, is a vital part of college work. Hence, proficient use of good English, orally and in writing and in interpreting the printed page, is a must for every college teacher and student.

The foregoing viewpoints on the use of English language can be rationale behind the Philippines becoming the third largest English using country. The great advantages that knowledge has brought in terms of employment and word commerce are evident. As what Eizmendi (EmethLetran Journal of Arts and Sciences, January 1996) noted, the new professional desiring to join a business organization must know how to communicate and relate with others. Effective communication and requisite of that environment, and one of those is conducive to the development of the individual and encourages him to realize his full capabilities. Eizmendi added that effective communication is a responsibility of each and every employee, and they expect their supervisors and managers to regard this as their special responsibility. The ability to communicate rests significantly on the ability to speak, listen, read, and comprehend.

## **English and its global perspective**

### **1. Netherlands**

In Almere, the Netherlands (Echnaton School) Dutch officials made the ability to communicate their first priority. Schools now strive now for depth rather than breadth and 95% of Dutch students take English, some for up to 8 years. With a few exemptions, only English, French and German taught below the university level. Virtually all children study; the most academic students take all 3, sometimes for as many as 8 years. Classes for all students at every level emphasize using the new language, English, in an everyday life: "we stress communicative skills- listening and speaking in ordinary situations," says Immink (Newsweek, December 2 1991), a 32 years old teacher. "if they write, they write letters in real situations, thy report stolen bike or the rent they pay on their house." Dutch students are strongly motivated to study language, because as adults they are expected to use other languages, and while languages are sometimes considered extra requirement in the United States, in Netherlands everyone should study the language intensively. "We feel languages are innate thing in children." says Immink. "They should want to achieve something in every lesson and they can. We want to keep them involved. Language is "habit", hence students learn language faster and easier if lessons are contextualized from their own personal experiences and day to day activities in their eye. Life and lifelike experiences which use the language facilitate learning of the language because of its felt functionality to life.

### **2. United States**

Cetron and Gayle (the futurist, September to October 2000). Presented the following thrust any location in the 21st century  
a) Education will continue to be viewed as the key to economic growth. There will be a growing miss match between the

literacy (vocabulary, reading and writing skills) of the labour force and the competency required by available jobs. b) The focus on thinking globally will make foreign language a requirement for all students entering college. c) Foreign language and bilingual instruction will become necessity for all students in 21st century. Education will initiate or expand their program to prepare student for a worldwide market place. d) Only 15% of the jobs will require a college diploma, but more than half of all jobs will require post-secondary education in training.

### **3. Japan: the Japanese take poorly to the world's number two language.**

In Japan, more than 9 out of 10 youngsters study English 3 to 5 hours a week in the 6 years of junior and senior high school. Many student and numberless adult spend millions of dollars taking additional English courses at the private language schools that cluster around commuters, railway station and shopping plaza Japanese speak their own language with English. English is used too much advertising, packaging, pop culture and technology.

Yet with all intense interest, in English in Japan, it is generally poorly used and spoken. This problem is routed in much praised educational system. Japanese school turn out to graduate in mathematics and science but fail to teach spoken English. The same teachers speak in Japanese most of the time, are however, generally successful in instructing student in the intricacies of written translation and English grammar. The problem has been compounded and aggravated because Japanese teachers do not have much experience in teaching English for communication purposes; because teachers are not used to speaking English in short Japanese teachers are not proficient in English.

#### **4. Vietnam, the word is English**

Language, they say, is culture. Certainly, the Vietnamese seem to think so. For years, their impoverished country has been isolated from the rest of the world. Today, however, Hanoi wants to open up to modern and cosmopolitan ways. One way to reach out is through the learning of foreign languages, English, in particular. "The trend is to learn English," says Dang Tran Cuong, British-trained dean of the English Department at Hanoi's foreign languages teachers' training college. "We are even having classes for small children these days." That's only part of the picture. Adds Cuong: "we really want to learn about what's happening now, customs and culture and the people live."

Many of college English devotees speak the language with a heavy East European accent, the result of learning from lecturers from the Soviet Union or Poland. Only in the Southern part of the country use English wiser and better understood, partly as a result of the American influence during the U.S. - Vietnam War.

Hanoi's new desire for overseas help has loosened somewhat the shackles on both the economy and the educational system. Teachers at the language school are finding that it is far from easy to take advantage of the new freedom - modern books, support materials and native speakers cannot be summoned at short notice. College teachers and students are desperate for materials. Most textbooks are printed on crisp, rough paper with shoddy typesetting. Few are proofread. English language primers on sale outside are as antiquated as the ones in the schools. The dog-eared textbooks concentrate on grammar, explained in the pedantic fashion of the old school of colonial teachers. Yet the enthusiasm for English shows no sign of warning. Night school classes are booming. Nguyen Xuan Chu, who presides over a Hanoi night-school that has 15 different levels, says there is tremendous opportunity to learn. "Many people come here after completing a full day's work," he

says. "The most difficult parts are the practice lessons, being able to speak in English and to learn idiomatic phrases. Principles and Purposes of Language Assessment. It is essential at the beginning of these modules to define terms related to language assessment that are often confused with one another because in some books they are used interchangeably.

1. Assessment is the act of gathering information on a daily basis in order to understand individual. Student's learning and needs. " In the context of language teaching and learning, 'assessment' refers to the act of collecting information and making judgments about a language learners knowledge of a language and ability to use it." (Carol Chapelle and Geoff Brindley).

2. Testing refers to procedures that are based on tests in learning; it is a salient part of assessment.

3. Language testing is "The practice and study of evaluating the proficiency of an individual in using a particular language effectively." (Priscilla Allen)

4. Measurement more broadly includes testing and other types of measurement, as well as other types of information that result in quantitative data such as attendance, records, questionnaires, teacher ratings of students, etc.

5. Evaluation is the culminating act of interpreting the information gathered for the purpose of making decisions or judgments about students learning and needs often at reporting time. It forms as part of assessment. In these modules, testing, measurement and evaluation shall be subsumed under the term assessment.

### **Assessment and Evaluation Principles**

The following principles are intended to assist teachers in planning for student assessment and evaluation.

1. Assessment and evaluation are essential components of the teaching- learning process. They should be planned. Continuous

activities which are derived from curriculum objectives and consistent with the instructional and learning strategies.

2. A variety of assessment and evaluation techniques should be used. Techniques should be selected for their appropriateness to students learning. Styles and to intended purposes. Students should be given opportunities to demonstrate the extent of their knowledge, abilities, and attitudes in a variety of ways.

3. Teachers should communicate assessment and evaluation strategies and plan in advance. Informing the students of the objectives and the assessment procedures relative to the objectives.

4. Assessment and evaluation should be fair and equitable.

5. Assessment and evaluation should help students. They should provide positive feedback and encourage to participate actively.

6. Assessment and evaluation should use a variety of techniques and tools. The teacher collects assessment information about students language development and their growth in speaking, listening, writing, and reading knowledge and abilities.

## **Purpose of assessment**

### **1. Assessment for learning**

Focuses on the gap between where a learner is in his/her learning and where he/she needs to be the desired goal. Black and William define assessment for learning as all those activities undertaken by teachers and/or by their students which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

Learners learn best when they understand clearly what they are trying to learn and what is expected of them. They are given feedback about the quality of their work and what they can do to make it better. They are given advice about how to go

about making improvements. They are fully involved in deciding what needs to be done next and who can give them help of they needed.

## **2. Assessment as learning**

Is about reflecting on evidence of learning. This is part of the cycle of assessment where pupils and staff set learning goals. Through this, learners become more aware of:

- What they learn
- How they learn
- What helps them learn?

Learners are able to build knowledge of themselves as learners and become metacognitive.

## **3. Assessment of learning**

Involves working with the range of available evidence that enables staff and the wider assessment community to check on students' progress and using this information in a number of ways. Judgments about students learning needs to be dependable this means that:

- They are valid (based on sound criteria)
- They are reliable (accuracy of assessment and practice)
- They are comparable (they stand up when compared to judgments in other departments of schools)

## **Functions of Language Test**

Tests are essential parts of assessment, thus it is important that their functions are clearly identified.

### **1. In Learning**

Test are used to measure students language ability to discover how much they have been learning to diagnose students strengths and weaknesses and to motivate students in learning.

a) Sometimes language teachers choose to test students through periodic quizzes and tests of achievement



- b) At other times, instructors assesses students language proficiency may be after the end of several years of language study
- c) At other times, language teachers used tests for placement and diagnostic reasons and other purposes

## **2. In Teaching**

- a) Test are used in teaching as a means to ensure effective teaching quality to obtain feedback on student learning place on a course
- b) Tests can have a backwash effect which means that they may result in changes of instructional programs or teaching practices.

## **3. In Research**

Language test have a potentially important role in virtually all research, both basic and applied that is related to the nature of language proficiency, language processing, language acquisition, language attrition, and language teaching. The development of skills in the use of the English language both in oral and written form become a slow and tedious uphill struggle. Moreover, the desire, even obsession of many educated Filipinos to go abroad are either professional underscores the need for learning how to speak and write English understandably well. So if the Filipino are to learn English, it must be taught in the school so effectively that it develops a strong and solid base that can hold out against the trials and tests of time and can with stand the storm of life

The fact that there are many non-speakers and student with stark deficiency even in the college level emphasizes the urgent demand for a more coordinated. Intensified and effective English instruction in all schools.( Gregorio, 1995 )

Gregorio stresses the importance of the student's proficiency in the use of English language when he opines that language is a factor that conditions the teaching process.

Since language is the instrument by which the student employs in thinking and reasoning, it follows that his deficiencies in the use of the English language will greatly affect the learning process of the language. Likewise, the student's difficulty in expressing himself in English is a roadblock; hence, it makes the English language difficult.

## **FOREIGN STUDIES**

A review of studies abroad that have bearing to test development and findings on academic achievement, teaching methods, test administration, test utilization and their effects to academic success, that contain ideas vital to the essence of the present study are presented in this section.

In the University of Queensland, a Task Force was established to examine a variety of issues relating to the English language proficiency and academic literacy of their students. The Task Force reported that despite efforts on the part of the University to identify and alleviate problems of English language proficiency, many students continue to struggle with the demands of academic English. These problems have been variously identified as poor preparations in the fundamentals of syntax (grammar) and spelling, problems of engaging in University-level communication, and problems of culture and language background. Hence, it is proposed that the University adopt new standards and policies to come up with graduates. What reflect the communicative competence as describe in their University's Graduate Attribute Policy which states that graduating students must possess the ability to communicate clearly and fluently, in both written and spoken form. The rest of the chapter will present other researches / studies that may have reigned academic authorities come up with sound policies and standards for the improvement of English instruction.

Margate (1976) validated an entrance test for first year high school students. She used split-half method in establishing the reliability of the test items. In the light of her findings, she recommended that this test should be administered in the selection of the candidates for admission to schools.

Dalimot (2000) used content validity to describe the validity of the competency test. The test was based on a survey conducted to 17 school heads on the different knowledge and skills that were needed to assess the competency of elementary science teachers. The objectives of the Science Learning Competencies was used as basis in the construction of items included in the proposed competency test. The test is found to be valid. The content validation considered the objectives of the Science and Health curriculum, which served as guide in the development of the test. The items of the test also showed substantial reliability.

According to Brown (1996), item analysis is the systematic evaluation of the effectiveness of the individual items on a test. This is usually done for purposes of selecting the “best” items that will remain on the revised and improved version of the test. Sometimes, item analysis is employed to investigate how well the items on a test are working for a particular group of students.

Two statistical analyses help in analyzing test items: the item facility (or item difficulty) analysis and the item discrimination analysis. An important characteristic of an item to be accurately discriminating is its difficulty (Henning 1987). Often, when tests are rejected or termed as unreliable measures for a given sample of examinees, it is due not so much to the carelessness of the item writers but to the misfit of item difficulty to a person’s ability. Tests, which are either too difficult or too easy for a given group of examinees, often show low reliability.

## **LOCAL STUDIES**

Numerous studies on the development and validation of tests had been conducted by researchers in the Philippines as well as in foreign schools. However, only limited number findings provide interesting information to the present activity. An explanation of their similarities and differences are hereby presented.

Mina (1990) developed and validated an English language placement test for college entrants to identify those who will need remedial English, the English Plus course. She followed the three construction phases: Phase 1 – Design, which included the description of the participants, analysis of communicative needs and the specification of the test content; Phase II – Development, which includes the construction of the test, trial application and validation and test analysis; and Phase III – Operation, that included full scale operation, operational use, and revision of the test system.

The test constructed was validated on its face content and construct by language experts and teachers using a five-point validation instrument evolved by the researcher herself. Her study found out that the test has face validity being an English language communicative, competence test, not a test on content subjects but on grammar proficiency and vocabulary building. It is also content valid as it provides measure for the four macro-language skills of reading, speaking, listening, and writing.

In her study, Mina concluded that the test developed has evidences of face, content, construct, concurrent and predictive validity; the test meets the requirements of practically and administrability which are both easy to administer and score. The English Language Placement Test (ELPT) is reliable based on the reliability coefficients for the subtests and the total test and that it could be used to identify those who will take the English Plus course. The test also showered reasonable difficulty with the “not-too-easy” and “not-so-difficult” ranges.

The test made use of integrative test technique and discrete feature approach which are found to be valid, reliable and practicable. The ELPT used four criteria parameter to conceptualize the communicative competence theory which serves as the framework of the study. She also arbitrarily set a cut-off score of 45% of the total test to determine pass/fail decisions as to who will take the English Plus course. According to her, this cut-off score is fair enough to the examinees.

In the study conducted by Romarate (2000), she examined the validity and reliability of two tests namely: the existing placement test in English of Central Philippine University and her proposed English language placement test. Based on the item analysis of the two sets, the proposed placement test in English (PTE), which is a combination of integrative and structuralist approaches, proved to be more reliable. It also yielded a reliability coefficient of .94 over that of the existing placement test with .88. In terms of validity, the existing placement test was found to lack validity whereas, the proposed one is more valid because it contains an adequate sampling of the grammatical sub-skills that it sought to measure.

She concluded that the general principles of reliability, validity and practicality be seriously considered in the development and evaluation of language tests, whether they be placement, achievement, or diagnostic. She further added that item analysis should be part of routine evaluation of tests because it provides an objective procedure for test item improvement. She likewise emphasized the importance qualitative evaluation done by content validators because it provides balance to the quantitative assessment provided by item analysis and construct validation.

Monterona (2003) developed and validated the EARIST College of Education Admission Test (CEDAT). The results of item analysis on the initial form of CEDAT reveals that out of

the 225 items, 125 or 55.56% were found to be retained, 67 items or 28.78% were to be revised and or 14.67% were to be deleted or rejected. On the final edition of CEDAT, a total of 170 test items were incorporated. In terms of its difficulty level, it resulted to 158 or 92.9 average items, 9 or 5.3% easy items and 3 or 1.8% difficult items. She intended to include easy and difficult items, though it connotes limited acceptability. She cited that her finding is based on the principle of graduated scale of difficulty that examinees begin with relatively easy items and proceed to items of increasing difficulty. This arrangement allows examinees confidence in approaching the test and reduces the likelihood of their wasting much time on items beyond their ability to the neglect of easier items they can correctly complete. The discrimination value of the revised CEDAT showed that 24 items or 14.1% have high discrimination indices, 146 items or 85.9% indicated moderate discrimination level.

She concluded that majority of the items in the final edition of the CEDAT were of average difficulty and moderate discriminating power. A very minimal number of item which registered as easy and difficult were retained, hence validity of the CEDAT is high. She added that a very high reliability value is shown; CEDAT is a reliable measure as tool for EPT. Casunuran (1995) developed a proposed English language proficiency test designed to measure both the abilities of the examinees to handle the elements of the language (grammatical competence) and their ability to understand and communicate in situations which stimulate real-life ones (socio-linguistic competence, discourse competence, and strategic competence). Upon completion of item analysis, the test revealed that it possesses both face validity and content validity because it was constructed around the necessary language skills, elements, and tasks required of a future college student. She also noted that the English proficiency test is reliable as revealed by the coefficient for each subtest and for the whole test. She

concluded that such test has an instructional value because the language teacher is informed of the students' strengths and weaknesses in the second language.

## **RESEARCH METHODOLOGY**

This section shows the statistical treatment used in this research. The researchers, as they are interested in useful outcomes, will utilize the descriptive method of research to satisfy the needed information for the present study. Their focus will be on the actual result of the distributed questionnaire dealing with statements that called for respondents on dean's evaluation and student's evaluation.

### **Statistical Treatment of Data**

The data gathered were validated and encoded using the Microsoft Excel software. The information gathered will be tallied, tabulated, and analysed in order to draw findings. The data were subjected to statistical analyses.

**Descriptive and inferential statistics** was used such as frequency distribution, percentage distribution, weighted mean, Standard deviation and T-test. The following statistical measures will be used in this study.

**Frequency and Percentage Distribution.** These will be computed to describe the personal profile of the respondents with respect to some variables such as age and gender.

**Percentage** was used to determine the demographic profile of the respondents such as age, and gender.

Formula for Percentage:

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

Where:

P = Percentage

F = Frequency

n = Total number of respondents

**Weighted Mean** was used to determine the average responses of the five choices regarding the criteria for the faculty evaluation.

Formula for Weighted Mean:

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

Where:

X = the mean

Fx = product of frequency and scale

N = total number of respondents

**Sample Size.** To determine the considerable strength to be treated to assume the total population, the slovin formula was used.

$$S = \frac{N}{1 + Ne^2}$$

Where:

S = Sample Size

N = Total population

e = margin of error at 5% (standard value of 0.05)

1 = constant

**Standard Deviation.** To describe homogeneity or heterogeneity of variables or responses, the standard deviation was used, solved by the formula:

$$sd = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

Where:

x = the variable

n = sample size



**T – Test** was used to assess whether the means of pre-test and post-test are statistically different from each other.

Formula for T – Test:

$$t = \frac{x_1 - x_2}{\sqrt{\left[ \frac{(n_1 - 1)(s_1)^2 + (n_2 - 1)(s_2)^2}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

$$df = n_x + n_y - 2$$

Where:

$\bar{X}$  = mean of one sample

$\bar{Y}$  = mean of the other sample

$\mu_x$  = population of one sample

$\mu_y$  = population mean of the other sample

$S^2_x$  = sample variance of one sample

$S^2_y$  = sample variance of the other sample

$n_x$  = size of the sample

$n_y$  = size of the other sample

## **RESULTS AND DISCUSSION**

This section provided the gathered data and the researchers' analysis and interpretation of the results of the distributed surveys. The data were presented in a clear and concise form, most which used tables.

### **Demographic Profile of the Respondents**

The purpose of the study is to find out the Impact of Placement Examination in English and its implication to English communication of selected senior high school students S.Y. 2016-2017.

#### **Age**

Table 1 shows the frequency and Percentage distribution of respondents, descriptive statistics was used through the computation.

**Table 1: Frequency and Percentage of Respondents according to Age**

Age	Frequency	Percentage
18	2	3.17%
17	55	87.30%
16	5	7.94%
15	1	1.59%
Total	63	100%

Table 1 shows the summary on the frequency and percentage distribution of respondents according to age. It can be seen from the table that, two (2) out of sixty three (63) respondents obtained a total of 3.17 percent belongs to the grouped of 18 years old, while fifty five (55) out of sixty three (63) respondents obtained a total of 87.30 percent belongs to the grouped of 17 years old, then five (5) out of sixty three (63) respondents obtained a total of 7.94 percent belongs to the grouped of 16 years old and the last is one (1) out of sixty three (63) respondents obtained a total of 1.59 percent belong to the grouped of 15 years old. This means that majority of the respondents belongs to the grouped of 17 years old, which also means that many of grade 11 students were 18 years old.

## **Gender**

Table 2 shows the frequency and percentage distribution of the freshmen gender.

**Table 2: Frequency and Percentage Distribution of Respondents according to Gender**

Gender	Frequency	Percentage
Male	30	47.62%
Female	33	52.38%
Total	63	100%

Table 2 shows the summary of the frequency and percentage distribution of respondents according to gender. It can be seen from the table, freshmen respondents in terms of their gender obtained thirty (30) or 47.62 percent of the total populations were male, and thirty three (33) or 52.38 percent of the total

respondents were female. Since the findings revealed that majority of the gender-respondents were female.

**Table 3: Weighted Mean and Verbal Interpretation of the Respondents according to Mean Percentage Score (Pre-test)**

Number of students who took the test	Raw mean score	Mean Percentage Score (MPS)	Passed/Failed
63	41.95	56.67%	Failed

Table 3 shows the summary on the mean percentage score (pre-test) of the respondents. It can be seen from the table that, the total number who took the test is sixty three (63) obtained a raw mean score=41.95, while the MPS=56.67 with the descriptive verbal interpretation of “Failed” and found the items were difficult. Meaning majority of the respondents who took the exam were failed, which also means that the freshmen students were not good in English and they need to enroll the English plus subject to evaluate whether the students improved their knowledge.

**Table 4: Weighted Mean and Verbal Interpretation of the Respondents according to Mean Percentage Score (Post-test)**

Number of students who took the test	Raw mean score	Mean Percentage Score (MPS)	Passed/Failed
63	51.11	66.55%	Failed

Table 4 shows the summary on the mean percentage score (post-test) of the respondents. It can be seen from the table that, the total number who took the test is sixty three (63) obtained the MPS=66.55% with the descriptive verbal interpretation of “Failed” and found that the items were also difficult. Meaning majority of the respondents who took the exam were failed, which also means that the freshmen students were improved in English and some of them they need to enrol summer class in English plus subject to evaluate whether this time the students give their very best to passed the subject.

An overall weighted mean of 51.11 which means that the respondents were “Failed” in terms of the five parts in English Language Proficiency.

**Table 5: Summary of T-test**

	Pre-test	Post-test	Difference	Degrees of freedom	Level of significance	T-value
Mean	41.95	51.11	9.16	63	P>0.05	8.34
SD	8.78	9.63				

Table 5 shows the summary of t-test. Reject the Null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ) since the value of  $T=8.34$  is greater than the value of Critical value= 1.96 at 0.05 level of significance with 343 degrees of freedom, the research hypothesis which means that there is a significant relationship between the pre-test and post-test on the impact of English Placement Examination and its implication to English communication.

## **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

This section, as the most important part of the study, presents the findings, generalizations in the form of conclusions, and the recommendations for the solution of problems discovered in the study.

### **Summary of Findings**

From the data gathered and analysed, the findings are summarized as follows:

- It can be seen from the table that, two (2) out of sixty three (63) respondents obtained a total of 3.17% belongs to the grouped of 18 years old, while fifty five (55) out of sixty three (63) respondents obtained a total of 87.30% belongs to the grouped of 17 years old, then five (5) out of sixty three (63) respondents obtained a

total of 7.94% belongs to the grouped of 16 years old and the last is one (1) out of sixty three (63) respondents obtained a total of 1.59% belong to the grouped of 15 years old. This means that majority of the respondents belongs to the grouped of 17 years old, which also means that many of grade 11 students were 18 years old.

- It can be seen from the table, freshmen respondents in terms of their gender obtained thirty (30) or 47.62% of the total populations were male, and thirty three (33) or 52.38% of the total respondents were female. Since the findings revealed that majority of the gender-respondents were female
- It can be seen from the table that, the total number who took the test is sixty three (63) obtained a raw mean score=41.95, while the MPS=56.67 with the descriptive verbal interpretation of “Failed” and found the items were difficult. Meaning majority of the respondents who took the exam were failed, which also means that the freshmen students were not good in English and they need to enrol the English plus subject to evaluate whether the students improved their knowledge.
- It can be seen from the table that, the total number who took the test is sixty three (63) obtained the MPS=66.55% with the descriptive verbal interpretation of “Failed” and found that the items were also difficult. Meaning majority of the respondents who took the exam were failed, which also means that the freshmen students were improved in English and some of them they need to enrol summer class in English plus subject to evaluate whether this time the students give their very best to passed the subject. An overall weighted mean of 51.11 which means that the respondents were “Failed” in terms of the five parts in English Language Proficiency.

- The research hypothesis which means that there is a significant relationship between the pre-test and post-test on the impact of English Placement Examination and its implication to English communication.

## CONCLUSIONS

Based on the findings revealed in the study, the following conclusions were made:

1. This means that majority of the respondents belongs to the grouped of 16 years old, which also means that many of freshmen students were fresh graduates from private and public high school.
2. Since the findings revealed that majority of the gender-respondents were female.
3. This implies that the four topics in the given questionnaire were difficult for the grade 11 students when the time that they answered it. And it shows that these four topics were not mastered by the students, which also means that the students need a full concentration to pass the English Plus.
4. Majority of the respondents who took the pre-test exam were failed, which also means that the grade 11 students were not good in English and they need to enrol the English plus subject to evaluate whether the students improved their knowledge.
5. Majority of the respondents who took the post-test exam were failed, which also means that the grade 11 students were improved in English and some of them they need to enrol summer class in English plus subject to evaluate whether this time the students give their very best to passed the subject. An overall weighted mean of 51.11 which means that the respondents were “Failed” in terms of the five parts in English Language Proficiency.
6. The mean score of pre-test and post-test on the Impact of English Placement Examination and its implication to English

communication were both failed but there were a good indication that the respondents improved their knowledge. In addition, the mean score of post-test is higher than the mean of pre-test which means that they learned more from the subject English Plus.

## **RECOMMENDATIONS**

The following recommendations were made based on the findings of the study:

1. Freshmen students should exert more time and effort in reading English book to improve their vocabulary.
2. English teachers and administrations may plan activities that will give more exposure to the students with regards to English Language development.
3. The University should conduct programs and seminars where the teachers and students could engage in.
4. The respondents, as future educators, must know and possess a good quality of teaching. It is on the good motivation of a teacher to make his/her class listen and participate.
5. Students should be trained to answer questions in their own words and in complete sentences orally or in written form in a step by step manner.
6. Always include the parents and other stakeholder in the English Plus program and check their participation rate, too.
7. For further studies and research, this may serve as a basis of reference.

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