English Proficiency and Academic Performance of College Students

Helen T. Asio, Ph. D[1], Michelle G Quijano, Ph.D[2]

ABSTRACT: The present study aims to identify the relationship of the Level of English Language Proficiency along Stress/Intonation, Verbal Abilities, Correct Usage, Reading Comprehension, Spelling and Punctuation, Identifying Error and Logical Organization and their Academic Performance of the 251 college students. Moreover, it aims to determine if there is a significant difference of the respondents' Level of English Proficiency when they are grouped according to their profile: course, age, sex and dialect spoken.

The result reveals that in terms of profile course, there is no significant difference in stress and logical organization. However, in Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Errors and Spelling and Punctuation, there is a significant difference. As to profile age, there is no significant difference in Stress/Intonation, Verbal Abilities, Correct Usage, Spelling and Punctuation, Logical Organization. But in Reading Comprehension and Identifying Errors, there is a significant difference. Respondents aging 18 are better than the rest in Reading comprehension and Identifying Errors. Along profile sex, there is significant difference. Female are better than male in Reading Comprehension, Correct Usage and Identifying Errors. In terms of profile Dialect Spoken, there is no significant difference in English Proficiency Level of the respondents. As to the Academic Performance of the respondents, they are within the average level with 176 or 70.1%.
The result reveals that there is significant relationship between the respondents' Level of English Proficiency and their Level of Academic Performance.

KEYWORDS: English Proficiency, Academic Performance, English Language

INTRODUCTION

English language is one of the most dominating languages of the world which having its impact on every field work. As the world's lingua franca, it is the most-used language of the internet, accounting for more than half of all websites. For many people, learning English is a way to get access to a broader range of information, connections, and opportunities.

English as a foreign language in many countries, it becomes a compulsory subject taught in formal school from the lowest level to university level. Even though English is a foreign language, teaching English as a language in school to university must be congruent with the function of language itself that whatever language, a language is means of communication that is not only used in written form only, but also oral performance communicatively and contextually.

The Philippines is recognized globally as one of the largest English-speaking nations with majority of its population having at least some degree of fluency in the language. English has always been one of the official languages of the Philippines and is spoken by more than 14 million Filipinos. It is the language of commerce and law, as well as the primary medium of instruction in education.

Filipinos learn English in school as not just an ordinary requisite subject, but with a curriculum that is highly applicable to the Filipinos' daily lives. Most of the private schools in the Philippines offer Language and Reading subjects, speech classes, English aptitude exams, oratorical exams, and essay-writing activities. Not to mention, regular film-showing activities that exposed Filipinos not just to the proper use of the language, but also to slang, and the way native speakers speak it. And beyond the classroom, Filipinos are constantly exposed and are able to experience using the language firsthand, in real, actual situations.

However, in a recent round table discussion organized by the British Council, key stakeholders from the government, academe, private, and non-government sectors agreed that the country needs to step up its efforts in improving the teaching and learning of English, developing it as a vital skill of the workforce. This is an initiative that could potentially strengthen the Philippines' distinct advantage in this part of the world, particularly with the upcoming ASEAN economic integration.

English Proficiency and Academic Performance of College Students

De Leon (1999) is convinced that measures must be taken to promote English in all levels of education because he believes that English is not a hindrance to becoming nationalistic rather the key to Filipinos' success in life, here and abroad.

It is generally conceived that intelligence is more closely and consistently related to all kinds of academic performance than any other variables yet identified. It is known, however, that academic performance can vary even among individuals of similar intelligence or similar ability for that matter. Scholastic aptitude and intelligence are necessary for academic success, but above these, success is dependent upon some non-intellectual factors.

Philippine Education has made some changes. One of the defining changes in the Philippine education system in the past decade is the adoption of the K-12 policy, which mandates the addition of two years in the traditional 10-year pre-university program. One of the salient features of the K-12 program provides senior high school graduates (grades 11 and 12) the option to choose a track aligned with their interest and competence.

Since this subject is still new in the Higher Education, availability of textbook or Instructional Material in teaching the subject is one of the problems at the moment. The proponents believe that authentic materials are preferred to teach the language of the target profession.

Many studies have been made in order to find out the factors that may affect the academic performance of the students. However, there is a very limited studies as to the significant relationship of English Proficiency Level of the students and their academic performance.

Hence, this research aims to conduct a survey on the level of English Proficiency of the graduates of k12 curriculum who are also the incoming freshman of the university and try to find out if it has something to do with their Academic Performance in English. The result of the study will be the basis in designing syllabus and formulating module in teaching GEC 4: Purposive Communication subject in order to enhance the English Competence of the graduates of Higher Education Institutions in the Philippines, specifically, the Isabela State University.

REVIEW OF RELATED LITERATURE

The trend towards globalization and interconnectedness demands not only improving communication technology, but also, at a personal level, such as the ability to communicate with the rest of the world. Hence, the teaching of the English language especially in countries where English is not the mother tongue, is an urgently needed preparation for life in the next century.

Peficiano (1998) in her keynote speech during the Second Joint Congress of the Council of the Department Chairpersons of English and College English Teachers' Associations said that "almost all the leading futurists agree that we face a world with a less defined physical borders with even less barriers to moving and exchanging ideas".

Relevant to the functions of language is the focus given to the teaching of English in most parts of the world as Sinha and Sadorna, (1991) pointed. The teaching of English is a worldwide activity. In countries where educational leaders realize that English has become a necessity for international survival, English as a second language/foreign language are offered.

Today, there is a spirited debate over the rapid deterioration of the English Language as used by the Filipino students. Some columnists in the daily newspapers suggest that something must be done to reverse the trend of the "poorer and poorer use of English". Indeed, English today is still alive but most teachers observed that even after graduation in College, many of the students could not even express themselves fluently in English. An evidence that our English today is seriously ill (Seroy, 1982).

Seroy also said that students who have difficulties on how to communicate a given concept in English possess a monumental problem so much so that what he wanted to say must often be subordinated by what he can say.

Meanwhile, Soriano (1986) found out that 12 years after the policy of Bilingual Education was implemented in Department Order No. 9/s 1973 and 10 years after its implementation in the schools, the problem of developing the Filipinos' competence in both English and Filipino is still the subject of so much controversy. It is just a clear indication that while Filipino had been gaining headway, English has been lagging behind. The consensus is that, English language as used by the Filipinos has deteriorated, comparison are often made between the kind of English used in the past and that what is employed today. This deterioration is manifested in several ways such as: incorrect grammar, the inability to use English in connected discourse or the lack of fluency in the language, poor reading comprehension skills and lack of interest in reading, and poor disorganized writing.

Measures and strengthening are timely due to the growing awareness of the low proficiency in English of Filipinos as proven by the results of Test in English as Foreign language (TOEFEL) between July 2000 and June 2001 where Filipino examinees obtained 45.7 percent and a study made by Cervantes which showed that graduate students of nursing and education had mediocre English proficiency (Pinoy's English Proficiency ranked low worldwide, 2002).

While there is no doubt that great difference in levels of possible achievement in any given learning field do exist between individuals, it must be admitted that there is yet nothing but very crude instruments for measuring the individual's capacity and level of achievement in any given field. By the use of objective measuring devices, such as controlled observation and recording,

English Proficiency and Academic Performance of College Students

through the maintenance and utilization of cumulative recording supplemented by needed administrative reorganization, it is entirely possible to develop sufficient high degree of understanding of the maturation level of each student so that the adjustment of the learning situation to these students is a distinct possibility. In short, modern educators need to become more and more conscious of the need for careful evaluation both of individual learner's progress and of the total situation (Beaumont and Macomber, 1989).

RELATED STUDIES

A number of studies have been carried out to identify and analyse the numerous factors that affect students' academic performance in various centres of learning. Their findings identify Attitude of the learners, Shortage of Resources, Parental Involvement, are the causes of poor performance of learners in ESL (Nkandi, 2015); students' attitudes towards bilingual education affect the learner's level of proficiency towards the language(RAHMAN,2016).

Reyes' study also revealed that the parents' socio-economic status is significantly related to the pupils' academic achievements.

Alparo (1982) stated that the student factor which contributed to the failure of English language learning included the rampant use of the dialect in the campus, socioeconomic status, educational attainment of parents, negative attitude towards English, lack of interest in the subject, poor English grammar foundation, and unreadiness or college English subjects. The teacher factors which contributed to the poor English proficiency level of students were poor methods of instruction, lack of interest towards teaching, lack of curriculum preparation and teacher's inefficiency and ineffectiveness. The other factors that contributed to the difficulty were the lack of audio-lingual facilities and minimum utilization of library.

Agullo (1985) looked into the "English Performance of Freshman College Students in Relation to their Study Habits within the School Year 1984-1985 at the Philippine Normal College (PNC), Agusan Campus, Prosperidad, Agusan Del Sur". Based on the findings, the researcher arrived at the following conclusions: the English performance of students were only average, students with very good and good ratings, possess very good study habits, study habits of students as to parent factor showed no correlation at all and no correlation existed for study habits as to the teacher factor and study habits, as to community factor.

Abon (1998) looked into the English proficiency level of freshman students as related to some variables. In this study, Abon used the Normative Survey Method and documentary analysis. Using sixty freshman students to answer a questionnaire with 100 item test in grammar, idioms, sentence construction and vocabulary, she highlighted the following: College freshmen's performance in the English Proficiency Test is average because majority got average scores in the four categories considered: availability of reading materials at home helped in improving their communication skills; the type of high school graduated from, educational attainment of parents, socio- economic status of the family, frequency of use of the English language in communication with parents, siblings, schoolmates, classmates, sex, and civil status do not have bearing in their English proficiency.

Carag (1997) studied the level of grammar proficiency of College Freshmen of St. Louis College of Tuguegarao, and he found out that majority (77.92%) of the students failed in the communicative written language test. She also discovered that the students' grades in English 1-A is significantly related to their English Grammar Proficiency. The students' grammar proficiency is not significantly affected by the high school they graduated from, and the language spoken at home. Based on the findings, he concluded that the reading habits, course enrolled in, reading interest and reading materials at home influenced the students' grammar proficiency in English while the high school graduated from, and the language spoken at home have no bearing to the English grammar proficiency of the students.

Rayos (1984) in her study on the language skills in English utilized the Diagnostic Test in English as the main instrument, which was prepared by the South Asian Ministry of Education Regional Language Center in Singapore. After subjecting the data to descriptive and inferential analysis, she concluded that of the four language skills included in the test, i.e., vocabulary, organization, reading comprehension and grammar, the reading comprehension is the easiest, vocabulary, next; grammar, third; while organization is the most difficult.

Reyes (1988) pointed out the significant factors affecting the difficulties of English language or communication arts of the Grade VI pupils of Bataan. His findings are the following:

a.) Lack of vocabulary understanding

b.) Lack of reading comprehension

c.) Inability to write correct words.

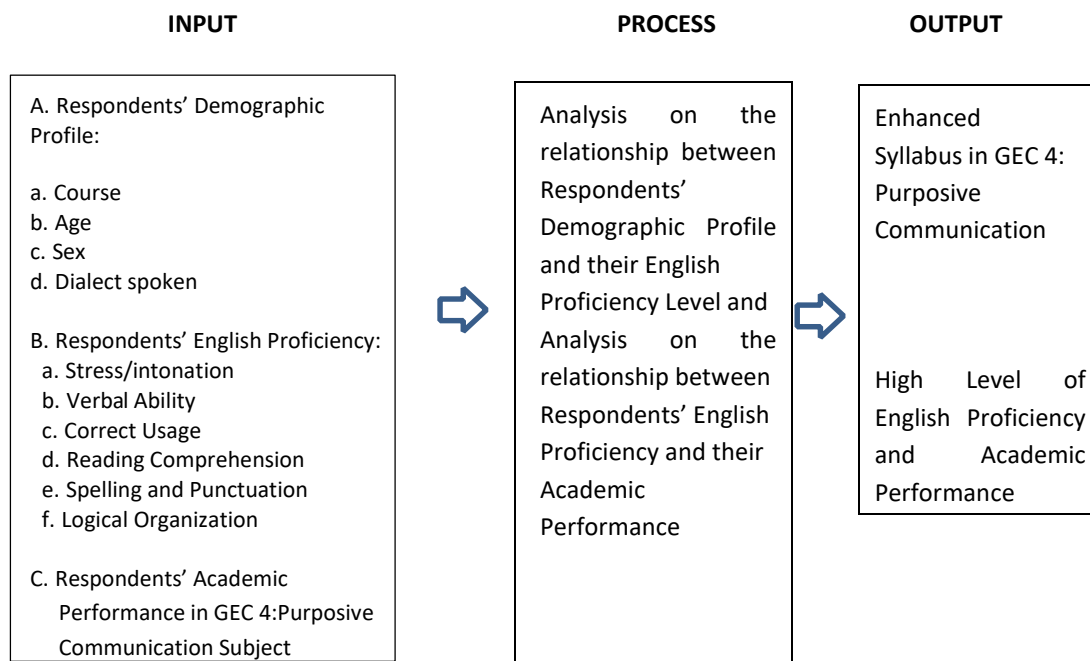d.) Inability to pronounce the words correctly.

Darbin (1990) in her study, concluded the pupil-respondents have poor comprehension of words and are weak in detecting coherence in sentences. She recommended that English teachers should acquire the habit of checking pupils' error in

pronunciation, choice of words, articles, prepositions and other components of language instruction not only during English class but also in other classes.

The above studies have similarities to the present study because their focus was on determining the various factors that affecting the English Proficiency of the respondents. Moreover, they also studied the relationship of English Proficiency of the respondents with their Academic Performance. However, they failed to identify as to what aspect of English Proficiency that have direct relationship with the respondents; profile such as course, age, sex and dialect spoken which is the main focus of the present study.

RESEARCH PARADIGM

INPUT	PROCESS	OUTPUT
A. Respondents' Demographic Profile: a. Course b. Age c. Sex d. Dialect spoken B. Respondents' English Proficiency: a. Stress/intonation b. Verbal Ability c. Correct Usage d. Reading Comprehension e. Spelling and Punctuation f. Logical Organization C. Respondents' Academic Performance in GEC 4:Purposive Communication Subject	Analysis on the relationship between Respondents' Demographic Profile and their English Proficiency Level and Analysis on the relationship between Respondents' English Proficiency and their Academic Performance	Enhanced Syllabus in GEC 4: Purposive Communication High Level of English Proficiency and Academic Performance

STATEMENT OF THE PROBLEM

The present study aimed to investigate the English Proficiency level of the freshman students who are graduates of K-12 curriculum as a tool in the development of Instructional Material in teaching Purposive Communication.

Specifically, it aimed to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

a. course

b. age

c. sex

d. dialect spoken?

2. What is the English Proficiency Level of the respondents in terms of: Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation and Logical Organization?

3. Is there a significant difference in the English Proficiency Level of the respondents in terms of: Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation and Logical Organization when they are grouped according to profile?

4. What is the level of Academic Performance of the Respondents?

5. Is there a significant relationship between the Level of Academic Performance and Level of English Proficiency of the respondents?

NULL HYPOTHESES:

 1. There is no significant difference in the Level of English Proficiency of the respondents when they are grouped according to their profile.

English Proficiency and Academic Performance of College Students

2. There is no significant relationship between the Level of English Proficiency and the Academic Performance of the respondents.

SIGNIFICANCE OF THE STUDY

English is one of the international languages. Being the language used for socioeconomic mobility and for educational and professional advancement, it is considered as the windows to the world. Hence it should be preserved, and it should be strengthened. The ill effect of the lack of knowledge of English must, therefore, be looked into.

With the result of the study, the students could find essential feedback and information on their weaknesses and strengths in the use of English language. They may be able to find ways in order to improve their weaknesses and enhance their strengths. The results could also guide the teachers in determining the students' level of English Proficiency. Being well knowledgeable on student English competence, particularly on their weaknesses, teachers could then device approaches and strategies on how to integrate learning content with the students' current deficiencies. Moreover, this study could also be beneficial to parents for the upcoming grade levels since results will guide them in choosing the opportunities and interventions that should be provided to their children so as to enhance their language proficiency and academic performance.

Furthermore, insights may also be provided to textbook writers in coming up with books and other relevant materials that could address the deterioration of English competence of students.

In addition, the result could be used as eye-opener to the administration to revisit their school policies and programs, consequently, formulate a more responsive and learner-centered policies and programs. The curriculum planners to come up with effective measures, policies that can respond to the needs of students, teachers and the entire educational system especially in the enhancement of the English competence of students.

METHODOLOGY

Research Design

This study made use of the descriptive method using quantitative approach.

Respondents of the Study

The respondents of the present study are the 251 freshman students enrolled during the 1st semester, S.Y 2018-19 at Isabela State University-Ilagan, Philippines They were enrolled in the four programs: Bachelor of Secondary Education (BSE), Bachelor of Technological and Livelihood Education (BTLED), Bachelor of Technical Vocational Teacher Education (BTVTED) and BS Industrial Technology (BS Ind. Tech) broken down as follows:

Course	Population
Bachelor of Secondary Education	86
Bachelor of Technical Livelihood Education	44
Bachelor of Technical Vocational Teacher Education	37
Bachelor of Science in Industrial Technology	84
TOTAL	251

Research Instrument

In getting the English Proficiency Level of the respondents, a questionnaire prescribed by CHED (English Proficiency Test), was utilized by the researchers. It contained 100 items broken down as follows:

Type of Test	No. of Items
I. Stress/Intonation	10
II. Verbal Ability	10
III. Reading Comprehension	20
IV. Correct Usage	20
V. Identifying Errors	20
VI. Spelling and Punctuation	10
VII. Logical Organization	10
Total	100

English Proficiency and Academic Performance of College Students

Aside from the questionnaire, the researchers also utilized the respondents' grade in GEC 4:Purposive Communication subject to determine their Academic Performance.

Data Gathering Procedure

The researchers administered English Proficiency Test with the students enrolled in GEC 4: Purposive Communication Subjects. The result of the test was the basis in to determining the respondents' Level of English Proficiency. At the end of the semester, the researchers took the grades of the respondents in their GEC 4: Purposive Communication subject which was used to determine the Level of Academic Performance of the respondents. To ensure the accuracy of the data, the grading sheets submitted to the registrar office were also used.

Statistical Treatment of the Study

1. To determine the Level of the English Proficiency and Academic Performance of the respondents, ranking and frequency counts was used.

The English Proficiency Level of the respondents was interpreted using the scale below:

Score	Descriptive Rating
68-100	High
34-67	Average
0-33	Low

As to the academic performance in GEC 4 Purposive Communication Subject, the scale below was used:

Score	Descriptive Rating
1.0-1.75	High
2.0-2.5	Average
2.75	Low

2. To determine the significant difference of English Proficiency Level of the Respondents as to Stress/ Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation and Logical Organization when the respondents are grouped according to their profile, Analysis of Variance (ANOVA) was used.

3. To determine the relationship between the English Proficiency Level and Academic Performance of the respondents, Pearson's r was performed.

RESULT AND DISCUSSION

1. What is the demographic profile of the respondents in terms of: course, age, sex and dialect spoken?

Table 1: Distribution of the Respondents According to Course

Courses	Frequency	Percent
BSE	86	34.3
BTLED	44	17.5
BTVTED	37	14.7
BS IND TECH	84	33.5
Total	251	100.0

As shown in Table 1, there is a total of 251 respondents. Most of them are coming from the Bachelor of Secondary Education, 86 or 34.3%; Bachelor of Science in Industrial Education, 84 or 33.5%; Bachelor of Technological and Livelihood Education, 44 or 17.5%; and Bachelor of Technical Vocational Teacher Education, 37 or 14.7%.

Table 2: Distribution of the Respondents According to Age

Age	Frequency	Percent
17	8	3.2
18	136	54.2
19	92	36.7

English Proficiency and Academic Performance of College Students

20	11	4.4
21	4	1.6
Total	251	100.0

As to the age of the respondents, most of them are aging 18, with 136 or 54.2% while the least, aging 21, with 4 or 1.6% respondents.The result shows that the respondents are on the expected age for their level. It implies that they started their elementary at the age of 7 which is the required age.

Table 3: Distribution of the Respondents According to Sex

Sex	Frequency	Percent
Male	85	33.9
Female	166	66.1
Total	251	100.0

Table 3 shows that the respondents are dominated by females, with 166 or 66.1%. This supports the statement of the Commission on Higher Education (CHEd) Chairperson Patricia Licuanan in the Philippine Inquirer, (2012):

"The difference between female and male graduates was even greater in previous years: 56.8 percent female graduates against 43.2 percent male graduates in 2006 and 61 percent female graduates against 39 percent male graduates in 2001"

The result also conforms with the findings of the PSA(2008) that:

 "Seven out of ten **females** six years old and over completed at least elementary education. This figure is higher compared to that for **males** (65.1%)" …

  "On the other hand, 38.7 percent of population six years old and over completed at least high school education. This figure is higher among females compared to males (41.1% vs. 36.4%)".

Table 4: Distribution of the Respondents According to Dialect

Dialect	Frequency	Percent
Ilocano	133	53.0
Ibanag	79	31.5
Tagalog	36	14.3
Paranan	3	1.2
Total	251	100.0

As to the dialect spoken by the respondents, most of them are Ilocano with 133 or 53%; followed by Ibanag with 79 or 31.5%. There are 36 or 14.3% Tagalog and 3 or 1.2% Paranan. The data reveals the reality that Ilocano dominated not only in the City of Ilagan but also in Northern Luzon as described in the Ethnic Groups Philippines, (2008):

"Ilocanos make up the 3rd largest ethnolinguistic group in the Philippines. Large populations are found in Ilocos Norte, Ilocos Sur, Cagayan, Abra, La Union, Nueva Vizcaya, Pangasinan, Tarlac, and Benguet. There is, in fact, a diaspora of Ilocanos; they are found all over the country, as far south as Mindanao. The language has become the lingua franca of Northern Luzon".

2. What is the English Proficiency Level of the respondents in terms of: Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation and Logical Organization?

Table 5. English Proficiency Level of the Respondents in Terms of Stress/Intonation

Stress/Intonation	Frequency	Percent
0 - 3 (Low)	5	2.0
4 - 7 (Average)	139	55.4
8 - 10 (High)	107	42.6
Total	251	100.0

It shows that in terms of Stress/Intonation, most of the respondents are rated average with 139 or 55.4%

English Proficiency and Academic Performance of College Students

Table 6. English Proficiency Level of the Respondents in Terms of Verbal Ability

Verbal Abilities	Frequency	Percent
0 - 3 (Low)	29	11.6
4 - 7 (Average)	201	80.1
8 - 10 (High)	21	8.4
Total	251	100.0

As to Verbal Ability, most of the respondents have an average proficiency level with 201 or 80.1%

Table 7. English Proficiency Level of the Respondents in Terms of Reading Comprehension

Reading Comprehension	Frequency	Percent
0 - 8 (Low)	135	53.8
9 - 14 (Average)	116	46.2
Total	251	100.0

Along Reading Comprehension, the level of proficiency of most respondents is low with 135 or 53.8%. No one among the respondents gets a high level of proficiency.The result concurs the findings of Magbanua, (2016) under her study, "The English Proficiency of College Students.In terms of reading comprehension, the result of her study show that out of 305 respondents, 77 (25%) was satisfactory; 58 (19%) was unsatisfactory; 56(18%) was conditional; 46(15%) failed; 28(9%) was very satisfactory and passed; 7(3%) was good and 5(2%) was very good. Data implies that the English proficiency of the students in terms of reading comprehension was satisfactory. Similar to her findings, none among the respondents got the rating of outstanding.

Table 8. English Proficiency Level of the Respondents in Terms of Correct Usage

Correct Usage	Frequency	Percent
0 - 8 (Low)	98	39.0
9 - 14 (Average)	136	54.2
15 - 20 (High)	17	6.8
Total	251	100.0

As to correct usage, most of the respondents are within average proficiency level with 36 or 54.2%.

Table 9. English Proficiency Level of the Respondents in Terms of Identifying Errors

Identifying Errors	Frequency	Percent
0 - 8 (Low)	195	77.7
9 - 14 (Average)	55	21.9
15 - 20 (High)	1	.4
Total	251	100.0

In terms of Identifying Errors, most of the respondents are within low proficiency level with 195 or 77.7%. There is only one or .4% who is within high level.

Table 10. English Proficiency Level of the Respondents in Terms of Spelling and Punctuation

Spelling and Punctuation	Frequency	Percent
0 - 3 (Low)	64	25.5
4 - 7 (Average)	158	62.9
8 - 10 (High)	29	11.6
Total	251	100.0

As to Spelling and punctuation, most of the respondents are within the average level. This contradicts the result of the study of Magbanua (2016), when she studied the English proficiency of 305 respondents in terms of spelling, it was found that out of 305

respondents, 77 (25%) failed in spelling; 39(13%) was conditional; 37(12%) was satisfactory; 32 (10%) was good; 31(10%) was very satisfactory; 26(9%) was very good; 13(4%) was outstanding and only 1(1%) was highly outstanding. The result shows that freshmen college students are not proficient in English in terms of **spelling**.

Table 11. English Proficiency Level of the Respondents in Terms of Logical Organization

Logical Organization	Frequency	Percent
0 - 3 (Low)	250	99.6
4 - 7 (Average)	1	0.4
8 - 10 (High)	0	0.0
Total	251	100.0

In terms of Logical Organization, almost all of the respondents are within low level with 250 or 99.6%. There is only one or .4% within average level. No one gets a high level.

The result of the present study conforms with the findings of Rayos (1984) in her study on the language skills in English utilized the Diagnostic Test in English as the main instrument which was prepared by the South Asian Ministry of Education Regional Language Center in Singapore . After subjecting the data to descriptive and inferential analysis, she concluded that of the four language skills included in the test, i.e., vocabulary, organization, reading comprehension and grammar, the reading comprehension is the easiest, vocabulary, next; grammar, third; while **organization** is the most difficult.

Table 12. English Proficiency Level of the Respondents

English Frequency Level	Frequency	Percent
68 – 100 (High)	0	0.0
34 - 67 (Average)	193	76.9
0 - 33 (Low)	58	23.1
Total	251	100.0

As shown in Table 11, the overall English Proficiency level of the respondents is within average with 193 or 76.9%. None among the respondents gets a high level.

Table 13: Summary of the English Proficiency Level of the Respondents

Components of English Proficiency Level		Frequency	Percentage
Stress/ Intonation	low	5	2.0
	average	139	55.4
	high	107	42.6
Verbal Ability	low	29	11.6
	average	201	80.1
	high	21	8.4
Reading Comprehension	low	135	53.8
	average	116	46.2
Correct Usage	low	98	39
	average	136	54.2
	high	17	6.8
Identifying Errors	low	195	77.7
	average	55	21.9
	high	1	0.4
Spelling and Punctuation	low	64	25.5
	average	158	62.9
	high	29	11.6
Logical Organization	low	250	99.6
	average	1	0.4

English Proficiency and Academic Performance of College Students

Table 12 shows the Summary of the English Proficiency Level of the respondents. Out of 251 respondents, most of the respondents are rated **Average** on the following: Stress /Intonation 139 or 55.4%; Verbal Ability, 201 or 80.1%; Correct Usage, 136 or 54.2%; and Spelling and Punctuation, 158 or 99.6%.

However, on the areas such as Reading Comprehension**,** Identifying Errors and Logical Organization**,** most of them are rated **Low** with 135 or 53.8%, 195 or 77.7%; and 250 or 99.6% respectively.

The result of the present study concurs the study of Abon's (1998). Her study revealed that the most difficult part encountered by the students in the test given to them was on "Logical Organization". Moreover, Darbin (1990) in her study, concluded the pupil-respondents have poor comprehension of words and are weak in detecting coherence in sentences.

Table 14. The English Proficiency Level of the Respondents

English Frequency Level	Frequency	Percent
68 – 100 (High)	0	0.0
34 - 67 (Average)	193	76.9
0 - 33 (Low)	58	23.1
Total	251	100.0

As shown in Table 14, the English Proficiency Level of the respondents is average with 193 or 76.9%. The result of this study confirms the finding of Rabacca and Lasaten (2016) on their study titled, "English Language Proficiency and Academic Performance of Philippine Science High School Students". The result of their study indicates that the students have average English language proficiency level. This further implies that the students have typical skills in grammar, vocabulary and reading comprehension. Thus, the students have to be exposed to more reading and writing activities to further enhance their English language proficiency level.

3. Is there a significant difference in the English Proficiency Level of the respondents in terms of: Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation and Logical Organization when they are grouped according to profile?

Table 15. Significant Difference in the English Proficiency Level of the Respondents when Grouped According to Their Courses ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.	Remarks
Stress/Intonation * Courses	Between Groups	(Combined)	.674	3	.225	.795	.498	Not Significant
	Within Groups		69.875	247	.283			
	Total		70.550	250				
Verbal Abilities * Courses	Between Groups	(Combined)	2.504	3	.835	4.364	.005	Significant
	Within Groups		47.241	247	.191			
	Total		49.745	250				
Reading Comprehension * Courses	Between Groups	(Combined)	10.412	3	3.471	16.493	.000	Significant
	Within Groups		51.978	247	.210			
	Total		62.390	250				
Correct Usage * Courses	Between Groups	(Combined)	20.154	3	6.718	24.152	.000	Significant
	Within Groups		68.706	247	.278			
	Total		88.861	250				
Identifying Errors * Courses	Between Groups	(Combined)	2.290	3	.763	4.308	.006	Significant
	Within Groups		43.766	247	.177			
	Total		46.056	250				
Spelling and Punctuation *	Between Groups	(Combined)	5.864	3	1.955	5.870	.001	Significant
	Within Groups		82.255	247	.333			

Courses								
	Total		88.120	250				
logical Organization * Courses	Between Groups	(Combined)	.008	3	.003	.637	.592	Not Significant
	Within Groups		.988	247	.004			
	Total		.996	250				

Table shows the significant difference in the in the English Proficiency Level of the respondents in terms of Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation, and, Logical Organization when they are grouped according to their profile courses using ANOVA F – test at 0.05 level of significance.

The table presents that the computed significance F values of Stress/Intonation, and Logical Organization when group according to their courses; were greater than the critical level of significance of 0.05 (F > .05) resulted to the acceptance of the null hypothesis (H$_o$). **There is no significant difference** in Stress/Intonation and Logical Organization when grouped according to their profile courses. For the Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, and Spelling and Punctuation; the computed significance F values were less than the critical level of significance of 0.05 (F < .05), the null hypothesis (H$_o$) is rejected. **There is significant difference** in the Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, and, Spelling and Punctuation when grouped according to their profile courses.

Results reveal that courses of the respondents do not influence their English Proficiency Level along Stress/Intonation and Logical Organization. However, along Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, and, Spelling and Punctuation; their courses showed significant role to it; wherein those who are BTVTED respondents were better in Verbal Abilities, BSE students are in Reading Comprehension and Correct Usage, BTLED students in Identifying Errors, and BS Industrial Technology students are in Spelling and Punctuation.

Table 16. Significant Difference in the English Proficiency Level of the Respondents when Grouped According to Their Age
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.	Remarks
Stress/Intonation * Age	Between Groups	(Combined)	1.076	4	.269	.952	.434	Not Significant
	Within Groups		69.474	246	.282			
	Total		70.550	250				
Verbal Abilities * Age	Between Groups	(Combined)	1.353	4	.338	1.719	.146	Not Significant
					.197			
	Within Groups		48.392	246				
	Total		49.745	250				
Reading Comprehension * Age	Between Groups	(Combined)	3.446	4	.862	3.595	.007	Significant
	Within Groups		58.944	246	.240			
	Total		62.390	250				
Correct Usage * Age	Between Groups	(Combined)	2.638	4	.659	1.881	.114	Not Significant
	Within Groups		86.223	246	.350			
	Total		88.861	250				
Identifying Errors * Age	Between Groups	(Combined)	1.953	4	.488	2.723	.030	Significant
	Within Groups		44.103	246	.179			
	Total		46.056	250				
Spelling and Punctuation * Age	Between Groups	(Combined)	.494	4	.123	.346	.846	Not Significant
	Within Groups		87.626	246	.356			
	Total		88.120	250				
logical Organization * Age	Between Groups	(Combined)	.003	4	.001	.209	.933	Not Significant
	Within Groups		.993	246	.004			
	Total		.996	250				

English Proficiency and Academic Performance of College Students

Presented in the table above is the significant difference in the in the English Proficiency Level of the respondents in terms of Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation and Logical Organization when they are grouped according to their profile age using ANOVA F – test at 0.05 level of significance.

As presented the computed significance F values of Stress/Intonation, Verbal Abilities, Correct Usage, Spelling and Punctuation and Logical Organization when group according to their age; were greater than the critical level of significance of 0.05 (F > .05) resulted to the acceptance of the null hypothesis (H_o). **There is no significant difference** in Stress/Intonation, Verbal Abilities, Correct Usage, Spelling and Punctuation, and Logical Organization when grouped according to their profile age.

For the Reading Comprehension and Identifying Error, the computed significance F values were less than the critical level of significance of 0.05 (F < .05), the null hypothesis (H_o) is rejected. **There is significant difference** in the Reading Comprehension and Correct Usage when grouped according to their profile age.

Results reveal that age of the respondents do not influence their English Proficiency Level along Stress/Intonation, Verbal Abilities, Correct Usage, Spelling and Punctuation, and Logical Organization. However, along Reading Comprehension and Identifying Error; their ages showed **significant** role to it; wherein those who are 18 years old are better than the rest of the students.

Table 17. Significant Difference in the English Proficiency Level of the Respondents when Grouped According to Their Sex ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups Stress/Intonation * Within Groups Sex Total	(Combined)	.042 70.508 70.550	1 249 250	.042 .283	.149	.699	Not Significant
Verbal Abilities * Sex Between Groups Within Groups Total	(Combined)	.052 49.693 49.745	1 249 250	.052 .200	.260	.610	Not Significant
Reading Comprehension * Sex Between Groups Within Groups Total	(Combined)	6.614 55.776 62.390	1 249 250	6.614 .224	29.529	.000	Significant
Correct Usage * Sex Between Groups Within Groups Total	(Combined)	3.276 85.585 88.861	1 249 250	3.276 .344	9.530	.002	Significant
Identifying Errors * Sex Between Groups Within Groups Total	(Combined)	1.226 44.829 46.056	1 249 250	1.226 .180	6.811	.010	Significant
Spelling and Punctuation * Sex Between Groups Within Groups Total	(Combined)	.609 87.510 88.120	1 249 250	.609 .351	1.734	.189	Not Significant
logical Organization * Sex Between Groups Within Groups Total	(Combined)	.002 .994 .996	1 249 250	.002 .004	.511	.475	Not Significant

Presented in the table above is the significant difference in the English Proficiency Level of the respondents in terms of Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation and Logical Organization when they are grouped according to their profile sex using ANOVA F – test at 0.05 level of significance.

English Proficiency and Academic Performance of College Students

As presented the computed significance F values of Stress/Intonation, Verbal Abilities, Spelling and Punctuation and Logical Organization when group according to their age; were greater than the critical level of significance of 0.05 (F > .05) resulted to the acceptance of the null hypothesis (H$_o$). **There is no significant difference** in Stress/Intonation, Verbal Abilities, Spelling and Punctuation and Logical Organization when grouped according to their profile sex.

For the Reading Comprehension, Correct Usage, and Identifying Error; the computed significance F values were less than the critical level of significance of 0.05 (F < .05), the null hypothesis (H$_o$) is rejected. **There is significant difference** in the Reading Comprehension, Correct Usage, and Identifying Error when grouped according to their profile sex.

Results reveal that sex of the respondents do not influence their Stress/Intonation, Verbal Abilities, Spelling and Punctuation and Logical Organization. However, along Reading Comprehension, Correct Usage, and Identifying Error; their sex showed significant role to it; wherein those who are **female** are better than the male students on the said proficiency.

  The result of the present study confirms the findings of Al-Otaibi (1996) when he examined the influence of gender on the student's performance, he found out that male students are not better than female students.

Table 18. Significant Difference in the English Proficiency Level of the Respondents when Grouped According to Their Dialect ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.	Remarks
Stress/Intonation * Dialect	Between Groups	(Combined)	.530	3	.177	.623	.601	
	Within Groups		70.020	247	.283			Not Significant
	Total		70.550	250				
Verbal Abilities * Dialect	Between Groups	(Combined)	.873	3	.291	1.471	.223	
	Within Groups		48.872	247	.198			Not Significant
	Total		49.745	250				
Reading Comprehension * Dialect	Between Groups	(Combined)	.374	3	.125	.496	.685	
	Within Groups		62.017	247	.251			Not Significant
	Total		62.390	250				
Correct Usage * Dialect	Between Groups	(Combined)	.991	3	.330	.928	.428	
	Within Groups		87.870	247	.356			Not Significant
	Total		88.861	250				
Identifying Errors * Dialect	Between Groups	(Combined)	.170	3	.057	.305	.822	
	Within Groups		45.886	247	.186			Not Significant
	Total		46.056	250				
Spelling and Punctuation * Dialect	Between Groups	(Combined)	1.701	3	.567	1.620	.185	Not Significant
	Within Groups		86.419	247	.350			
	Total		88.120	250				
logical Organization * Dialect	Between Groups	(Combined)	.009	3	.003	.723	.539	
	Within Groups		.987	247	.004			Not Significant
	Total		.996	250				

English Proficiency and Academic Performance of College Students

Shown in the table above is the significant difference in the in the English Proficiency Level of the respondents in terms of Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation and Logical Organization when they are grouped according to their profile dialect using ANOVA F – test at 0.05 level of significance.

As shown the computed significance F values for the English Proficiency Level of the respondents in terms of Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation and Logical Organization when they are grouped according to their profile dialect; were greater than the critical level of significance of 0.05 (F > .05) resulted to the acceptance of the null hypothesis (H_o). **There is no significant difference** in English Proficiency Level of the respondents in terms of Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation, and Logical Organization when grouped according to their profile dialect.

These indicate that dialect of the respondents do not significantly affect the English Proficiency Level of the respondents in terms of Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation, and, Logical Organization.

4.What is the level of Academic Performance of the K12 Respondents?

Table 19. The Level of Academic Performance of the Respondents

Academic Performance	Frequency	Percent
1.0 - 1.75 (High)	49	19.5
2.0 - 2.5(Average)	176	70.1
2.75 - 5(Low)	26	10.4
Total	251	100.0

As shown in the table, out of 251 respondents, 176 (70.1%) are within the **"Average"** level; followed by **"High"** level with 49 (19.5 %); and the least, within **"low"** level, 26 (10.4%).

The present findings affirm the result of the study of Agullo (1985), "English Performance of Freshman College Students in Relation to their Study Habits within the School Year 1984-1985 at the Philippine Normal College (PNC), Agusan Campus, Prosperidad, Agusan Del Sur".The researcher arrived at the conclusion that the English performance of students were only **average**.Bacares(2001) also concluded in her study entitled ,"Performance Profile of Freshman of Partido State University in English 1" that there is much to be done for students to fully acquire the skills in English.

5.Is there a significant relationship between the Level of Academic Performance and Level of English Proficiency of the respondents?

Table 20. Significant Relationship between the Level of Academic Performance and Level of English Proficiency of the Respondents

Group	Significance Pearson's r	Analysis	Decision	Remarks
Level of Academic Performance (Average) And Level of English Proficiency (Average)	.043	r < .05	Reject Ho	There is Significant Relationship

Table presents the significant relationship between the Level of Academic Performance and Level of English Proficiency of the respondents using Pearson's r – test at 0.05 level of significance.

The table reveals that the computed significance r value was less than the critical level of significance of 0.05 (r < .05), the null hypothesis (H_o) is rejected. There is **significant relationship** between the Level of Academic Performance and Level of English Proficiency of the respondents.

Thus, Level of Academic Performance (Average) and Level of English Proficiency (Average) are dependent with each other. A student who had a better proficiency in English will result to have a better academic performance.

The result of the study concurs with the findings of Sahragard. R, et al, (2011) "A closer look at the relationship between academic achievement and language proficiency among Iranian EFL students." Based on the findings, the study found out that **a significant relationship** between language proficiency and academic performance exists.

Moreover, in the study of (Aina,J..K, et.al. 2013) "Students' proficiency in English language relationship with academic performance in science and technical education," and (Garnace,L.,2001) "Correlates of English performance among fourth year

English Proficiency and Academic Performance of College Students

high school students in Philippine Science High School-Eastern Visayas Campus, Science and Technology streams," , which aimed at finding the relationship between academic achievement and language proficiency, the results of their studies showed that t**here is a significant relationship** between English language proficiency and academic achievement.

Further, Carag (1997) studied the level of grammar proficiency of College Freshmen of St. Louis College of Tuguegarao, she discovered that the students' grades in English 1-A is **significantly related** to their English Grammar Proficiency.

Results on language proficiency and academic performance were consistent with previous research that reported that there was indeed a relationship between self-perceived English language proficiency and academic performance as measured by GPA, according to Martirosyan (2015).

The results of the above studies of Sharagard, Aina , Garnace and Carag conform with the result of the present study that the English Proficiency has a significant relationship with the academic performance of the students.

FINDINGS

1. The following findings are revealed in the present study as to the significant difference of English Proficiency Level of the respondents when they are grouped according to profile:

a. Course

1)There is no significant difference in stress and logical organization. However, in Verbal Abilities, Reading Comprehension, Correct Usage Identifying Errors and Spelling and Punctuation, there is a significant difference**.**

2)BTVTED students are good in Verbal Abilities; BSE in Reading Comprehension; BTLED in Correct Usage; and BS Industrial Technology in Spelling and Punctuation.

b. Age

1)There is no significant difference in Stress/Intonation, Verbal Abilities, Correct Usage, Spelling and Punctuation, Logical Organization.

2) There is significant difference in Reading Comprehension and Identifying Errors.

3)Respondents aging 18 are better than the in Reading comprehension and Identifying Errors.

c. Sex

1)There is significant difference in Reading Comprehension, Correct Usage and Identifying Errors.

2)Female respondents are better than male in Reading Comprehension, Correct Usage and Identifying Errors.

d. Dialect Spoken

There is no significant difference in English Proficiency Level of the respondents in terms of Stress/Intonation, Verbal Abilities, Reading Comprehension, Correct Usage, Identifying Error, Spelling and Punctuation, and Logical Organization when grouped according to their profile dialect.

2. As to the Academic Performance of the respondents, they are within the average level with 176 or 70.1%.

3.The result reveals that there is significant relationship between the respondents' Level of English Proficiency and their Level of Academic Performance.

CONCLUSION

From the above findings, the English Proficiency Level and Academic Performance of the freshman students are within average level. The results are dependent with each other. A student who had a better proficiency in English will result to have a better academic performance. Among the seven components of English Proficiency Test, none was performed within **high** level among the respondents. It is concluded that such findings confirm the general observation that our students' proficiency of the English language is not quite good. The incoming freshmen who are graduates of K12 curriculum have a limited competency in English language.

RECOMMENDATION

In the light of the findings and conclusions, several recommendations are offered to English teachers, students, school administrators, curriculum designers and developers, and other research enthusiasts.

The English teachers of Isabela State University are encouraged to continuously update themselves with new approaches, methods, strategies and techniques in teaching the English subject. This can be done by attending seminars, trainings and workshops related to language and literature teaching. Through this, they can bring out innovations in their teaching and that the proficiency of the students in the English language will be heightened.

English Proficiency and Academic Performance of College Students

The freshman students of Isabela State University should realize the importance of English language. They must understand the English language as a system and of the role of its components so as to understand its demands on academic tasks and eventually gain skills to address the role of academic language in their learning.

The school administrators of ISU should have concrete plans to develop and monitor their students' English language proficiency throughout their stay in the institution. Also, they should establish bases and standards for allocating resources that contribute to the students' English language proficiency. Further, they should provide professional development assistance for the faculty to equip them relevant approaches, methods, strategies and techniques in English language teaching.

The curriculum designers and developers should revisit the existingcurriculum programs of the system, particularly English, by taking into consideration the result of the study.

Lastly, other research enthusiasts are encouraged to conduct a similar study on a wider scope to validate the results and findings of the present study. Likewise, they are encouraged to investigate other factors that may contribute to students' English language proficiency and academic performance such as learning styles, teaching strategies, technologies used in teaching and learning, exposure to English language, as well as other environmental and contextual variables.

REFERENCES

1) Abon (1998) Abon, Anabelle C. (1998)." English Proficiency Level of College Freshmen: Its Relation to Some Variables".
2) Unpublished Master's Thesis, Palawan State University Graduate School, Palawan.
3) Agullo (1985)Agullo, Editha P. (1985). "The English Performance of Freshman College
4) Students SY 1984-1985 in the Philippine Normal College (PNC), Agusan Campus.
5) Prosperidad Agusan Del Sur in Relation to their Study Habits". Unpublished Master's Thesis, Agusan Colleges, Butuan City.
6) Al-Otaibi, A. (1996). "The effect of demographic variables on achievement motivation among Kuwaiti students at Kuwaiti university".Arab Journal of Administrative Sciences,3(2), 339-364.
7) Beaumunt, Henry and Freeman Glenn Macomber. (1989) "Psychological Factor in Education". New York: McGraw-Hill Book Inc.
8) Cabigon, Mike (2015) **"**State of English in the Philippines: Should We Be Concerned?" Retrieved from https://www.britishcouncil.ph/teach/state-english-philippines should-we-be-concerned-2
9) Carag (1997)Carag, Emilio A. (1997) "The Level of Grammar Proficiency of College Freshmen of St. Louis College of Tuguegarao". Master's Thesis, St. Louis College of Tuguegarao.
10) Darbin, Rosa Aurora A. (1990) "Difficulties Encountered by Grade VI Composition and Its Implication to English Teaching". Master's Thesis, St. Ferdinand College, Ilagan, Isabela.
11) De Leon (1999)De Leon, Hector S. (1999) Textbook on the Philippine Constitution. Philippines: Rex Bookstore.
12) Malichi, Jonathan. (April 12, 1993) "No Such Things as Too Much English", Manila Bulletin.
13) Magbanua, V. (2016). "English Proficiency of College Students". International Journal of Scientific and Research Publications, Volume 6, Issue 11
14) Martirosyan, N., Hwang, E. and Wanjohi,R (2015). "Impact of English Proficiency on Academic Performance of International Students:. Journal of International Students. Vol. 5, Issue 1. pp,60-71
15) Nkandi, Stefanus (2015)."Factors Influencing Grade 12 Learner Performance in English Second Language in Two Selected Senior Secondary Schools in the Omusati Education Region". Published Master's Thesis, University of Nambia.
16) Peficiano, Erlinda C. (1998). Keynote Address Delivered on October 21, 1998 "English Language Teaching for Lifelong Learning" During the Second Joint Congress of the College English Teachers Association (CETA) and Council of Department Chairpersons in English (CDCE) at PNU Manila.
17) Rabacca, R. and Lasaten, R (2016).English Language Proficiency and Academic Performance of Philippine Science High School Students. International Journal of Language, Literature and Linguistics.
18) Rahman, N A, 2016)."Factors Affecting the Level of English Proficiency.A Case Study among Undergraduate Students of the International Islamic University Malaysia".
19) Reyes (1988) Reyes, Iluminada. (1988) "The Dilemma of Freshman and Sophomore in English at St. Louis University". Master's Thesis, St. Louis University, Baguio City.
20) Seroy, Justiano. (1982) "Use of Target Communication Strategies", The Modern Teacher. Vol. XXXV No. 7.
21) Soriano, Licera B. (1986) Educational and Culture Journal, Vol. 3 No. 1 Jan-March.
22) Sinha, A.C and L.C Sadorna. (1991) A PRIMER ON ESP for Teaching of English. Philippines: De La Salle University.
23) Webster's Ninth New Collegiate Dictionary. (1983) Merriam Webster, Inc., Springfield, Massachusetts, USA.

English Proficiency and Academic Performance of College Students

MEMORANDUM

CHED Memorandum Order No. 59, (1996) <u>New General Education Curriculum</u>. (Commission on Higher Education, Pasig City, Philippines).

WEBSITES

1) https://www.microcreatives.com/general/english-language-proficiency-philippines/
2) https://www.gmanetwork.com/news/news/nation/644114/english-proficiency-of-pinoy-students-teachers-lagging-survey/story/
3) https://www.teacherph.com/deped-english-proficiency-test-ept-reviewer/
4) https://www.gmanetwork.com/news/news/nation/644114/english-proficiency-of-pinoy-studentsteachers-lagging-survey/story/
5) https://newsinfo.inquirer.net/204499/ched-theres-gender-gap-in-collegeWork#ixzz6ax7pFbaW
6) http://www.ethnicgroupsphilippines.com/people/ethnic-groups-in-the-philippines/ilocano/