

THE EFFECTIVENESS OF THE REMEDIAL INSTRUCTION IN ENGLISH AT NEGROS ORIENTAL STATE UNIVERSITY BAYAWAN-STA. CATALINA CAMPUS

Ann Beverly Corona-Verbosidad
Negros Oriental State University Bayawan-Sta. Catalina Campus

ABSTRACT

This study aimed to determine the effectiveness of English Remedial Instruction in Negros Oriental State University Bayawan-Sta. Catalina Campus (NORSU BSC). The respondents were English Plus freshmen students. The research is descriptive and correlational in nature. The statistical tools utilized are frequency distribution, percentage, Pearson r (Pearson product moment correlation coefficient), repeated measure design (pretest and posttest) and weighted mean. The study revealed that majority are males with average grade in secondary school English IV at satisfactory level, whose parents' educational qualification are at the elementary level, with monthly family income at the poverty threshold. It also showed that the students obtained an average proficiency level in English language as revealed in the posttest. There was also a significant difference on the results of the pretest and the posttest to the students' English language proficiency level and a significant relationship was found between students' English language proficiency level and their profile in terms of secondary school English IV grade and sex. Lastly, factors specifically oral communication in English, communicating in written English, and exposure to English language had moderate influence to the students' English language proficiency level.

Keywords: remedial instruction, English language proficiency, proficiency level

INTRODUCTION

English is known to be the “dominant international language of the 21st century” spoken by approximately 1.75 billion (British Council, 2013) as their official language in 53 (UK College of English, 2017) or even 60 (Oxford Royale Academy, 2014) respective countries. It is known to become the working language for global exchange as it is considered the “language of communications, science, information technology, business, entertainment and diplomacy” (British Council, 2013). Its evolution to where it is now in the global arena is due to its momentum and adaptability especially with technology and the pace of worldwide change that in June 2012, Oxford English Dictionary added some 300 words, showing that before, “adaptations, corruptions and tailoring” took centuries but is now possible with only months (British Council, 2013).

The accessibility of the English language means that it is a lingua franca or a contact language among peoples of different linguistic backgrounds (Cogo, 2011). Robson in 2013 points out how having a good command of the English language contributes to “national growth and competitiveness” through the enhancement of the individual's economic prospects. Close to 70% of executives holds that in order to realize corporate expansion plans, their labor force will have to master English as surveyed by the Economist Intelligence Unit in 2012. Furthermore, in the same survey, 25% of executives underlines that 50% plus of their personnel will require ability in the English language as indeed, it stands as one of the core criteria in determining employability. It is determined that there is actually a disadvantage in economic prospects for those who are not English speakers.

Education First (2012) as reported by Anderson presents that there is lower levels of trade, innovation and income on countries with poor English-language

skills, and Lu (2016) is cited to have said in the report that “English is key to innovation and competitiveness” which further means that a nation’s progress can actually be hindered by poor English skills. In 2016, Education First’s English Proficiency Index as mentioned by Breene reports that higher income and levels of innovation plus a better quality of life is correlated with countries which have better English.

The English proficiency of the Filipinos means economic opportunities individually especially with the growing Business Processing Outsourcing (BPO) industry, and nationally. The average annual expansion rate of BPO industry growth is 20% while the Information Technology and Business Process Association of the Philippines shows that the increase of export revenue from 2004-2016 is from US\$1.3 billion to US\$ 25 billion (Shead, 2017).

Although the Philippines is performing satisfactorily in terms of English competency, there are still concerns regarding the competitive advantage of the country. Cabigon (2015) cited that proficiency in the English language is one of the Philippines’ strength which has helped drive the economy and even made it to the top voice outsourcing destination in the world. This impression of excellence, however, has lost its essence when the quality of Philippine education continues to decline (Racca and Lasaten, 2016). Moreover, Cabigon (2015) stressed out that key stakeholders from government and non-government, private and academic sectors in a conference lead by the British Council agreed that the Philippines has to level up efforts developing English teaching and learning as a workforce vital skill. As reported by the Professional Regulatory Commission (PRC), board examination passers in all fields of endeavor continue to decline. One of the important causes for this phenomenon is attributed to the poor proficiency in the English language of students.

Several studies had been conducted in the past which revealed that students’ English language proficiency is fading both in the elementary and secondary levels (Ledama, 2017, Jardiniano, 2016, and Sarte, 2011). This study therefore serves as a follow through or a link to determine students’ English language proficiency level under the Enhanced Basic Education Curriculum and the result will further serve as basis for strengthening the intervention program offered in the public tertiary education program to address the deficiencies of students entering college in terms of their English language proficiency.

On the above premise, therefore, this study proves its importance to be worth undertaking. English Plus/ Remedial English instruction or remediation is geared towards proficiency in the language which is imperative for students wherein they can use it for advancement

in college and for higher employability in the future. Failure to address lack of English proficiency skills would affect the students’ global competitiveness and therefore their contribution to the national economy, and in some cases, addressing English proficiency issues ensures that time and other resources invested by the institution and the nation, and the recipients who are the students and their families, would not be wasted.

This study should not be deemed trivial or just a mere replication as it is imperative to address whether or not local remediation efforts are successful especially that it directly affects several aspects whether individually, corporately, nationally, or even globally. It is specifically conducted to find out the effectiveness of remedial instruction in English at NORSU BSC. The results of this study is hoped to be valuable especially in the development of a better English remedial instruction program in NORSU BSC through standardization of effective teaching-learning strategies which are proven to reach out to low-performing students in an exceptionally constructive manner where students eventually achieve a better or high level English language proficiency.

THEORETICAL BACKGROUND

The study is anchored in the Social Development Theory of Lev S. Vygotsky (1978), Social Cognitive Theory primarily originated by Albert Bandura furthered by Pajares (1996) and Schunk and Zimmerman (1994; 1998), Information Processing Theory by Miller, Miller, Pibram and Galanter (1960) and Comprehensible Input Theory by Stephen Krashen (1970; 1980).

Vygotsky’s Social Development Theory emphasizes three major themes on cognitive learning: first, social learning precedes development as Vygotsky believes that social interaction plays a very fundamental role in cognitive development process. He states that “every function in the child’s cultural development appears twice: first, on the social level, and later on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological).”

The second major theme and one of the major principles of Vygotsky’s theory is the concept of the More Knowledgeable Other (MKO). The MKO, which is self-explanatory, can be further described as any individual or thing normally thought of as being a teacher, coach, or older adult, but could also be a peer or a younger person whose capabilities, knowledge or ability is considerably higher than the learner’s level, respective to a particular task, process or concept. The MKO does not only refer to an individual but also computers and other electronic systems.

The third major principle is the Zone of Proximal Development (ZPD). This refers to the distance between the student's ability in solving the problem independently and what he or she can achieve with guidance and encouragement from a skilled MKO. ZPD advocates that any learner can improve their understanding through learning with a more capable peer or MKO.

Vygotsky underlines the purpose of social interaction which precedes development. The students who are enrolled in English Plus would be connected socially, in the classroom, learning not only from the instructor but with each other collaboratively, and that cognitive development has its limits or particular range at any given age. Plus, full cognition necessitates social interaction. An example of this is that we first use language to communicate with each other but eventually we begin to use it for inner speech when we have mastered the skill. This is especially helpful to remedial instruction in English where instructors or professors guide the students in their learning activities or exercises until the students are able to master the language on their own, in which, the instructor or professor in this case is the MKO.

The MKO are the instructors or professors, or, electronic tutors if the instructor or professor uses them in class. The specification of the MKO's role is that he or she must be programmed or be more knowledgeable about English than the English Plus students. He or she is expected to have a higher English proficiency level than the students taking up the non-credit English Plus course. The MKO would serve as the facilitator or assistant to the students on tasks that the students are incapable of doing or completing on their own, specifically, English language proficiency gaps. The act is called scaffolding where the MKO continually adjusts the level of his or her help in response to the learner's level of performance which is an effective form of instruction. The strategy not only produces immediate results, but also instills the skills necessary for independent problem-solving in the future.

MKO is closely related with ZPD which is basically the gap between what the learner can achieve on his own and what he or she can accomplish with guidance and encouragement from a skilled or more knowledgeable instructor or professor, or in other cases, student peers in the classroom. An example would be that the students would be taught or guided on how to use or speak a particular grammatical component where they are weak at or not proficient in. This would take time and deliberate and right practice until the students master the grammar aspect following interaction with their MKO instructor or professor. After mastery, the English Plus students would be able to develop proficiency at that particular skill which he or she can apply to

future speaking or writing in the English language.

The ZPD is, according to Vygotsky, the period where the most sensitive instruction or guidance happens as it allows the students to develop higher mental functions which they would be able to independently use in time. Moreover, more competent or proficient peers play a large part in the development of skills and strategies through cooperative or collaborative learning via ZPD—assisting the weaker one in his or her difficulties until he or she would be able to accomplish the specific task on his or her own.

Social Cognitive Theory (SCT), a psychological model of behavior that emerged primarily from the work of Bandura (1977; 1986), initially developed with an emphasis on the acquisition of social behaviors. SCT continues to underline that learning occurs in a social context and that much of what is learned is gained through observation, also has been applied extensively by those interested in understanding classroom motivation, learning, and achievement (Pajares, 1996; Schunk and Zimmerman, 1994; 1998), resting on several basic assumptions about learning and behavior.

One assumption looks at triadic reciprocity, the view that personal, behavioral, and environmental factors influence one another in a bidirectional, reciprocal fashion or that a person's ongoing functioning is a product of a continuous interaction between cognitive, behavioral, and contextual factors. Classroom learning, for instance, is shaped by factors within the academic environment, especially the reinforcements experienced by oneself and by others. In the same manner, learning is affected by students' own thoughts and self-beliefs and their interpretation of the classroom context.

Another assumption within SCT, closely related to the first one, is that people have an agency or ability to influence their own behavior and the environment in a purposeful, goal-directed fashion (Denler et al., 2014) which conflicts with earlier forms of behaviorism that advocated a more rigorous form of environmental determinism. Here, SCT does not deny the importance of the environment in determining behavior, but does argue that people can also, through forethought, self-reflection, and self-regulatory processes, exert substantial influence over their own outcomes and the environment more broadly.

The last assumption within SCT is that learning can occur without an immediate change in behavior or more broadly that learning and the demonstration of what has been learned are distinct processes, highlighting that learning involves not just the acquisition of new behaviors, but also of knowledge, cognitive skills, concepts, abstract rules, values, and other cognitive constructs. This further means that dividing learning

and behavior, as opposed from the position advocated by behavioral theories that defined learning stridently as a change in the form or frequency of behavior, also means that students can learn but not demonstrate that learning until motivated to do so. This assumption would then justify the inclusion of the classroom environment as well as strategy used in the classroom.

Information Processing (IP) Theory is authored by Miller, Pibram and Galanter (1960) which looks at the human mind taking in information, performing operations on it to change forms and content, stores and locates the information and generates responses to the stored information wherein the processing involves information-gathering and representing or encoding, information holding or retention, and information-getting when needed or retrieval. This is a model where memory is a factor in learning where an image is the accumulated organized knowledge a learner has about himself and the world with the plan being “any hierarchical process in the organism that could control the order in which a sequence of operations would be performed,” strategies and tactics considered as unites in the organization of behavior and execution refers to control sequences of operations. The concepts of IP are gained form the study of the computer and the software program.

Miller, et al. (1960) proposed the model TOTE (Test-Operate-Test-Exit) to identify units of behavior which are “operational feedback units that function within a self-regulated system.” The model states than an individual can have numerous TOTE's in that before a behavior can occur, that there should be primarily some input to start the TOTE, followed by a criteria to test the input, usually a comparison with some internal standard (I). The second is that there must be some response or operational mechanism (O) for dealing with incongruities and when the input does not match the internal standard, an action must be taken to repeat the Test against the internal standard with the TOTE continuing to cycle through iterations of TOT until the incongruity is resolved. A resultant behavior that is based on congruity (E) will occur once resolution of incongruities is accomplished.

Furthermore, the theory is based on “the idea that humans process the information they receive, rather than merely responding to stimuli” with the standard information-processing model for mental development wherein “the mind's machinery includes attention mechanisms for bringing information in, working memory for actively manipulating information, and long-term memory for passively holding information so that it can be used in the future.” The theory “addresses how as children grow, their brains likewise mature, leading to advances in their ability to process and respond to the information they received through their senses” and underlines a “continuous

pattern of development” (en.wikipedia.org, 2012).

Krashen's Input Hypothesis is very similar to Vygotsky's Zone of Proximal Development. His hypothesis conceptualizes $i+1$; the i representing the “distance between actual language development” and $i+1$ meaning “the potential language development.” The learner will be unable to reach $i+1$ stage without the assistance of others. An example of assistance is that found in a peer-tutoring situation such as students interviewing people in pairs so both have differing language proficiency levels providing opportunity for students to construct comprehensible input not just from the teacher but for each other (Chou, undated). This means that “if one of the students is struggling to express him/herself, the other student can provide the comprehensible language in a meaningful context.” Schütz adds that “children consistently have a quick and natural way of conveying their meaning to their peers.”

THEORETICAL FRAMEWORK

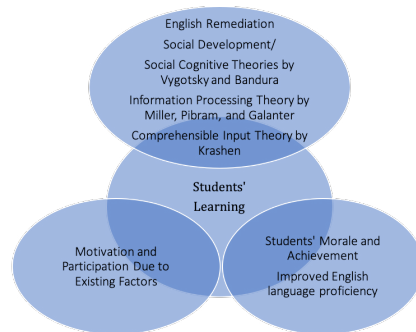


Figure 1: Theoretical Framework of the Study

The figure shows that students' learning is at the core of remedial English instruction. The proficiency levels of students enrolled in English Plus in NORSU BSC are expected to be improved through Social Development and Social Cognitive Theories of Vygotsky and Bandura respectively which suggests that the MKO and ZPD, via remediation or classroom instruction, in addition, the learning environment, promotes further learning consequently leading to improved English language proficiency or its increased levels. Students are expected to take an active part and participate in the classroom environment along with their peers, and the learning environment promotes further learning consequently leading to improved English language proficiency or its increased levels, which, furthermore leads to students' morale and achievement. Motivation is largely on the instructor's or professor's facilitation as MKO with ZPD and scaffolding as the underlying principles, but it is in part, of the students, too.

Information Processing by Miller, Pibram and Galanter leads to the notion that students are

able to process knowledge offered by English Plus instruction and Comprehensible Input by Krashen leads to “i+1” provided the instructors are conducting classes in accordance to the syllabus which prescribes functional grammar via communicative approach.

REVIEW OF RELATED LITERATURE AND STUDIES

This section of the study presents successes and concerns in remedial instruction sufficient for assessment of the effectiveness of remedial instruction in any institution, or in this case, English remedial instruction in Negros Oriental State University Bayawan-Sta. Catalina Campus.

English proficiency as a necessity. United Nations in 2011 notes that “improved English skills allow individuals to apply for jobs and raise their standards of living.” Specifying India, wages per hour are on average 34% higher for men who speak English fluently and 13% higher for men who speak a little of the language compared to those who do not know the language (British Council, 2009). The raise in salaries due to improved English skills means that governments and individuals have more money to invest in English training and the advantageous cycle is continuous.

The usefulness of the English language is noted to be a long-term investment in countries like Cameroon, Nigeria, Rwanda, Bangladesh and Pakistan (Euromonitor International, 2012). Individual citizens were said to look at education as “the best way to escape poverty” and that they believe that English language learning is a great opportunity for career advancement wherein they do not learn it for leisure but as a means for success.

People speaking or using the English language and where they are located can be mobile and does not have to be associated with a specific nation or geographical areas (Cogo, 2011). There is much mobility with the language and it is now at a state that it no longer is exclusive for native speakers as non-native speakers, the one billion more who use it as a secondary language (Breene, 2016), who are increasing and have outnumbered the native speakers that it is even forecasted that by 2020, two billion people will be using or learning to use the language, it being the “operating system” in communication worldwide (Robson, 2013).

The language is also considered “the unofficial language of the internet” with cross-cultural communications creating a new dialect of English (British Council, 2013). The major priority in the global arena is connectedness using technology as the means with English at its very core of communication as a lingua franca and those

who cannot speak English or are not online are progressively left behind (British Council, 2013).

English proficiency and the Philippines. From 1935 to 1987, English was the official language of instruction and in 1987, both Filipino and English were the official languages of communication and instruction. In 2012-2013, English is a part of the new K-12 curriculum from grades 1-7 up to grade 10 (Department of Education, 2016), and even up to grade 12 (Republic of the Philippines, undated). However, even with English taught from elementary to secondary to tertiary levels and with the language “deeply entrenched in local culture,” (Hernandez, 2015) many of the Philippine youth are still turned away due to low skills in English. Hernandez (2015) mentions the paper Bridging the Talent Crisis created by a New Global Reality wherein Business English is required and not just English linguistic skills. Lopez (2004) conjectured that a majority of Filipino high school students are not ready for college because they cannot meet the academic standards of leading colleges and universities such as in fundamental courses like English.

English 111 (Basic Communication Skills I/ Study and Thinking Skills I) is one of the courses offered in Negros Oriental State University Bayawan-Sta. Catalina Campus (NORSU BSC) not only to keep up with national and global trends but of English being the country’s second language. The rise of entrants in NORSU BSC per curriculum year indicates the number of students who will be taking up the course. Not all entrants, however, would be qualified to enroll in the course due to failure in passing the standardized English Qualifying Examination (EQE) set by the University. As manifested in the statistical data of the office of Counseling, Assistance, Resources and Enrichment (CARE) Center of NORSU BSC, the number of examinees in 2011 totaled 1,138 with 433 failures (38%); in 2012 1,379 examinees with 442 who failed (32%); in 2013 1,690 examinees with 545 failures (32.24%); and in 2014, out of 1,827 examinees 688 failed (37.65%). These students who failed to obtain a score of 48/120 and pass the EQE shows that they lack readiness for tertiary English and that they were not able to learn the basic communication skills in the language during their elementary to secondary school years. This hinders them to take up courses they prefer or delay them from being regular students.

Their option is to pass the non-credit English Plus (Remedial English) course before taking English 111 which is a three-unit credit course. English Plus is the program designed by NORSU to address English proficiency issues among entrants wherein instructors or professors are tasked to assist the students thereby decreasing their lack of proficiency in the course. The course is described as “a remedial English class (consisting of refresher lessons) prepared for students

who failed to pass the English Qualifying Examination before they can join the regular English program for the tertiary courses. Grammar lessons appropriate to the identified language functions deemed necessary for the training of the target students are focused on. Moreover the refresher lessons also include the four language skills” (Negros Oriental State University System-wide English Plus syllabus, 2014).

Remediation according to Merriam-Webster Dictionary (undated) is “the act or process of remedying” such as in the “remediation of reading problems” while remedying is “a medicine, application, or treatment that relieves or cures a disease” and/or “something that corrects or counteracts.” Collins English Dictionary defines it as “the action of remedying something, especially the reversal or stopping of damage to the environment.” As to US, Education, remediation is “the act or process of remedying or overcoming learning disabilities or problems” according to Webster’s New World College Dictionary (2005). Oxford Learner’s Dictionaries (undated) defines remedial as “aimed at solving a problem, especially when this involves correcting or improving something that has been done wrong” and specifically, “connected with school students who are slower at learning than others” as in remedial education and a remedial class. Lawrence (2017) defines remedial classes, also known as developmental or basic skills courses, as “intended to address academic deficiencies and prepare students for the rigorous college-level coursework they’ll be engaged in during their program of study.”

According to the United States of America National Center for Public Policy and Higher Education and the Southern Regional Education Board (2010), “Lack of readiness for college is a major culprit in low graduation rates, as the majority of students who begin in remedial courses never complete their college degrees.” Moreover, the students’ concerns is not limited to academic preparedness in college English; it entails financial concern for them and their respective families.

The situation implies cost in time and finances even in NORSU BSC as being enrolled in English Plus means a delay of the completion of their college degree with the “rescheduling” of one (1) content course, as English 111 is a pre-requisite to higher English courses as well as of Literature 114 and consequently Literature 115 (Negros Oriental State University System-wide Curriculum, undated). Additionally, the lack of English communication skills would most probably hinder students from getting relevant, high-paying, and trendy jobs where proficiency in language is demanded when they graduate. Moreover, there is an existing threat to the graduating population in tertiary level specifically in NORSU BSC. It is the same in the United States wherein ANCPPE and SREB furthers that “improving college readiness

must be an essential part of national and state efforts to increase college degree attainment” (2010).

In recent context, the Philippines actually ranks 15th out of 80 in the world according to the seventh edition of English Proficiency Index of the company English First. The 2017 edition based its calculations from 1 million text takers of the previous year. At high proficiency, the Philippines ranks third at 60.59% over India and following Singapore and Malaysia, ranked 1st and 2nd respectively in the Asian region.

Cabigon (2015) articulates that the Philippines is one of the largest English-speaking nations in the global arena as the language is spoken by 14 million Filipinos and more, in education being the primary medium of instruction, and in commerce and law. He furthers that one of the Philippines’ strengths is proficiency in the English language which made it the 2012 world’s top voice outsourcing destination over India and thereby contributed to its economy. Moreover, he claims that due to the quality and affordability of local English as a Second Language (ESL) programs, there is a rise of foreign learners in the country.

The country is the world leader in business process outsourcing (BPO) surpassing India (IBM Global Locations Trend, 2010) especially in the voice-based support services making it the “the call-center capital of the world” (Lee, 2015). Also, majority of the top ten United States’ BPO firms are operating in the country (inquirer.net, 2015) and regional areas aside from Metro Manila and Cebu have been promoted and developed for BPO operations since the country is considered a choice location what with the workforce not only being well-educated but having a good command or high proficiency of the spoken English language (en.wikipedia.org). In 2014, the Philippines hit one million employment in the BPO industry (dcrworkforce.com, 2015) with 1.4 million in 2017 and the projected increase up to 2020 is about 1.3-1.5 million new jobs whether directly or indirectly employed employees (Shead, 2017).

Remedial instruction as a solution. According to a Hechinger Report investigating 44 American states, more than half a million coming from public two- and four-year colleges are not ready for college-level work, as cited by Butrymowicz (2017). American Council on Education (Knopp, 1996) surveyed that in community colleges, about 17% take remedial courses, 11% comes from public four-year institutions, and that 29% of all freshmen take remedial courses (National Center for Education Statistics, 1996). Greene & Foster (2003) reckoned that there is a one third of students who are not ready for college in the United States. US National Center for Education Statistics (2003) calculates over one third of students required to take reading, writing, or mathematics remediation upon

enrolment in higher education. This is determined when students are tested for college-level classes specifically their academic proficiency levels (Calcagno and Long, 2009) and skills deficiencies are then treated or “addressed through some form of supplementary instruction, most often remedial courses.”

Calcagno and Long (2009) defines remedial education as “coursework below college-level offered at a postsecondary institution.” Complete College America (2012) states that the intentions of remedial instruction is considered noble, hoping that remediation programs serve as “an academic bridge from poor high school preparation to college readiness.”

Sawyer and Schiel (2000) categorized two levels of first-year courses namely “a ‘standard’ course in which most students enroll, and a ‘remedial’ course for academically underprepared students.” The authors also discussed the importance of college entrance tests relevant to course placement where students are matched with academic instruction appropriate to their proficiency level. As an example, students with insufficient academic skills for standard first-year mathematics course as per test scores and other factors, are “advised to or required to enroll in a lower-level mathematics course (e.g., elementary algebra)” while students with unusual preparedness “might be encouraged to enroll in a higher-level course (e.g., calculus).” Moreover, the researchers mentions that at 90% of postsecondary institutions have some form of remedial instruction and academic placement.

Cost of remedial instruction. Remediation is a debated topic in higher education (Calcagno and Long, 2009). U.S. public colleges are estimated to spend annually more than \$2 billion on remedial courses (Strong American Schools, 2008) from \$1.4 billion in 2006 according to Alliance for Excellent Education. At Florida community colleges, remediation is said to cost \$118.3 million during the 2004-2005 school year, with 53 percent of it being paid by the state (Office of Program Policy and Government Accountability [OPPAGA], 2006). Calcagno and Long (2009) mentioned that many policymakers are said to have questioned the necessity of paying for academic preparation in the tertiary level which supposedly should have been obtained in secondary school. This further led states to introduce plans of reducing availability of postsecondary remedial courses or even to limit expenditures for such.

Sawyer and Schiel (2000) articulates on the evaluation of remedial courses as administrators often find difficulty with regards to allocation of resources. Budget may be substantial which could have been spent on “other worthy programs or projects.” Remedial instruction is expected by an institution to “improve students’ academic skills and knowledge” enough for the students to succeed in standard courses or else

there is an ineffective use of the institution’s resources.

In the same brief of Calcagno and Long (2009), remediation also means that students lose potential earnings as they pay tuition for non-credit courses. Likewise, Sawyer and Schiel (2000) mentions that students are equally concerned as per remediation’s effectiveness due to the incurred additional tuition expense which may be beyond what they initially expected. Furthermore, delay in the completion of the degree the student enrolled in could result to more negative financial consequences especially when the student could not be able to have full-time employment as planned with lost potential income. Moreover, non-completion of the remedial and standard courses would mean wasted investment of time and money. Claxton (1992) points this out clearly that whether remediation is good or bad, the cost is the same.

Education Reform Now’s Dannenberg (2016) as cited by Smith (2016) discovers that remedial course work in the first year of college costs “nearly \$1.5 billion a year in out-of-pocket expenses” for both students and their families, excluding grants and financial aid received. Even students “who attended private, nonprofit four-year colleges” from families with top income averaged on more than \$12,000 expense studying high school academic content. In addition, there is 74% chances of dropping out of college of full-time undergraduate students who took remediation courses in their first year, said Nguyen, co-author of the same report.

Effectiveness of remedial instruction. Calcagno and Long (2009) studied “the ongoing debate” on offering remediation as there is supposedly a lack of “a large knowledge base about the effectiveness of remedial courses.” Sawyer and Schiel (2000) studied on whether remediation increases cognitive skills that are required for students to succeed in a standard course. Part of their study assessed on “indicators based on data from posttesting students (i.e., testing them after they have completed a remedial course)” as well as assessing prior selection and measurement error in both the initial placement test and the posttest. The posttest is an “equated alternate form” of the pretest or the initial placement test measuring academic proficiency. They expect that at the end of the remedial course, the students’ test scores should exceed their scores initially gained in the pretest or placement test. The authors supposes that “educational growth is often measured by subtracting each student’s pretest score from the posttest score” wherein “the distribution of the resulting difference scores can then be summarized (e.g., by the mean and variance).”

Zhai and Skerl (2001) concludes that remedial instruction prepares students effectively for higher levels of English and that their remediation program supports their students’ overall academic

success, as indicated in the retention and graduation numbers. They found out that the academic success of remediated students and their proficiency in subsequent writing courses is suggestive of the appropriateness of the academic placement procedure. They recommend “smaller classes; two-semester courses” as well as supplemental learning programs inclusive of more frequency in class meetings. Moreover, a scheduled special information meeting as part of summer orientation for zero-level course students and their parents to clarify English placement policy and procedure, benefits of placement in English remediation, and other aspects connected with educational rationale is part of their recommendation.

Stigmatization, stereotyping, and negative connotations. Adams, et al. (2012) suppose that “college students come to campus for college, not more high school” and that students’ intentions should be honored by refocusing on building new roads to student success. In the same study, remediation is considered “higher education’s ‘Bridge to Nowhere’” as annually, there are some 1.7 million beginning students who do not reach graduation.

Carriuolo (1994) as cited by Massachusetts Community College differentiated the terms “remedial” and “developmental.” McCabe as cited by Sawyer and Schiel in 2000 pointed out that though the term remedial is normally used by both the general public and policymakers, it may have negative connotations to both students and faculty.

Steele (1992) claims that the academic performance of black students in remediation were impaired by the “corrosive effects of low expectations and by the stigma associated with ‘remediation.’” Steele furthered that the students placed their “abilities under suspicion, deflected ambitions, distanced them from successes, and painted with failures.” This is due to the “dumbing down” instructional approach that many colleges take as well as the stereotyping of students as slow or stupid when they are “placed in remedial or lower-performing instructional groups.” Bowen (1997) also supplies that student applicants are robbed of their individuality and added that approaches that label students should be avoided at all costs.

Deil-Amen and Rosenbaum (2002) mentions that although there are open admissions policies increasing access to college, students taking noncredit remedial courses “may not really be college students” raising concerns about stigma and “cooled-out” aspirations.” Their analytical study indicated on a stigma-free approach which “inhibits and delays students’ awareness of their remedial status, causing them to misjudge their prospects, and prevents them from considering alternative options.” They looked into Goffman’s (1952) concept of “cooling out”

which they suggest to be reexamined, on terms of which “community colleges get students to lower their unrealistically high expectations for obtaining bachelor’s degrees and to aim for one- or two-year degrees in vocational or applied programs (Clark, 1960, as cited by Rosenbaum, Deil-Amen, Person in 2006). Clark also mentions that colleges are able to accomplish cooling out by the combination of “preentrance testing, counseling, orientation classes, notices of unsatisfactory work, further referrals for counseling, and probation” with steps serving to “convince students who aspire to transfer to four-year colleges to ‘accept their limitations and strive for success in other worthwhile objectives that are within their grasp’.” The “lowered plans are in their own best interests” (Deil-Amen and Rosenbaum, 2002) which are “criticized primarily for demoralizing students and lowering their plans” and “forces students to lower their expectations by indicating that they cannot meet their aspirations” through “subtly and not so subtly stigmatizing students and forcing them to realize their inferiority on the basis of their performance within a ‘legitimate’ framework of objective ‘academic’ standards.”

Bettinger and Long, 2005; Adelman, 2006; Bailey, 2009; Complete College America, 2012 in their descriptive studies concluded that “students placed into remedial courses have lower persistence rates than students placed into college-level courses” where they are assigned to a remedial course following their examination rates. “These low rates of college persistence can be explained by the numerous challenges facing academically-underprepared students, both inside the classroom and out.” The students are said to suffer discouragement due to academic difficulties, which leads students to frustration, “daunted by the whole package of academic, social, and financial adjustments to college” (Raab & Adam, 2005). “Students struggling in the classroom may also experience an attached stigma of not being as ‘smart’ or college-ready as their peers, potentially leading to lower self-esteem, higher frustration, and higher drop-out rates” according to Bettinger & Long, 2009; Jacob & Lefgren, 2004).

Bailey (2009) also deduced that remedial and developmental courses may be a contribution to students slowing down in their progress toward a degree, with factors lengthening the time for a degree are deemed to reduce the probability of degree completion.

Psychologists Kubany and Sloggett (2013) suggest that the key to educating students in remedial education programs is extrinsic motivation considering that there are learning disabilities and low intrinsic motivation in students undergoing remediation. They advocate that motivating students should be part of remediation wherein time and effort should be given by teachers.

In 2005, however, Long reports that those in remediation have better outcomes educationally compared with students who have similar backgrounds and preparation but have not undergone remediation and that remediation certainly effects to improved student outcomes.

Factors affecting or influencing learning. In a study by Hodara (2012) cited by Barshay (2016), high school grades have better predictive ability in passing college English and math compared to placement exams or SAT scores.

In China, Pakistan and Bangladesh, girls perform better in English but boys perform better. Brazil, Lithuania, Romania, Bulgaria, Nepal, Japan and the UAE as reported by Walczak of Cambridge English Language Assessment as cited by Custer in 2015. She reports that analyzing English performance across gender in the different countries shows no consistent patterns. In 2015 as cited by Noack, women were better than men in 70 countries when it came to learning English as a non-native language. This was also confirmed by the international Test of English as a Foreign Language (TOEFL) still cited by Noack in 2015, that women outperformed men, which is supported by Cekiso, Tshotsho, and Masha (2015) that female learners have higher English performance than males. Merritt at Northwestern University in 2008 also studied that girls' brains, when it comes to language encoding, have greater activity compared to boys.

Dubow et al. (2009) cite that "parental educational level is an important predictor of children's educational and behavioral outcomes" as studied also by Davis-Kean, 2005; Dearing, McCartney, & Taylor, 2002; Duncan, Brooks-Gunn, & Klebanov, 1994; Haveman & Wolfe, 1995; Nagin & Tremblay, 2001; Smith, Brooks-Gunn, & Klebanov, 1997. However, it is more on the terms of socioeconomic status (SES) factors wherein "the positive link between SES and children's achievement is well-established" found also in the studies of Sirin, 2005 and White, 1982.

Dubow et al. (2009) cited McLoyd's (1989; 1998) "relation of poverty and low socioeconomic status to a range of negative child outcomes, including low IQ, educational attainment and achievement, and social-emotional problems." It is noted that parental education is predictive of children's educational and behavioral outcomes in the index of socioeconomic status.

Zohrabi, et al. (2012) mention that "family background, materials, teaching methods, homework, timetable, classroom activities, students' capacity, intelligence, motivation, teacher's perception of students' ability, teacher's knowledge and experience, educational facilities, the number of students in a class and so on, have a great impact on learning process."

They further that "learning grammar is not the goal of language teaching, but a tool to build communicative abilities." They specified an interview wherein the student emphasized the need for the teacher to give more (English) speaking opportunities in the class which the teacher corrects (errors), giving students an active role than just letting them be passive by quietly sitting and listening to the teachers. The student also said that they can learn skills from each other (students) by sharing points of view, and that the teacher's role is to instruct and explain while the students "practice English very much."

Lynch and Anderson (2012) discuss that "informal conversation has been a key source of language improvement" for "students taking a full-time pre-session English course" who "estimated that about 30% of their improvement was due to social conversation" with other people as resources.

Hawaii's Intercultural Communications College (2017) specifically states that "Reading makes your writing skills better, while writing improves your reading skills." They mention that it is fun and educational to "read and write in English every day to improve your skills" and that "reading in English is learning."

In the same manner that listening is a forerunner of speaking, in this case, reading and writing go together. There are always vocabulary to learn through reading, which is very fundamental, and in the same manner, writing as an act can be done anywhere, as simple as writing notes at home for family to read, writing in journals, and specifically, writing "a letter to a friend or loved one in English" emailing a co-worker or friend, which are considered by Intercultural Communications College as "endless opportunities to expand your English skills by reading and writing, something you can easily do each day" which they underline by saying students should "Take every opportunity you can to read and write using English. You'll be surprised at how you soak up the knowledge and improve your English skills!"

Reading and writing is reciprocal and that good writing is a result of reading well (Flahive and Bailey, undated) as cited by Leki (1993), exemplified as "Biology professors learn to write articles the way biology professors do by reading articles that biology professors have written." Moreover, Chinese University of Hong Kong (undated) cites Ferris (1998) that "a growing body of evidence suggests that extensive reading – most notably, reading of a voluntary nature – may dramatically enhance . . . skills . . . related to comprehending and producing written text."

Lynch and Anderson (2012) states that "TV and video enable you to exploit the visual element that is essential in face-to-face communication." It

contextualizes conversations visually and they advise watching TV news programmes showing people discussing (in English). They note that students are to recognize visual clues of turn-taking in conversations or ending the discussions to enable them to soon join in English conversations. They also suggest that students should collect real-life examples of how people speak as these are much useful than audio commercial materials. Lines should be learned and to be used as heard, as a whole formulae or the sum of all the parts, and not as separate words.

Rahman (2016) suggests watching lots of interviews in English, English movies and shows, using technology, and reading magazines and newspapers to uplift vocabulary, assist in everyday conversations and on suitable conduct of speech that helps with overall English proficiency.

Sung, et al. (2016) cite Wong & Looi (2011) in their investigation of the influence of mobile phones when it comes to seamless learning, “a learning model that students can learn whenever they want to learn in a variety of scenarios and that they can switch from one scenario or one context to another easily and quickly” (Chan et al., 2006; Wong & Looi, 2011). In 54 articles, they found out 10 features which include “formal and informal learning, personalized and social learning, and learning across multiple durations and locations” where most of the studies utilized the features of mobiles phones which are “individuality and wireless communication capacity for self-directed learning, such as learning vocabularies through messaging services or using word processors for writing” Frohberg et al., 2009; Sung, Chang, & Yang, 2015; Zucker & Light, 2009 find out that “mobile devices were expected to encourage innovation in education and increase high-level abilities.”

Heflin, et al. (2017) find that overall, using mobile devices are better than using laptops in education and that “usage in inquiry-oriented learning was more effective than usage along with lectures, self-directed study, cooperative learning, and game-based learning; informal educational environments were more effective than their formal counterparts, and medium- and short-duration interventions were superior to long-term interventions.”

However, when it comes to Facebook® and academic performance, a 2010 study shows that the digital natives or Homo Zappiens, those who are able to “simultaneously process multiple channels of information,” the negative effect of doing such leads to both increased study time to achieve learning parity and an increase in mistakes while processing information than those who are sequentially or serially processing that same information.” This means that when Facebook is used with other

study activities, users have “lower GPAs and spend fewer hours per week studying than nonusers.”

CONCEPTUAL FRAMEWORK OF THE STUDY

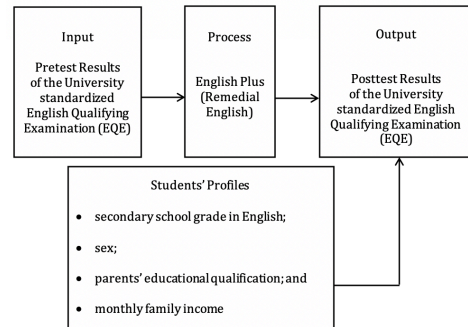


Figure 2: *Moderating Variable*

The study looked into the intervening variables affecting student achievement or as the basis for remediation. English Plus or Remedial English (Process) provided the major intervention in the tertiary level regarding the respondents’ English language proficiency which was the major determining factor of the Pretest Results (Input) before remediation or upon entry to NORSU BSC and Pretest Results (Output) after intervention or remediation.

STATEMENT OF THE PROBLEM

The study intended to examine the effectiveness of English remediation to English language proficiency of students enrolled in English Plus in NORSU BSC.

It specifically sought to answer the following questions:

1. What is the profile of the students in terms of
 - 1.1. secondary school grade in English IV;
 - 1.2. sex;
 - 1.3. parents’ educational qualification; and
 - 1.4. monthly family income?
2. What is the English language proficiency level of the students as revealed in their pretest and posttest?
3. Is there a significant difference in the English language proficiency level of the respondents as shown in the results of the pretest and posttest?
4. Is there a significant relationship between the students’ English language proficiency level as reflected in the posttest and their profile?
5. To what extent do the following identified factors influence the English language proficiency level of students taking up English

Plus as perceived by the students themselves?

- 5.1. Oral communication in English
- 5.2. Communicating with written English
- 5.3. Exposure to the English language via:
 - 5.3.1 reading materials
 - 5.3.2 mass media
 - 5.3.3 entertainment

STATEMENT OF THE NULL HYPOTHESES

Ho1. There is no significant difference in the English language proficiency level of the respondents as shown in the results of the pretest and posttest.

Ho2. There is no significant relationship between the students' English language proficiency level as reflected in the posttest and their profile.

SIGNIFICANCE OF THE STUDY

This study is considered significant as it is beneficial to:

English Plus students. Students who failed EQE and are enrolled in English Plus will be benefited by this study for the improvement of their English language proficiency as this would be a tool to better teaching-learning strategies.

English language teachers. The recommendations and results of this study would supply English as a Second Language (ESL) instructors or professors more strategies on how to assist low-performing students in the course through the development and standardization teaching-learning strategies such as improvement in instructional materials and modification of approaches.

BSED-English students. The outcome of this study would provide alternatives for future ESL teachers, the BSED-English major students, and grant them the occasion to be aware of learning patterns, consequently assisting them in developing their ability to see concerns in novel and numerous approaches for their future students.

NORSU BSC. The product of this study will grant the researcher to formulate recommendations to enhance teaching-learning strategies that may serve as a prototype for the NORSU System.

Researcher. Instructors or professors in NORSU are not only expected to be experts in pedagogy but are mandated to be scholarly predisposed through research. The outcome of this study would motivate this instructor, and even other instructors, to be a thorough and outstanding researcher or pioneer of original or additional information or solutions

to problems, thereby granting the opportunity to contribute immensely to the worldwide fund of knowledge. This would also produce more education and experience to the researcher which would significantly provide her with insights regarding the assessment and modification of teaching approaching inclusive of her instructional materials. Particularly, the results of this study will provide her insights on modifying or designing a standardized English developmental or remediation program to benefit low-performing students in English for them to cope with academic endeavors and aspirations.

SCOPE AND LIMITATIONS

The study focused on the effectiveness of the English Plus course of Negros Oriental State University Bayawan-Sta. Catalina Campus. The respondents were a total of 229 from random sampling of the total 528 first year students of NORSU BSC who, upon qualifying for enrolment, failed the English Qualifying Examination (EQE) and consequently enrolled in the aforesaid course during the first semester of Curriculum Year 2014-2015.

The limitations of the study included discounting the pedagogical strategies, techniques or approaches used by the respective instructors or professors. Even on the premise that these English Plus instructors or professors utilized a uniform course syllabus, there was always the possibility that the instructor or professor created a new syllabus or made an update. In addition, students who were not able to attend classes for the entire semester or those who were dropped were also excluded from the study. The cooperation of the respondents plus their attitudes towards the questions which they may have found satisfactory or not, or unfavorable to their families or themselves with the nature of some of the questions, was also considered a limitation.

Since the study covered only 229 first year students of the regular English Plus classes of the school, the findings and conclusions thereof would not be taken as true to the rest of the English classes or to the rest of the English Plus classes in the entire Negros Oriental State University system.

RESEARCH METHODOLOGY

Research Design. The researcher utilized documentary analysis in treating pertinent data relative to NORSU English Qualifying Examination. The study is quantitative and in causal-comparative research design. These were used to determine the improvement of the students after remediation, thus, measuring effectiveness of the remediation program. The study also attempted to determine the relationship of the profile

of the students with their English proficiency level.

Research Environment. The study was conducted in Negros Oriental State University Bayawan-Sta. Catalina Campus. The academe is located by the National Highway, Villareal, Bayawan City, Negros Oriental. It is situated, however, at the border of Villareal, Bayawan City and Caranoche, Sta. Catalina, thus, the Bayawan-Sta. Catalina Campus title.

Research Respondents. The respondents of the study were English Plus students of the first semester of Curriculum Year 2014-2015 of Negros Oriental State University Bayawan-Sta. Catalina Campus. The total population of English Plus enrollees was 528 in which 229 was the sample size. The 229 respondents were randomly picked up from the 528 enrollees.

Research Instruments. The study made use of a self-made questionnaire or tool to determine the background of the students. The respondents were requested of their secondary school English IV grade, sex, parents' educational qualification; and monthly family income. To verify accuracy of the secondary school English IV grade, student records were searched for at the Campus Registrar's Office.

The students were also asked to tick off influences which may or may not have affected their English proficiency level. To specify which category of English proficiency, the questionnaire separated oral from written communication. Moreover, the respondents were asked to rate the degree of influence of their exposure to written and oral English whether it had no influence or had a very high influence.

Documentary analysis was used to determine the effectiveness of the remediation program through the pretest and posttest scores which was utilizing the same standardized English Qualifying Examination (EQE).

Research Procedure. The student respondents initially took the English Qualifying Examination in the summer of 2014. Upon failing the said examination, the student respondents were automatically enrolled in English Plus, the noncredit remedial English course, instead of the standard three-unit English 111 course. These students underwent English Plus or remedial instruction in the first semester of Curriculum Year 2014-2015 handled by different instructors or professors. After one semester, 229 randomly sampled out of 528 of the same students were then given the same EQE by the researcher in coordination with NORSU BSC CARE Office. This served as the posttest. The posttest was scored by NORSU BSC CARE Office to prevent leakage of answers and to maintain academic integrity. When posttest scores were released to the researcher, both pretest and posttest scores were given to the researcher's statistician for treatment of data.

In obtaining the initial EQE scores which were referred to as pretest scores, the researcher asked for permission from the Campus Administrator for access of EQE scores of the aforementioned students. These scores used to be posted in the CARE bulletin during summer to announce the student entrants' standing with regards to their English proficiency.

Other data necessary for the research such as English Plus student population and corresponding statistical data regarding EQE test takers from 2011-2014 were also formally requested through written communication. The letter request also included documentary analysis of student respondents' high school grade in English IV which were available at the Campus's Registrar's Office in the respective students' Form 137. Distribution of survey questionnaires to get the students' socio-demographic profile and individual perceptions on the factors influencing their English language communication or proficiency level were done face-to-face per classroom.

The student respondents were asked to answer with honesty, and confidentiality of their respective identities and responses was assured. They were also guaranteed that the information they volunteered was strictly used for this research only and not to be used as bases for their performance.

The student respondents were personally interviewed by the researcher to ensure accuracy and to answer their questions regarding the research.

Statistical Treatment of Data

The statistical tools that the researcher utilized are apposite to the problems that this researcher aims to answer.

1. **Frequency Distribution.** The tool is used for both questions 1 and 2 to form the data in a manner that there is ease in its handling and interpretation as data were categorized appropriately.

2. **Percentage.** This tool is used for the profiler items as well as for the pretest and posttest scores. It is determined by dividing the part by the whole multiplied by 100.

Formula:

$$\text{Percentage} = \frac{\text{Part}}{\text{Whole}} \times 100$$

3. Pearson r (Pearson Product Moment Correlation Coefficient). This is used to determine the relationship between the English language proficiency level of the respondents as shown in the results of the posttest and their profile.

Formula:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

where:

r = correlation coefficient
 $\sum X$ = sum of the x variable (English language proficiency level)
 $\sum Y$ = sum of the y variable
 $\sqrt{}$ = square root sign
 N = number of cases

4. Repeated Measure Design (Pretest and Posttest). The tool is used to determine the effectiveness of the English remediation class by testing the significance of the difference between means of correlated or dependent data.

Formula:

Step 1. Get the difference of the pre- and posttest results of every student.

Step 2. Compute the sum of squares for D (difference).

Formula:

$$\sum d^2 = \sum D^2 - \frac{(\sum D)^2}{N}$$

where:

$\sum d^2$ = sum of the squares for D
 $\sum D^2$ = sum of the differences squared
 N = number of pairs

Step 3. Find the standard deviation of these differences.

Formula:

$$S_D = \sqrt{\frac{\sum d^2}{N}}$$

Step 4. Find the standard deviation of the mean difference.

Formula:

$$S_{\bar{D}} = \frac{S_D}{\sqrt{N-1}}$$

Step 5. Compute the t-ratio (directional test with alpha at 0.05).

Formula:

$$t = \frac{\text{mean difference}}{\text{standard error of the mean difference}}$$

5. Weighted Mean. The tool is utilized to determine the extent of influence of the identified factors to students' English language proficiency level. Likert's 5-point scale is used.

Formula:

$$\overline{wx} = \frac{\sum FW}{N}$$

Where:

wx = weighted mean
 F = frequency
 W = weight
 N = number of cases
 \sum = summation sign

Likert's Scale

On influence:

4.21 - 5.00	Very High Influence (VHI)
3.41 - 4.20	High Influence (HI)
2.61 - 3.40	Moderate Influence (MI)
1.81 - 2.60	Low Influence (LI)
1.00 - 1.80	No Influence (NI)

On proficiency level:

81 - 100	Superior Proficiency (SP)
61 - 80	Good Proficiency (GP)
41 - 60	Average Proficiency (AP)
21 - 40	Low Proficiency (LP)
01 - 20	Negative Proficiency (NP)

Operational Definition of Terms

The following terms were operationally defined for facility of understanding.

Effectiveness. Normally defined as the quality of being able to bring about an effect, in this study the term would refer to the increase of mean difference between the pretest and the posttest. Specifically, it means the increase of the mean of the posttest results when compared to the mean of the pretest results. It does not necessarily refer to the change of proficiency level the students achieved after having been measured in both pretest and posttest but refers to the positive

effect or has something to do with improvement.

English language proficiency. Specifically, this refers to the average or above average ability to listen, speak, read and write in English inclusive of speech, grammar, vocabulary, and comprehension. In this study, proficiency level will be based on the grammatical components included in the English Qualifying Examination (EQE). The criteria for proficiency are used with the Likert's scale with five-level verbal descriptions.

English Plus. A noncredit remedial English course (consisting of refresher lessons) prepared for students who failed to pass the English Qualifying Examination (EQE) before they can join the regular English program for the tertiary courses. Grammar lessons appropriate to the identified language functions deemed necessary for the training of the target students are focused on. Moreover, the refresher lessons also include the four language macro skills listening, speaking, reading and writing.

English Plus remedial instruction or remediation program. This still refers to the English Plus course being administered to non-passers of the English Qualifying Examination (EQE).

English Plus students. They are students taking up the noncredit remedial English classes upon their failure to pass the English Qualifying Examination (EQE), disqualifying them to enroll in the regular English program.

English Qualifying Examination (EQE). This is the standardized examination by NORSU to evaluate English language proficiency of entrants administered by the Counseling, Assistance, Resources and Enrichment (CARE) Center of the University System used as both pretest and posttest in this study.

Posttest. The same English Qualifying Examination (EQE) the students took will be administered to students after they have taken up English Plus. This will be considered as the evaluation tool for the proficiency level or students' achievement which measures any significant increase of proficiency as compared with their pretest scores.

Pretest. The English Qualifying Examination (EQE) the entrants took serves as the pretest. The scores they were able to base their enrollment on in English Plus will be the basis for language proficiency in this study.

Profile. The profile of selected English Plus students involves their secondary school grade in English IV, sex, parents' educational qualification and monthly family income.

Remediation/Remedial instruction. The term

refers to developmental or remediation classes in the program of English Plus or Remedial English offered to students who did not qualify for English 111. This is the intervention instructors apply to students with developmental concerns in English proficiency.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the results of the data of the study which are presented in tabular form for clarity and expediency in facilitating better comprehension.

The tables are systematically arranged according to the sequence of the problems. Tables 1-4 refer to the profile of the students in terms of secondary school grade in English IV, sex, parents' educational qualification, and monthly family income. Table 5 indicates the English language proficiency level of the students as revealed in the pretest and posttest. Table 6 shows the significant difference in the English language proficiency level of the respondents as shown in the results of the pretest and posttest. Table 7 tests the significant relationship between the students' English language proficiency level as reflected in the posttest and their profile. Tables 8-10 respectively pertain to the extent of influence of both oral and written communication in English as well as multimedia exposure to students' English language proficiency level.

Analysis and interpretation of data follow after the results of the findings to guarantee significance and relationship of the data presented.

Table 1. *Students' Profile in Terms of their Grade in English IV*

Grades	Frequency	Percentage
90 – 94	4	1.75
85 – 89	31	13.54
80 – 84	116	50.65
75 – 79	78	34.06
Total (N = 229)	229	100

Note. Average grade = 81.15.

Legend (DepEd Order No. 8, s. 2015):

Scale	Verbal Description
90 – 100	Outstanding (O)
85 – 89	Very Satisfactory (VS)
80 – 84	Satisfactory (S)
75 – 79	Fairly Satisfactory (FS)
74 – below	Did Not Meet Expectations (D)

Table 1 shows the students' profile in terms of their secondary school grade in English IV. Of the 229 students, 116 or 50.65% of the students obtained the grades 80-84. It is followed by the 75-

79 grade bracket with 78 or 34.06% of the students who attained the grades, then the 85-89 grade bracket with 31 or 13.54% of the students who were able to receive the grades. Only 4 or 1.75% were able to achieve the 90-94 grade bracket. The average high school English IV grade of the 229 students is 81.15.

To reiterate, the English Plus students randomly chosen normally had the 80-84 high school English IV marks, with the computed average grade at 81.15, categorized as “Satisfactory.”

This is supported by Hodara (2012) as cited by Barshay (2016) that in assessing college readiness, high school grades should be looked at. The study promotes that compared to placement exams or SAT scores, secondary school grade percentage average can better predict ability in passing college English and math.

Oral communication skills, in the sense of fluency and accuracy, is referring to the “proper use of language without hesitation” and “use of grammatically and phonologically correct language” according to Alam and Uddin (2013). They cited Staab in his belief that not only is oral language communication a vital tool, it is also a valuable means of learning. They further support Staab who also considers listening and speaking as oral communication skills, stating that “oral communication skills mean both speaking and listening to oral language, both talking and listening are lifelong activities and probably our most important communication tool.”

In the same study, Alam and Uddin, also underlines that both listening and speaking are “integrated skills and supports in developing each other” which, as cited by the researchers, is also claimed by Brown (1994) in his assertion that listening can be developed indirectly through its integration to speaking.

Communication is described as an interactive process (Rahman, 2010) where the two parties, sender and receiver, are interacting. Alam and Uddin emphasizes that effective oral communication cannot simply be studied by reading. They support that listening comes first in the process of developing oral proficiency, and speaking is developed later, citing Staab.

In the context of English as Second Language (ESL), speaking is deemed the most important of the four skills in language, claims Alam and Uddin, citing Carter and Nunan 2001 and Celce-Murcia 2001.

They surmise that speaking as a linguistic activity is composed of “pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition to International Journal of

English Language Teaching Vol.1, No 2, pp. 17-36, December 2013 Published by European Centre for Research Training and Development UK (www.ea-journals.org) 20 topicality (themes and ideas).”

They add that in order for effective oral communication to be actualized, there should be an “authentic setting” which was by Chan in 2011. They mention further that oral communication skills is complex as “learners need to develop at the same time knowledge of grammar, vocabulary functional language and communicative skills.” They cited Hedge (2000) who points out that “attention to the systems of language is crucial, but the development of fluency and contextual accuracy are equally important goals. They imply that the best way for the improvement of oral communication skills is a combination of both communication (Task Based Teaching and Learning) and Grammar Translation Method (GTM). This means that instruction should utilize task-based communication activities and not just the traditional translation from the first language to the target language, which in this case, is English.

Table 2. *Sex Profile of Students*

Sex	Frequency	Percentage
Male	116	50.65
Female	113	49.35
Total (N = 229)	229	100

Presented in Table 2 is the sex profile of the 229 students randomly sampled. Data shows that of the 229 students, 50.65% of the respondents are male followed by a close 49.35% female population.

This implies that more males are in the English Plus course than females. This may further infer that males have more difficulty in the English language than females, but only by a close margin.

Walczak of Cambridge English Language Assessment as cited by Custer in 2015 presents that girls perform better in China, Pakistan and Bangladesh but in Brazil, Lithuania, Romania, Bulgaria, Nepal, Japan and the UAE, boys performed better. She furthered that “Country level analysis shows us there’s no consistent pattern in performance across gender, girls perform better in certain countries, but not in others,” explained Walczak.

Education First reports that in 70 countries, women were better than men when it comes to “learning English as a non-native language” which is confirmed by the international Test of English as a Foreign Language (TOEFL) where women outperformed men, as cited by Noack (2015). Also, Cekiso, Tshotsho, and Masha (2015) find that female

learners perform higher in English than males.

As cited by Merritt, a 2008 study at Northwestern University shows that there are different language processing between girls and boys. Girls' brains are said to have shown greater activity when it comes language encoding while boys' brains were on visual and aural functions.

Table 3. *Profile of Students' Parents in Terms of Educational Qualification*

Educational Qualification	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Elementary Level	125	54.59	124	54.15
High School Level	89	38.86	92	40.18
College Level	12	5.24	11	4.80
Graduate Studies	3	1.31	2	0.87
Total (N = 229)	229	100	229	100

As shown in Table 3 which reflects the students' profile in terms of their parents' educational qualification, 125 or 54.59% and 124 or 54.15% of the fathers and mothers respectively of the 229 respondents are educated only at the elementary level. This is followed by 89 or 38.86% and 92 or 40.18% of the fathers and mothers who were only able to reach high school level. 12 or 5.24% and 11 or 4.80% of the fathers and mothers were able to reach college while only 3 or 1.31% and 2 or 0.87% were able to enroll in graduate studies.

Dubow et al. (2009) cite that educational level of parents is an important predictor of students' educational and behavioral outcomes. This was also studied by Davis-Kean, 2005; Dearing, McCartney, & Taylor, 2002; Duncan, Brooks-Gunn, & Klebanov, 1994; Haveman & Wolfe, 1995; Nagin & Tremblay, 2001; Smith, Brooks-Gunn, & Klebanov, 1997. It is more on the terms of socioeconomic status, however, that the positive link to children's achievement is established well, as found out in the studies of Sirin (2005) and White (1982).

Table 4. *Students' Profile in Terms of Monthly Family Income*

Monthly Family Income	Frequency	Percentage
Php25,001.00 and above	2	0.87
Php20,001.00 – Php25,000.00	5	2.18
Php15,001.00 – Php20,000.00	28	12.23
Php10,001.00 – Php15,000.00	26	11.36
Php 5,001.00 – Php10,000.00	42	18.34
Php 5,000.00 and below	126	55.02
Total (N = 229)	229	100

Note. Average income = Php7,000.00.

profile in terms of monthly family income, 126 or 55.02% of the students have the monthly family income of Php5,000.00 and below. 42 or 18.34% of the students have the monthly family income of Php5,001.00 – 10,000.00. 28 or 12.23% and 26 or 11.36% of the students have the monthly family income of Php15,001.00 – 20,000.00 and Php10,001.00 – 15,000.00 respectively. Only 5 or 2.18 of the students have the monthly family income of Php20,001.00 – 25,000.00 and 2 or 0.87% have the monthly family income of Php25,001.00 and above. The average income per family is at Php7,000.00.

McLoyd (1989; 1998) as cited by Dubow et al. (2009) show that poverty and low socioeconomic status contribute to negative child outcomes such as low IQ, educational attainment and achievement, and social-emotional problems.

Table 5. *Students' English Language Proficiency Level as Revealed in the Pretest and Posttest*

Proficiency Level	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
61 and above	–	–	18	7.86
56 – 60	–	–	18	7.86
51 – 55	–	–	30	13.10
46 – 50	22	9.61	45	19.65
41 – 45	80	34.93	49	21.40
36 – 40	58	25.33	26	11.36
31 – 35	37	16.16	27	11.79
26 – 30	19	8.29	14	6.11
21 – 25	7	3.06	2	0.87
20 and below	6	2.62	–	–
Total (N = 229)	229	100	229	100

Note. $\bar{x}_1 = 37.89$. $\bar{x}_2 = 46.89$.

Legend:

- \bar{x}_1 = is mean of the pretest
 \bar{x}_2 = is mean of the posttest

On proficiency level:

Scale	Verbal Description
81 - 100	Superior Proficiency (SP)
61 - 80	Good Proficiency (GP)
41 - 60	Average Proficiency (AP)
21 - 40	Low Proficiency (LP)
01 - 20	Negative Proficiency (NP)

Table 5 indicates the English language proficiency level of the students as reflected in the pretest and posttest. For the pretest, the mean score is 37.89% revealing a low proficiency level compared with the mean of the posttest which is 46.89% disclosing a mean difference of 9.0. This shows that the posttest mean is higher compared to the pretest mean.

In Table 4 which displays the students'

The highest-populated score bracket for the

pretest is 41-45 with 80 or 34.93% of the respondents, same with the posttest with 49 or 21.40% of the population obtaining the scores in the bracket. It is followed by 36-40 in the pretest with 58 or 25.33% of the respondents' population while in the posttest, the second highest population or percentage is 45 or 19.65% in the 46-50 score bracket. The top 3 highest scored bracket for the pretest is 31-35 with 37 students or 16.16% and for the posttest, 51-55 with 30 or 13.10% obtained the said test scores. As noticeable in the above table, there were no students who obtained the scores of 51 and above during the pretest while during the posttest there were 30 students or 13.10% who achieved the 51-55% score, and 18 students or 7.86% for both 56-60 and 61 and above score bracket. The lowest scores or 30 and below have also considerably decreased in frequency and/or percentage.

The leap is just significant from low proficiency level to average proficiency level. Result implies that if given more time for remediation, results or the difference would have been greater in terms of magnitude.

Sawyer and Schiel (2000) maintains that educational growth can be manifested through the subtraction of the pretest from the posttest scores.

Table 6. *Test on Significant Difference in the Students' English Language Proficiency Level between the Pretest and Posttest Results*

$N = 229$

Variables	\bar{x}	$D\bar{x}$	$S\bar{x}$	t-ratio	Decision Rule	Remarks
Pretest	37.89					
Posttest	46.89	9.00	0.65	13.85	Reject H_0	Significant

* t-critical value at 0.05, 228 df = 1.960

Legend:

- \bar{x} = mean
 $D\bar{x}$ = mean difference between the pretest and posttest results
 $SD\bar{x}$ = standard error of the mean difference

Data found on Table 6 manifests the difference between the means of the pretest and the posttest with a difference of 9.00 and a standard error of 0.65. Results reveal that there is a significant difference between the pre- and posttest results as signified in the computed t-value of 13.85, value of which is greater compared to the critical t-value of 1.960 at 0.05 level with 228 degrees of freedom. Evidence is sufficient to reject the null hypothesis earlier stated that there is no significant difference in the English language proficiency level of the respondents as shown in the results of the pretest and posttest.

Findings show that an improvement in test

results is revealed. Data show that students made a leap from low proficiency level in their English language to average proficiency level. The null hypothesis is rejected. This means that English Plus or the English remediation program of Negros Oriental State University, based on the pretest and posttest results, has been proven to be effective to improve students' English language proficiency level.

Sawyer and Schiel (2000) support posttesting students in which they assess indicators after the completion of a remedial course. They measure errors in both the initial placement test (pretest) and the posttest as a means of assessing academic proficiency, expecting that the students' test scores exceed their pretest scores. They maintain that growth in education is often measurable by the subtraction of the pretest score from the posttest score.

Table 7. *Significant Relationship between Students' English Language Proficiency Level and their Profile*

$n = 229$

Variables	R	Degree of Relationship	Decision Rule	Remarks
Students' English Language Proficiency Level and their Profile in terms of:				
English Grade	0.3487	Moderate Relationship	Reject H_0	Significant
Sex	- 0.3909	Moderate Relationship	Reject H_0	Significant
Father's Educational Qualification	0.0566	Negligible Relationship	Do not reject H_0	Insignificant
Mother's Educational Qualification	0.0101	Negligible Relationship	Do not reject H_0	Insignificant
Family Income	- 0.0681	Negligible Relationship	Do not reject H_0	Insignificant

* r-significant level at 0.05, 227 df = 0.1946

Interpretation of r:

- + 0.01 to + 0.19 = Negligible Relationship
+ 0.20 to + 0.29 = Weak Relationship
+ 0.30 to + 0.39 = Moderate Relationship
+ 0.40 to + 0.69 = Strong Relationship
+ 0.70 or Higher = Very Strong Relationship

Presented in Table 7 is the relationship between the students' English language proficiency level and their profile. Results reveal a moderate significant relationship between student-respondents' secondary school English IV grade and sex and students' English language proficiency level as signified by the computed r value of 0.3487 for English grade and -0.3909 for sex, values of which are greater compared to the r-tabular value of 0.1946 at 0.05 level of significance with 227 degrees of freedom. This means that, students' English grade and sex are predictors of students' English language proficiency level. Sex indeed is significant with the aforementioned moderate relationship as reflected in the negative

correlation wherein the female students showed higher proficiency levels than that of the male students as the negative correlation means that the female students have higher English language proficiency levels.

The rest of the variables, the educational qualification of both fathers and mothers and the monthly family income were proven to be insignificant in relation to students' English language proficiency level.

To synthesize, students' secondary school English IV grades and sex, are determinants of their English language proficiency level.

On English IV grade, Hodara (2012) as cited by Barshay (2016) confirms that high school grades have a bearing to college readiness, and that it can better predict readiness compared to placement exams or SAT scores. When it comes to sex, majority of the literature reviewed in this study supports that females tend to be higher in performance or proficiency in English compared to males (Walczak as cited by Custer, 2015; Education First, 2015; Cekiso, et al, 2015; Merritt, 2008).

Table 8. *Extent of Influence of Oral Communication in English on Students' English Language Proficiency Level*

$N = 229$

Indicators	\bar{Wx}	VD
1. Oral Communication in English		
1.1 conversing in English with parents and/or other family members	2.98	MI
1.2 talking to and/or responding to your teacher/s in English	3.36	MI
1.3 using English when conversing with friends	2.88	MI
1.4 talking to your classmates/schoolmates in English	2.97	MI
1.5 talking in English through internet video call/video chat	2.85	MI
1.6 having telephone conversations in English	2.37	LI
1.7 talking in English when visiting offices	2.94	MI
1.8 using English in talking to foreigners	3.34	MI
Average	2.96	MI

Legend:

Scale	Verbal Description
4.21 – 5.00	Very High Influence (VI)
3.41 – 4.20	High Influence (HI)
2.61 – 3.40	Moderate Influence (MI)
1.81 – 2.60	Low Influence (LI)
1.00 – 1.80	No Influence (NI)

Table 8 portrays the extent of influence of oral communication in English on the students' English language proficiency level. For conversing in English with parents and/or other family members with 2.98

weighted mean, talking to and/or responding to teacher/s in English with 3.36 weighted mean, using English when conversing with friends with 2.88 weighted mean, talking to classmates/schoolmates in English with 2.97 weighted mean, talking in English through internet video call/video chat with weighted mean 2.85, talking in English when visiting offices with 2.94 weighted mean, and using English in talking to foreigners with 3.34 weighted mean, these have moderate influence (MI) on the English language proficiency level of student respondents. Only having telephone conversations in English with 2.37 weighted mean has low influence (LI). The average or weighted mean of the extent of influence or oral communication to students' English language proficiency level is at 2.96 or moderate influence (MI). The findings indicate that the students have not been exposed to having telephone conversations in English.

Summing up, the extent of influence of oral communication in English on students' English language proficiency level is disclosed to be of moderate influence (MI) as indicated in the composite $\bar{w}\bar{x}$ of 2.96.

According to Alam and Uddin (2013), effective oral communication cannot simply be studied by reading and that, supporting Staab (1992), before developing oral proficiency, listening is developed first and speaking is developed later. Moreover, as speaking is composed of many factors such as sounds or pronunciation, morphology and lexis, pragmatics and fluency, among others (International Journal of English Language Teaching, 2013), there should be an "authentic setting" (Chan, 2011). Hedge (2000) as cited by Alam and Uddin, says that fluency and contextuality are equally important as to the systems of language.

Moreover, Zohrabi, et al. (2012) that grammar is not the goal of learning language, but a means to demonstrate communicative ability, specifying a student interview wherein the student emphasized their need to learn to speak English through practice with the teacher giving them more opportunities to do so but correcting their errors. This is also to allow students to learn from each other pertaining to skills through sharing of points by being active and not just passively and quietly sitting, listening to the teacher.

Informal or social conversation with other people has also been known to improve language by 30% according to students who took a full-time pre-session English course (Lynch and Anderson, 2012). Table 8 supports the aforesaid arguments on the importance of English language proficiency of English Plus students through the influence of communication activities used in the real world or with real world tasks.

Table 9. *Extent of Influence of Communicating with Written English on Students’ English Language Proficiency Level*

n = 229

Indicators	W \bar{x}	VD
2. Written Communication in English		
2.1 writing letters/notes to parents and/or other family members in English	3.17	MI
2.2 writing letters to teachers/accomplishing written outputs in English	3.53	HI
2.3 writing letters/notes to friends in English	3.23	MI
2.4 writing letters/notes to classmates/schoolmates in English	3.21	MI
2.5 using English when emailing or social networking (Yahooemail, Gmail; Facebook, Twitter, Instagram, YouTube, etc.)	3.48	HI
2.6 using English when researching online (Google, Yahoo, Wikipedia, etc.)	3.79	HI
2.7 using English when writing to offices	3.26	MI
Average	3.38	MI

Legend:

Scale	Verbal Description
4.21 – 5.00	Very High Influence (VI)
3.41 – 4.20	High Influence (HI)
2.61 – 3.40	Moderate Influence (MI)
1.81 – 2.60	Low Influence (LI)
1.00 – 1.80	No Influence (NI)

Table 9 presents the extent of influence of written communication in English on the students’ English language proficiency level. Writing letters to teachers/accomplishing written outputs in English, using English when emailing or social networking (yahooemail, gmail; Facebook, Twitter, Instagram, YouTube, etc.), using English when researching online (Google, Yahoo, Wikipedia, etc.), have high influence (HI) on the students’ English language proficiency level with 3.53, 3.48, and 3.79 respective weighted means. The rest have moderate influence (MI) such as writing letters/notes to parents and/or other family members in English, writing letters/notes to friends in English, writing letters/notes to classmates/schoolmates in English, and using English when writing to offices with 3.17, 3.23, 3.21, and 3.26 respective weighted means. The average weighted mean is at 3.38 or moderate influence (MI) to the English language proficiency level of the students.

To synthesize the results, the extent of influence of communicating with written English on students’ English language proficiency level is revealed to be of moderate influence (MI) as rejected in the composite w \bar{x} of 3.38.

Reading and writing go together or are reciprocal (Hawaii’s Intercultural Communications College, 2017; Flahive and Bailey, undated, as cited

by Leki, 1993). In order to improve one’s English proficiency level, it is imperative to read and write, as confirmed by Ferris (1998) that extensive reading, specifically of voluntary reading, is related to comprehending writing and producing written text.

Table 10. *Extent of Influence of Multimedia Exposure on Students’ English Language Proficiency Level*

N = 229

Indicators	W \bar{x}	VD
3. Exposure to Multimedia		
3.1 reading materials		
3.1.1 books (general knowledge/classics)	3.47	HI
3.1.2 textbooks	3.43	HI
3.1.3 story books/children’s story books	3.47	HI
3.1.4 novels	2.85	MI
3.1.5 encyclopedias	3.34	MI
3.1.6 dictionaries	3.67	HI
3.1.7 comic magazines/comic books	3.24	MI
3.1.8 others	3.01	MI
Average	3.31	MI
3.2 mass media		
3.2.1 newspapers	3.28	MI
3.2.2 magazines/news magazines	3.40	MI
3.2.3 television (news, interviews, advertisements, debates, etc.)	3.64	HI
3.2.4 radio	3.29	MI
3.2.5 social media	3.24	MI
3.2.6 internet websites	3.41	HI
3.2.7 others	3.02	MI
Average	3.34	MI
3.3 entertainment		
3.3.1 movies	3.67	HI
3.3.2 television (music television, sitcoms, shows, documentaries, etc.)	3.73	HI
3.3.3 music	3.91	HI
3.3.4 videos (YouTube, Facebook, etc.)	3.56	HI
3.3.5 internet and social networks	3.45	HI
3.3.6 plays and other performances	3.30	MI
3.3.7 others	3.02	MI
Average	3.52	MI
Composite W\bar{x}	3.39	MI

Note. W \bar{x} = weighted mean.

Legend:

Scale	Verbal Description
4.21 – 5.00	Very High Influence (VI)
3.41 – 4.20	High Influence (HI)

2.61 – 3.40	Moderate Influence	(MI)
1.81 – 2.60	Low Influence	(LI)
1.00 – 1.80	No Influence	(NI)

Shown in Table 10 is the extent of influence of multimedia exposure to the students' English language proficiency level. For reading materials, books (general knowledge/classics), textbooks, story books/children's story books, and dictionaries have high influence (HI) with respective weighted means at 3.47, 3.43, 3.47 and 3.67. The rest, novels, encyclopedias, comic magazines/comic books, and others have moderate influence (MI) with respective weighted means at 2.85, 3.34, 3.24 and 3.01. The average weighted mean is at 3.31 at moderate influence (MI).

For mass media, only television (news, interviews, advertisements, debates, etc.) and internet websites have high influence (HI) at weighted means 3.64 and 3.41. Newspapers, magazines/news magazines, radio, social media and others pose moderate influence (MI) with respective weighted means 3.28, 3.40, 3.29, 3.24 and 3.02 to the English language proficiency of the respondents. Mass media has an average weighted mean of 3.34 or moderate influence (MI).

Entertainment has an average weighted mean of 3.52 or moderate influence (MI). Movies, television (music television, sitcoms, shows, documentaries, etc.), music, videos (YouTube, Facebook, etc.), internet and social networks with respective weighted means of 3.67, 3.73, 3.91, 3.56, and 3.45 have high influence (HI) to the students' English language proficiency level. Only plays and others have moderate influence (MI) with weighted means of 3.30 and 3.02. Entertainment has an average weighted mean of 3.52 which falls on moderate influence (MI).

On the whole, the extent of influence of multimedia exposure to students' English language proficiency level is revealed to be of moderate influence (MI) as shown in the composite weighted mean of 3.39.

Data further show that students are more influenced by entertainment than by general reading materials and mass media.

This could be supported by Lynch and Anderson (2012) who encourage the visual element in face-to-face communication through watching TV news programmes and that students should collect real-life examples of how people speak which are much useful than audio commercial materials. In the same manner, Rahman (2016) suggests practically the same concept but on watching lots of interviews in English, English movies and shows, and using technology that helps with overall English proficiency. Sung, et al. (2016) cite Wong & Looi (2011) and shows the use of mobile phones for formal, informal learning, personalized,

social learning, and learning across multiple durations and locations, and generally through learning vocabularies either through messaging services or word processors for writing. This also supports the exposure to multimedia. Moreover, mobile devices, according to Frohberg et al., 2009; Sung, Chang, & Yang, 2015; Zucker & Light, 2009 were expected to increase high-level abilities and encourage innovation in education and increase high-level abilities. Also, mobility leads to inquiry-oriented, self-directed, cooperative learning, and game-based learning. Since multimedia can be readily available in social media sites, on the case of Facebook® and academic performance, however, there is a negative effect to processing "multiple channels of information" in such, when Facebook is used with studying, it effects to lower GPAs due to fewer hours per week.

Table 11. Summary Table on the Extent of Influence of the Identified Variables to Students' English Language Proficiency Level

$n = 229$

Indicators	$W\bar{x}$	VD
1. Oral Communication in English	2.96	MI
2. Written Communication in English	3.38	MI
3. Exposure to Multimedia	3.39	MI
Composite $W\bar{x}$	3.24	MI

Note. $W\bar{x}$ = weighted mean.

Legend:

Scale	Verbal Description
4.21 – 5.00	Very High Influence (VI)
3.41 – 4.20	High Influence (HI)
2.61 – 3.40	Moderate Influence (MI)
1.81 – 2.60	Low Influence (LI)
1.00 – 1.80	No Influence (NI)

Table 11 is the summary of the extent of influence of oral communication in English, written communication in English, and exposure to multimedia to the students' English language proficiency level. It covers Tables 9, 10, and 11 with the average means of 2.96, 3.38, and 3.39 respectively. The three variables have a composite mean of 3.24 which falls in the moderate influence (MI) bracket. This means that oral communication in English, written communication in English, and media exposure have a moderate influence on students' English language proficiency level.

The influence of oral communication, written

communication, and multimedia exposure should be enhanced based on Alam and Uddin (2013); Staab (1992); Chan (2011); Zohrabi, et al. (2012); Lynch and Anderson (2012), Flahive and Bailey (undated) as cited by Leki (1993), Lynch and Anderson (2012), Rahman (2016), Sung, et al. (2016) as cited by Wong & Looi (2011), leading to increased proficiency to due positive effects. However, with regards to social media use, students must be guided even when there is the concept of seamless learning to ensure learning.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists the restatement of the problem, the summary of findings, the conclusions and recommendations.

Restatement of the Problem

This study aimed to examine the effectiveness of English remediation to English language proficiency of students enrolled in English Plus in NORSU BSC.

Specifically, it endeavored to answer the following questions:

1. What is the profile of the students in terms of
 - 1.1 secondary school grade in English IV;
 - 1.2 sex;
 - 1.3 parents' educational qualification; and
 - 1.4 monthly family income?
2. What is the English language proficiency level of the students as revealed in their pretest and posttest?
3. Is there a significant difference in the English language proficiency level of the respondents as shown in the results of the pretest and posttest?
4. Is there a significant relationship between the students' English language proficiency level as reflected in the posttest and their profile?
5. To what extent do the following identified factors influence the English language proficiency level of students taking up English Plus as perceived by the students themselves?
 - 5.1 Oral communication in English
 - 5.2 Communicating with written English
 - 5.3 Exposure to the English language via:
 - 5.3.1 reading materials
 - 5.3.2 mass media
 - 5.3.3 entertainment

Summary of Findings:

The following significant findings are hereby presented based on the data gathered in the study:

1. Profile of the Students Secondary school grade in English IV.

Of the 229 student respondents, 116 or 50.65% fall in the grade bracket of 80-84 with the average grade of 81.15. 78 or 34.06%, 31 or 13.54, and 4 or 1.75 are in the 75-79, 85-89 and 90-94 grade brackets respectively.

There is a moderate relationship between the secondary school English IV grade and the English language proficiency level of the respondents. This result indicates that secondary students' grade in English IV is a determinant of their English language proficiency level.

Sex. There are 116 or 50.65% males and 113 or 49.35% females of the total 229 student respondents. The negative correlation of the relationship of sex means that females have higher English language proficiency than males.

There is a moderate relationship between sex and the English language proficiency level of the respondents. This result indicates that sex is an important predictor of students' English language proficiency level.

Parents' educational qualification. 125 or 54.59% of the fathers and 124 or 54.15% of the mothers are at elementary level, 89 or 38.86% of the fathers and 92 or 40.18 of the mothers are at the high school level, 12 or 5.24% and 11 or 4.80% of the fathers and mothers are at the tertiary level, and 3 or 1.31% and 2 or 0.87% of the parents are at the level of graduate studies.

Parents' educational qualification was found to be insignificant in relation to students' English language proficiency level. Hence, the null hypothesis earlier stated as to the relationship of the two aforementioned variables is not rejected. Monthly family income. Income of the families are at an average of Php7,000.00 where 126 or 55.02% earn Php5,000.00 and below, 42 or 18.34% earn Php5,001.00 – 10,000.00, 28 or 12.23% earn Php15,001.00 – 20,000.00, 26 or 11.36% earn Php10,001.00 – 15,000.00, 5 or 2.18% earn Php20,001.00 – 25,000.00 and only 2 or 0.87% earn Php25,001.00 and above.

Monthly family income was likewise found not significant in relation to students' English language proficiency level. This means that monthly family income is not a determinant of students' English language proficiency level.

2. English language proficiency level of the students as revealed in their pretest and posttest

Students' English language proficiency level as revealed in the pretest is far below average while in the posttest, results revealed an average proficiency level.

The difference showed a significant leap, which manifests that the English language proficiency level of the students improved. Hence, the null hypothesis earlier stated that no significant difference exists between the pretest and posttest results is rejected. This means that the remedial instruction offered to students is effective.

3. Significant difference in the English language proficiency level of the respondents as shown in the results of the pretest and posttest

Mean difference between the pretest and the posttest results is 9.00 with a standard error of 0.65 at computed t-critical value of 1.960 at 0.05 level with 228 degrees of freedom. T-ratio is 13.85 showing the significant difference in English language of the respondents as shown in the results of the pretest and posttest.

4. Significant relationship between the students' English language proficiency level as reflected in the posttest and their profile

Students' secondary school English IV grade and sex show a moderate relationship to students' English language proficiency level as indicated in the computed r-values at 0.3487 and -0.3909 respectively. The negative correlation reflected on sex disclosed that female students have higher English language proficiency levels than that of the male students. The educational qualification of both fathers and mothers and the monthly family income suggest negligible relationship in relation to students' English language proficiency level. Summing up, high school students' grade in English IV, sex, and posttest results are significantly related to their English language proficiency level.

5. Extent of influence of factors to the English language proficiency level of students taking up English Plus as perceived by the students themselves

5.1 Oral communication in English

Oral communication in English revealed a "Moderate" extent of influence on students' English language proficiency level as shown in the composite $w\bar{x}$ of 2.96.

5.2 Communicating with written English

Communicating with written English is disclosed to have a moderate influence (MI)

on students' English language proficiency level as shown in the composite $w\bar{x}$ of 3.38.

Both the indicators oral communication and written communication in English respectively are at an average of moderate influence (MI) to the English language proficiency level of the students.

5.3 Exposure to Multimedia via reading materials, mass media, and entertainment

Exposure to Multimedia via reading materials, mass media, and entertainment has a moderate influence (MI) on students' English language proficiency level as manifested in the overall $w\bar{x}$ of 3.39.

CONCLUSIONS

In the light of the findings, the following conclusions are hereby drawn.

1. Majority of the students are males, with a satisfactory grade in secondary school English IV, whose parents have low educational background and have monthly family income within the poverty threshold.
2. The students have an average proficiency level in the English language as revealed in the posttest compared with the low proficiency level which they had during the pretest.
3. Result of the pretest and posttest given to the students relative to their English language proficiency level showed a significant difference, revealing the effectiveness of the intervention program which is English Plus.
4. There is a significant relationship between students' English language proficiency level and their profile in terms of secondary school English IV grade and sex; however, fathers' and mothers' educational qualifications and monthly family income are found to be insignificant.
5. Factors as indicated specifically oral communication in English, communicating in written English, and exposure to the English language are revealed to have a moderate influence (MI) to the students' English language proficiency level.

In general, despite the one-level increase from low proficiency to average proficiency level, it can be concluded that the English remediation classes or English Plus of NORSU

Bayawan-Sta. Catalina Campus is effective.

RECOMMENDATIONS

In light of the findings and conclusions drawn, the following are hereby recommended.

1. The significant increase in the results based on the pretest and posttest to the students' English language proficiency meant that low proficiency improved to average proficiency. Consequently, it is highly recommended that remediation is longer or that instead of only one (1) semester, English Plus is held for two (2) semesters for further proficiency level increase.
2. There is a computation for the frequency of errors of the pretest results. Instructors should focus more on the least learned skills based on the pretest results which should be covered in the English Plus syllabus for remediation.
3. Low and average students enrolled in English Plus partner with other students who have higher English language proficiency level through peer tutoring or mentoring. Moreover, the Campus organizes an institutionalized English Plus peer tutoring and mentoring program to supplement the English remediation program.
4. English Plus instructors or professors hold reviews of lessons or re-remediation for both slow and average English Plus students especially males.
5. The sub-factors writing letters to teachers/ accomplishing written outputs in English; using English when emailing or social networking (yahoo mail, gmail; Facebook, Twitter, Instagram, YouTube, etc.); using English when researching online (Google, Yahoo, Wikipedia, etc.); reading materials such as books (general knowledge/ classics), textbooks, story books/children's story books, dictionaries; mass media like television (news, interviews, advertisements, debates, etc.) and internet websites; and entertainment particularly movies, television (music television, sitcoms, shows, documentaries, etc.), music, videos (YouTube, Facebook, etc.), and internet and social networks which have high influence (HI) to the students' English language proficiency level are extensively used in the English Plus classroom for further improvement of said proficiency level, and accordingly, the strengthening of the effectiveness of English remediation.

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