# Student's Assessment of English Language Class Program

## ELOISA C. GABRIEL, MAEd

College of Education, Nueva Ecija University of Science and Technology

San Isidro Campus, San Isidro, Nueva Ecija, Philippines

eloisacastillogabriel@gmail.com

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**Abstract -***This study aimed to determine the students' English language class program assessment based on their learning experiences. The study's participants were fifty-five junior high school students enrolled at Nueva Ecija University of Science and Technology during the SY 2017-2018. A modified survey questionnaire based on Peacock's (2009) evaluation model was utilized in the study, applying the 4-point Likert scale. The data analysis used Frequencies, Percentages, and Weighted Mean. Findings of the study revealed that respondents strongly agreed that the teacher explains the course content, and lessons are beneficial in developing the macro-skills. It was concluded that the English program adheres to K-12 Curriculum Guide in English.*

***Key Words:****English Language Class, Student's Assessment, Written Expression, and Language Program.*

## Introduction

The English language is one of the most widely spoken languages globally. It is the one that people use to communicate with individuals from other countries. It is the second language of most countries like the Philippines. English was chosen as a medium of teaching and the primary language of government, media, and commerce (McFarland, 2008). Language competency necessitates effective oral and written communication. It is one of the 21st-century competencies that students should acquire. The Department of Education mandated the use of English as the primary medium of instruction in all public and private secondary schools, including those recognized as laboratory or experimental schools and vocational/technical institutions, in 2006. The percentage of time allotted for learning areas taught in English as the primary medium of instruction shall not be less than 70% of the total time allotted for all learning areas in all year levels ( DepEd Order no. 36, S. 2006). However, as non-native English language users, most students struggle to learn the language, compromising their performance in other academic disciplines. Teachers should devise engaging strategies to encourage students to focus on their learning and apply it in their daily lives, particularly when expressing themselves. Teachers are expected to be fluent in English to help their pupils strengthen their communication abilities. Teachers are urged to aim for higher levels of language proficiency because they cannot teach what they do not understand. Adolescents entering the adult world at this age require literacy to fuel their imaginations so that they can create a world of the future. Due to the rapid expansion of the English language, the ability to use English meaningfully is indeed required for future studies, academic successes, global travel, and other social and professional education contacts (Hashemi, 2011).

Furthermore, the success of students in language learning is determined by the language curriculum program designed by the curriculum planning team and how they define their goals and

objectives. Teachers act as the instrument in carrying out the established program by employing effective methods and evaluation tools to achieve the intended outcomes from the learners. Curriculum design can be seen as a type of writing activity, and as such, it can be studied as a process. The normal sub-processes of the writing process (collecting ideas, arranging ideas, thoughts to text, reviewing, editing) can be used in curriculum design. Still, a distinct set of elements makes drawing on current curriculum design theory and practice more accessible. The outer circles (principles, environment, and needs) involve practical and theoretical concerns that will significantly influence the actual course production process. When developing a course, there are numerous aspects to consider. These include the learners' current knowledge and gaps, the resources available, including time, the teachers' expertise, the curriculum designer's strengths, and limits, and teaching and learning philosophies (Macalister, 2010).

In view of the foregoing, this study was carried out to determine the students' assessment of their English language program based on their English class learning experiences.

## Objectives of the Study

This study aims to determine the students′ assessment of their English language program based on their learning experiences in their English class.

## Methods

In determining the students' assessment of their English language class program, the researcher employed the descriptive method. A descriptive method focuses on the present situation ( what is ) and provides essential knowledge about objects and persons' nature ( Calmorin, 2016).Interviews and survey questionnaires were employed to get the students' assessment about their learning experiences in their English class for the SY 2017-2018. A modified survey questionnaire based on Peacock's (2009) evaluation model was utilized in the study, applying the 4-point Likert scale. The participants of this study were fifty-five junior high school students enrolled at Nueva Ecija University of Science and Technology, San Isidro Campus (NEUST-SIC). The data analysis used Frequencies, Percentages, and Weighted Mean.

## Legend:

| Weighted Mean | Verbal Interpretation |
|---|---|
| 1.00 - 1.75 | Strongly Disagree |
| 1.76 - 2.50 | Disagree |
| 2.60 - 3.25 | Agree |
| 3.26 − 4.00 | Strongly Agree |

## Results and Discussion

Table 1

*Summary of the Mean Scores of the Respondents′ Assessment of their English Language Program*

| Questions | WM | Verbal Interpretation |
|---|---|---|
| The course is adequate to suit the students' development needs. | 3.16 | Agree |
| Students' perspectives are taken into account when developing the curriculum. | 3.16 | Agree |
| The program's primary goal is to teach the English language and culture. | 3.15 | Agree |
| The teacher explains the course content. | 3.31 | Strongly Agree |
| I am aware of and understand the program's goals and objectives. | 3.05 | Agree |
| Lessons are beneficial in the development of reading skills. | 3.40 | Strongly Agree |
| Lessons can help me improve my listening & speaking abilities. | 3.33 | Strongly Agree |
| Lessons can help me improve my writing | 3.33 | Strongly |

| | |
|---|---|
| abilities. | Agree |

**Over-all WM 3.24** **Agree**

The foregoing table presents the mean scores of the respondents' assessment of their English language class based on their learning experiences. The respondents strongly agreed that their teacher explained the course content (WM 3.31) at the beginning of the school year. They also strongly agreed that lessons are beneficial in developing their reading skills (WM 3.40). Further, the data revealed that lessons help improve the respondents' speaking skills (WM 3.33) and improve their writing skills ( WM 3.33). Meanwhile, respondents agreed that the course content suits the students' development (WM 3.16). Also, in developing the curriculum, students agreed that their perspectives were being considered (WM 3.16). They also agreed that the program's primary goal is to teach the English language and culture (WM 3.15), and they are aware of and understand the program's goals and objectives (WM 3.05). These findings imply that the university ensures that its English curriculum meets the demands of its learners. Teachers are cognizant of their duties in developing students' communicative competence in English. Learners of English as a second language are hoping to build the English language skills required to function in school while also attempting to keep up with their abilities in the curriculum areas.

To succeed in school, students must receive high-quality instruction that supports English acquisition while developing academic skills and content understanding (Ortiz & Pagan 2009). Further, this study's findings adhere to the K-12 English Curriculum Guide that focuses on the language learning process, effective language use, making meaning through language, and holistic assessment as to its components (K-12 English Curriculum Guide, 2016). As the students strongly agreed that the curriculum had developed their reading, speaking, listening, and writing skills, the teachers explained the "how" of language learning and therefore serves as guiding principles for language teaching, focus on developing the macro-skills of the students, which adheres to component number 3. Similarly, as the respondents agreed that the program's primary goal is to teach the English language and culture, it adheres to the component number 2 that describes knowledge and skill areas which are essential to effective language use (understanding of cultures, understanding language, processes and strategies) which will be developed through language arts (macro-skills).

## Conclusion

Based on the study′s findings, the English language curriculum program adheres to the set goals and standards of the K-12 English Curriculum Guide. Teachers are guided by the administration in focusing on the ultimate goal of the Language Arts and Multi-literacies Curriculum which is to produce graduates who apply the language conventions, principles, strategies and skills in (1) interacting with others, (2) understanding and learning other content areas, and (3) fending for themselves in whatever field of endeavor they may engage in.

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