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### RESEARCH ARTICLE

#### CORRELATES OF STUDENTS' ENGLISH ADROITNESS

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#### Abstract

The study was conducted to determine the factors of students' English adroitness. Findings revealed that in terms of reading and literature grasp, writing discourse, listening, oral language and viewing were described as "highly evident". The assessment of the teacher-respondents on students' English adroitness in terms of reading and literature grasp was significantly higher than the assessment of the student-respondents. However, no significant differences were found between the assessments of the teacher and student-respondents with regard to English adroitness of the students themselves in terms of writing discourse, listening, oral language, and viewing. Based on the findings of the study, the following conclusions were drawn. There is no significant difference between the two groups of respondents' assessment on students' English adroitness. There is a significant relationship between the students' factors in English adroitness and the students' English adroitness. There is a significant correlation between the teachers' factors in the teaching and learning of English and the students' English adroitness.

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#### Introduction:-

Filipinos have a deep regard for education as the basic and primary avenue for upward social and economic mobility. That is why parents indeed make tremendous sacrifices in order to provide adequate financial and moral assistance for their children while the teachers as the loco parentis bestow numerous ways to promote the academic performance of the students in all learning disciplines specifically in the English subject. The Philippine educational system is now reaching higher population particularly in the secondary level where Senior High Schools are now implemented which means a bigger slice of budget from the government in the 2020 General Appropriation Act.

English proficiency or adroitness is a passageway in achieving immense higher outcomes in any achievement test. Effective classroom teachers never stop exploring innumerable ways of improving students' outcomes, predominantly in English which is considered by almost all students as a challenging subject. The K-12 Curriculum has recognized the importance of English in the day by day activities which is the focal rudiment for international connections (Briones, 2019). And to stay aligned with the educational standards, the teachers must be able to determine the level of proficiency of students and teach English using various techniques and strategies to reach the real learners' needs. There are predominant ways of teaching English which customarily consist of the mastery of the fundamental skills such as reading, writing, listening, speaking, and viewing. However, despite the usual flow of the teaching learning process, students' outcomes and performances are still rundown. Teachers are noted of having

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monotonous traditional approaches instead of creating a more positive view of English in students' minds. With this, high school students gain low achievement when they take the assessments which are the main bases of school performance (Santos, 2019). Students with poor English competencies take disadvantageous responses to the actual classroom setting and poor realizations in literary piece.

Results of the National Achievement Test affirmed that the language adroitness of the students stills the main problem. Statistics showed big decrement from the average of Mean Percentage Score (MPS) of 69.25 in the previous years to the MPS 57.56 in today's result. SUC and DepEd officials said that English adroitness is one of the main challenges of students' literacy.

Estabillo (2019) explained that there are direct associations among major components of students' literacy and performances. She noted that the poor performance of students in English has a tremendous connection with the way the students possesses self-regulated learning strategies and their personal assumptions in studying the language. She also mentioned that learning processes are somehow connected to the language achievement of the students.

Desire to provide informative explanation on the factors in teaching and learning towards students' English adroitness motivated the researcher to undertake this study.

This study aimed to determine the correlates of students' English adroitness in the selected public and private tertiary and secondary schools in DepEd Bulacan.

Specifically, it sought answers to the following questions:

1. How may the student factors in English adroitness be described by the student-respondents in terms of students' perception on English language learning, and students' self-regulated learning strategies?
2. How may the following teacher factors in the teaching and learning of English be described by the teacher-respondents?
3. How may the students' English adroitness be described by the student and teacher-respondents?
4. Is there a significant difference between the two groups of respondents' assessment of students' English adroitness?
5. Is there a significant relationship between the student factors in English adroitness and the students' English adroitness?
6. Is there a significant correlation between the teacher factors in the teaching and learning of English and the students' English adroitness?

The results of the study maybe used by teachers to find ways on how to increase and improve the academic performance and English adroitness of students. The outcomes of the study maybe beneficial for the parents for they maybe more encouraged to get involved in the actual academic needs of their children and exercise their roles as one of the key clientele in supporting school programs. Results of the study maybe beneficial to students for the reason that once they become aware on the factors that affect their English proficiency, they may become more focused to improve their academic performance.

### **Methodology:-**

The researcher used mixed method research design which is a combination of quantitative and qualitative forms of research. Mixed method was utilized as a simultaneous mode of data collection during which both the quantitative and qualitative data were collected. Qualitative method on the other hand was used to validate the results of the quantitative data specifically to elicit responses on the views and roles of the teacher-respondents in the English language learning and self-regulated learning strategies of the students and their standpoints and opinions pertaining to the students' English adroitness.

Simple random technique was used by the researcher to determine the student-respondents for this study. To get the teacher-respondents, total enumeration was used. One hundred percent of the teachers in English and ten percent of the total number of students from the target schools were used as the respondents. Simple random sampling gives every member of the population equal chance of being selected.

To describe the students' factors in English adroitness and the teachers' factors in the teaching and learning of English, descriptive statistics such as weighted mean and standard deviation were utilized and translated to its corresponding verbal descriptions for appropriate interpretations.

Likewise, the same statistical treatment was used to determine the students' English adroitness in terms of reading and literature grasp, writing discourse, listening comprehension, oral language and fluency, and viewing understanding which were described by both the student and teacher-respondents.

To determine the difference between the teacher and student-respondents' assessment on their English adroitness, t-test and probability value were used.

Also, correlation analysis was used to get and to determine the relationship between some factors and students' English adroitness and the relationship between the teachers' factors and students' English adroitness. Multiple regression analysis was used to determine if significant effects existed between the aforementioned variables.

## **Results and Discussions:-**

### **Problem No.1 The Students' Factors in English Adroitness:**

The students' factors in English adroitness in terms of students' perception on English language learning and their self-regulated learning strategies are presented.

It can be noted from the table that items "It is easier to read and write English than to speak and understand it." and "The most important part of learning a foreign language is learning vocabulary words." garnered the highest computed weighted mean of 4.29 with a verbal description of "strongly agree". Meanwhile, items "Women are better than men at learning foreign languages." and "It is necessary to know about English speaking cultures in order to speak English." received the lowest computed weighted mean of 3.96 with a verbal interpretation of "agree". The overall mean was computed at 4.11 which was verbally described as "agree".

These results implied that students can express themselves in writing rather than in oral communication in English. Furthermore, student respondents believed that enriching vocabulary is very vital in learning English.

Also, it can be noted that item "I guess what people mean by reading their expressions and movements when watching an English movie" obtained the highest computed weighted mean of 4.37 which was verbally interpreted as "strongly agree". On the other hand, item "I try to use various English expressions to express the same meaning" got the lowest computed weighted mean of 3.78 which was verbally described as "agree". Meanwhile, the overall mean was registered at 4.04 with a verbal interpretation of "agree".

These results implied that since the respondents belonged to the young generation, they loved watching English movies. Though they do not understand the English language used in the movies, they guess what the characters said by reading their expressions and movements.

Gömlüksiz (2010) stated that students' belief system is vital in shaping the outcome of their learning. He recommended that teachers should not only be teachers but salespersons who would promote the merit of their offerings before attempting to ask students to master it. Thus, all teachers should not just concentrate on the teaching but always be mindful of whether students are sufficiently informed of the importance of what they are learning.

The study of Young (2015) revealed that an active, application-oriented classroom experience with high levels of interaction, peer group tutorial supportive feedback, and an emphasis on clear learning goals rather than grades will enhance intrinsic motivation and the use of self-regulated learning strategies among undergraduates. Zimmerman (2010) stated that these are strategies and processes associated with the capability of the students to come up independently in the academic achievement.

### **Problem No.2 The Teachers' Factors in the Teaching and Learning of English:**

In terms of teaching content, item "Expected competencies are achievable and very easy to meet" registered the highest computed weighted mean of 4.12. On the other hand, item "Topics are appropriate with learner's level of understanding" obtained the lowest computed weighted mean of 3.73. All items, including the overall mean of 3.92 garnered a verbal description of "highly evident".

On teaching aids, item “There are no misprints and misspelled words in learners’ material or teaching guide” received the highest computed weighted mean of 4.20. Meanwhile, item “Learning guides are as useful in lesson planning” got the lowest computed weighted mean of 3.51. All items indicated in the table, including the overall mean of 3.98 registered a verbal interpretation of “highly evident”. These findings emphasized the importance of using a variety of teaching strategies, creating a lot of varied materials and activities as well as building a comfortable atmosphere in the presentation of lessons. The results also implied the significance of preparing a variety of teaching strategies and activities for students as well as building comfortable classroom atmosphere.

Additionally, it can be noticed that item “browses/searches the internet to collect information to prepare lessons” received the highest computed weighted mean of 4.49 which was verbally described as “very highly evident”. On the other hand, item “uses Information and Communication Technology (ICT) to provide feedback and/or assess students’ learning” got the lowest computed weighted mean of 4.14 which was verbally interpreted as “highly evident”. The overall mean was registered at 4.30 with a verbal interpretation of “very highly evident”. These results implied that innovations can cover a very broad range of areas – some of which may include methods for systematic assessment of student learning, improved teacher training, innovative pedagogies in the classroom including those that leverage technology in the classroom, supplemental instruction for first-generation learners, methods for improving teacher motivation and effectiveness, and methods for leveraging resources from third parties for improving education.

Moreover, it can be noted that item “supports learning that enable collaboration, sharing and integration of best practices” got the highest computed weighted mean of 4.30. On the other hand item “is systematic and organized for student” obtained the lowest computed weighted mean of 4.21. Interestingly, all items indicated in the table including the overall mean of 4.25 garnered the highest verbal description of “very highly evident”. These results implied that in a supportive and responsive environment students feel more confident and capable of accessing the language and content, and teachers feel more competent, and know they have done their best to meet the needs of their students.

Grubaugh and Houston (2013) opined the existence of a positive classroom environment has been considered to be a crucial factor in assisting students to achieve success in the process of English language teaching and learning activities. Positive classroom environment is described as a learning situation which is interesting, stimulating and energizing. In addition, by the presence of this environment, students would feel much more comfortable, valued, accepted and secure when trying to get involved in such process. This of course would be able to eliminate the feeling that one is being seriously taught so that the English language teaching and learning in the classroom would be conducted with fun and pleasure.

### **Problem No.3 The Students’ English Adroitness:**

It revealed that both groups of respondents gave their highest assessment of 4.44 to item “recognize the antagonist and the protagonist of the reading selection” which was verbally interpreted as “very highly evident”. However, teacher respondents had their lowest assessment on item “explain how a selection may be influenced by culture, history, environment, or other factors” while student respondents registered their lowest assessment on item “read the different stories and literature books” which were verbally described as “highly evident”. The overall mean of 4.27 was computed for the teacher respondents which was greater than the computed overall mean of 3.98 for the student respondents. These results implied that English adroitness is about to what degree a person can use reading, listening, writing, and speaking skills as well as how much a person can understand the language in context.

Tipay (2010) revealed that when it comes to a strict rigor and structure on speaking English there seems to be inadequacy in its proper, technical, correct usage. Her study revealed that language fluency depends on the teachers’ fluency in the language which is uttered in the usual teaching and learning process. She recommended that explicit teaching should be strictly observed to guide study on the correct production of sounds and meaning.

Aginaobu (2012) stated that instructional materials and subject factor were described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching and learning process. She stated that the use varied viewing and graphical presentations have significant relationships to the students’ abilities in English subject.

Problem Nos.4,5, and 6 Difference between the Teacher and Student Respondents’ Assessment on their English Adroitness

In this part of the study the reading comprehension of the students as assessed by the students themselves and their respective teachers were compared and the results are shown.

Using the t-test for independent samples, results showed that significant difference was found between the assessments of the students and teachers on English proficiency in terms reading and literature grasp ( $p=0.022$ ). This significant difference was brought about by the fact that the computed probability value for these variables is smaller than the 0.01 level of significance.

Results implied that in so far as students' English adroitness in terms of reading and literature grasp are concerned the assessment of the teacher respondents was significantly higher than the assessment of the student-respondents. However, no significant differences were found between the assessments of the teacher and student respondents with regard to English adroitness of the students themselves in terms of writing discourse ( $p=0.433$ ), listening ( $p=0.948$ ), oral language ( $p=0.581$ ), and viewing ( $p=0.059$ ). These no significant differences were manifested by the computed probability values for the aforementioned variables which were greater than the 0.05 level of significance.

These results implied that the assessments of the two groups of respondents as regards English adroitness of the students themselves in terms of writing discourse, listening, oral language, and viewing were the same.

**Table 1:-** T-test Analysis on the Difference between the Teacher and Student Respondents' Assessment on their English Adroitness.

English Adroitness	Respondents		Mean Difference	t-value	p-value
	Teachers	Students			
Reading and Literature Grasp	4.27	3.98	0.29	5.872 **	0.022
Writing Discourse	4.15	4.03	0.12	0.627 ns	0.433
Listening Comprehension	3.88	3.88	0.00	0.065 ns	0.948
Oral Language and Fluency	4.08	3.95	0.13	0.312 ns	0.581
Viewing Understanding	4.15	4.01	0.14	3.782 ns	0.059

Legend: \* = significant ( $p \leq 0.05$ )  
ns = not significant ( $p > 0.05$ )

Table 2 presents the results of the correlation analyses on the relationship between some factors and students' English adroitness. Findings revealed that significant correlations existed between students' perceptions on English language learning and their adroitness in the said subject. Likewise, significant correlation was found between students' self-regulated learning strategies and their English adroitness in terms of reading and literature grasp, writing discourse, listening, oral language and viewing. These significant correlations were brought about by the fact that all computed probability values indicated in the table were smaller than the pre-set level of significance of 0.05.

Further analysis of the tabulated findings showed that direct correlations existed between the aforementioned variables as manifested by the positive signs of the computed correlation values that ranged from 0.237 to 0.335. These findings implied that as the level of students' perceptions on English language learning and self-regulated learning strategies increases, the level of their English adroitness in terms of reading and literature grasp, writing discourse, listening, oral language and viewing also increases.

**Table 2:-** Correlation Analysis on the Relationship between Some Factors and Students' English Adroitness.

English Adroitness	Perception on English Language Learning	Self-Regulated Learning Strategies
Reading and Literature Grasp	0.237 * (0.047)	0.290 * (0.022)
Writing Discourse	0.272* (0.037)	0.283* (0.040)
Listening Comprehension	0.237 * (0.047)	0.238 * (0.042)
Oral Language and Fluency	0.310* (0.030)	0.335* (0.020)

Viewing Understanding	0.306* (0.013)	0.240* (0.042)
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Legend: Numbers in the upper entry are r-values (correlation values)

Numbers enclosed in parentheses are probability (p) values

\* = significant ( $p \leq 0.05$ )

Table 3 shows the results of the correlation analyses between teacher factors and students' English adroitness. As indicated in the table, findings revealed that significant correlations were found between teaching content, teaching aid, teaching strategies, learning environment and time allotment, and students' English adroitness in terms of reading and literature grasp, writing discourse, listening, oral language and viewing. These significant correlations were manifested by the computed probabilities which were all smaller than the 0.05 significance level.

Further perusal of the tabulated findings revealed that direct relationship existed between the aforementioned variables as implied by the positive signs of the computed correlation values. These results implied that as the level of teaching content, teaching aid, teaching strategies, learning environment and time allotment increases, the level of students' English adroitness in terms of reading and literature grasp, writing discourse, listening, oral language and viewing also increases.

**Table 3:-** Correlation Analysis on the Relationship between Teacher Factors and Students' English Adroitness.

Selected Variables	Reading and Literature Grasp	Writing Discourse	Listening Comprehension	Oral Language and Fluency	Viewing Understanding
Teaching Content	0.230 * (0.047)	0.334 * (0.033)	0.390 * (0.015)	0.248 * (0.039)	0.250 * (0.041)
Teaching Aids	0.315 * (0.031)	0.231 * (0.043)	0.290 * (0.039)	0.237 * (0.047)	0.238 * (0.042)
Differentiated Instruction	0.290 * (0.039)	0.237 * (0.047)	0.290 * (0.022)	0.264 * (0.041)	0.335* (0.020)
Localization and Contextualization	0.230 * (0.047)	0.218 * (0.044)	0.260 * (0.040)	0.368 * (0.016)	0.218* (0.044)
Innovative-based Tasks	0.368 * (0.016)	0.283 * (0.040)	0.315 * (0.031)	0.306 * (0.013)	0.230 * (0.043)
Learning Environment	0.300 * (0.038)	0.368 * (0.016)	0.280 * (0.040)	0.272 * (0.037)	0.250 * (0.039)
Time Allotment	0.220 * (0.049)	0.248 * (0.044)	0.218 * (0.044)	0.260 * (0.040)	0.274 * (0.040)

Legend: Numbers in the upper entry are r-values (correlation values)

Numbers enclosed in parentheses are probability (p) values

\* = significant ( $p \leq 0.05$ )

ns = not significant ( $p > 0.05$ )

In contrast to research that suggested a significant relationship between teaching strategies utilized by the teacher and language proficiency, a study conducted in Iran with 327 Iranian students in English Institutes found a low correlation between proficiency level and teaching strategies (Aliakbari and Qsemi, 2012). A meta-analysis conducted by Wongtrirat (2010) concluded that there was a weak relationship between time allotment for review, and TOEFL results of international students. Findings revealed that there is no significant relationship between second language proficiency and time allotment for the subject.

### Summary of Findings:

Using the procedures described in the abovementioned parts, the answers to the problems raised in this study were ascertained and summarized as follows:

Findings revealed that student-respondents agreed that their perceptions on English language learning and their self-regulated learning strategies were good determinants of their English adroitness. Teacher-respondents believed that teaching content and teaching aid, teaching strategies, learning environment, and time allotment were good predictor variables of students' English adroitness.

Meanwhile, the English adroitnessof the student-respondents in terms of reading and literature grasp, writing discourse, listening, oral language and viewing was described by the students themselves and by their respective teachers as “highly evident”.

The assessment of the teacher-respondents on students’ English adroitness in terms of reading and literature grasp was significantly higher than the assessment of the student respondents. However, no significant differences were found between the assessments of the teacher and student respondents with regard to English adroitness of the students themselves in terms of writing discourse, listening, oral language, and viewing.

Significant correlations were found between students’ perceptions on English language learning and their proficiency in the said subject. Likewise, significant correlation was found between students’ self-regulated learning strategies and their English proficiency in terms of reading and literature grasp, writing discourse, listening, oral language and viewing. Likewise, significant correlations were found between teaching content, teaching aid, teaching strategies, learning environment and time allotment, and students’ English proficiency in terms of reading and literature grasp, writing discourse, listening, oral language and viewing.

**Conclusions:-**

**Based on the findings of the study, the following conclusions were drawn:**

There is no significant difference between the two groups of respondents’ assessment on students’ English adroitness. There is a significant relationship between the students’ factors in English adroitness and the students’ English adroitness.

There is a significant correlation between the teachers’ factors in the teaching and learning of English and the students’ English adroitness. Results of the study discussed in this paper revealed that a range of activities may ensure learners’ involvement in their English education and make the class interactive and enjoyable. The discussion of this paper also indicated that teachers also need to take initiatives for the improvement of slow learners and irregular students to improve their English adroitness.

**Recommendations:-**

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. Teachers should help their students overcome inhibition and shyness in speaking English by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance.
2. The teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their students’ lives.
3. The teachers should decide carefully when and how to correct the students’ mistakes so that the students are not fearful of making mistakes and the flow of the students’ conversation is not destroyed.
4. The teachers should create an English speaking environment by encouraging the students to use English in the classroom to make it a habit, letting them watching films or videos in English and the teachers should also use English in the classroom frequently so that the students have more exposure to the language.
5. As for the students, they should first understand the importance of speaking skills. Their awareness of their studies may result in their motivation for learning. Secondly, they should practice speaking English outside the classroom more often by doing the speaking tasks in the textbook at home with their classmates, and joining speaking club where they can use English to communicate and speaking on their own in front of a mirror. Finally, they should use English in the class instead of Filipino to make it a habit.
6. It is highly recommended that each school should put up speech laboratory to develop the macro-skills of the students in English.
7. For future researchers, further study along this line could be conducted. Inclusion of some other variables that can uplift the English proficiency of the students could be considered.

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