

09. Hernando L. Bernal - English Language

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ENGLISH LANGUAGE PROFICIENCY OF SCIENCE AND MATHEMATICS TEACHERS: A BASIS FOR ENGLISH ENHANCEMENT PROGRAM

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ABSTRACT

The study was an attempt to assess the English language proficiency of Mathematics and Science teachers. The respondents of the study were 38 Mathematics teachers and 34 Science teachers from a Higher Education Institution. The data were gathered using self-constructed test as the research instrument. Its validity and reliability using index of discrimination and Spearman Brown Prophecy Formula, respectively. As the study employed the quantitative non-experimental design, analysis and interpretation were made using frequency, percent, mean standard deviation, Pearson product-moment coefficient of correlation r , analysis of variance and t-test.

Nearly 2 out of 5 Mathematics and Science Teachers were master's degree holders and almost the same number were baccalaureate degree holders. Both groups of teachers were found to have average level of English language proficiency in reading and writing skills, but below average level in grammar, specifically subject-verb agreement, preposition, and vocabulary. In all these skills, the Mathematics and Science teachers have the same level of proficiency. Among the three skills, those of reading and writing were significantly higher than grammar.

Teachers with higher educational attainment, longer teaching experience and have passed licensure examination were those with higher level of English language proficiency in general, and in trichotomized component of reading skills, writing skills, and grammar. As an output of the study, an English enhancement program, focused on grammar was developed which can be accessed on-line.

KEYWORDS

English Proficiency, science, mathematics

INTRODUCTION

In the Philippines, almost all of the subjects are taught in English and most of the examinations in schools are written in English, even board examinations. Hence, we cannot deny the fact that English language plays an important role in our country most especially in the academe. The knowledge in grammar is basic in comprehension it is used in context. In fact, it is a strong component of all process related to reading comprehension, grammar is also included as one of the skills to be developed in context. Sentences are taken in context, with the chosen selections used as a springboard to the lesson Surot (2004).

Teachers who teach Science and Mathematics use English as a medium of instruction in the classroom. Having observed classes in Science and Mathematics, there are some teachers who would use both English and Filipino as a medium of instruction in the classroom. Hence, students themselves would not speak in English anymore, but would

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