

Project EPSET: *Effect on Teacher's English Proficiency Skills*

Maricel N. Valdez (Author)

School Principal I
Engr. Virgilio V. Dionisio Memorial High School
Bulacan, Philippines
maricel.valdez002@deped.gov.ph

John Erick F. Cauzon (Author)

Program Director, Institute of Education
Dalubhasaang Politekniko ng Lungsod ng Baliwag
. Bulacan, Philippines
ecaupon@gmail.com

Abstract— This action research was conducted with the main purpose of determining the effects of Project EPSET (English Proficiency Skills Enhancement for Teachers) on the English proficiency of teachers. From the baseline data including Classroom Observation Tool (COT), Daily Lesson Log (DLL), narrative reports and communication letters of the teachers, it can be seen that these teachers need improvement in terms of their usage of the English language which is their primary medium of instruction in their respective learning areas. Thirty (30) teachers of Engr. Virgilio V. Dionisio Memorial High School were used as the participants in this study. After taking the results of the pre-test, the teacher-participants underwent a series of School-Based Learning Action Cells (SLACs) with the different invited resource speakers who are all competent and proficient in terms of the English language. The posttest was given afterwards. In order to analyze the data, mixed methods quasi-experimental research design was used. Descriptive statistics reveals that the mean scores of the teachers has improved from 44.83 in their pretest to 80.07 in their posttest. Paired samples t-test was then used and results reveal that there is a highly significant difference between the English proficiency skills of the teachers before and after the conduct of Project EPSET. To describe the reflections and insights of the teachers on Project EPSET, journal content analysis through table metacognition was used and results showed that teacher-participants appreciated Project EPSET as an intervention to improve their English proficiency.

Keywords— *English proficiency; Project EPSET; teachers; medium of instruction*

I. INTRODUCTION

Language proficiency of teachers has been recognized as an important aspect of teacher expertise and an essential factor affecting student learning [1]. Thus, in an educational institution language proficiency is classified to be of high importance among educators. Communication, instruction, and presentation of lessons should all be given with utmost fluency.

This research proposal anchored on the Reformulated Regional Research Agenda Version 2

particularly on the area of Teaching and Learning aims to improve the quality of teachers and instruction in reference to English Proficiency, which is one of the identified priority research areas as stated in Regional Memorandum No. 57, s. 2018 [2].

The preliminary baseline data in this action research includes the Classroom Observation Tool (COT) of the School Head as the researcher, sample of the Daily Lesson Log (DLL), sample of the submitted communication letters and narrative reports of the teachers who are using English as the medium of instruction. The abovementioned data shows that there are teachers who need improvement in their English proficiency skills which lead the researcher to apply an intervention – Project EPSET (English Proficiency Skills Enhancement for Teachers).

A. Research Questions

This study aims to determine the effects of Project EPSET on the English proficiency of teachers. Specifically, this study will seek answer to the following questions:

- 1) How may the English proficiency of the teachers be described before and after the conduct of Project EPSET?
- 2) Is there a significant difference in the English proficiency of the teachers before and after the conduct of Project EPSET?
- 3) What are the reflections and insights of the teachers on Project EPSET?

B. Hypothesis

1) There is no significant difference in the English proficiency of the teachers before and after the conduct of Project EPSET.

C. Significance of the Study

If the English Proficiency Skills of the teachers will be improved through this action research, it could be of significance to the following persons:

1) *Students*. Students will understand the lesson and learn better through teachers who are proficient with the use of the English Language as a medium of instruction. Teachers serve as role models for the students and they commonly imitate what their teachers do and say. So having teachers who possess good English proficiency skills is indeed an

advantage in attaining quality education among our learners.

2) *Teachers*. Through this action research, the teachers who are using the English Language as a medium of instruction will be able to acquire lessons and trainings which can enable them to enhance and improve their English proficiency skills. They could get the chance to further improve their English communication skills thereby gaining more confidence, competencies and effectiveness in dealing and communicating with other people.

3) *School Heads*. Through this research study, the School Heads will be informed of an innovative and effective intervention that they could use to remediate the same problem that they might be having in terms of the English proficiency level of their teachers particularly those who are using English as their medium of instruction.

4) *School*. Since through this action research, there could be an improvement in the English Proficiency Skills of the teachers, therefore in turn, will also lead to an improvement in the learnings and performance of the students and generally, in the over-all academic performance of the school.

D. Scope and Limitations

This action research is limited only on enhancing the English Proficiency Skills of the teachers from Junior High School and Senior High School. These teachers are using English as a medium of instruction in their respective subject areas. Only the following English Proficiency Skills of the teachers were enhanced in this action research, namely: dangling modifiers and correct usage of adjectives and adverbs; tenses of the verb; basic sentence pattern; pronoun antecedents; and subject and verb agreement.

This action research was administered from January 2019 to April 2019 at Engr. Virgilio V. Dionisio Memorial High School at Poblacion, Pulilan, Bulacan.

II. METHOD

A. Type of Research

This action research was conducted using mixed methods quasi-experimental research design.

B. Participants

Thirty (30) Junior and Senior High School teachers were used as respondents in this study. From the total number of participants, five are English teachers, six are Math teachers, five are Science teachers, six are TLE (Technology and Livelihood Education) teachers, five are MAPEH (Music, Arts, Physical Education, and Health) teachers, and three are Senior High School teachers. All are using English as a medium of instruction. These teachers were grouped as one and were given the same treatment in order to improve their English proficiency skills.

C. Sampling Method

Non-random sampling specifically purposive sampling was used in determining the participants of this study. A purposive sample is selected based on the characteristics of the population and the objective of the study. In this case, only the teachers from the subject areas whose medium of instruction is English were selected as the participants of this study.

D. Intervention/Strategy

As stated in DepEd Order No. 35, s. 2016 entitled "The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning", DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd's commitment to the development of teachers potential aimed towards their success in the profession [3].

In line with this, the researcher used series of School-Based Learning Action Cell (SLAC) as a tool in facilitating Project EPSET. Professional English Teachers who excel in their career were invited as the resource speakers in this series of SLACs.

E. Instruments

The researcher requested for a copy of a validated English Proficiency Test from the Learning Resources Management and Development System (LRMDS) in line with DepEd Order No. 76, s. 2011 entitled "National Adoption and Implementation of the Learning Resources Management and Development System" for the pretest. A ready-made instrument was then received by the researcher.

For the posttest, the researcher prepared a 100 test items and requested the Schools Division Office for its validation. A certificate of Validity was then released last April 15, 2019.

F. Data Collection Procedure

Pre-test was administered to all the teacher-participants last January 25, 2019. The result of this pre-test served as one of the baseline data of this research study. Other baseline data includes the Classroom Observation Tool (COT) particularly the Observation Notes Form together with the sample of the narrative reports and communication letters submitted by the teachers highlighting the errors in the use of the English language.

Intervention in the form of SLACs on English proficiency skills enhancement was then given to the participants. After the allotted time frame for the series of SLACs, posttest was then administered to the participants. The results of the posttest was compared to the results of the pre-test afterwards.

The teacher-participants were also instructed to write in their Journal their insights/learnings after each

SLAC session. These journals were then collected and analyzed qualitatively.

G. Ethical Considerations

For ethical considerations, consent of the teachers was secured through a letter. These teachers were rest assured that confidentiality of the results of the tests will be given due importance and considerations.

In addition, the sources of related literatures and studies were also acknowledged in the bibliography of this research study.

H. Data Analysis

In order to analyze the data, mixed methods quasi-experimental research design was used.

In order to describe the English proficiency of the teachers before and after the conduct of the Project EPSET, measures of central tendency under descriptive statistics particularly mean scores were used.

In determining whether a significant difference exist between the English proficiency of the teachers before and after the intervention, paired samples T-test was used.

In describing the reflections and insights of the teachers on Project EPSET, journal content analysis through table metacognition was used.

III. RESULTS AND DISCUSSION

TABLE I. DESCRIPTIVE STATISTICS RESULTS

Before Project EPSET		After Project EPSET	
Mean	44.83333333	Mean	80.06666667
Standard Error	1.58953715	Standard Error	1.75245859
Median	45	Median	81
Mode	43	Mode	85
Standard Deviation	8.706253533	Standard Deviation	9.598611011
Sample Variance	75.79885057	Sample Variance	92.13333333
Kurtosis	-0.403956584	Kurtosis	-0.81931829
Skewness	-0.51482516	Skewness	-0.197204679
Range	33	Range	34
Minimum	26	Minimum	62
Maximum	59	Maximum	96
Sum	1345	Sum	2402
Count	30	Count	30
Confidence Level(95.0%)	3.250968497	Confidence Level(95.0%)	3.584180256

TABLE II. T-TEST: PAIRED TWO SAMPLE FOR MEANS

	Variable 1	Variable 2
Mean	44.83333333	80.06666667
Variance	75.79885057	92.13333333
Observations	30	30
Pearson Correlation	0.14951012	
Hypothesized Mean Difference	0	
df	29	
t Stat	-16.14105374	
P(T<=t) one-tail	2.49732E-16	
t Critical one-tail	1.699127027	
P(T<=t) two-tail	4.99464E-16	
t Critical two-tail	2.045229642	

In order to describe the English proficiency of the teachers before and after the conduct of Project EPSET, descriptive statistics particularly the mean as one of the measures of central tendency was used.

Table 1 above shows that the mean score of the teachers in the pre-test to assess their English proficiency skills is 44.83 and increased significantly to 80.07 in their posttest.

This means that the given intervention to enhance the English proficiency skills of the teachers is highly effective.

Table 2 above shows the result of the paired samples t-test conducted to assess whether a significant difference exist between the English proficiency skills of the teachers before and after the conduct of Project EPSET. The results reveal that the absolute value of t Statistics is 16.141. This computed value is greater than the t Critical two-tail value of 2.045. Therefore, the null hypothesis is rejected. This means that there is a highly significant difference between the English proficiency skills of the teachers before and after the conduct of Project EPSET.

These values also indicate that Project EPSET has been an effective intervention in enhancing the English proficiency skills of the teachers.

A. Journal Content Analysis through Table Metacognition

From the results of the Journal Content Analysis through Table Metacognition, it can be seen that the teacher-participants actively participated from the first day up to the final day of the series of SLACs given to them. Majority of the respondents listened attentively, took down notes, recited orally, and answered seriously the written activities provided to them.

From the series of SLACs given to the teacher-respondents, they gained more familiarity with the given topics. They acquired a better understanding of the definitions, correct usage, and importance of the topics in constructing quality sentences. They also learned that possessing an improved English proficiency skill is highly important in their teaching profession particularly in communicating well with their students both in speaking and writing.

After the series of SLACs to improve the English proficiency skills of the teacher-respondents, they have this feeling that they need to know more about the discussed topics. They are interested in giving them more activities and examples depicting the correct usage of dangling modifiers, verb tenses, pronoun-antecedent agreement, subject-verb agreement, and basic sentence patterns. From here, it can be concluded that the allotted time for the intervention (series of SLACs) is not sufficient for the teacher-respondents.

Having provided the intervention to the teachers, they said that the learnings they acquired from the series of SLACs can be applied to the improvement of their teaching profession as well as in the improvement of their personal communications. They believe that having an enhanced English proficiency skills can make them feel more confident and competent as individuals.

IV. CONCLUSIONS AND RECOMMENDATIONS

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A. Conclusions

From the results of this research study, the following conclusions were derived:

1) The English proficiency of the teachers before the conduct of Project EPSET is low and high for the English proficiency of the teachers after the conduct of Project EPSET.

2) The English proficiency of the teachers after the intervention is highly significant as compared to the English proficiency of the teachers before the intervention. This proves that Project EPSET is an effective means of enhancing the English proficiency skills of the teachers who are using English as their medium of instruction.

3) The teacher-participants appreciated Project EPSET as an intervention to improve their English proficiency. This is evident in the summary of their responses in the guide questions of their Journal Content Analysis which is as follows:

a) the teacher-participants manifested full engagement and they actively participated during the series of SLACs provided to them.

b) through Project EPSET, they gained deeper knowledge and became more aware of the correct usage of the different topics including dangling modifiers, verb tenses, pronoun-antecedent agreement, subject-verb agreement, and basic sentence patterns.

c) teachers feel that they need to know more about the discussed topics.

d) the teacher-participants believe that the learning they acquired from Project EPSET is highly important in improving their teaching profession and personal communications.

B. Recommendations

After the systematic conduct of this research study, the following recommendations are given:

1) Project EPSET should be used in enhancing the English proficiency of the teachers who are using English as their medium of instruction. This could improve the teachers' delivery of their lessons since this intervention can improve the oral and written communication skills of the teachers.

2) Project EPSET should be given in a longer span of time with additional activities and take home

modules for the teachers. This would further improve the English proficiency of the teachers as based from the responses of the teachers in the content journal analysis through table metacognition

3) More topics should be included in the series of SLACs such as Oral Communication, Reading Comprehension and Correct Usage of Adjectives and Adverbs.

4) The teachers who are not using English as medium of instruction should also be included as respondents in the conduct of Project EPSET as an intervention in order to also help them improve their English proficiency.

REFERENCES

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[2] Regional Memorandum No. 57, s. 2018

[3] Deped Order No. 35, s. 2016