

# The Effectiveness Of The English Programs In Selected Higher Educational Institutions In Batangas City

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**Abstract:** This study aims to assess the effectiveness of the English programs in selected Higher Educational Institutions in Batangas City. This study utilized the descriptive method of research. The respondents of this study were taken from four Higher Educational Institutions of Batangas City offering engineering courses, namely: Lyceum of the Philippines- Batangas, University of Batangas, Golden Gate Colleges and Batangas State University Main Campus I. Data gathering instrument utilized was a questionnaire which was answered by the teacher and student respondents during the SY 2011-2012. The student respondents were five hundred twenty-five ( 525) out of the total of 1286 second year engineering students and twenty (20) out of the total of 23 English mentors. The researcher assessed the effectiveness of the English program components such as Program Content, Facilities, Faculty Competence, Teaching Methodologies/ Strategies, Linkages and Funds in selected Higher Educational Institutions of Batangas City. The results of the study revealed there are significant differences in perception as to the six items on the level of effectiveness of the English program components among the two groups of respondents. It can be attributed to Students assert the importance of the English language. Likewise, teacher trainings are vital in attaining academic progress .

**Keywords:** effectiveness of English programs, English programs, evaluation, Higher Educational Institutions

## 1. Introduction

The importance of the English language cannot be denied. It is the official language in more or less sixty-five (65) countries, and the official second language in many countries including the Philippines . English is spoken by over two billion people in the world in various dialects and proficiency levels. With an estimated three hundred fifty (350) million native speakers plus one thousand nine hundred million (1900) competent speakers, the spread of English language around the world has become swift and steady that English has become the lingua franca of the modern times. It is defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language (Harmer, 2001). On account of the current status of English, the need for English as a foreign language has placed a remarkable change in the requirements of many educational systems. Thus, some crucial aspects related to English teaching such as the ones about curriculum, methodology and evaluation have gained considerable importance throughout the world. There are a wide range of diverse and sometimes contradictory views on the nature of language and language learning, curriculum developers need to take account of and respond to data coming from learners, teachers, evaluation specialists and so on. Recent developments in the world have created social realities that curriculum has to be reviewed for alternatives (Nunan, 2003). The effectiveness of a curriculum is tested through regular assessment of needs motivated by an on-going drive to maintain and improve the quality of educational services offered to the students. This process is the best preparation in dealing with problems of the environment like innovations introduced in the educational system, changing policies in the government, social trends, jobs, among others. A mastery of the English language is needed to match these changes in curriculum ( Travers and Rebore, 2000). It is for these reasons that prompted the researcher to conduct a study on the evaluation

of the English programs in selected Higher Educational Institutions of Batangas City. The study aimed to determine the level of effectiveness of the program components as perceived by the student and faculty respondents; ascertain the significant differences in perception among the two groups of respondents; identify the benefits that teachers and students get from the English program.

## 2. Methods

This study utilized the descriptive method of research. Five hundred twenty five (525) students out of the total of 1286 second year Engineering students and twenty (20) out of the total of 23 teacher respondents in selected Higher Educational Institutions of Batangas City during the SY 2011-2012 served as the respondents of the study. These schools offer engineering courses. The application and implementation of these English programs for First year engineering students was analyzed as well as factors associated with these programs. The evaluation was done through the questionnaires answered by the respondents.

## 3. Results and Discussions

### 3.1 Level of Effectiveness of the Program Components

Table 1 shows the level of effectiveness of the program components.

**Table 1***Mean Scores of Respondents on the Program Components*

Program Components	Respondents				$\bar{x}$	Verbal Interpretation
	Teachers		Students			
	$\bar{x}$	<i>v.i.</i>	$\bar{x}$	<i>v.i.</i>		
1. Program Content	4.2	E	3.6	E	3.9	Effective
2. Faculty Competence	4.9	HE	3.6	E	4.3	Effective
3. Teaching Methodologies/ Strategies	4.9	HE	3.6	E	4.3	Effective
4. Teaching Facilities	3.7	E	3.5	E	3.6	Effective
5. Linkages of the English Program	3.9	E	3.5	E	3.7	Effective
6. Funds	3.8	E	3.3	ME	3.6	Effective
Composite Mean	4.2	E	3.5	E	3.9	Effective

Legend: HE- Highly effective; E- Effective; ME- Moderately effective; D- Less effective; NE- Not effective

As shown in the table, the composite mean of teacher respondents is 4.2 while the composite mean of student respondents is 3.5. As far as the teacher respondents are concerned, Faculty Competence and Teaching Methodologies/Strategies are highly effective whereas Program Content, Teaching Facilities, Linkages of the English Program and Funds are effective. For the student respondents, five (5) out of six (6) components are effective except for Funds which is moderately effective. These results indicate that the two groups of respondents have different assessment as to the level of effectiveness of the six program components.

### 3.2 Significant Differences in Perception among the Two Groups of Respondents

Table 2 shows the significant differences on the respondents' evaluation on the level of effectiveness of the First Year Engineering English Program.

**Table 2***Significant Difference on the Respondents' Evaluation on the First Year Engineering English Program*

Item	Computed Value of t	Critical Value of t	Decision on Ho	Conclusion
1. Program Content	4.38	2.11	Reject	Significant
2. Faculty Competence	32.32	2.16	Reject	Significant
3. Teaching Methodologies/ Strategies	41.91	2.18	Reject	Significant
4. Teaching Facilities	2.093	3.055	Accept	Not significant
5. Linkages of the English Program	5.53	2.88	Reject	Significant
6. Funds	4.66	2.92	Reject	Significant

Level of Significance = 0.05

It can be inferred from the table that the null hypothesis **There are no significant differences in perception on the extent of implementation of English Program components among the two groups of respondents** is rejected. Five (5) items from among the six (6) items such as

: Program Content, Faculty Competence, Teaching Methodologies/ Strategies, Linkages of the English Program and Funds rejected the null hypothesis. The only item that accepted the null hypothesis is Teaching Facilities. The mentioned five items were deemed significant whereas Teaching Facilities was not significant at 0.05 level of significance. This implies that there are differences in perception on the five items on the extent of implementation of the English program components among the two groups of respondents.

### 3.3 The Respondents' Perceived Benefits from the English Program

#### 3.3.1 Students

Table 3 below provides the student respondents' perceived benefits from the English Program.

**Table 3***Student Respondents' Perceived Benefits from the English Program*

Item	Total	Percentage
1. Most professional jobs require a good level in English.	212	40.31%
2. Technical skills of engineers are essential in modern industries and you need to be able to both read and write technical English.	89	17%
3. Some of us may need to work abroad and chances are we'll have to speak fluently in the English language.	148	28.2%
4. NO ANSWER	76	14.48%
TOTAL	525	100%

As shown in the table, two hundred twelve (212) of 525 or 40.31 percent of the respondents believed that "most professional jobs require a good level in English". Their common response to the question would imply that students are aware that they need to master the English language. The student respondents know the importance of the English language in seeking for a good job. One hundred forty-eight (148) of 525 or 28.2 percent wrote that "some of us may need to work abroad and chances are we'll have to speak fluently in the English language". This answer asserts the global importance of the English language since it is the international language. Student respondents are very much aware of the benefit that they will get from learning about the English language. Eighty-nine (89) of 525 or 17 percent adhered that "technical skills of engineers are essential in modern industries and you need to be able to both read and write technical English". This indicates that there is still a need for them to master the language by being able to read and write correctly in English and students are aware of this need as revealed in their written response or answer. Seventy-six (76) of 525 student respondents or 14.48 percent gave no written answer in the last part of the questionnaire. These student respondents were not able to express their ideas fluently and spontaneously in the English language.

### 3.3.2 Teachers

Table 4 below provides the student respondents' perceived benefits from the English Program.

**Table 4**

*Teacher Respondents' Perceived Benefits from the English Program*

Item	Total	Percentage
1. Teachers are given opportunities to conduct trainings and seminars inside or outside of the institution.	2	10%
2. Teachers attend trainings, seminars or conference	18	90%
<b>TOTAL</b>	20	100%

As shown in Table 4, teacher respondents gave two (2) general answers. Out of the twenty (20) respondents, eighteen (18) or 90 percent wrote that "teachers attend trainings, seminars or conference". This implies that teacher respondents consider continuous teacher trainings important in attaining academic progress. Teacher respondents know that ongoing teacher training can be a vital tool in ensuring their success as educators. Only two (2) of the twenty (20) respondents or 10 percent wrote that "teachers are given opportunities to conduct trainings and seminars inside or outside of the institution". This indicates that in as much as teachers would like to be trained, only few among them are willing to train or be the ones to organize trainings or seminars. Nonetheless, the two written responses are considered benefits for teachers from the English Program.

## 4. Conclusions

The English program components such as Program Content, Facilities, Faculty Competence, Teaching Methodologies/Strategies, Linkages and Funds in selected Higher Educational Institutions of Batangas City need improvement based on the perceptions of student and faculty groups of respondents. There are significant differences in perception as to the six items on the level of effectiveness of the English program components among the two groups of respondents. Students assert the importance of the English language. Likewise, teacher trainings are vital in attaining academic progress.

## 5. Recommendations

Higher Educational Institutions should create a committee or team of program developers who are experts in curriculum design and development. The College of Engineering should conduct a scientific needs analysis of the engineering students. Administrators of HEI's should re-evaluate the educational aims of the engineering English program. English mentors should revise course syllabi used in the teaching of English subjects which are geared towards the acquisition of the current needs in the English program.

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## Author Profile



**Therezia O. Conti** received the B.S. in Secondary Education from Universidad de Santa Isabel, Naga City in 1991. She likewise studied Master of Arts in Teaching Major in English at the University of Saint Anthony, Iriga City. She received her Doctor of Education major in Innovative Education Management degree from the University of Makati in 2012. She also obtained her Doctor of Philosophy Major in Filipino degree from the University of Batangas. She is presently connected with Batangas State University as an Associate Professor teaching General Education courses.