RESEARCH ARTICLE

PROFICIENCY AND ACADEMIC PERFORMANCE OF GRADE 7 LEARNERS IN ENGLISH AS A SECOND LANGUAGE

Sherwin M. Ilarde

Monico Rarama National High School

Schools Division Office of Isabela, Phillipines

Abstract

The purpose of this study is to analyze the English as a Second Language (ESL) proficiency and academic performance of Grade 7 students at Monico Rarama National High School in San Pedro, Roxas, Isabela. In this study, a descriptive correlational method was used to examine the relationships between ESL proficiency levels, academic performance, ESL learning activities, and literacy challenges. Data were collected from 81 Grade 7 learners through structured questionnaires. Frequency count and percentage distribution, weighted mean, and Pearson-r correlation were used to analyze the data. Results show that students demonstrated proficiency in listening, speaking, reading, writing, and viewing skills, with varying levels of academic performance. Academic performance was not significantly correlated with diverse ESL learning activities, while it was significantly correlated with proficiency levels across communication skills. Further, the respondents stated that they had trouble completing ESL literacy tasks which served as a challenge among them. Thus, it is recommended intervention programs and personalized approaches should be implemented to address these challenges. Implementing these recommendations can lead to improved learning outcomes and overall proficiency in English among Grade 7 ESL learners. Further, educators, policymakers, and curriculum developers can use the findings to optimize ESL learning strategies and support student success.

*Corresponding author: sherwin.ilarde001@deped.gov.ph

INTRODUCTION

English language education in the Philippines adheres to a principle that language is the basis of communication and primary instrument of thought. It enables people to connect, internalize and keep abreast of information, to interact with global and diverse individuals, and to learn about the relevance of language in their lives and other cultures. In the academe, English language arts is presented through giving emphasis on the development of the productive and receptive skills of English as a Second Language (ESL) Learners which comprise of listening, speaking, reading, writing and viewing. Such skills are interrelated or interwoven enabling ESL learners to use the language appropriately in any circumstance or context. This can be achieved when ESL learners are equipped with the necessary knowledge, skill and attitude towards the target language.

Dhaler and Phelan (2013) emphasize the importance of implementing a variety of activities in ESL classrooms in order to enhance learners' proficiency across a variety of communication skills. It should be noted, however, that students from non-English speaking backgrounds may experience prolonged difficulties in learning academic language skills, including language comprehension and vocabulary acquisition, which may have an impact on their overall proficiency with the language. In the Philippines, it was noted that the ASEAN (Association of South East Asian Nation) Economic Community (AEC) in 2015, as well as the United Nation's called for Education for All (EFA) has pushed the Philippine government to revamp the country's educational system. Such revamp involves review of the effectiveness of English Language Education (ELE) in the country, which may be described as stakeholders strive to address issues of developing the English Language competencies of Filipino students and strengthening the academic performance.

Meanwhile, the Schools Division Office of Isabela reported that the National Achievement Test result of Grade 6 in English for the school year 2016-2017 had a mean percentage score of 36.67 percent while Grade 10 had a mean percentage score of 41.35 percent. The result implied that enhancing competencies in English needed an extra attention. This is further affirmed by the results of locally utilized English Proficiency Test at Roxas East District where it was identified that the English language proficiency of the Junior High School learners was way below 75 % where the least mean percentage score of 41 percent was noted among Grade 7 learners. Further, this was supported by the classroom observation notes specifically in applying knowledge of content within and across curriculum teaching areas and using a range of teaching strategies that enhance learners' achievement in literacy and by the performance record of Grade 7 teachers in English of Monico Rarama National High School, San Pedro, Roxas, Isabela. Most of the Grade 7 students were challenged when confronted with speaking tasks, reading comprehension activities and writing compositions.

Aware of the plain reality that English is gradually losing its importance in the country today including Monico Rarama National High School, the researcher feels the need to assess the language proficiency of the Grade 7 learners because the same problem has taken its place. The researcher observed that students find difficulty in expressing their thoughts in English and that their performance is getting low, of which reasons the researcher is interested to know. Like any other schools, Monico Rarama National High School, desires to produce quality graduates. Since the standards in assessing the degrees of excellence among students rely in their ability to use English language, the need for assessment on this area is important. It is for this reason that this study was conducted. Therefore, this study

generally hoped to contribute pedagogical knowledge and insights on how to effectively engage ESL learners in learning the desired competencies in English. Specifically, it focused on investigating English language proficiency and academic performance among Grade 7 learners by assessing their communication skills, evaluating their English grades, identifying Mass Media learning activities, exploring relationships between proficiency and academic performance, examining the impact of participation in English learning activities, and understand challenges faced in literacy of English as a Second Language, thus, providing educational stakeholders with valuable insights for improving ESL pedagogy and optimizing English language proficiency among Grade 7 students.

METHODOLOGY

The study focuses on investigating English proficiency and academic performance among Grade 7 learners at Monico Rarama National High School using a descriptive correlational research design. Canonizado (2020) cited that the aim of descriptive-correlational method is to understand and assess the statistical relationship between the two variables with no influence from any extraneous variable. Canozizado added that descriptive-correlational studies are useful to establish a link or influence of one variable from another variable. Similarly, Mustieles (2020) cited that descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection. In this study, this research design allows for a detailed description of proficiency levels, academic performance, ESL learning activities, and challenges faced by ESL learners.

The respondents in this study were the enrolled 81 Grade 7 students for school year 2019-2020 of Monico Rarama National High School, San Pedro, Roxas, Isabela. Therefore, universal sampling technique was used.

The questionnaire was crafted based on the competencies of the Grade 7 English curriculum. The content is patterned from accessible NAT (National Achievement Test) materials for Grade 6 and Grade 7 and English periodical tests, which underwent experts and reliability testing. It consists of three parts: English Proficiency and Macro-Skills. This was a 70-item test distributed proportionately to the five communication skills in language-listening, reading, writing, speaking, and viewing. Second is the level of academic performance in English. Third is the Mass Media learning activities, comprising a 25-item statement describing mass media learning activities aligned to ESL communication skills. The last part discusses the challenges encountered in ESL literacy domains. This comprised 20-item statements focusing on the challenges met in the identified literacy domains of ESL. This was presented through a four-point Likert Scale with numerical values of 1, 2, 3, and 4 and descriptive categories of strongly disagree, disagree, agree, and strongly disagree, respectively.

To validate the questionnaire, a comparative analysis was done through reviewing the available English Proficiency Test and National Achievement Test Materials. Likewise, the researcher also considered face validity of the questionnaire which included font sizes, font styles, work space, language/vocabulary used, and quality of the printed material and clarity of directions. This was to ensure appropriateness and accuracy of information provided by respondents of the study.

This study was approved by the Schools Division Superintendent of the Division of Isabela, as well as by the Public School District Supervisor and the School Head. Informed consent from parents and assent from the learners were obtained prior to the study being conducted. In order to ensure the accuracy and completeness of the data, the researcher personally administered and retrieved the questionnaires. The responses were then compiled, consolidated, and tabulated for further analysis.

SPSS tools were used to perform data entry and analyses. Frequency and percentage distribution were used to described the level of academic performance of the participants which was categorized according to the School Form 9 of the Department of Education., and the idientified ESL learning activities that the participants are engaged in. Meanwhile, mean was used too described the level of proficiency of the participants along their communication skills, and the different challenges they have encountered in the domains of literacy of ESL. Lastly, Pearson's Coefficient of Correlation was used to determine the relationship that exists between level of academic performance and level of proficiency along communication skills, and between the level of academic performance and ESL learning activities of the participants at 0.05 level of significance .

RESULTS AND DISCUSSION

The table 1 shows the listening proficiency levels of Grade 7 learners at Monico Rarama National High School, categorized into five levels. The highest level is "Distinguished Proficiency," followed by "Superior Proficiency" and "Advanced Proficiency." The average proficiency level is 2.70. Most respondents fall within "Advanced Proficiency" and "Superior Proficiency," with over half of the total. However, there are also many respondents in intermediate and novice proficiency, suggesting room for improvement. The table provides valuable insights into English language education at the school.

Level of Proficiency of the Respondents on the Five Macro Skills

Table 1. Listening Proficiency Level of Respondents

Level of Proficiency	Qualitative Description	Frequency	Percentage	f(x)
5	Distinguished Proficiency	3	3.7	15
4	Superior Proficiency	19	23.5	76
3	Advanced Proficiency	24	29.6	72
2	Intermediate Proficiency	21	25.9	42
1	Novice Proficiency	14	17.3	14
Average		**81**	**100.00**	**2.70**

Table 2 shows the speaking proficiency levels of Grade 7 learners at Monico Rarama National High School. The highest proficiency level is "Distinguished Proficiency," followed by "Superior Proficiency" and "Advanced Proficiency." The average speaking proficiency level is 2.64. The majority of respondents fall within "Advanced Proficiency" and "Intermediate Proficiency," indicating strong English speaking skills. However, there is a notable disparity in proficiency levels compared to the listening proficiency table, with a smaller proportion of respondents categorized as "Novice Proficiency."

Table 2. Speaking Proficiency Level of Respondents

Level of Proficiency	Qualitative Description	Frequency	Percentage	f(x)
5	Distinguished Proficiency	1	1.2	5
4	Superior Proficiency	11	13.6	44
3	Advanced Proficiency	33	40.7	99
2	Intermediate Proficiency	30	37.0	60
1	Novice Proficiency	6	7.4	6
Average		**81**	**100.00**	**2.64**

Table 3 shows the reading proficiency levels of Grade 7 learners at Monico Rarama National High School, categorized into five levels: Distinguished Proficiency, Superior Proficiency, Advanced Proficiency, Intermediate Proficiency, and Novice Proficiency. The majority of respondents fall into Advanced and Superior Proficiency, accounting for nearly two-thirds of the total. However, there is a notable disparity in the distribution of proficiency levels compared to listening proficiency, with a smaller proportion of respondents categorized as "Novice Proficiency."

Table 3. Reading Proficiency Level of Respondents

Level of Proficiency	Qualitative Description	Frequency	Percentage	f(x)
5	Distinguished Proficiency	5	6.2	25
4	Superior Proficiency	24	29.6	96
3	Advanced Proficiency	31	38.3	93
2	Intermediate Proficiency	14	17.3	28
1	Novice Proficiency	7	8.6	7
Average		**81**	**100.00**	**3.07**

Table 4 shows the writing proficiency levels of Grade 7 learners at Monico Rarama National High School. The highest proficiency level is "Distinguished Proficiency," followed by "Superior Proficiency" and "Advanced Proficiency." The average proficiency level is 2.41. Most respondents fall within these categories, indicating strong English writing skills. However, no respondents are categorized as "Distinguished Proficiency," suggesting potential for improvement. This table provides insights into the distribution of writing proficiency levels and highlights areas for improvement in English language education.

Table 4. Writing Proficiency Level of Respondents

Level of Proficiency	Qualitative Description	Frequency	Percentage	f(x)
5	Distinguished Proficiency	0	0.0	0
4	Superior Proficiency	4	4.9	16
3	Advanced Proficiency	31	38.3	93
2	Intermediate Proficiency	40	49.4	80
1	Novice Proficiency	6	7.4	6
Average		**81**	**100.00**	**2.41**

Table 5 shows proficiency levels in English viewing skills among Grade 7 learners at Monico Rarama National High School. The highest proficiency level is "Distinguished Proficiency,"

followed by "Superior Proficiency" and "Advanced Proficiency." The majority of respondents fall into intermediate and novice proficiency, indicating weaker English viewing skills. No respondents are categorized under "Distinguished Proficiency," suggesting potential for improvement. The table provides insights into strengths and areas for improvement in English language education.

Table 5. Proficiency Level of Respondents along Viewing

Level of Proficiency	Qualitative Description	Frequency	Percentage	f(x)
5	Distinguished Proficiency	0	0.0	0
4	Superior Proficiency	3	3.7	12
3	Advanced Proficiency	21	25.9	63
2	Intermediate Proficiency	27	33.3	54
1	Novice Proficiency	30	37.0	30
Average		**81**	**100.00**	**1.96**

Proficiency Levels of the Respondents Across Different Communication Skills

Table 6 shows the proficiency levels of Grade 7 learners in listening, speaking, reading, writing, and viewing across different communication skills. Listening and speaking have advanced proficiency scores, while reading and viewing have intermediate proficiency scores. Overall, the respondents exhibit intermediate proficiency, with advanced proficiency in listening, speaking, and reading, but a gap in writing and viewing skills. This information highlights strengths and areas for improvement in English language education at Monico Rarama National High School.

The findings align with studies on language proficiency and learning strategies. Research by Lee & Heinz (2016) suggests that successful language learners exhibit specific behaviors, which could explain the advanced proficiency in listening and speaking observed in the Grade 7 learners. Additionally, the study by Minh & Ngoc (2023) indicates that learner autonomy is linked to speaking proficiency, which could explain the gap in writing skills, highlighting the importance of autonomy in language learning. Moreover, the study by Probyn (2019) on translanguaging interventions in multilingual classrooms emphasizes the significance of developing oral and writing skills in multiple languages, which could be beneficial for addressing the writing and viewing proficiency gap identified in the Grade 7 learners. Furthermore, the study by Kieffer (2008) emphasizes the importance of English proficiency for accessing mainstream instruction, indicating the necessity of providing support to learners with limited English proficiency to bridge the gap in writing and viewing skills.

Table 6. Proficiency Level of the Respondents along Communication Skills

Macro Skills	Weighted Mean	Descriptive Category
Listening	2.70	Advanced Proficiency
Speaking	2.64	Advanced Proficiency
Reading	3.07	Advanced Proficiency
Writing	2.41	Intermediate Proficiency
Viewing	1.96	Intermediate Proficiency
Total	**2.56**	**Intermediate Proficiency**

Respondents' Level of Academic Performance

Table 7 shows the distribution of Grade Point Average (GPA) among Grade 7 students at Monico Rarama National High School. Outstanding students, ranging from 90 to 100, comprise 18.52% of the total. Most students, 38.27%, fall within the 80-84 range, with 12.35% achieving a 75-79 GPA. Only 2.47% did not meet expectations. The average GPA is 89.06, indicating a satisfactory academic performance.

Table 7. Distribution of Respondents' Level of Academic Performance

GPA	Description	Frequency	Percent
90 - 100	Outstanding	15	18.52
85 - 89	Very Satisfactory	23	28.40
80 - 84	Satisfactory	31	38.27
75 - 79	Fairly Satisfactory	10	12.35
Below 75	Did not Meet Expectation	2	2.47
Total		81	100.0
Average	**89.06 (Very Satisfactory)**		

Frequency and Ranking of the Respondents' Engagement to Various English Learning Activities

The table 8 presents five English learning activities for improving listening skills among Grade 7 learners. The most preferred activities include listening to music, watching TV shows, and using popular culture media. The most preferred program is "The Voice," followed by "ASAP Natin 'To," "Studio 7," "I Can See Your Voice," and "Myx." Noting details of selections involves taking notes, drawing images, paraphrasing, coding, and recording. Watching TV shows improves listening skills by nodding, understanding, eye contact, asking open questions, and posture.

Research has shown that learners of English as a foreign language (EFL) can benefit from watching TV programs in the target language. For instance, a study found that EFL learners picked up more vocabulary words while watching TV compared to a control group (Peters, 2019). Furthermore, successful second language learners often attribute their learning to watching television programs, including TV series (Etikasari et al., 2022).

Table 8. Distribution on English Learning Activities where Respondents Engaged in Listening

Learning Activities	Frequency	Rank
What musical program do you listen to improve your listening skill particularly on differentiating the suprasegmental sounds applied?		
a. Myx	5	5
b. ASAP Natin 'To	26	2
c. The Voice	31	1
d. Studio 7	11	3
e. I Can See Your Voice	8	4
What newscast over the radio/teleradio do you listen to in enhancing your skill on gathering information from the news listened to?		
a. Bombo Radyo DZNC	56	1
b. DZRH	5	3
c. DWDY	2	4.5
d. DZMM 630	16	2
e. RMN-DZXL	2	4.5

What strategy do you use in noting details of selections you listened to?		
a. take down notes	52	1
b. record	5	5
c. draw images	11	2
d. paraphrasing	7	3
e. coding	6	4
How do you improve your listening skill when watching TV shows?		
a. nod and understand	38	1
b. consistent eye contact with the speaker	13	3
c. posture and mirroring	3	5
d. remember past details	16	2
e. ask open questions	11	4
What popular culture media is always a good way for you to practice listening skills?		
a. using songs	43	1
b. watching TV shows	26	2
c. listening to podcast	4	4
d. listening to online forums	3	5
e. using voice thread website	5	3

Frequency and Ranking of Respondents' Engagement on Different English Learning Activities

Table 9 shows the English learning activities that Grade 7 learners engage in to improve their speaking skills. The most watched talk shows are "Magandang Buhay" and "Tonight with Boy Abunda". The most watched soap opera is "Kadenang Ginto" for acting skills. Class discussions involve brainstorming, debate, talk show, anticipation guides, and gallery walk. Group speaking activities include brainstorming, short talks, surveys, interviews, show and tell, and following directions. Internet apps like TikTok, voice blogging, Speak English Conversation, Tom, and ELSA Speak – accent reduction are also used to improve speaking skills.

These activities align with research findings that emphasize the importance of interactive and engaging methods in improving speaking skills (Sirisrimangkorn, 2021). Implementing project-based learning using presentations has been suggested as a means to provide learners with authentic English speaking contexts and enhance integrated skills (Sirisrimangkorn, 2021). Furthermore, studies have shown that incidental vocabulary acquisition can occur through audio-visual materials, indicating the potential benefits of utilizing media like TV programs for language learning (Peters & Webb, 2018; Peters, 2019). Engaging in communicative activities, discussions, and problem-solving tasks has been linked to enhanced English-speaking abilities among students (Vo, 2022).

Table 9. Distribution on English Learning Activities where Participants Engaged In Speaking

Learning Activities	Frequency	Rank
What talk show do you watch to give reactions and views on issues presented?		
a. Get It Straight with Daniel Raon	13	3
b. Magandang Buhay	34	1
c. Med Talk	4	5
d. Real Talk	9	4
e. Tonight with Boy Abunda	21	2

What soap opera on television do you watch to improve your acting skill?		
a. Kadenang Ginto	34	1
b. Ang Probinsiyano	14	3
c. Beautiful Justice	5	5
d. Starla	22	2
e. The Gift	6	4
What speaking activity do you take part during class discussion?		
a. Brainstorming	24	1
b. Debate	18	2
c. Gallery Walk	11	5
d. Talk Show	16	3
e. Anticipation Guides	12	4
What group speaking activities do you actively participate?		
a. Brainstorming	28	1
b. Surveys and Interviews	11	4.5
c. Following Directions	13	3
d. Show and Tell	11	4.5
e. Short Talks	18	2
What internet apps you are using on mobile devices to improve your speaking skills anytime, anywhere?		
a. Voice Blogging	21	2
b. ELSA Speak – accent Reduction	10	4.5
c. Speak English Conversation	14	3
d. Tom	10	4.5
e. TikTok	26	1

The table 10 shows the frequency and ranking of reading-related English learning activities among Grade 7 learners. The most popular sources for news are newspapers, with 28 respondents choosing the Philippine Daily Inquirer. They read school organs to improve their reading skills and distinguish between factual and opinionated content on social issues. They primarily read "God's Message" from magazines to strengthen their spiritual values. They read health magazines for health updates and improved noting skills. Campus journalism seminars and workshops were the most popular, with 42 respondents attending the Schools Press Conference.

Kieffer & Vukovic (2012) delve into the cognitive and ecological domains within the componential model of reading, exploring the sources of reading difficulties for language minority learners and native English speakers. This study aligns with the students' engagement with various reading materials to enhance their reading skills and comprehension abilities. Moreover, Petrus & Shah (2020), Prestoza , MR (2024) investigate the relationship between reading anxiety, reading strategies, and language competence among ESL learners. Their findings suggest that the use of reading strategies positively correlates with language competence, which resonates with the Grade 7 learners' efforts to improve their reading skills through diverse materials like newspapers, magazines, and school publications. Additionally, Galloway et al. (2020) explore the cross-linguistic contribution of Spanish and English academic language skills to English text comprehension for dual language learners. This study supports the idea that exposure to different types of reading materials, such as health magazines and campus journalism seminars, can positively influence English reading comprehension among students with diverse linguistic backgrounds.

Table 10. Distribution of Respondents Engaged in Reading on English Learning Activities

Learning Activities	Frequency	Rank
What newspaper do you read for the news section to improve your reading skill and keep abreast on current issues?		
a. Philippine Daily Inquirer	28	1
b. Manila Bulletin	20	2
c. Philippine Star	16	3
d. The Daily Tribune	6	5
e. Sun Star	11	4
What publication do you read to enhance your skill on reading and weigh what is factual and opinionated on the social issues presented?		
a. School Organ	37	1
b. Tabloids	9	4.5
c. Periodicals	9	4.5
d. Magazines	10	3
e. Journals	16	2
What do you read for the spiritual section in magazine to strengthen your spiritual value and harness your ability in summarizing reading articles?		
a. Pasugo	14	2
b. Liahona	3	5
c. God's Message	41	1
d. The Daily Bread	13	3
e. The Tower	10	4
What health magazine do you read to keep informed on health updates and issues as well as to improve your skill on noting important details?		
a. Health and Home	18	3
b. Health Expo	5	5
c. Health View	12	4
d. Health & Lifestyle	19	2
e. Health & Fitness	27	1
What seminar and workshop in Campus Journalism do you attend?		
a. Schools Press Conference	42	1
b. District Schools Press Conference	12	2
c. Division Schools Press Conference	10	4
d. Regional Schools Press Conference	6	5
e. National Schools Press Conference	11	3

The table 11 shows the participation levels of Grade 7 learners in various writing-related English learning activities. Online writing activities were the most popular, followed by writing emails and creative advertisements. Journalistic articles were the most preferred, with poems being the most popular. Online communication skills were primarily used for writing improvement, with 32 selections. Creative writing activities were strong, with 27 selections, love stories, email, scary stories, and autobiographies being the most popular. Campus journalism seminars and workshops were popular, with the Schools Press Conference being the most popular. This table provides insights into the diverse range of writing-related English learning activities and their preferences for improvement.

Table 11. Distribution of Respondents Engaged in Writing on English Learning Activities

Learning Activities	Frequency	Rank
What online writing activities did you engage in?		
a. Writing emails	18	2
b. Writing tweets	9	4.5
c. Writing scripts for creative advertisements	14	3
d. Writing messages in Instagram	9	4.5
e. Writing information using messenger	31	1
What journalistic articles do you write?		
a. Informative reports	21	2
b. views and opinions	8	5
c. class newsletter	14	3
d. Non-fiction stories	12	4
e. Poems	26	1
What online communication skills you engaged in to improve writing skills?		
a. I use internet to send and check for emails.	32	1
b. I use MSN Messenger/Yahoo	17	2
c. Skype	13	4
d. Participate in online forums that interest me.	4	5
e. Whatsapp	15	3
What creative writing activities you are interested of?		
a. Love Poem	27	1
b. Autobiography	8	5
c. Love Story	22	2
d. Scary Story	10	4
e. Email	14	3
What seminar and workshop in Campus Journalism did you attend?		
a. Schools Press Conference	49	1
b. District Schools Press Conference	8	3
c. Division Schools Press Conference	7	4.5
d. Regional Schools Press Conference	7	4.5
e. National Schools Press Conference	10	2

The table 12 shows the frequency and ranking of viewing-related English learning activities among Grade 7 learners. Educational television programs like Matang Lawin and Aha! were the most watched, followed by Amazing Earth. News programs like TV Patrol were the most watched, followed by Aksyon and 24 Oras. Commercials using famous faces were the most common, followed by Problem-Solution and Infomercials. Popular online movie apps were YouTube, iWantTV, Iflix, Viu, and Netflix. Teleradio newscasts like GMA News were the most watched, followed by DZMM and DYAB. The table provides insights into the diverse range of English learning activities and their preferences for visual content.

Table 12. Distribution of Respondents Engaged in Viewing on English Learning Activities

Learning Activities	Frequency	Rank
What television programs particularly educational shows do you watch to improve your skill on taking down notes on relevant information?		
a. Aha!	25	2
b. Matang Lawin	26	1
c. Amazing Earth	16	3
d. G Diaries	9	4
e. Wildlife Documentary	5	5

What news on television do you watch to be updated on current issues as well as to adapt the correct pronunciation and enunciation?		
a. Aksyon	18	2
b. 24 Oras	17	3
c. TV Patrol	39	1
d. PTV-Sentro Balita	4	4
e. CNN Phil- Balitaan	3	5
What is the most common selling methods commercials use to attempt to persuade you?		
a. Famous Faces	34	1
b. Just the facts	11	4
c. Slice of life	5	5
d. Problem – Solution	17	2
e. Infomercials	14	3
What popular online movie apps you use to watch your favorite movies and identify the plot of the story?		
a. Iflix	7	3
b. NetFlix	2	5
c. Youtube	53	1
d. Viu	3	4
e. iWantTV	16	2
What newscast over the teleradio you watch to enhance your skill on gathering information from the news?		
a. DYAB	15	3
b. MBC-DZRH	10	4
c. DZMM	23	2
d. GMA News	27	1
e. DWRR-MOR	6	5

Relationship Between Respondents' Level of Proficiency along Communication Skills, English Learning Activities, and their Academic Performance

Table 13 presents the results of an analysis examining the relationship between proficiency in communication skills and academic performance in English among Grade 7 respondents. The table shows the significance level (R) for each macro skill assessed, the analysis outcome, the decision based on the significance level, and accompanying remarks. The significance levels for listening, speaking, reading, writing, and viewing are all below the threshold of .05, leading to the rejection of the null hypothesis for each skill. This implies that there is a significant relationship between proficiency in each of these communication skills and academic performance in English. Overall, the findings suggest that proficiency in listening, speaking, reading, writing, and viewing positively influences academic performance in English among Grade 7 students.

The significance levels for listening, speaking, reading, writing, and viewing were all below .05, leading to the rejection of the null hypothesis for each skill. This rejection indicates a strong positive influence of proficiency in these communication skills on academic performance in English among Grade 7 students (Ivanova et al., 2022). Research by Light et al. (1987) suggests that academic achievement in subjects requiring quantitative skills may be less impacted by English language proficiency compared to subjects in the humanities and social sciences. This finding aligns with the results in Table 13, where proficiency in communication skills positively affected academic performance in English, a subject typically falling within the humanities domain. Moreover, the study conducted by

Bok & Cho (2022) emphasizes the positive impact of academic English writing experiences on students' content knowledge and sense of achievement. This finding supports the notion that proficiency in writing, one of the communication skills assessed in Table 13, contributes to enhanced academic performance in English among Grade 7 students.

Table 13. Relationship Between the Level of Proficiency along Communication Skills and Academic Performance of Respondents in English

Macro Skills	Significance (R)	Analysis	Decision	Remarks
Listening	.005	r < .05	Reject Ho	There is Significant Relationship
Speaking	.033	r < .05	Reject Ho	There is Significant Relationship
Reading	.009	r < .05	Reject Ho	There is Significant Relationship
Writing	.006	r < .05	Reject Ho	There is Significant Relationship
Viewing	.008	r < .05	Reject Ho	There is Significant Relationship

Table 14 shows that the significance level (R) is .847, indicating that the correlation coefficient is greater than .05. The analysis outcome is that the null hypothesis (Ho) is accepted because the significance level is above .05. Therefore, the decision based on the significance level is to accept the null hypothesis. The remarks state that there is no significant relationship between the respondents' English learning activities and their academic performance. This implies that factors other than the specific English learning activities may have a greater influence on academic performance in English.

Table 14. Relationship Between the Respondents' English Learning Activities and Academic Performance

Group	Significance (R)	Analysis	Decision	Remarks
English Learning Activities And Academic Performance	.847	r > .05	Accept Ho	There is No Significant Relationship

Challenges Faced by Respondents in English as a Second Language Literacy

Table 19 presents the challenges faced by respondents in English as a Second Language literacy. The respondents generally agree that they face various challenges, including confusion due to written exams, difficulty understanding vocabulary, reluctance to speak orally, inability to discriminate sounds, language barriers, limited English vocabulary knowledge, dependency on gadgets for writing, struggles with grammar lessons, production of incomplete run-on sentences, and difficulty in determining the meaning of new words within their decoding level. The general weighted mean score across all indicators is 2.84, suggesting areas for improvement and intervention to enhance their language skills.

These findings align with existing literature on ESL learners, which emphasizes the importance of addressing challenges such as limited vocabulary, grammar difficulties, and

speaking anxiety (Ying et al., 2021; Paneerselvam & Mohamad, 2019). Additionally, the reliance on gadgets for writing and the struggle with decoding new words within their level are common issues faced by ESL learners (Ying et al., 2021). The reluctance to speak orally and the confusion caused by written exams are also challenges that have been noted in previous research (Paneerselvam & Mohamad, 2019; Janzen, 2008).

Table 19. Challenges Encountered in the Domains of Literacy of English as a Second Language

Indicators	Mean	Qualitative Description
I am confused because…		
most exams are written.	2.70	Agree
vocabulary used is difficult to understand.	2.83	Agree
I am reluctant to recite/react orally.	2.95	Agree
I cannot discriminate sound.	2.90	Agree
of language barrier.	2.80	Agree
I have less knowledge of English vocabulary.	2.79	Agree
I am gadget dependent in writing.	2.99	Agree
I am tangled along grammar lesson.	2.73	Agree
I produce incomplete run-on sentences.	2.89	Agree
I cannot tell the meaning of a new word within decoding level.	2.86	Agree
General Weighted Mean	**2.84**	**Agree**

Table 20 presents the challenges faced by respondents in English as a Second Language literacy. It includes indicators of challenges, mean scores, and qualitative description. The findings show that respondents generally agree or strongly agree that they face challenges in various aspects of English literacy, including enjoying lower-grade-level books, identifying topic sentences and conclusion statements, improving vocabulary, enhancing proficiency in the second language, effectively communicating in English, revisiting grammatical rules, accomplishing English tasks independently, and using synonyms to enhance speaking and writing skills. The general weighted mean score across all indicators is 3.37, indicating a strong level of agreement.

Table 20. Challenges Encountered in the Domains of Literacy of English as a Second Language

Indicators	Mean	Qualitative Description
I am challenged to…		
like lower grade level books.	2.91	Agree
identify topic sentence.	3.20	Agree
identify conclusion statement.	3.23	Agree
Identify supporting details.	3.36	Strongly Agree
improve my vocabulary.	3.58	Strongly Agree
improve my second language.	3.48	Strongly Agree
communicate using English language.	3.51	Strongly Agree
revisit grammatical rules.	3.27	Strongly Agree
accomplish English task by myself.	3.56	Strongly Agree
use synonym to complete speaking and writing skills.	3.59	Strongly Agree
General Weighted Mean	**3.37**	**Strongly Agree**

CONCLUSION AND RECOMMENDATIONS

The conclusions drawn from the data indicated that the respondents performed well academically and showed mastery of all communication abilities. Additionally, they showed differing preferences in ESL activities. Additionally, there was a correlation found between academic achievement and communication abilities, but there was little evidence of an impact of English learning activities on academic success. The respondents stated that they had trouble completing ESL literacy tasks.

In light of this, it is advised that intervention programs be implemented in order to address communication skills disparities among students and improve their academic achievement. Next is to profile students according to their unique requirements in order to successfully address communication-related issues. Thirdly, learners may manage different activities with the use of techniques that correspond with different communication skills. Lastly, conducting further studies is suggested to ensure the reliability of the obtained results.

These recommendations have practical implications in improving learners' communication skills and academic performance through the implementation of intervention programs and personalized approaches. From a theoretical standpoint, they contribute to a better understanding of the relationship between communication skills and academic achievement, and shed light on the challenges faced by learners in the domain of ESL literacy. Implementing these recommendations can lead to improved learning outcomes and overall proficiency in English among Grade 7 ESL learners.

REFERENCES

Bok, E. and Cho, Y. (2022). A case study ─korean university students' experience with and perceptions of an academic english writing class. *The Korean Association of General Education, 16(5), 171-188.* *https://doi.org/10.46392/kjge.2022.16.5.171*

Canonizado, I. C. (2020). Challenges that Teachers are Facing under the New Normal System in Education. HubPages.

Castro, M. R. D., Andres, P. D., & Prestoza, M. J. R. (2018). The Teaching Techniques and Strategies Use by the Dressmaking Teachers Perceive by the Dressmaking Students. Asian Journal of Assessment in Teaching and Learning, 8, 48–56. https://doi.org/10.37134/ajatel.vol8.5.2018

Daller, M.H. , & Phelan, D. Predicting International Student Study Success. *Applied Linguistics Review, 4(1), 173-193. Doi. 10.1515/applirev-2013-0008. 2013*

Etikasari, A., Hardiyanti, T., & Susanti, A. (2022). Investigating a popular belief: tv series' roles in l2 learners' speaking fluency. *International Journal of Language Education and Applied Linguistics, 38-45.* *https://doi.org/10.15282/ijleal.v12i1.7076*

Galloway, E. P., Uccelli, P., Aguilar, G., & Barr, C. D. (2020). Exploring the cross-linguistic contribution of spanish and english academic language skills to english text

comprehension for middle-grade dual language learners. *AERA Open, 6(1),* 233285841989257. https://doi.org/10.1177/2332858419892575

Ivanova, M., Arupova, N., & Mekeko, N. (2022). Digital support for teaching punctuation in academic writing in english. *Journal of Language and Education, 8(3), 81-96.* https://doi.org/10.17323/jle.2022.13608

Janzen, J. (2008). Teaching english language learners in the content areas. *Review of Educational Research, 78(4), 1010-1038.* https://doi.org/10.3102/0034654308325580

Kieffer, M. J. (2008). Catching up or falling behind? initial english proficiency, concentrated poverty, and the reading growth of language minority learners in the united states.. *Journal of Educational Psychology, 100(4), 851-868.* https://doi.org/10.1037/0022-0663.100.4.851

Kieffer, M. J. and Vukovic, R. K. (2012). Components and context. *Journal of Learning Disabilities, 45(5), 433-452.* https://doi.org/10.1177/0022219411432683

Lee, J. and Heinz, M. (2016). English language learning strategies reported by advanced language learners. *Journal of International Education Research (JIER), 12(2), 67-76.* https://doi.org/10.19030/jier.v12i2.9629

Light, R., Xu, M., & Mossop, J. (1987). English proficiency and academic performance of international students. *TESOL Quarterly, 21(2), 251.* https://doi.org/10.2307/3586734

Minh, N. H. and Ngoc, N. T. D. (2023). Learner autonomy, motivation and english speaking proficiency: a study among english foreign language univerity students in nghe an. *VNU Journal of Science: Education Research, 39(1).* https://doi.org/10.25073/2588-1159/vnuer.4700

Paneerselvam, A. and Mohamad, M. (2019). Learners' challenges and english educators' approaches in teaching speaking skills in an esl classroom: a literature review. *Creative Education, 10(13), 3299-3305.* https://doi.org/10.4236/ce.2019.1013253

Peters, E. (2019). The effect of imagery and on-screen text on foreign language vocabulary learning from audiovisual input. *TESOL Quarterly, 53(4), 1008-1032.* https://doi.org/10.1002/tesq.531

Peters, E. and Webb, S. (2018). Incidental vocabulary acquisition through viewing l2 television and factors that affect learning. *Studies in Second Language Acquisition, 40(3), 551-577.* https://doi.org/10.1017/s0272263117000407

Petrus, S. L. and Shah, P. M. (2020). Relationship between reading anxiety, reading strategies and language competence of rural esl secondary learners. *Creative Education, 11(02), 126-142.* https://doi.org/10.4236/ce.2020.112010

Prestoza, M. J. (2024). Assessing remote learning's feasibility: A comprehensive analysis of Philippine public-school teachers' use of learning management systems and blended learning approaches. *Journal of Research, Policy & Practice of Teachers and Teacher Education, 14*(1), 21–27. https://doi.org/10.37134/jrpptte.vol14.1.3.2024

PRESTOZA, M.-J. (2022). 3ES (EXPLORE ENLIGHTEN EXERCISE) LEARNING WORKSHEET: ITS' EFFECTS TO THE ACADEMIC PERFORMANCE IN IDENTIFYING RESEARCH PROBLEMS AMONG SENIOR HIGH SCHOOL. *International Journal of Arts, Sciences and Education*, 3(1), 166–173. Retrieved from https://ijase.org/index.php/ijase/article/view/105

Probyn, M. (2019). Pedagogical translanguaging and the construction of science knowledge in a multilingual south african classroom: challenging monoglossic/post-colonial orthodoxies. Classroom Discourse, 10(3-4), 216-236. https://doi.org/10.1080/19463014.2019.1628792

Sirisrimangkorn, L. (2021). Improving efl undergraduate learners' speaking skills through project-based learning using presentation. Advances in Language and Literary Studies, 12(3), 65. https://doi.org/10.7575/aiac.alls.v.12n.3.p.65

Vo, T. A. D. (2022). Student's attitudes towards communicative activities on efl student's speaking performance. International Journal of Language Instruction, 1(1), 143-154. https://doi.org/10.54855/ijli.221112

Ying, Y. H., Siang, W. E. W., & Mohamad, M. (2021). The challenges of learning english skills and the integration of social media and video conferencing tools to help esl learners coping with the challenges during covid-19 pandemic: a literature review. Creative Education, 12(07), 1503-1516. https://doi.org/10.4236/ce.2021.127115

Ying, Y. H., Siang, W. E. W., & Mohamad, M. (2021). The challenges of learning english skills and the integration of social media and video conferencing tools to help esl learners coping with the challenges during covid-19 pandemic: a literature review. Creative Education, 12(07), 1503-1516. https://doi.org/10.4236/ce.2021.127115