

Exploring The Perceived Impact Of 1-3-5 Rating Technique to The Language Proficiency and Confidence of The Graduates of Bachelor of Elementary Education (Beed)

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Abstract

Communication skills, as one of the 21st century skills (4 C's), has to be developed among learners. In the Philippine context, proficiency in the English language is needed to be good at communication both in written and oral activities. Many students still struggle to use English in academic contexts – in classroom recitation, in quizzes and essays, etc. Some of the BEED students in Marinduque State College, Philippines, are not an exemption to that. They lack proficiency in the English language making them timid during discussion in English classes. The researcher started to use the 1-3-5 rating technique in 2013 in oral recitation and in checking the written outputs of the students. In this technique, the highest possible rating is 1 for flawless discourses (no grammatical errors in tenses, s-v agreement, in modifiers, and spelling in written forms), 3 for a maximum of 5 errors in those mentioned, and 5 for 6 or more errors. The researcher patiently counted the errors during scheduled graded recitation and on the written outputs. Several years after the students graduated from the program, the researcher tried to know the impact of the technique as they perceive it among themselves. Through this qualitative study, the one hundred-twelve (112) graduates who participated in this research admitted that they became more confident in using English language, more proficient, and they became self-corrective as some of the impacts of the technique they had during college. They contend that they have already overcome their fear in speaking and writing using the language in their current workplaces.

Keywords: 1-3-5, communication skills, rating technique, English language, language proficiency

Introduction

Communication is one of the 21st century skills that needs to be developed among learners. This requires proficiency and confidence to be able to be globally competitive as far as language of communication is concerned (Bangayan-Manera, 2019). Learners have to be trained to be proficient in the language of the globe – English. As the world's lingua franca, English proficiency is needed to be involved in an intelligible communication with speakers from around the globe. These training and development activities include the teaching of simple grammar rules to more complex oral and written exercises.

There were two crucial actions that enabled English to elevate to its global position. Firstly, spreading the language by its

native speakers. Secondly, people all over the world decide to learn English as their foreign language (Zikmundova, 2016). A key point for English to become the world's lingua franca is that an enormous number of people around the world speak or understand the language.

According to Kachru (1986) as cited in Bautista and Bolton (2009), the power of English can be seen through its "range" and "depth" wherein its "range" refers to the totality of functions which it has acquired as it spreads around the globe while its "depth" refers to the amount of societal penetration it has achieved as it moved from the Inner Circle to the other circles (in Kachru's Circle Theory). Putting together the depth and range of English, the following are Kachru's useful parameters of the power of the language (ibid.)

Demographical and numerical: unprecedented spread across cultures and languages;

Functional: provides access to most important scientific, technological, and cross-cultural domains of knowledge and interaction;

Attitudinal: symbolizes – certainly to a large group across cultures – one or more of the following: neutrality, liberalism, status and progressivism;

Accessibility: provides intranational accessibility in the Outer Circle and international mobility across regions;

Pluricentricity: this has resulted in the nativization and acculturation of the language. These two are, then, responsible for the “assimilation” of English across cultures;

Material: a tool for mobility, economic gains, and social status.

English is used as medium of communication among groups of people who do not speak the same language. Kachru (1997) mentioned that English is present in the most vital aspects of life - in our cultures, our languages, our interactional patterns, our discourse, our economies and indeed in our politics.

In like manner, Bernardo (2004) as cited in Bautista and Bolton (2009) argued that the small proportion of the population who have easily acquired English language proficiencies in their enriched milieu will have the best chances of learning in the various domain taught in English. They will have an ever-widening array of options available for education, even in foreign countries. But the overwhelming majority of the population, who will forever struggle with English as a foreign language, will likely find their limited proficiencies in English a major stumbling block to learning in the various domains of knowledge. They are the ones most likely to fail in examinations and writing requirements in English, to perceive much of formal education as irrelevant and to drop out of school altogether.

Moreover, Ministries of Education throughout Southeast Asia have considered English a vital skill to be learned by their citizens from as early an age as possible, if their respective countries are to modernize and to participate in today’s globalized world.

In most models of teacher training and teacher evaluation, the teacher’s proficiency in the target language is a criterion for judging teacher effectiveness (Snow, Kamhi-Stein, & Brinton, 2006 in Oxford and Jain, 2008). Most applied linguists now agree that teacher trainers become better sensitized to the many varieties of English being used in the world today, and that they should be prepared to make their trainees aware of this reality.

In the Philippines, the Commission on Higher Education (CHED) has issued policies and guidelines for Student Internship Program which include language proficiency for student interns or those who are in the on-the-job training phase. This is because students in this stage are expected to be globally competitive for as long as global communication is concerned.

In Marinduque State College, School of Education, BEED Program has not established policies in strengthening the use of English inside and outside the classrooms. Sometimes, even if the questions thrown to students are in English, students answer in Filipino because of their lack of confidence, skills, and proficiency in using the language. It is on this premise that the researcher came up with the 1-3-5 rating technique which she used in rating English language proficiency of the BEED students both in oral recitations and in written outputs. It was in 2013 when this technique was first used with the BEED students and follow up research found out that it became effective in developing their skills in the use of the English language. At the onset, the students were oriented by the researcher that this 1-3-5 rating technique will be used for their oral and written performance. It was explained to them that they would be able to get 1.0 if they have a good idea about the topic or question thrown to them with no grammatical errors (which primarily focused on the subject-verb agreement, verb tenses, and sentence structure. Their choice of words did not matter to the rating system in consideration to their schema and prior knowledge); 3.0 if they have a good idea about the topic or question/s but with maximum of five (5) grammatical errors; and 5.0 if they could not give a good idea about the topic or

question/s with more than five (5) grammatical errors.

The current study intends to know the impact of this technique to the BEED graduates to their English language proficiency and confidence in using the language in their current job and/or workplaces.

Research Objective

The purpose of this study was to examine the impact of the 1-3-5 Rating Technique on the graduates of the BEED program after they had completed the program and received their diplomas. Because the researcher utilized this method back when they were students in college, it is hoped that this has made and contributed to an impact on their level of competency and confidence as they use English in their current career and/or workplaces.

Methodology

The type of the research being done right now is descriptive. This is a qualitative research with the purpose of describing the impact that the 1-3-5 rating technique has on a person's level of competency and confidence as they speak a language. The essence of qualitative research is inductive, and the researcher will generally investigate meanings and insights in a given context (Strauss & Corbin, 2008; Levitt et al., 2017). This type of study is generally more in-depth than quantitative research. (Dudwick et al., 2006; Gopaldas, 2016) It is a term that refers to a variety of methods for collecting and analyzing data, including semi-structured interviews with open-ended questions and deliberate sampling of respondents. In qualitative research, the goals are to (1) produce new ideas and concepts by systematically describing and interpreting issues and phenomena from the perspective of the individual or population that is being researched; and (2) describe and interpret issues and phenomena in a systematic manner. According to Viswambharan and Priya (2016), the questions that are being asked should guide the selection of the approach.

One hundred twelve BEED graduates provided responses to the open-ended questions that were addressed to them. These questions dealt with the graduates' perceptions of the impact that the 1-3-5 grading technique had on their level of skill and confidence.

Results and Findings

The purpose of this study was to investigate the degree to which BEED graduates' perceptions of the influence of the 1-3-5 rating technique corresponded to their actual levels of English competence and confidence when using English in their everyday lives. According to the responses that they gave, it was frequently mentioned that the technique helped them to be more confident in the use of English. For example, when they were assigned to host a program or to give feedback or impressions in seminars that they attended, they accepted the task trusting their own capacity in using English. They acknowledged that the technique assisted them in becoming more aware of their own structure, which enabled them to check their own faults in both their oral and written activities. It was also indicated by the respondents that they have acquired the capability of supporting other teachers in matters pertaining to the English language, such as proofreading and editing the written outputs of their students. They reported that although it was challenging for them during their college days, the sense of uneasiness during 1-3-5 recitation, they reported that it truly helped develop their ability to utilize English because they were required to study and even grasp some rules as regards the structure of the English language. According to the graduates, this method assisted them in overcoming the anxiety that they felt when speaking English, particularly in front of a large group of people.

Discussion

Effective communication with students is essential for elementary school instructors, who are tasked with teaching young students the fundamentals of a wide range of

disciplines. Teachers are able to effectively communicate with their pupils when they have a command of the language and the linguistic skills necessary to do so, such as the capacity to articulate concepts clearly, utilize suitable vocabulary, and express thoughts logically. This is essential for ensuring that students retain their interest in the learning process, develop their own language abilities, and absorb the subjects that are being taught to them (Bangayan-Manera, 2019).

In the context of education, language serves as the primary channel via which information is communicated. Teachers who have a strong command of the language are able to articulate difficult concepts fluently and modify their delivery of information to accommodate pupils with varying levels of comprehension (Andres, 2019). Because of this, they are able to establish an educational setting that welcomes and encourages participation from all students and provides them with opportunities to gain from the content being taught.

When teachers are self-assured in their own language skills, they set a positive example for their students to follow and help them build their own level of self-assurance (Andres, 2023). Students who are able to use language with confidence and proficiency are more likely to feel comfortable expressing themselves, participating actively in classroom discussions, and asking questions. This, in turn, cultivates an environment that is respectful of one another and encourages a growth attitude among the students.

The successful communication with a student's parents and/or legal guardians is essential to the student's overall growth and development (Bangayan-Manera, Vecaldo and Saquing, 2020). Language ability gives teachers the ability to articulate a student's development, strengths, and areas in which they need growth, which in turn helps schools and families develop deeper relationships with one another. Parents can feel more engaged and empowered in their role as learning supporters for their children if they are able to

talk openly about their children's educational experiences.

Students who graduated with language skills are more equipped to engage in ongoing professional development, participate in workshops and conferences, and work in collaboration with their peers. The capacity to communicate self-assuredly and efficiently can pave the way for meaningful interactions, the exchange of ideas, and the sharing of best practices, which can ultimately contribute to an improvement in the educational experience as a whole (Frutas, 2019).

Diversity in learning styles, languages spoken, and cultural backgrounds is frequently seen in today's classrooms. Students who graduate with good language skills are better able to respond to the demands of a wide variety of students by adjusting their pedagogical strategies and the materials they use to teach to ensure that each student comprehends the topic and is engaged (Frutas, 2019).

Teachers have the ability to address disagreements, behavioral concerns, and hard situations with tact and sensitivity when they possess communication skills that are both confident and proficient. It is possible to defuse difficult situations, enhance understanding, and keep a positive classroom environment that is favorable to learning through the use of effective communication.

Graduates who have strong language skills may have better prospects to pursue advanced teaching positions, as well as careers in research and further education. Possessing solid language abilities can provide a solid basis for success, whether one is pursuing higher degrees or seeking leadership roles within the education industry.

Conclusively, graduates of the Bachelor of Elementary Education degree are expected to possess a skill set that includes a fluency in at least one language as well as a high level of self-confidence. These qualities equip educators with the ability to effectively interact with, motivate, and direct young students, so

creating an atmosphere conducive to personal development, professional advancement, and ongoing education.

Conclusion

The researcher came to the conclusion, based on the findings of this research, that the 1-3-5 rating technique could actually make a difference on the students' levels of English language competency as well as their levels of self-confidence when it came to using the English language. It was also found that the 1-3-5 rating technique is beneficial in increasing the skills in the use of the English language among learners. This conclusion was based on the responses of the respondents.

Recommendation

With all the results and findings presented, the researcher offers the following recommendations:

1. Administration may propose and establish a program which could strengthen the use of English language in the school setting to help students gain the competence, confidence, and proficiency in the language;
2. Teachers may create their own technique which could enhance the use of English in classroom discussion especially in the tertiary level. They should help the students become globally competitive by thinking of different strategies on how the learners could gain competency and proficiency in the language for global communication;
3. Students should help themselves gain enough proficiency in the English language through different strategies like modeling and imitation, watching English films and reading English texts. Through these, they could acquire more and more vocabulary and they could discover more the applications and samples of the general rules of grammar.

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