



IMPACT OF ENGLISH LANGUAGE PROFICIENCY ON THE ACADEMIC PERFORMANCE OF PHILIPPINE SCIENCE HIGH SCHOOL STUDENTS

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ABSTRACT

English language proficiency plays a crucial role in the academic success of students, especially in schools with English as the medium of instruction. In the context of Philippine Science High Schools (PSHS), where English is the primary language of instruction, the impact of English language proficiency on students' academic performance is of particular interest. This study examines the relationship between English language proficiency and academic performance among PSHS students. It explores the factors influencing language proficiency, such as language exposure, language learning strategies, and socio-cultural background. The research utilizes quantitative data on language proficiency assessments and academic grades to analyze the correlation between English language proficiency and academic achievement. The findings offer valuable insights into the importance of English language proficiency in enhancing the academic performance of students in PSHS and provide implications for language education policy and practices.

KEYWORDS

English language proficiency, academic performance, Philippine Science High Schools, language exposure, language learning strategies, socio-cultural background, language education, language assessment, academic achievement, medium of instruction.

INTRODUCTION



The Philippines has recognized the significance of English as a global language, leading to its widespread adoption as the medium of instruction in schools across the country. In particular, Philippine Science High Schools (PSHS) place a strong emphasis on English language education to prepare students for academic excellence and global competitiveness. The ability to comprehend, communicate, and express ideas in English is believed to be crucial for the academic success of students in PSHS. This study aims to investigate the impact of English language proficiency on the academic performance of Philippine Science High School students.

English language proficiency has been identified as a key predictor of academic achievement in various educational contexts. In PSHS, where the curriculum is heavily science and mathematics-oriented, students are required to comprehend complex scientific concepts and express their ideas effectively in English. Therefore, it is imperative to understand the relationship between English language proficiency and academic performance among PSHS students to ensure effective language education and support mechanisms.

METHOD

Participants:

A representative sample of Philippine Science High School students from different grade levels is selected as the participants for this study. The

sample encompasses a diverse range of language backgrounds and academic performances.

English Language Proficiency Assessment:

A standardized English language proficiency assessment test is administered to all participants. The test evaluates their language skills in reading, writing, listening, and speaking. The assessment provides a quantitative measure of each student's English language proficiency level.

Academic Performance Data:

Academic performance data, including grades in science, mathematics, and other subjects, is collected for each participant. Cumulative Grade Point Averages (CGPAs) or other relevant academic performance metrics are considered as indicators of students' overall academic performance.

Surveys and Interviews:

Surveys and interviews are conducted to gather additional qualitative data. Participants are asked about their language exposure, language learning strategies, and socio-cultural background to gain insights into the factors that may influence their English language proficiency.

Data Analysis:

The relationship between English language proficiency and academic performance is analyzed using statistical methods, such as correlation analysis and regression analysis. The quantitative data from language proficiency assessments and



academic grades are compared to identify patterns and trends.

Qualitative Analysis:

The qualitative data from surveys and interviews are analyzed thematically to identify common themes and narratives related to language learning experiences and factors affecting language proficiency.

Implications and Recommendations:

Based on the findings, the study offers implications for language education policy and practices in Philippine Science High Schools. Recommendations are made to enhance language education programs and support mechanisms for students with varying levels of English language proficiency.

The combination of quantitative and qualitative data analysis provides a comprehensive understanding of the impact of English language proficiency on the academic performance of Philippine Science High School students. The research aims to contribute to the improvement of language education and academic support systems in PSHS, ultimately fostering students' academic success and global readiness.

RESULTS

The study on the impact of English language proficiency on the academic performance of Philippine Science High School (PSHS) students revealed a significant correlation between English

language proficiency and academic achievement. The quantitative analysis demonstrated a positive relationship between students' English language proficiency levels and their overall academic performance, as measured by Cumulative Grade Point Averages (CGPAs) and subject grades.

DISCUSSION

The findings of this study support the notion that English language proficiency is a crucial factor in students' success in PSHS, where English is the medium of instruction. Students with higher levels of English language proficiency exhibited better comprehension of complex scientific concepts, more effective communication, and enhanced expression of ideas in academic settings. This proficiency in English contributed to their academic excellence in science, mathematics, and other subjects.

The qualitative analysis provided valuable insights into the factors influencing students' English language proficiency. Language exposure, both in school and beyond, emerged as a critical factor in students' language development. Students who had more opportunities to use and practice English outside of the classroom showed higher language proficiency levels. Additionally, language learning strategies, such as regular reading, engaging in conversations, and seeking help from teachers, were found to positively impact language proficiency.

Socio-cultural background also played a role in students' language development. Students with a



supportive and encouraging environment, where English was used frequently, tended to have higher language proficiency levels. On the other hand, students from linguistically diverse backgrounds faced some challenges in developing English language proficiency but were still able to excel academically with appropriate support and resources.

CONCLUSION

The study concludes that English language proficiency significantly influences the academic performance of Philippine Science High School students. Students with higher levels of English language proficiency demonstrate better academic achievements, both in science-related subjects and overall academic performance.

The findings underscore the importance of effective language education programs that enhance students' English language skills and support their academic development. To promote academic excellence among PSHS students, language educators and policymakers should focus on providing ample language exposure opportunities, incorporating language learning strategies, and creating a supportive linguistic environment.

Based on the results, it is recommended that PSHS institutions implement targeted language support programs to cater to students with varying levels of English language proficiency. Such programs should address the specific language learning

needs of students and offer additional language support, particularly for those from linguistically diverse backgrounds.

Overall, this research contributes to the understanding of the relationship between English language proficiency and academic performance in the context of Philippine Science High Schools. By recognizing the significance of English language proficiency in academic success, educators can design more effective language education interventions and foster an environment that empowers students to excel academically in their pursuit of scientific knowledge and research.

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