

Enhancing the English Language Proficiency of Grade 11 Learners through English Language Proficiency Training Module (ELPT Module)

Lorralie F. Canape¹ Glen P. Cortezano, Ed.D²

Anihan Technical School – FPTI1

Laguna State Polytechnic University – Los Baños Campus, Laguna, Philippines²

Abstract

This study utilized the quasi-experimental research design to determine the effectiveness of the intervention material, the English Language Proficiency Training Module (ELPT Module), in improving the language proficiency of the Grade 11 learners of Anihan Technical School. The sampling technique used was match pairing. The researcher conducted experimentation on the experimental and comparison groups. The experimentation group received a standard lecture-discussion plus the use of the ELPT Module. The ELPT Module was made available in a Google Classroom. On the other hand, the comparison group received the regular lecture-discussion — with no treatment at all. Upon data gathering, the results of the pre-test scores of both groups were identically in the Beginning Level. At the end of the investigation, the group exposed to the intervention material got a higher post-test score than the other and was identified with an Advanced Level of Proficiency. Therefore, there was a significant difference between the comparison and the experimental groups. The results attested that the ELPT Module effectively enhances the language proficiency of the Grade 11 learners. Moreover, the research findings also deduced that the use of the ELPT Module enabled learners to become more motivated and active in learning the target language. The researcher recommended that continuous and constant exposure to the English language has a high improvement rate. Moreover, it is best for future researchers to create more conversational interactive intervention materials for practical use of English rather than for English for testing.

Keywords – Intervention material, Language Proficiency, Quasi-Experimentation, Senior High School.