



## LANGUAGE PROFICIENCY AMONG NON-ENGLISH MAJOR INSTRUCTIONAL MANAGERS: BASIS FOR A PROPOSED INTENSIVE TRAINING PROGRAM

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### ABSTRACT

Proficiency in English is indispensable for it is used as the medium for international communication especially in education. This proficiency does not only concern the English major teachers but also the non-English major teaching other subjects that are taught in English. To determine the proficiency of the non-English major teachers is the objective of this research. The researcher attempted to determine the relationship between the language-related variables and respondents' linguistic competence. The data for the related variables were gathered through a survey questionnaire while the competence was measured through an English Proficiency Test. In terms of the language-related variables, the teachers were Highly Proficient with the mean score of 4.18; their Attitude was Highly Positive with 4.09; their implementation of the Classroom Activities was Highly Extensive with 3.97 and they were Highly Efficient in the Use of Instructional Materials with 4.21. However, they were Anxious with the mean score of 3.08. With regard to the linguistic competence, the respondents were in the Beginning Proficiency level. Of the 45 respondents, 29 or 64.4% of them were in the Beginning level in Subject-Verb Agreement; 18 or 40% in Correct Usage; 29 or 64.4% in Pronoun-Antecedent Agreement; 22 or 48.9% in Use of Tenses; and 16 or 35.6% in Reading Comprehension. It was only in the use of Modals that they were in the Approaching Proficiency level with 13 or 28.9%. The results revealed that the teachers were in the Beginning level of Proficiency although their perceptions of the language were highly favorable. Therefore, it was concluded that they fluently but not accurately use English. Moreover, it implied that they could not practically contribute to the English teachers in improving the students' written and spoken communication skills. In general, the teachers are not proficient to teach using the language as medium of instruction.

*Keywords: English, proficiency, English Proficiency Test, Philippine education*