SECONDARY EFL LEARNERS' SPEAKING PROFICIENCY AND THEIR ACADEMIC PERFORMANCE TOWARDS PEDAGOGICAL INNOVATION

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ABSTRACT

Given the increasing emphasis on communication skills in education, this study explores how proficiency in speaking influences overall academic success among secondary school students. The primary objective is to assess the correlation between speaking proficiency and academic performance, to enhance educational strategies by integrating speaking skills into academic support mechanisms. The study employs a descriptive and quantitative research methodology, using purposive sampling to select 60 secondary EFL learners from Grades 6-9 out of a total of 218 students. The learners were enrolled in an Integrated Program designed to improve both their English-speaking abilities and academic performance. Data was collected through standardized speaking test results from Semester 1 exams, providing a measure of speaking proficiency. The findings reveal a significant positive correlation between speaking proficiency and academic success, suggesting that improvements in speaking skills are associated with better academic outcomes. The data supports the notion that proficiency in speaking contributes to overall academic success, highlighting the integral role of effective communication skills in educational achievement. Based on these results, the thesis proposes a pedagogical innovation called DTEL (Differentiated Tech-Based EFL Learning), which leverages digital tools such as speech recognition software and language learning apps. These technologies facilitate interactive, real-time practice and immediate feedback, promoting active learning. The study concludes that integrating speaking proficiency development into EFL pedagogy is crucial for enhancing overall academic achievement, with technology playing a key role in facilitating this process.

Keywords: Education, EFL, Speaking Proficiency, Academic Performance, Descriptive, Quantitative, Action Plan, Purposive Sampling, Philippines