



Enhancing Pronunciation, Grammar & Fluency (PGF) Proficiency Despite Pandemic (EPP) through Flexy Supplementary Teaching and Learning Development Sheets

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Abstract: This study determined the effectiveness of the innovations, interventions and strategies through Flexy Supplementary PGF Teaching and Learning Development Sheets in times of pandemic along with pronunciation, grammar and fluency. The subjects were 30 STEM students experimentally studied using validated written-administered language proficiency test, backed up by virtual meet-ups and observation. Statistical treatment used were weighted mean and Pearson-R. Findings revealed that the students' language proficiency before the interventions conducted did not meet the expectations with 72.67%, Beginning Proficiency Level. Along pronunciation, 36.67% were Developing Proficiency and (100%) were both beginners in both grammars, and in fluency (66.67%). After the interventions conducted, the students' language proficiency level along pronunciation, grammar and fluency is 87.40 or approaching proficiency level. Statistics showed that the r- value of 0.8658 squared to 0.75 means strong effect of the implemented interventions, innovations, and strategies in enhancing the language proficiency of students. It further implies that the flexy supplementary development kit is effective program to students in times of massive impact of Covid-19 pandemic through online and offline platforms and teachers' flexy mode in the delivery of the language programs in STEM track.

Keywords: *enhancing pronunciation, grammar and fluency (PGF) proficiency despite pandemic (EPP), flexy supplementary PGF themes for teaching and learning development sheets*

INTRODUCTION

The teaching of English is highly valued by our educational system to enable everyone to develop intellectually, emotionally and physically; to foster good values and cultivate their good attitude and behavior; to stress on patriotism, humanitarianism, responsibility to society, and meaning of life. In this connection, teachers of English. The English curriculum, along with the other curricula, helps to develop complex skills. With this training design, English teachers will be able to enhance more and level up their teaching competence handling English classes.

At the onset of pandemic, educator's quality is found to be the most important influence upon the continuity of student achievement. COVID-19 pandemic has affected all levels of the education system. Educational institutions around the world (in 192 countries) have either temporarily closed or implemented localized closures affecting about 1.7 billion of student population worldwide, (WHO, 2020). In the Philippine educational system, one of the greatest challenges in the Department of Education is the implementation of the circular on the adoption of the basic education learning continuity plan for school year 2020-2021 in light of the Covid-19 public health emergency anchored to the DepEd Order No. 12 s. 2020. Despite pandemic, education must continue. It is through the teachers on the ground can serve as channel to raise the banner of the educational quality.

It is believed that teachers' high-quality Senior High School Professionals enable all Senior High School students to learn at high levels. The quality standards require DepEd schools to provide for needs-based language resources to be

provided to students despite pandemic aside from crafted modules regionwide.

However, in the 2020 English Proficiency Index released by international education company Education First, Philippines suffered a seven-spot drop described the "high proficiency" band of English language as those countries which can make a presentation at work, understand TV shows, and read a newspaper. Despite placing 27th in 2020, the Filipinos have been given a "high proficiency" rating with a score of 562 out of 700. The EPI was based on the results of English tests administered by Education First to 2.2 million adults from 100 countries and territories in 2019. The Philippines also holds the second highest English proficiency in Asia, behind Southeast Asian neighbor Singapore which finished 10th in the list. For the past four years, the country has been declining in the EF English Proficiency Index. It was placed in the 13th spot in 2016, 15th spot in 2017, 14th spot in 2018, and 20th spot in 2019. During the 2018 Program for International Student Assessment by the Organization for Economic Co-operation and Development (OECD), the Philippines ranked the lowest in reading comprehension among 79 countries with an average reading score of 340. The global survey showed that one in four students is unable to complete even the most basic reading tasks, which OECD said could mean they may struggle in their lives while living in a digital world, (Philstar, 2020).

Study showed in Armea et.al (2022) that the students at higher education with before COVID 19 pandemic have better English aptitude than in COVID 19 virus. It implies that the teachers and members of educational society in higher

education be supposed to assist out students with the suitable atmosphere to be of assistance students with consequential input in addition to offer students with interface in an attempt to the regularity of experiencing English; additionally, it is suggested that the members of scholar society are being release significant input for the students

With the objective of uplifting the language skills in English among the Senior High School students, the researcher deemed to enhance the language proficiency along PGF despite pandemic through PGF supplemental development sheets.

RESEARCH METHOD

This action research employed quantitative research methods to selected participants from Grade 12 of Ocampo National High School in the implementation of the EPP Package based on their language proficiency level using test. This research was based on the principle that complications and problems can be solved and practices can be improved through observation, analysis and description towards designing instructional program, processes and products. It uses validated test questionnaire to obtain data on the levels of language proficiency (Ocampo, 2021).

RESULT AND DISCUSSION

Students’ Language Proficiency along PGF Before the Intervention.

This part presents the level of language proficiency of students. Table 1 shows the data of respondents’ language proficiency along pronunciation, grammar and fluency.

Table 1. Data of Respondents’ Language Proficiency Before the Interventions Implemented

INTER-VENTIONS IMPLE-MENTED	No. of Students Identified per Language Proficiency Level								Total		
	BP		DP		AP		P				
	f	%	f	%	f	%	f	%			
EPP PACKAGE											
PRONUNCIATION	19	63.33%	11	36.67%	0	0%	0	0%	0	30	
GRAMMAR	30	100%	0	0%	0	0%	0	0%	0	30	
FLUENCY	20	66.67%	6	20%	4	13.33%	0	0%	0	30	

Legend:

- 96-100 Proficiency
- 86-95 Approaching Proficiency
- 76-85 Developing Proficiency
- Below 75 Beginning Proficiency

Among 30 STEM respondents, 19 (63.33%) students got Beginning Proficiency Level; and 11 (36.67%) of them were in Developing Proficiency in pronunciation aspect. Further, 30 (100%) total enumerated respondents were just beginners in grammar, and 20 (66.67%) beginners in fluency. However, it is also noted that 6 (20%) got Developing Proficiency and 4 (13.33%) Approaching Proficiency in Fluency. This means that students are not well- equipped with PGF lessons in the instructional design provided by Department of Education in times of pandemic. These respondents are affected by the horrors of pandemic. Orejuela

et al. (2022) proved on their studies that Preventative practices such as mask wearing, social distancing, and virtual meetings and classrooms to address contagion concerns may negatively affect communication, particularly in the pediatric population, as schools have begun to open this fall. The COVID-19 pandemic has led to many unintended, long-lasting consequences for society including pediatric speech and language development.

Table 2. Level of Language Proficiency Before the Interventions Implemented

INTERVENTIONS IMPLEMENTED	Weighted Average	Verbal Interpretation
EPP PACKAGE		
PRONUNCIATION	73.00	BP
GRAMMAR	70.00	BP
FLUENCY	72.00	BP
Total	71.67	BP

Table 2 shows that level of students’ language proficiency on pronunciation, grammar and fluency is 72.67 achieving Beginning Proficiency level. It further shows that the three aspects namely, pronunciation, grammar and fluency of the student-respondents were all classified as beginners. These respondents found hard to identify the correct grammatical structures and its usage in the sentence in which also the same agony they felt in pronouncing the words with stress syllables and knowledge on commonly mispronounced words. The school environment and the absence of the teachers amidst pandemic harmed their language proficiency. Their parents according to the interview conducted found hard to be cognizant of this phenomenon and proactive in facilitating an optimal communication environment for children. Galvin (2020) pointed consequences extend beyond the current pandemic. The pandemic has had devastating impacts on learning. The surging COVID-19 cases at the end of 2021, caused schools to have faced severe staff shortages, high rates of absenteeism and quarantines, and rolling school closures. Furthermore, students and educators continue to struggle with mental health challenges, higher rates of violence and misbehavior, and concerns about lost instructional time, (Morton, 2022).

Flexy Supplemental Development Sheets.

The Supplemental PGF Development sheets introduced topics on Pronunciation, Grammar and Fluency arranged according to the level of difficulties of the students with corresponding “Test Your Skills” portion. The topics prepared were taken from the identified weaknesses in Listening and Practicing Pronunciation for Speech Improvement, Basic Grammar Rules, and Supplementary Resources to develop fluency activities. Daily lesson Log Preparation was included to prepare teachers to plan for the correct execution of the fundamentals of PGF. It will also include highlights of the teaching profession and current ESL theories and methodologies. It covers implied responses to the implicit indicators from professional competence background of concerned teachers, DepEd English background, a need for re-training and overall forecasting through a PD’s plan for language teachers.

It is divided into 3 categories: pronunciation, grammar & fluency towards language proficiency development.

FLEXY Program 1- Pronounce It This Way!

Practicing Pronunciation (Accuracy-Based Activities) for Speech Improvement through ICT Integration
Pronunciation and Phonology

Productive Skills (Speaking Activities)

Oral Communication Strategies

FLEXY Program 2- Check My Grammar!

New Language, Vocabulary & Grammar Functions

English Grammar – The TENSE System

English Grammar – Conditionals & Reported Speech

English Grammar – Passive Voice & Teaching Ideas

FLEXY Program 3- Practice to Be Fluent!

Responding to situation using English language correctly through fluency-based activities

Students’ Language Proficiency along PGF After the Intervention. This part presents the level of language proficiency of students after the intervention. Table 1.3 shows the data of respondents’ language proficiency along pronunciation, grammar and fluency.

Table 3. Data of Respondents’ Language Proficiency After the Interventions Implemented

INTERVENTIONS IMPLEMENTED	No. of Students Identified per Language Proficiency Level						Total
	BP		DP		AP		
EPP PACKAGE							
PRONUNCIATION		18	60%	4	13.33%	8	26.67%
GRAMMAR		12	40%	14	46.67%	4	13.33%
FLUENCY		5	16.67%	18	60%	7	23.33%

Based on the table 3, respondents showed progress on their language skills as reflected on their attained level on pronunciation, grammar and fluency. In pronunciation, 18 (60%) attained Developing Proficiency; 4 (13.33%) in Approaching Proficiency; and, 8 (26.67%) in Proficiency level respectively. In grammar, 12 (40%) in Developing Proficiency; 14 (46.67%) Approaching Proficiency, and 4 (13.33%) in Proficiency Level. In fluency, 5 (16.67%) Developing Proficiency; 18 (60%) Approaching Proficiency, and 7 (23.33%) in Proficiency level.

This further implies that the students learned from the program and managed themselves to improve their language proficiency level along pronunciation, grammar and fluency aspects. The weaknesses in the three aspects were treated by the program implemented. During the interview process, students found it easy to answer the test in the second time since the concepts manually exemplified in the modules. They said, “I found a bit easy when I read some sample development sheets”. In fact, teachers noted during the discussion that they felt so excited to attend in google meet-ups and some exclusive meet-ups to some pronunciation and fluency activities.

During the discussion, a teacher admitted that there are so many cases where students mispronounced the words as quoted, “On students’ mispronounced words, I repeat by pronouncing the words properly. I paraphrase, if the case need be.” This has been a series of linguistic dilemma of teacher while discussing lessons on improving language proficiency.

Table 4. Data of Respondents’ Language Proficiency After the Interventions Implemented

INTERVENTIONS IMPLEMENTED	Weighted Average	Verbal Interpretation
EPP PACKAGE		
PRONUNCIATION	84.00	DP
GRAMMAR	87.60	AP
FLUENCY	90.60	AP
Total	87.40	AP

The table shows that the students’ grammar and fluency level reached to Approaching Proficiency with 87.60 and 90.60 weighted average respectively, while pronunciation leap one step higher from beginning level to developing proficiency level with 84.00 weighted average. The students’ language proficiency level along pronunciation, grammar and fluency is 87.40 or Approaching Proficiency Level.

This further shows that the google meeting set-up favored significant learning on the lives of students amidst pandemic. The strategic flexy supplementary development sheets tend to elevate the level of difficulties using the Test Your Skills” portion, Listening and practicing pronunciation for speech improvement, basic grammar rules, and harvested supplementary resources to develop fluency activities.

Effectiveness of the Program. In this portion, it clearly showed the effect of the implemented interventions, innovations and strategies in enhancing the language proficiency of students.

Result Details & Calculation

X Values

$$\sum = 422$$

$$\text{Mean} = 14.067$$

$$\sum(X - M_x)^2 = SS_x = 133.867$$

Y Values

$$\sum = 713$$

$$\text{Mean} = 23.767$$

$$\sum(Y - M_y)^2 = SS_y = 159.367$$

X and Y Combined

$$N = 30$$

$$\sum(X - M_x)(Y - M_y) = 126.467$$

R Calculation

$$r = \frac{\sum((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$$

$$r = 126.467 / \sqrt{((133.867)(159.367))} = 0.8658$$

Meta Numerics (cross-check)

$$r = 0.8658$$

The value of R is 0.8658.

This is a strong positive correlation, which means that high X variable scores go with high Y variable scores (and vice versa).

R-squared= 0.75**Legend:**

0.91- 1.00 = Very Strong Effect

0.71- 0.90 = Strong Effect

0.51-0.70 = Moderate Effect

0.31- 0.50 = Weak

0.01- 0.30 = Very Weak (No Influence)

Table 5 showed that the r- value is 0.8658 squared to 0.75 which means that there is a strong effect of the implemented interventions, innovations and strategies in enhancing the language proficiency of students. It further implies that the flexy supplementary development kit is effective program to students in times of massive impact of Covid-19 pandemic. The Special PGF Development Sheets designed can be of great help to enliven English performance along language proficiency. It also implies that the online and offline platforms and applications of the teachers in the flexy mode is suitable in the delivery of the programs, interventions and strategies in enhancing the language proficiency.

CONCLUSION

The students' language proficiency along pronunciation, grammar and fluency is beginning proficiency level which means that students have poor language skills during pandemic. It leaped a step higher to approaching proficiency level after the intervention made by the teacher which also means that students need instructional support and guidance in the English subject. The student's language proficiency needs to improve especially that students are affected by pandemic.

This Enhancing Pronunciation Grammar and Fluency (PGF) Proficiency Despite Pandemic (EPP) through Flexy Supplementary PGF Development Sheets was intended to enliven the language proficiency of students in the light of pandemic. With this concerned English teachers implemented the EPP in developing language proficiency with special PGF Development Sheets that could be of great help to Senior High School students in preparation for work immersion, college admission, personal development and international endeavor where English is basically the medium of communication in all business affairs.

The Supplemental PGF Development sheets introduced topics on Pronunciation, Grammar and Fluency arranged according to the level of difficulties of the students with corresponding "Test Your Skills" portion. The topics prepared were taken from the identified weaknesses in Listening and Practicing Pronunciation for Speech Improvement, Basic Grammar Rules, and Supplementary Resources to develop fluency activities. Daily lesson Log Preparation was included to prepare teachers to plan for the correct execution of the fundamentals of PGF. It will also include highlights of the teaching profession and current ESL

theories and methodologies. It covered implied responses to the implicit indicators from professional competence background of concerned teachers, DepEd English background, a need for re-training and overall forecasting through a PD's plan for language teachers.

The PGF intervention is made through the criteria set, validated and implemented as flexy as possible. The EPP is found to be relevant in today's battle against declining language proficiency.

The EPP flexy materials is just a supplementary call for improving language proficiency along the identified aspects.

Statistics showed that the r- value of 0.8658 squared to 0.75 means strong effect of the implemented interventions, innovations, and strategies in enhancing the language proficiency of students. It further implies that the flexy supplementary development kit is effective program to students in times of massive impact of Covid-19 pandemic.

The Special PGF Development Sheets designed can be of great help to enliven English performance along language proficiency. It also implies that the online and offline platforms and applications of the teachers in the flexy mode is suitable in the delivery of the programs, interventions, and strategies in enhancing the language proficiency.

The intervention is effective. The EPP package was applicable to learners in pandemic. There is a need to adopt the development lessons on PGF to enhance their language proficiency by providing teachers appropriate training design and instructional assistance in the enhancement of linguistic skills as prime requirement to pass the English subject in general.

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