

SECOND LANGUAGE LEARNERS' PROFICIENCY LEVEL AND THE FACTORS AFFECTING THEIR SPEAKING ABILITY

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ABSTRACT

The study attempted to find out the English proficiency level of 367 second language learners of Isabela State University and the factors affecting their speaking ability. It made use of the descriptive correlational method. Also, frequency, mean, averaging and spearman rho were used in computing and analyzing the gathered data.

The findings revealed that the overall proficiency level of the respondents is "Approaching Proficiency" and age, gender and respondents' parents' educational attainment showed a significant relationship to English proficiency.

In factors affecting speaking ability, in terms of "Teacher Aspects", all factors rated "Moderately Agree"; in "School Aspects", factors 1 and 5 were rated "Moderately Agree"; in "Students Aspects", factor 7 got a description of "Moderately Agree"; in "Home/Environment Aspects", factors 2, 3, 4, and 7 got a descriptive rating of "Moderately Agree", while the rest resulted into "Agree".

In relationship between factors affecting English speaking ability and profile, in "Teacher Aspects", factors 1, 3, 5 and 6 showed a significant relationship to age, and factors 1, 3, 4 and 7 for respondents' parents' educational attainment. In "School Aspects", factors 1, 2 and 6 showed a significant relationship to age, and factors 1, 2, 6 and 7 to respondents' parents' educational attainment. In "Student Aspects", factors 1 and 6 to respondents' parents' educational attainment, and factor 4 showed a significant relationship to gender. In "Home/Environment Aspects", factor 3 to age, and factor 5 to parents' educational attainment.

Keywords: Proficiency, speaking.

INTRODUCTION:

In today’s globalized world, the language used most often is English. English has become the lingua franca for communication, business, education and opportunity in general. English occupies a place of prestige in our country. Even after decades of colonial rule, no indigenous language has come up to replace English, either as a medium of communication or as an official language (B. Madhavi Latha 2012).

In the Philippines, most students enrolled in English are weak in their oral ability. Some are ashamed because others may laugh at them when they utter the wrong word. Some do not want to speak at all because they lack vocabulary. But most of the time, they do not speak the target language because of the combination of negative and positive factors existing in the environment.

The ability to speak English in a variety of contexts and for different purposes is the goal that both teachers and students aim for. English language teachers know from their experience that some students learn a new language more quickly and easily than others. But learning of it is often a difficult task for them because, as mentioned, there are several factors which showed an adverse on one’s ability to speak the language. It is alarming therefore that most of the students are not able to speak in English even they are in their graduating years.

In Isabela State University, same predicament had been felt. The students’ ability to express their feelings using the English language is hardly done because it is often hindered by several factors which the researcher wanted to find out, hence the study.

MATERIALS AND METHODS:

This study utilized the descriptive-correlational method of research which identified and described the second language learners’ proficiency level and factors affecting their speaking ability. The freshman students of Isabela State University Echague Campus, Philippines were the respondents of the study. The Commission on Higher Education Department’s Standardized Test on English Proficiency was used to determine the English proficiency level of the respondents. It has descriptive equivalent as follows:

Scores	Proficiency level
1-12	Beginning
13-24	Developing
25-36	Approaching Proficiency
37-48	Proficient
49-63	Advanced

The semi-structured survey questionnaire was also used which was determined and described using the 5- point Likert Scale with the following scale, descriptive rating and range of score.

Scale	Descriptive Rating	Range of Score
5	Strongly Agree	4.5 - 5.0
4	Moderately Agree	3.5 – 4.49
3	Agree	2.5- 3.49
2	Disagree	1.5- 2.49
1	Strongly Disagree	1.0-1.49

- The data collected were computer-processed using the Statistical Package for Social Sciences (SPSS).
- a. Frequency counts and percentages were used to describe the respondents’ perception on the factors affecting English speaking ability.
 - b. Spearman rho was used to determine if there is a significant relationship between the respondents’ perception on the factors affecting English speaking ability and profile.

RESULTS AND DISCUSSION:

Table 1: Profile of Respondents

Profile	Frequency	Percent
	n=367	
Age		
15-16	249	67.85
17-18	91	24.80
19-20	17	4.63
21 above	10	2.72
Gender		
Male	159	43.32
Female	208	56.68
Parent's educational attainment		
Elementary	43	11.72
High school	105	28.61
College level	117	31.88
College graduate	76	20.71
Masters units	6	1.63
Master's degree	20	5.45

There are 249 respondents were with ages 15-16 and a percentage of 67.85 percent while, 91 respondents were with ages 17-18 and a frequency of 24.80 percent as shown in table 1. Ages 19-20 has a frequency of 17 and a percent of 4. 63 while, for ages 21 above it has a frequency of 10 and a percent of 2.72.

A frequency of 208 and a percentage of 56.68 were for females and the male got a frequency of 159 and a percent of 43.32, in terms of gender.

College level, in parents' educational attainment, got the highest frequency with a frequency and percent of 117 and 31.88. For High School, 105 and 28.61; College Graduate, 76 and 20.71; Elementary, 43 and 11.72; Master's Degree, 20 and 5.45; and Master's Unit with a frequency and percent of 6 and 1.63.

Table 2: Respondents' Over-all English Proficiency

Proficiency Level	F n- 367	%
Advanced	14	3.81
Proficient	102	27.79
Approaching Proficiency	193	52.59
Developing	53	14.44
Beginning	5	1.36
Mean	3.20	
Description	Approaching Proficiency	

The respondents' over all English Proficiency which has an overall rating of "Approaching Proficiency" and a mean of 3.20 was shown in table 6. There were 193 respondents who were on the proficiency level of "Approaching Proficiency" and got a mean of 52.59. However, 102 respondents were "Proficient" with a mean of 27.79; 53 respondents were on the "Developing" level who got a mean of 14.44; 14 were "Advanced" who got a mean of 3.81; and 5 respondents got "Beginning" level of proficiency with a mean of 1.36.

The result contradicts the article of Unicef entitled "The future of Filipino Children Development Issues and Trends", in which the SWS in March 2006 stated that there was a decline of the English

proficiency in the Philippines that the country has been failing to fulfill its duties, particularly to provide good quality of education on English.

It then also contradicts to the statement on the journal of Philippine Institute for Development Studies (PIDS) and Philippine APEC Study Center Network (PASCN) 2013 on Strengthening the Foundation for Regional Cooperation and Economic Integration, that measures and strengthening are timely due to the growing awareness of the low proficiency in English of Filipinos as a proven by the results of Test in English as foreign language (TOEFEL) between July 2000 and June 2001 where Filipino examinees obtained 45.7 percent.

Table 3: Factors affecting English speaking ability as to Teacher Aspects

Factors	Mean	Descriptive Rating
1. The teacher is confident in speaking English, which in turn, inspires me to speak in English too.	4.18	Moderately agree
2. The teacher helps/assists me in constructing my sentences whenever I speak or recite.	3.78	Moderately agree
3. I feel confident in speaking English if the teacher is listening.	3.66	Moderately agree
4. I feel interested in speaking if the teacher is listening.	3.81	Moderately agree
5. The teachers told us to study English.	4.01	Moderately agree
6. The teachers enhance my speaking abilities.	3.89	Moderately agree
7. The teacher forced me to speak the English language because it's required in the subject.	3.52	Moderately agree

For the “Teacher Aspects” on factors affecting English speaking ability, the item “The teacher is confident in speaking English, which in turn, inspires me to speak in English too” got the highest mean of 4.18 and a descriptive rating of “Moderately Agree”. On items, “The teacher told us to study English” got 4.01, “The teachers enhance my speaking abilities” got 3.89, “I feel interested in speaking if the teacher is listening” got 3.81, “The teacher helps/assists me in constructing my sentences whenever I speak or recite” got 3.78, “I feel confident in speaking English if the teacher is listening” got 3.66, and “The teacher forced me to speak the English language because it’s required in the subject” got 3.52, with the descriptive rating of “Moderately Agree”, as gleaned in table 2.

The claim of Jackson (2000) as cited by DF Stephen, et al (2004) supports the result of this study wherein he stated that many rural teachers themselves have low levels of English proficiency and many operate only at the literal level. Although they are required to teach in English, they teach in the vernacular and hand out summaries and notes in English which the students are required to (rote) learn. Unless teacher’s English language proficiency improves, this situation is unlikely to improve, as students have little to learn from their teachers.

Table 4: Factors affecting English speaking ability as to School Aspects

Factors	Mean	Descriptive Rating
1. The school provides materials to develop good communication skills.	3.60	Moderately agree
2. The school gives enrichment activities on how to speak English.	3.38	Agree
3. The school is a conducive place for studying English.	3.39	Agree
4. There are English organizations in our school which affect my communication skills.	3.19	Agree
5. Books on communication are available in the library which give me ideas on how to communicate well.	3.72	Moderately agree
6. Hi-tech devices are available in school that enhances my English speaking abilities.	2.76	Agree
7. My school provides materials such as books, computers, etc. which helped me improve my verbal communication skills.	3.26	Agree

On the “School Aspects”, item “Books on communication are available in the library which gives me ideas on how to communicate well” got the highest mean of 3.72 with a descriptive rating of “Moderately Agree”. Next is the item “The school provides materials to develop good communication skills” got 3.60 with a descriptive rating of “Moderately Agree”. Third is item “The school is conducive place for studying English” with a mean of 3.39, fourth, “The school gives enrichment activities on how to speak English”, got 3.38, fifth, “My school provides materials such as books, computers, etc. which helped me improve my verbal communication skills”, got 3.26, sixth, “There are English organizations in our school which affect my communication skills”, got 3.19, seventh, “Hi-tech devices are available in school that enhances my English speaking abilities”, got a mean of 2.76, with a descriptive equivalent of “Agree”.

The result was supported by the claim of Karemera (2003) as cited by Yolande Nerissa Magerman (2011) who found that students' performance in the second language learning has something to do with the academic environment and the facilities of library, computer laboratories and the like in the institution.

Table 5: Factors affecting English speaking ability as to Student Aspects

Factors	Mean	Descriptive Rating
1.Through our television and compact disc, I watched freely my favorite English speaking personalities which influence my communication skills.	3.40	Agree
2.I can relate well my ideas verbally because I have full financial support from my parents.	3.30	Agree
3.I am motivated to join programs related to improving verbal communication.	3.25	Agree
4.I am effective in communicating because my parents hired tutor for me.	2.64	Agree
5.I am interested in conversing with other people because I have a lot of series to tell which was gained from my long journey.	3.28	Agree
6.I study English because my parents inspire me.	3.38	Agree
7.My parents reminded me to study my English subject so that I can improve my verbal communication abilities.	3.50	Moderately Agree

The item on “Student Aspects”, “My parents reminded me to study my English subject so that I can improve my verbal communication abilities” got the highest mean of 3.50 and a descriptive rating of “Moderately Agree”. The second item which got the second highest mean of 3.40 is “Through our television and compact disc, I watched freely my favorite English speaking personalities which influence my communication skills”. Third is “I study English because my parents inspire me”, got 3.38, fourth, “I can relate well my ideas verbally because I have full financial support from my parents”, got 3.30, fifth, “I am interested in conversing with other people because I have a lot of series to tell which was gained from my long journey”, got 3.28, sixth, “I am motivated to join programs related to improving verbal communication”, got 3.25, and seventh, “I am effective in communicating because I hired tutor for me”, got the lowest mean of 2.64. All the items stated got a descriptive rating of “Agree”.

The finding conforms to the claim of Narendra Rathod (2012) in which he stated that teenagers tend to be heavily influenced by their peer groups. In second language learning, peer pressure often undermines the goals set by parents and teachers. Peer pressure often reduces the desire of the student to work toward native pronunciation, because the sounds of the target language may be regarded as strange. For learners of English as a Second Language, speaking like a native speaker may unconsciously be regarded as a sign of no longer belonging to their native-language peer group. In

working with secondary school students, it is important to keep these peer influences in mind and to make effort to foster a positive image in attaining proficiency in a second language.

Table 6: Factors affecting English speaking ability as to Home/Environment Aspects

Factors	Mean	Descriptive Rating
1.My peers help me to relate my ideas in English.	3.46	Agree
2.My peers correct my grammar in English whenever mistakes are committed.	3.58	Moderately agree
3.The interaction with fellow students contributes in my communication skills.	3.62	Moderately agree
4.Magazines and newspapers are available in school to enhance verbal communication abilities.	3.55	Moderately agree
5.Speaking gadgets in school help me in speaking the English language fluently and spontaneously.	3.06	Agree
6.My parents use to speak English at home which enhances my speaking ability.	2.96	Agree
7.My parents give moral support in my speaking competencies.	3.51	Moderately agree

The highest among the group of “Home/Environment Aspects” is the item “The interaction with fellow students contributes in my communication skills”, which got a mean of 3.62. The second is item “My peers correct my grammar in English whenever mistakes are committed”, got a mean of 3.58; third, “Magazines and newspapers are available in school to enhance verbal communication abilities”, got 3.55; fourth, “My parents give moral support in my speaking competencies”, got 3.5. The first four stated items got a descriptive rating of “Moderately Agree”. The fifth item, “My peers help me to relate my ideas in English”, got 3.46, sixth, “Speaking gadgets in school help me in speaking the English language fluently and spontaneously”, got 3.06, and lastly, “My parents use to speak English at home which enhances my speaking ability”, got a mean of 2.96. The 5 items stated got a descriptive rating of “Agree”, respectively.

The stated aspects/factors were supported by Crosnoe, Johnson & Elder, (2004) as cited by M.S. Farooq, et al. (2011). According to them, the variables are inside and outside school that affect students’ quality of academic achievement. These factors may be termed as *student factors, family factors, school factors and peer factors*.

Furthermore, the study of Dorothy (2000) which affirmed that the quality of language depends on the relationship of the basic ingredients- the aspect of intelligence, home, gender, cultural differences, and family make-up conforms to this result. Therefore it can be deduced that the different aspects that influence language can affect school achievement.

Table 7: Relationship between factors affecting English speaking ability and Age as to Teacher Aspects.

Factors	Age	
	rho	Prob
1.The teacher is confident in speaking English, which in turn, inspires me to speak in English too.	-0.15*	0.00
2.The teacher helps/assists me in constructing my sentences whenever I speak or recite.	-0.07 ^{ns}	0.21
3.I feel confident in speaking English if the teacher is listening.	-0.15*	0.00
4.I feel interested in speaking if the teacher is listening.	-0.07 ^{ns}	0.20
5.The teachers told us to study English.	-0.12*	0.03
6.The teachers enhance my speaking abilities.	-0.13*	0.01
7.The teacher forced me to speak the English language because it's required in the subject.	-0.05 ^{ns}	0.30

*Significant ^{ns} Not Significant

The factors “The teacher is confident in speaking English, which in turn, inspires me to speak in English too”, “I feel confident in speaking English if the teacher is listening”, “The teachers told us to study English”, and “The teachers enhance my speaking abilities” in “Teacher Aspects” showed a significant relationship to age with a rho value of -0.15, -0.15, -0.12, and -0.13 and a probability value of 0.00, 0.00, 0.03 and 0.01, respectively. The rest showed an insignificant relationship to age as reflected in table 7.

Table 8: Relationship between factors affecting English speaking ability and Age as to School Aspects

Factors	Age	
	rho	Prob
1. The school provides materials to develop good communication skills.	-0.12*	0.02
2. The school gives enrichment activities on how to speak English.	-0.12*	0.02
3. The school is a conducive place for studying English.	-0.08 ^{ns}	0.11
4. There are English organizations in our school which affect my communication skills.	-0.06 ^{ns}	0.29
5. Books on communication are available in the library which give me ideas on how to communicate well.	0.02 ^{ns}	0.69
6. Hi-tech devices are available in school that enhances my English speaking abilities.	0.11*	0.04
7. My school provides materials such as books, computers, etc. which helped me improve my verbal communication skills.	0.08 ^{ns}	0.11

*Significant ^{ns} Not Significant

It can be clearly seen in table 8 that in terms of “School Aspects”, factors “The school provides materials to develop good communication skills”, “The school gives enrichment activities on how to speak English”, and “Hi-tech devices are available in school that enhances my English speaking abilities” showed a significant relationship to age with a rho value of -0.12, -0.12, and 0.11 a r-value of 0.02, 0.02, and 0.04, respectively.

Table 9. Relationship between factors affecting English speaking ability and Age as to Student and Home/Environment Aspects

Factors	Age	
	rho	Prob
Student Aspects		
1. Through our television and compact disc, I watched freely my favorite English speaking personalities which influence my communication skills.	-0.09 ^{ns}	0.08
2. I can relate well my ideas verbally because I have full financial support from my parents.	-0.04 ^{ns}	0.46
3. I am motivated to join programs related to improving verbal communication.	0.05 ^{ns}	0.34
4. I am effective in communicating because my parents hired tutor for me.	0.05 ^{ns}	0.35
5. I am interested in conversing with other people because I have a lot of series to tell which was gained from my long journey.	0.05 ^{ns}	0.31
6. I study English because my parents inspire me.	-0.07 ^{ns}	0.17
7. My parents reminded me to study my English subject so that I can improve my verbal communication abilities.	-0.06 ^{ns}	0.26
Home/Environment Aspects		
1. My peers help me to relate my ideas in English.	-0.12*	0.03
2. My peers correct my grammar in English whenever mistakes are committed.	0.02 ^{ns}	0.78
3. The interaction with fellow students contributes in my communication skills.	-0.11*	0.04
4. Magazines and newspapers are available in school to enhance verbal communication abilities.	0.00 ^{ns}	0.95
5. Speaking gadgets in school help me in speaking the English language fluently and spontaneously.	-0.05 ^{ns}	0.31
6. My parents use to speak English at home which enhances my speaking ability.	0.00 ^{ns}	0.93
7. My parents give moral support in my speaking competencies.	-0.08 ^{ns}	0.15

*Significant ^{ns} Not Significant

It can be gleaned from table 9 that in terms of “Student Aspects”, all factors showed an insignificant relationship to age.

Factors “My peers help me to relate my ideas in English”, and “The interaction with fellow students contributes in my communication skills” in Home/Environment Aspects showed a significant relationship to age with a rho value of -0.12 and -0.11, respectively. The rest showed an insignificant relationship.

The result contradicts to the study of Gomleksiz (2001) who stated that the success in second language acquisition depends on many factors. Age and motivation factors are among the most important ones.

It also proves the claim of Brown (2000) who stated that because children are “indifferent to contradictions” and with maturity they seek to find resolution for the “ambiguities about them,” once they reach the age of 14-15, learning a second language seems overwhelming, raising their inhibitions.

Table 10: Relationship between factors affecting English speaking ability and Gender as to Teacher Aspects

Factors	Gender	
	Rho-value	Prob
1.The teacher is confident in speaking English, which in turn, inspires me to speak in English too.	0.02 ^{ns}	0.64
2.The teacher helps/assists me in constructing my sentences whenever I speak or recite.	0.02 ^{ns}	0.77
3.I feel confident in speaking English if the teacher is listening.	0.07 ^{ns}	0.15
4.I feel interested in speaking if the teacher is listening.	-0.02 ^{ns}	0.67
5.The teachers told us to study English.	0.04 ^{ns}	0.42
6.The teachers enhance my speaking abilities.	0.03 ^{ns}	0.57
7.The teacher forced me to speak the English language because it's required in the subject.	0.01 ^{ns}	0.88

*Significant ^{ns} Not Significant

The relationship between factors affecting English speaking ability and gender as to teacher aspects was shown in table 10. It can be seen that in “Teacher Aspects”, all factors showed an insignificant relationship to gender.

Table 11: Relationship between factors affecting English speaking ability and Gender as to School Aspects.

Factors	Gender	
	Rho-value	Prob
1.The school provides materials to develop good communication skills.	0.06 ^{ns}	0.29
2.The school gives enrichment activities on how to speak English.	0.04 ^{ns}	0.40
3.The school is a conducive place for studying English.	0.02 ^{ns}	0.66
4.There are English organizations in our school which affect my communication skills.	-0.04 ^{ns}	0.41
5.Books on communication are available in the library which give me ideas on how to communicate well.	0.08 ^{ns}	0.13
6.Hi-tech devices are available in school that enhances my English speaking abilities.	0.01 ^{ns}	0.82
7.My school provides materials such as books, computers, etc. which helped me improve my verbal communication skills.	-0.02 ^{ns}	0.74

*Significant ^{ns} Not Significant

A not significant relationship was also shown in relationship between English speaking ability and gender as to school aspects as reflected in Table 11.

Table 12: Relationship between factors affecting English speaking ability and Gender as to Student and Home/Environment Aspects.

Factors	Gender	
	Rho-value	Prob
Student Aspects		
1.Through our television and compact disc, I watched freely my favorite English speaking personalities which influence my communication skills.	0.04 ^{ns}	0.45
2.I can relate well my ideas verbally because I have full financial support from my parents.	0.06 ^{ns}	0.25
3.I am motivated to join programs related to improving verbal communication.	0.06 ^{ns}	0.23
4.I am effective in communicating because my parents hired tutor for me.	-0.16*	0.00
5.I am interested in conversing with other people because I have a lot of series to tell which was gained from my long journey.	-0.03 ^{ns}	0.54
6.I study English because my parents inspire me.	-0.02 ^{ns}	0.69
7.My parents reminded me to study my English subject so that I can improve my verbal communication abilities.	0.02 ^{ns}	0.75
Home/Environment Aspects		
1.My peers help me to relate my ideas in English.	-0.02 ^{ns}	0.73
2.My peers correct my grammar in English whenever mistakes are committed.	-0.03 ^{ns}	0.60
3.The interaction with fellow students contributes in my communication skills.	0.06 ^{ns}	0.29
4.Magazines and newspapers are available in school to enhance verbal communication abilities.	0.05 ^{ns}	0.33
5.Speaking gadgets in school help me in speaking the English language fluently and spontaneously.	-0.01 ^{ns}	0.92
6.My parents use to speak English at home which enhances my speaking ability.	-0.07 ^{ns}	0.17
7.My parents give moral support in my speaking competencies.	-0.03 ^{ns}	0.61

*Significant ^{ns} Not Significant

In the “Students Aspects”, the factor “I am effective in communicating because my parents hired tutor for me” showed a significant relationship to gender with a rho value of -0.16 and an r-value of 0.00. However, in “Home/Environment Aspects”, all factors showed an insignificant relationship to gender. The result conforms to the study of Hagar (2008) on the Effects of Gender on SLA, in which she stated that teachers should take into consideration when considering the question of how to best help their students. Further, a teacher wants all their students, male and female, to have the best opportunities for learning. Therefore, being conscious of the complexity of women’s language will help teachers to give their female students the most beneficial assistance.

Table 13: Relationship between factors affecting English speaking ability and Parents’ Educational Attainment.

Factors	Parents’ Educational Attainment	
	Rho	Prob
Teacher Aspects		
1.The teacher is confident in speaking English, which in turn, inspires me to speak in English too.	0.13*	0.01
2.The teacher helps/assists me in constructing my sentences whenever I speak or recite.	0.07 ^{ns}	0.19
3.I feel confident in speaking English if the teacher is listening.	0.22*	0.00
4.I feel interested in speaking if the teacher is listening.	0.14*	0.01
5.The teachers told us to study English.	0.02 ^{ns}	0.68

6.The teachers enhance my speaking abilities.	0.10 ^{ns}	0.06
7.The teacher forced me to speak the English language because it's required in the subject.	0.19*	0.00
School Aspects		
1.The school provides materials to develop good communication skills.	0.19*	0.00
2.The school gives enrichment activities on how to speak English.	0.12*	0.02
3.The school is a conducive place for studying English.	0.09 ^{ns}	0.07
4.There are English organizations in our school which affect my communication skills.	0.04 ^{ns}	0.42
5.Books on communication are available in the library which give me ideas on how to communicate well.	0.01 ^{ns}	0.87
6.Hi-tech devices are available in school that enhances my English speaking abilities.	-0.11*	0.03
7.My school provides materials such as books, computers, etc. which helped me improve my verbal communication skills.	-0.16*	0.00

*Significant ^{ns} Not Significant

As reflected in table 13, the factors “The teacher is confident in speaking English, which in turn, inspires me to speak in English too”, “I feel confident in speaking English if the teacher is listening”, “I feel interested in speaking if the teacher is listening”, “The teacher forced me to speak the English language because it’s required in the subject” in “Teacher Aspects” showed a significant relationship to parents’ educational attainment with rho values of 0.13, 0.22, 0.14 and 0.19 and probability values of 0.01, 0.00, 0.01 and 0.00, respectively.

Moreover, in “School Aspects”, the factors “The school provides materials to develop good communication skills”, “The school gives enrichment activities on how to speak English”, “Hi-tech devices are available in school that enhances my English speaking abilities”, and “My school provides materials such as books, computers, etc. which helped me improve my verbal communication skills” showed a significant relationship to parents’ educational attainment with a rho values of 0.19, 0.12, - 0.11, and -0.16 and probability values of 0.00,0.02,0.03 and 0.00, respectively.

Table 14: Relationship between factors affecting English speaking ability and Parents’ Educational Attainment as to Student Aspects.

Factors	Parents' Educational Attainment	
	Rho	Prob
1.Through our television and compact disc, I watched freely my favorite English speaking personalities which influence my communication skills.	0.13*	0.01
2.I can relate well my ideas verbally because I have full financial support from my parents.	0.08 ^{ns}	0.15
3.I am motivated to join programs related to improving verbal communication.	0.07 ^{ns}	0.18
4.I am effective in communicating because my parents hired tutor for me.	-0.05 ^{ns}	0.30
5.I am interested in conversing with other people because I have a lot of series to tell which was gained from my long journey.	0.07 ^{ns}	0.18
6.I study English because my parents inspire me.	0.01 ^{ns}	0.82
7.My parents reminded me to study my English subject so that I can improve my verbal communication abilities.	0.09 ^{ns}	0.08

*Significant ^{ns} Not Significant

However, the factor “Through our television and compact disc, I watched freely my favorite English speaking personalities which influence my communication skills” in “Student Aspects”, showed a significant relationship to parents’ educational attainment with a rho value of 0.13 and a probability value of 0.00. The rest showed insignificant result.

Table 15: Relationship between factors affecting English speaking ability and Parents' Educational Attainment as to Home/Environment Aspects.

Factors	Parents' Educational Attainment	
	Rho	Prob
1. My peers help me to relate my ideas in English.	0.09 ^{ns}	0.09
2. My peers correct my grammar in English whenever mistakes are committed.	0.06 ^{ns}	0.23
3. The interaction with fellow students contributes in my communication skills.	0.09 ^{ns}	0.10
4. Magazines and newspapers are available in school to enhance verbal communication abilities.	0.04 ^{ns}	0.45
5. Speaking gadgets in school help me in speaking the English language fluently and spontaneously.	0.12*	0.02
6. My parents use to speak English at home which enhances my speaking ability.	0.08 ^{ns}	0.14
7. My parents give moral support in my speaking competencies.	0.11*	0.03

*Significant ^{ns} Not Significant

It could also be gleaned from the table that in “Home/Environment Aspects”, factors “Speaking gadgets in school help me in speaking the English language fluently and spontaneously” and “My parents give moral support in my speaking competencies” showed a significant relationship to parents’ educational attainment with rho values of 0.12 and 0.11 and probability values of 0.02 and 0.03, respectively. The rest showed insignificant result to parents’ educational attainment.

The result conforms to the study of Kirmani & Siddiquah (2008) as cited by Irfan Mushtaq & Shabana Nawaz Khan (2012) states that the academic environment is the effective variable for students and has positive relationship with fathers’ education and grade level.

Table 16: Relationship between respondents' English Proficiency and Profile

3Profile	English Proficiency	
	Rho	Prob.
Age	-0.19*	0.00
Gender	0.19*	0.00
Parents' Educational Attainment	0.25*	0.00

*Significant ^{ns} Not Significant

Items “Age”, “Gender”, and “Parents’ Educational Attainment” showed significant relationship to English proficiency with rho values of -0.19, -0.06, and 0.25, respectively, and a probability value of 0.00 for all the stated items.

The result conforms to the study of Auflage (2003) as cited by Hausarbeit (2006) which states that it has been prevalently assumed that age itself is a predictor of second language proficiency. The influence of age is actually assessed to be not only significant but even decisive on the degree of L2 competence and performance attained. Also in the study conducted by Center on Education Policy (2007), it stated that students attending independent private high schools, most types of parochial high schools, and public high schools of choice performed no better on achievement tests in Math, Reading, Science, and History than their counterparts in traditional public high schools, thus there is an insignificant difference between the type of school chosen.

The findings can then be linked to the statement of Pantages and Creedon (1978) as cited by DF Stephen, et al. (2004) that the education of parents appears to be a significant factor: highly educated parents’ children appear to have greater success/survivability potential. In general, the lower the socio-economic background, the greater the potential for dropout/failure in school (Pascarella, Terezini and Wolfle, 1986).

CONCLUSION:

It was revealed that in factors affecting English speaking ability, in “Teacher Aspects”, all factors were rated “Moderately Agree”. In “School Aspects”, factors, “The school provides materials to develop good communication skills” and “Books on Communication are available in the library which gives me ideas on how to communicate well”, were rated “Moderately Agree”; in “Students Aspects”, “My parents reminded me to study my English subject so that I can improve my verbal communication abilities”, got a description of “Moderately Agree”; and in “Home/Environment Aspects”, factors “My peers correct my grammar in English whenever mistakes are committed”, “The interaction with fellow students contributes in my communication skills”, “Magazines and newspapers are available in school to enhance verbal communication abilities”, and “My parents give moral support in my speaking competencies”, have a descriptive rating of “Moderately Agree”, while the rest resulted into “Agree”.

In relationship between factors affecting English speaking ability and profile, in “Teacher Aspect”, factors 1, 3, 5 and 6 showed a significant relationship to age, and factors 1, 3, 4 and 7 for respondents’ parents’ educational attainment. In “School Aspect”, factors 1, 2 and 6 showed a significant relationship to age, and factors 1, 2, 6 and 7 to respondents’ parents’ educational attainment. In “Student Aspects”, factors 1 and 6 to respondents’ parents’ educational attainment, and factor 4 showed a significant relationship to gender. In “Home/Environment Aspects”, factor 3 to age, and factor 5 to parents’ educational attainment.

Moreover, the overall proficiency level of the respondents is “Approaching Proficiency” and age, gender and respondents’ parents’ educational attainment showed a significant relationship to English proficiency.

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