

Trends in LET Performance: Proposed English Language Program

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Abstract: *This study describes the development and implementation of an English Language Program in a state college. Mixed QUAN-QUAL design was used and administered to 69 Bachelor of Secondary Education English majors and 5 English course professors. There was a downward trend in LET performance for LET passers and an upward trend for non-passers. There is a downward trend in bachelor's degree qualifications; an upward and downward trend in Master's Degree qualifications; and an upward trend in Doctorate Degree qualifications. Student admission findings revealed that the College of Education has not yet implemented clear policies for student admission. Student support indicated that the school provided appropriate training in the areas of instruction, extension, and research development for English majors in order to promote holistic development. Professors are given priority in terms of professional development in order to efficiently deliver high-quality education to students and activities supporting faculty growth and development are provided. Qualitatively, this program provides a pleasant learning experience, a preparation for "battle", timely and relevant to the need of the institution, is recommended for a stronger internet access or a face-to-face mode of delivery and provides job opportunities for LET-passers. There is also a pertinent suggestion entitled "Syllabus for DRIVE: An English Language Program."*

Keywords: English Language Program (ELP), Licensure Examination for Teachers (LET)

Introduction

While it is true that education is a vital pillar of the country's growth and development, an English language curriculum that is responsive to the needs of the learners may be a realistic preference for supporting the government in improving the quality of education. Hence, the education sector's policymakers and school administrators have a rising demand for research-based initiatives on how to organize learning for English language learners.

Teachers, on the other hand, may need to be flexible to the needs of the learners by teaching ways that they may not have experienced as learners before to fit the needs of the learners. Hence, teachers must be equipped with current conceptual, physical, technical, communicative, pedagogical, and emotional skills in order to practice their profession efficiently and effectively. These abilities will enable them to respond effectively to the challenges that 21st-century learners and this pandemic face.

One of the State Universities and Colleges (SUCs) in the Province of Iloilo, Philippines, being the molder of teachers, on its quest to be one of the Centers of Development in Teacher Education, has been doing its role in transferring and equipping the students with teaching knowledge and skills for them to be prepared with the challenges of the constant changing world in the academe.

Thus, in order for Education graduates to join the educators' team, they must overcome the formidable obstacle of passing the Licensure Examination for Teachers (LET). Due to the institution's inconsistent positive results over the last three (3) years, and a majority of the time a low percentile rating against the National Passing Percentage, specifically in the March 2019, March 2018, September 2017, and March 2017 LET results, this posed a significant threat to the sustainability of the BSED and BEED programs, as it is a significant criterion in the Commission on Higher Education's (CHED) award of the Center of Development (COD). Most of the graduates who were not able to pass the LET ended up being idle and underemployed, since passing the LET means that the graduates are job-ready. Moreover, low

performance in the LET will pose a threat to the institution's performance in the normative financing, educational accreditations, SUC leveling, and the like.

Based on the data from the Dean's Office of the said SUC, the BSEd English program has the lowest LET performance among the three (3) BSEd programs. The researcher gathered data from the English majors who were non-passers and she found out that out of the three (3) competencies, English as area of specialization has proven to be the lowest among the three (3) competencies. A score as low as 47% could indeed, make one a non-passer. Hence, this program may increase the performance of the English majors in the LET. Since this gap could not be addressed the soonest possible time, drawbacks on the school's performance may likely happen. Thus, it is encouraged for the institution to plan and implement a program that would address this gap as well as the creation of a sustainable English Language Program (ELP).

The primary intent of this ELP is to help students in developing English language abilities in accordance with the Professional Regulation Commission's competencies (PRC). This program hopes that through its implementation, the low performance of English majors in their field of specialization would be addressed and the school may be able to produce qualified teachers capable of fulfilling the diverse responsibilities of teachers in the twenty-first century. Additionally, this program may help shape future teachers who view teaching as a stable and rewarding career option.

Methodology

The mixed-methods sequential explanatory design was used in this study. It is a technique for collecting, evaluating, and "mixing" quantitative and qualitative research and methodologies in order to acquire a better understanding of a research problem (Creswell, 2012). Specifically, a multi-strand mixed QUAN-QUAL design in which conclusions drawn from the first strand's findings as a result of the development of questions, the collecting of data, and the analysis of the results for the second strand which is a QUAL phase (Gregar, 2016). Quantitatively, it examines the BSEd English Program's performance on the LET and Teacher qualifications over the last three (3) years. Qualitatively, this study examined the trend of the BSEd English program over the last three (3) years in terms of student admission and support. Additionally, this study sought feedback from course teachers and students on the program's implementation, areas for improvement, and recommendations for program enhancement based on the study's findings.

Results, Analysis and Discussions

In terms of LET Performance, there was a downward trend on the LET passers and an upward trend on the non-passers. For Teacher qualifications, there is a downward trend in the Bachelor's Degree; upward and downward trends in the Master's Degree; and, an upward trend in the Doctorate Degree. Findings on student admission revealed that the institution has not yet adopted clear-cut policies on the admission of the students since it targets mass admission of students every year. Finally, data regarding student support indicated that the school provided appropriate training in the areas of instruction, extension, and research development for English, Mathematics, and Science in order to promote holistic development. The faculty, on the other hand, is given priorities in terms of professional development so that they could effectively deliver quality instruction to students and activities were provided to support the faculty for their professional growth and development.

Employing a three (3) - phase data gathering procedure, this English Language Program followed the following: (1) Pre-Development which covers analysis and design, (2) Development of the Program, and, (3) Post-Development which covers program implementation and evaluation.

The developed program was administered to the BSEd English majors who are all expected to take the LET comes March 2023. This program was intended to assist them in developing into equipped LET-

takers and to improve the performance of state college. The researcher utilized the Enhancement 1 – Enhancement Program for LET 1 subject offered this semester to all graduating Education students.

Qualitatively, the teacher and students' feedbacks on the program implementation are: (1) The English Language Program was customized to the learners' linguistic, academic and affective needs, followed a comprehensive and carefully articulated process of implementation and allowed building of friendships with other English majors in the ISCOF System; (2) The Program prepared students become confident LET-takers by providing a review for subjects taken, especially during the pandemic. (3) The program was developed in response to students' dismal performance on the LET and has maximized Flexible Learning, particularly during this pandemic; (4) The program makes use of an application which requires lesser internet consumption and if CHED and IATF permit, a face-to-face mode of delivery.; (5) Though this program, English majors could hopefully pass the LET and land almost all jobs at their disposal and is highly recommended for institutionalization primarily because of its beneficence to both the students and the school.

A pertinent proposal titled, "Syllabus for DRIVE: An English Language Program." is provided. This makes use of the entire program used in its implementation and incorporates necessary adjustments to address the program components' shortcomings as identified by the respondents.

Conclusion

The need-based Development of Resource Initiatives Vital for English (DRIVE) majors: An English Language Program anchored on Faltados' theories is a well-designed and carefully implemented enhancement program for English Pre-Service teachers that provides opportunities for them to pass the Licensure Examination for Teachers (LET) especially in the major area of specialization after integrating feedback from the participants and proposing a model language learning course.

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