

FACTORS INFLUENCING THE SECONDARY LANGUAGE SPEAKING SKILLS OF FRESHMEN ENGLISH MAJOR IN BESTLINK COLLEGE OF THE PHILIPPINES: PROPOSED LOCALIZED DIGESTIBLE INFORMATIVE VIDEOS

ABSTRACT

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According to a survey conducted by the Social Weather Stations from March 26 to 29, 2023, only 55% of Filipinos can speak English. Although the 2023 EF English Proficiency Index ranked the Philippines 20th globally in English proficiency, it also revealed a decline in proficiency among Filipinos aged 18 to 20—from a score of 582 in 2016 to 533 in 2023. This decline is especially concerning among freshmen English major students, who are expected to demonstrate advanced language skills as future educators. This study aims to identify the factors influencing the secondary language speaking skills of these students and to propose the use of localized Digestible Informative Videos (DIVs) as an instructional intervention. The study utilizes a quantitative posttest-only quasi-experimental research design. A total of 165 freshmen English major students serve as respondents. Data are gathered using structured survey questionnaires. The intervention involves localized Digestible Informative Videos, developed based on Dr. Stephen Krashen's "Optimal Input Hypothesis" in second language acquisition. These instructional materials incorporate culturally relevant content, activities, and popular media to enhance language learning. The study found that secondary language speaking skills are influenced by several variables, including proximal environment, affective filter, individual differences, and linguistic factors. Among these, the most significant sub-variables identified were teacher instruction, learner motivation, perfectionism, and pronunciation. Other contributing sub-variables included peer influence, parental involvement, classroom environment, self-confidence, anxiety, comprehension difficulties, competitiveness, grammar, and vocabulary. The respondents agreed that the use of localized DIVs improved their comprehension, class participation, and pronunciation. Furthermore, students reported a noticeable enhancement in their secondary language speaking skills after exposure to the materials. The findings reveal the key factors that influence oral proficiency in English among freshmen English major students and underscore the importance of integrating engaging and contextually relevant materials into instruction. The use of localized Digestible Informative Videos effectively addressed the learners' language challenges by capturing their attention and supporting skill development. These videos proved to be beneficial instructional tools in modern classrooms, aligning with outcome-based education by enhancing participation, comprehension, and speaking skills. As such, DIVs can serve as a valuable supplementary resource for educators aiming to improve students' language proficiency.

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