

# Listening and Reading Proficiency Levels of PATTS College of Aeronautics Students: Implications for Remedial Measures

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**Abstract**— *The Test of English for International Communication (TOEIC) is one of the most sought international standardized tests of English communication skills for non-native speakers developed by the Educational Testing Service (ETS). It tests two basic language skills of students; namely; listening and reading and is used by schools and business companies to determine the listening and reading skills of their students or employees, which they consider essential in their academic or professional performance. This research study tried to determine the listening and reading proficiency levels of selected PATTS College of Aeronautics students based on their TOEIC entry and exit tests scores in first year and in third year respectively utilizing a descriptive approach, quantitative design. The findings indicated that the reading levels of proficiency of the students were low compared to their listening proficiencies. In addition, the reading proficiencies of the BS in Tourism Management and BS in Airline Business Administration programs were low compared to those of the students in the other programs. Based on these findings, some remedial measures were proposed to improve the students' reading proficiency. Furthermore, it was recommended that a reorientation program for TOEIC and a reading mock test be conducted before the third-year students take their examination.*

**Keywords**— *Language proficiency, remedial measures, standardized examination, TOEIC.*

## I. INTRODUCTION

The Philippine Air Transport and Training Services – PATTS College of Aeronautics is reputedly the country's premiere aeronautical college today. In fact, it is the largest producer of aviators in the country. Most of the graduates of PATTS are hired by international corporations, specifically aviation industries because of their acquired competence in the English language and communication macro skills. Ideally, the possessed macro skills in the domains of reading and listening comprehension of these students must be at par with international standards. This is the reason why several technology-driven learning materials are vital to enhance the English Proficiency of the students. It is also true that PATTS had been a subscriber to English Language Learning- Edusoft from Educational Testing Service (ETS) and Lexile from the United State Licensed to Hopkins International Partners.

Currently, there is an absence of an intervening course that will address the needs of the students whose TOEIC results are 600 below, which is described as Intermediate level, which is below the required basic working proficiency level by the global aviation industries.

However, in the study conducted by Hopkins, it was categorically found and stated that the English Proficiency level of college graduates in the Philippines is just the same level as the English proficiency level of a cab driver in Dubai. This is corroborated in the study conducted by Racca and Lasaten, (2016). Their study showed that the English proficiency skills of the Filipinos are significantly deteriorating. This is further attested by the Philippine Regulatory Commission (PRC) and National Achievement Test (NAT) report that passers in all fields of endeavor have continued to go down.

Corollary, this phenomenon is also transpiring in PATTS College of Aeronautics as reflected in the Test of English for International Communication (TOEIC) scores results. Certainly, the lackluster performance in TOEIC has significantly manifested a need to improve and enhance the instructional and learning material contents in the domains of reading and listening comprehension.

PATTS College of Aeronautics has taken the first step to certify its students' English proficiency level in its quest to provide excellent transformative education. The demand for aeronautical engineers and aviation-related courses is steady and continuous career opportunities in the different fields are as many and open as the skies.

Since the college is very serious with its quality pursuit, it has continued to find ways on how the level of English language proficiency can be remedied. With the issue of the deterioration of the levels of English proficiency among Filipinos, PATTS College of Aeronautics, is doing its best to help the students acquire the necessary skills to be proficient in the target language skills Boquia (2014) being proficient is truly an important skill.

The bold step came in when during SY 2012-2013, PATTS implemented the Test of English for International Communication (TOEIC), a standardized test. English language tests are now being mandated by the United States employers for this program. Although it is first developed for the business group, the TOEIC is increasingly affecting more college students and university curriculums. In November 2015, ETS said that further revisions to the TOEIC Listening and Reading format are imperative. Since the test retained the same score scale, level of difficulty, total numbers of items, and length. According to Gwan (2016), he said that the most

updated version of the TOEIC Listening and Reading rolled out elsewhere throughout 2017.

Starting in 2013, the aeronautical college implemented the TOEIC test twice, having a pre-test for freshmen and a post-test before graduation requiring a 650+ score. With the current change of curriculum in English, there is only one Purposive Communication as a General Education course left across all programs, and the burden of leveling up English language proficiency is becoming a more serious concern.

The rationale of this study is illustrated and elucidated in the foregoing series of preparations and interventions implemented by the Languages Department of PATTS College of Aeronautics beginning the academic year 2014-2018. Moreover, the department offered Speech Laboratory 300 as a preparatory course and Speech Laboratory 400 as intended for the intervention.

To wit; in the academic year 2014-2015, Dynamic Education Software (DynEd) an 18-hour course comprising tasks and activities on Reading and Listening skills was introduced to first-year level students to provide them with practical communication English skills that can be used in the workplace, businesses, schools and other institutions where effective and appropriate professional interaction in English is required.

Secondly, in the academic year 2015-2016 the English Language Learning-Edusoft from Educational Testing Services (ETS), an 18-hour course was introduced to provide learners with tasks and activities to the enhancements of their listening and reading comprehension skills. In this curriculum timeline, learners need to complete 40 hours of training duration to answer the Edusoft Reading and Listening activities at the Speech Laboratory.

Thirdly, in the academic year 2016-2018, the English Language Learning (ETS) provided 18-hour tasks activities provided tasks and activities on reading and listening macro skills which were practiced and evaluated at the speech laboratory and at home.

Finally, in the last phase of the academic year 2017-2018, the TOEIC Listening and Reading tests aspects of the TOEIC were incorporated by the language teachers into their handled Oral Communication and Technical Writing subjects.

The gap now lies in the fact that the third-year level students are slated to take their second TOEIC exam which is more significant because this is the result that they are going to present in applying for employment.

In the previous college curriculum, the language faculty can administer the mock TOEIC exam in the Oral Communication and Business and Writing Subjects but in the current curriculum, this measure is no longer incorporated because the department offers only one English course.

Meanwhile, the most updated version of the TOEIC Listening and Reading consists of seven parts: There are four for the listening and three for the reading sections respectively which justified the expediency of the implications of proposed remedial measures to be undertaken in this research study.

### *Theoretical Framework*

This study was anchored on the Schema Theory of Barlett (1932) This theoretical framework confirms that human learners store memories in the form of Schema. This schema provides mental structures required to process, remember and understand information. This schema is viewed to be related to the learner's prior knowledge that can detect the conflict between new and old concepts. Essentially, Schema theory is grounded on the collection of knowledge stored in long-term memory.

One of the most vital language skills that must be enhanced inside and outside the classroom is reading; it is also the most effective way to gather information. According to Harmer (2009), the reader exhibits several specific skills when reading and his success in understanding the context of what he sees depends to a large extent on these specific skills. There are skills of reading namely, productive skills, extracting and getting specific pictures, extracting detailed information and discourse patterns, and deducting meaning from the context. In addition, Westwood (2021) illustrates that skilled reading is a complex capability involving many component processes that depend upon learning specific skills.

Krashen (cited in Setiyadi, 2006:21) divided two different in gaining a target language. This language acquisition theory is essential in this study because of the different background of the students.

English Proficiency is truly an important indicator of national competitiveness. Hence, the study is beneficial and relevant to the following:

Academic Institutions. The information obtained and the output of this study will be utilized by the school as reference data to improve its academic offering and teaching techniques with internationally recognized contents and pedagogies that will encourage students to perform best in reading and listening comprehension skills. This will also help the school in the formulation, design, and development of an English Elective Course. They may utilize the information obtained from this study as reference data to improve its academic offering with internationally recognized programs that will help learners perform at their best. This will also help the school in the development of an English Elective Course.

Languages Department. Results of the study will be helpful for the Languages to determine the proficiency levels of the students. Consequently, they can find solutions in areas where the students are weak.

Students of PATTS in General. The results and inputs of this research study on reading and listening skills will certainly entice the students' zeal to improve their English proficiency level. The students who are about to take the TOEIC exam will be able to comprehend by reading and listening to the new inputs and information about TOEIC exercises. It will help them understand the importance of the assessment instrument and acquire a high TOEIC proficiency level Score.

English Language Teacher/ Instructors. They designed and developed learning content and strategies as ways to enhance the students reading and listening comprehension skills that can be fully utilized by the assigned mentors. This will also motivate and encourage the teachers to strengthen their

pedagogic skills, methodologies, and creativity in creating scenarios that will propel students to be more active and collaborative in the English Proficiency Learning Activities. This study sought to determine the reading and listening proficiency levels in English of the PATTS students based on their entry and exit TOEIC test results in 2017-2018 and in 2019-2020 respectively. The findings of the study were used as basis of some proposed remedial measures to address the students' listening and reading weaknesses.

Specifically, this study tried to find answers to the following questions:

1. What are the entry listening and reading skills of PATTS students of the different programs?
2. What are the exit listening and reading skills of PATTS students of different programs?
3. Are there significant differences in the entry listening and reading skills of PATTS College of Aeronautics students across different programs?
4. Are there significant differences in the exit listening and reading skills of PATTS College of Aeronautics students across different programs?
5. Are there significant differences in the entry and exit listening and reading skills of students across different programs?
6. What remedial measures can be recommended based on differences in the listening and reading skills across different programs?

## II. LITERATURE REVIEW

Test of English for International Communication (TOEIC) a standardized test, is an English language proficiency test for listening and reading created by the Educational Testing Services (ETS) for non-native speakers of English. TOEIC is the most credible and trusted English Assessment brand in Asia. It is the most widely used English credential around the world. Used by J2 Visa providers for US jobs and travel internships. The average English Proficiency score for college graduates in the Philippines was 631.4, which was lower than the 650 goals set for a cab driver in Dubai, United Arab Emirates. The preliminary findings of a two-year study using TOEIC measures demonstrated this. According to the study, Filipino graduates' English level was lower than 850 objectives for call center agents.

According to an article in the Philippine Star, Rez Wallen Tan, the general manager of Hopkins International Partners Education, reported that this is a big problem because communication skills are crucial while looking for a job.

In the Common European Framework of Reference for Languages, Filipino graduates only receive a B1 rating, with A1 corresponding to basic users and C2 corresponding to advanced users. In a conference held in Heritage Hotel in Pasay city, Tan, the general manager of Hopkins stated that "communication skills are the number one reason why graduates aren't hired" It is agreeable that in most circumstances, a student's level of success is determined based on the English Proficiency. Many people consider English performance to be an indicator of preparation and college work adaptability Bloom (1987) On the college students are

expected to have advanced skills considering their years of exposure to the language to cope with the language, Kunso (2013) mentioned in his study that both written and spoken in response to the current demand.

The Reading section of the TOEIC exam includes the following items targeting grammar, vocabulary, understanding of specific information, and connecting and synthesizing information. Monologist prompts are provided, despite that, in Parts 1, 2, and 4 there are more than three interlocutors who have different English accent varieties (American, British, Canadian, Australian, or New Zealand) These are all included in Part 3. In addition, colloquial forms such as gonna for going to, and fragments of full sentences, such as down the hall or could you are all included in the Listening section of the test (ETS, 2015c) In the TOEIC Exam, the Reading section has text messages and online dialogues to reflect the types of communication that are commonly used in the global workplaces (ETS, 2015b)

TOEIC Score Range	Proficiency Levels	Language Skills
965-990	Advanced Professional Proficiency	Able to use the language fluently and accurately on all levels and as normally pertinent to professional needs
905-960	General Professional Proficiency	Able to communicate effectively in English in almost any situation.
785-900	Advanced Working Proficiency	Able to satisfy most requirement of basic English communication at work
605-780	Basic Working Proficiency	Able to satisfy routine social demands and limited work requirement
405-600	Intermediate	Able to initiate and maintain plain and simple conversation in English
255-400	Elementary	Able to maintain very simple conversation on familiar topics
10-250	Novice	Able to satisfy immediate survival needs

Fig. 1. TOEIC Listening and Reading Proficiency Levels

## III. METHODOLOGY

In this study the researcher used Creswell's (2014) mixed methods. This research method is essential and increasingly becoming useful in applied linguistics research (Macayan, Quinto, Otsuka & Cueto, 2018) Moreover, this chapter describes the research methods, setting and respondents of the study, sampling technique, research instrument, instrument validation, research protocols, and the statistical treatment of the data.

This research paper used a descriptive and critical qualitative analysis and method. The researcher described and critically analyzed the TOEIC scaled results of the examinees' reading comprehension and listening levels of proficiency to determine its implications on the proposed remedial measures.

The study was conducted in an aeronautical school in the Philippines. It is located in the southern part of Metro Manila in District IV. It was established in 1969 and currently offers the following programs: Engineering Programs - Aeronautical Engineering and Industrial Engineering; Technology Programs - Avionics Technology, Aircraft Maintenance Technology, Air Transportation, and Technician Course; Management Programs - Tourism Management and Business Administration; and SHS - STEM track and ABM track.



Fig. 2. PATTS College of Aeronautics

Subjects of the Study

In this research study, the participants were the first year college students of PATTS College of Aeronautics in school year 2017-2018 who became third year in school year 2019-2020. They were enrolled in different programs; namely, BS Aeronautical Engineering, BS Aircraft Maintenance Technology, BS Avionics Technology, BS Air Transportation, BS Airline Business Administration and BS Tourism Management who matriculated in the academic year 2017-2020.

Permission from HOPKINS Phil and the PATTS College of Aeronautics specifically the Research Department was sought before the data analysis began. The records both in documents and emails were reviewed for further investigations. The data were kept and treated with confidentiality. The data collected were used for 6 months until the end of the study. By using the Slovin’s formula of  $n = \frac{N}{1 + Ne^2}$  where  $N$  = Population size and  $e$  = Margin error. As the input population size was 2,518 people and the margin of error was 0.05 given.

The confidence level was 95 percent for this research, the researcher got a sample size of 2475 people. At the end of the study the researcher returned the data to the research director of PATTS College of Aeronautics. (hard copies) In this study the approximate number of participants are 2518. students have an Advanced Professional Proficiency level, the highest level in TOEIC listening score, while only a few have an Advanced Professional Proficiency level in reading. Therefore, students in first year have more difficulty in reading than in listening

IV. RESULTS AND DISCUSSIONS

This chapter contains the data findings of the TOIEC test of each year in order to identify the results from the instrumentation used in the study. This comprises tables from the respondents' data to be shortened for the readers.

Table 1 shows the Entry of Listening and Reading Proficiency Levels of the Students across all Programs of PATTS College of Aeronautics. The data on Listening Shows that Bachelor of Science in Aeronautical Engineering has the Proficiency Level of “Advance Professional Proficiency” and the rest of the Programs shows that have a Proficiency Level of “General Professional Proficiency”. The also data shows that engineering programs of Bachelor of Science in Aeronautical Engineering and Bachelor of Science in

Industrial Engineering have a Proficiency level of “General Professional Proficiency” and the rest of the programs have a Proficiency Level of “Advance Working Proficiency” for the Reading. There are total of 2518 of takers across the program and was taken of the year 2017-2020.

TABLE 1. Entry Listening and Reading Levels of the students  
Entry Listening and Reading Proficiency Levels of the Students

Course	Number of Takers	Listening Score	Proficiency Level	Reading Score	Proficiency Level
Bachelor of Science in Aeronautical Engineering	456	436	Advance Professional Proficiency	378	General Professional Proficiency
Bachelor of Science in Industrial Engineering	29	395	General Professional Proficiency	386	General Professional Proficiency
Bachelor of Science in Air Transportation	425	419	General Professional Proficiency	345	Advance Working Proficiency
Bachelor of Science in Aircraft Maintenance Technology	968	402	General Professional Proficiency	321	Advance Working Proficiency
Bachelor of Science in Avionics Technology	302	412	General Professional Proficiency	333	Advance Working Proficiency
Bachelor of Science in Tourism Management	250	404	Professional Proficiency	326	Working Proficiency
Bachelor of Science in Airline Business Administration	88	412	General Professional Proficiency	341	Advance Working Proficiency
<b>TOTAL</b>	<b>2518</b>				

Legend: Advanced Professional Proficiency 440-495, General Professional Proficiency 380-435, Advanced Working Proficiency 320-375, Basic Working Proficiency 260-315, Intermediate 200-255, Elementary 140-195, Novice 5-135.

Palma et al. (2022) aimed to prove the reports that the English proficiency of Filipino students is declining. They determined the speaking and listening proficiency of the West Visayas State University using the listening and speaking tests from Test of English as a Foreign Language (TOEFL) and Test of English for International Communication (TOEIC). Results showed that when taken as a whole, the students had Advanced speaking skills. When it comes to listening, they found out that their respondents achieved Advanced Level of Proficiency when their scores were taken as a whole. They recommend well-designed instructional material should be planned out to improve both the listening and speaking skills of the students.

TABLE 2. Exit Listening and Reading Levels of the students  
Exit Listening and Reading Proficiency Levels of the Students

Course	Number of Takers	Listening Score	Proficiency Level	Reading Score	Proficiency Level
Bachelor of Science in Aeronautical Engineering	456	444	Advance Professional Proficiency	386	General Professional Proficiency
Bachelor of Science in Industrial Engineering	29	396	General Professional Proficiency	391	General Professional Proficiency
Bachelor of Science in Air Transportation	425	434	General Professional Proficiency	364	Advance Working Proficiency
Bachelor of Science in Aircraft Maintenance Technology	968	414	General Professional Proficiency	342	Advance Working Proficiency
Bachelor of Science in Avionics Technology	302	424	General Professional Proficiency	359	Advance Working Proficiency
Bachelor of Science in Tourism Management	250	418	Professional Proficiency	345	Advance Working Proficiency
Bachelor of Science in Airline Business Administration	88	423	General Professional Proficiency	362	Advance Working Proficiency
<b>TOTAL</b>	<b>2518</b>				

Legend: Advanced Professional Proficiency 440-495, General Professional Proficiency 380-435, Advanced Working Proficiency 320-375, Basic Working Proficiency 260-315, Intermediate 200-255, Elementary 140-195, Novice 5-135.

Table 2 shows the Exit Listening and Reading Proficiency Levels of the Students across all Programs of PATTS College of Aeronautics. The data on Listening Shows that Bachelor of

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Caraig & Quimbo (2022) found out totally different results from the findings of this study in which they found out that only 7% of their respondents for SY 2015-2016 are considered having Mastery Level as readers, 49% near mastery level and 44% poor mastery level and so they affirmed the research conducted by PISA (2018), which showed that the Philippines ranked second to the lowest in the fields of Science and Mathematics and lowest in reading comprehension.

TABLE 3. Comparison of the Entry Listening and Reading Proficiency Levels of the students across programs

Comparison of the Entry Listening and Reading Proficiency Levels of the Students Across Programs

(f) Courses	Mean Difference (I-J)	Std. Error	p-value	Sig	Decision	
Bachelor of Science in Aeronautical Engineering	Bachelor of Science in Industrial Engineering	-.78891 <sup>*</sup>	.21088	.004	p<0.05	There is a significant difference
	Bachelor of Science in Air Transportation	-.37251 <sup>*</sup>	.07424	.000	p<0.05	There is a significant difference
	Bachelor of Science in Aircraft Maintenance Technology	-.71164 <sup>*</sup>	.08254	.000	p<0.05	There is a significant difference
	Bachelor of Science in Avionics Technology	-.58315 <sup>*</sup>	.08169	.000	p<0.05	There is a significant difference
	Bachelor of Science in Tourism Management	-.65406 <sup>*</sup>	.08666	.000	p<0.05	There is a significant difference
Bachelor of Science in Industrial Engineering	Bachelor of Science in Aircraft Maintenance Technology	-.48385 <sup>*</sup>	.12821	.003	p<0.05	There is a significant difference
	Bachelor of Science in Air Transportation	.41659	.21134	.433	p>0.05	There is no Significant Difference
	Bachelor of Science in Aircraft Maintenance Technology	.07727	.20752	1.000	p>0.05	There is no Significant Difference
	Bachelor of Science in Avionics Technology	.20875	.21407	.962	p>0.05	There is no Significant Difference
	Bachelor of Science in Tourism Management	.13483	.21601	.996	p>0.05	There is no Significant Difference
Bachelor of Science in Air Transportation	Bachelor of Science in Aircraft Maintenance Technology	.30805	.23977	.855	p>0.05	There is no Significant Difference
	Bachelor of Science in Avionics Technology	-.33933 <sup>*</sup>	.06407	.000	p<0.05	There is a significant difference
	Bachelor of Science in Tourism Management	-.21084	.08287	.144	p>0.05	There is no Significant Difference
	Bachelor of Science in Airline Business Administration	-.28176 <sup>*</sup>	.08777	.023	p<0.05	There is a significant difference
	Bachelor of Science in Airline Business Administration	-.11154	.12896	.978	p>0.05	There is no Significant Difference

Table shows that when the bachelor of science in aeronautical engineering entry level listening and reading scores re compared with bachelor of science in air transportation, bachelor of science in aircraft maintenance technology, bachelor of science in avionics technology, bachelor of science in tourism management and bachelor of science in airline business administration, the null Hypothesis Is Rejected At 95% Interval Because The P=Value Is 0. There is a significant difference among these programs. There is also a significant difference between bachelor of science in aircraft maintenance technology and bachelor of science in aircraft maintenance technology with P=Value Of 0 At 95% Interval.

Caiga (2022) aimed to find out the TOEIC results of LPU Batangas students for AY 2014-2016 per year level and found various results per year level and recommended that

performance of the ten colleges must be determined to find out intervention programs per year college.

TABLE 4. Remedial Measures for the Different Programs offered

Program	Findings	Remedial Measure	Department/s concerned
Bachelor of Science in Aeronautical Engineering	Bachelor of Science in Aeronautical Engineering score in Reading has enhanced to 2.11% and the Listening Score has enhanced to 1.83%	Additional five (5) hours of reading tasks per week to enrich reading comprehension experience Conduct English Festival and reading quiz to encourage students to read	Language Department English Faculty Department Head
Bachelor of Science in Industrial Engineering	Bachelor of Science in Industrial Engineering maintain the Listening Score and enhanced in Reading score to 1.29%	Develop fun grammar learning videos for viewing those identified with low scores. They need to view these videos then take a test until they complete all the videos.	
Bachelor of Science In Air Transportation	Bachelor of Science In Air Transportation enhanced the Reading Score to 5.51% and the Listening Score to 5.60%	Start a TED-talk style speaking activity monthly.	

TABLE 5. Remedial Measures for the Different Programs offered

Bachelor of Science In Aircraft Maintenance Technology	Bachelor of Science in Aircraft Maintenance Technology enhanced their Reading Scores to 6.54 and the Listening Scores enhance to 3.60%	Establish an English chamber for those identified with low scores where they need to visit weekly to get reading materials and listening exposures. Every month, they will take texts in reading and listening to monitor their progress.
Bachelor of Science in Avionics Technology	Bachelor of Science in Avionics Technology enhanced their Reading Scores to 7.81% and the Listening Scores enhance to 2.99%	Establish English Zones where the students are required to speak English only and establish.
Bachelor of Science in Tourism Management	Bachelor of Science in Tourism Management has enhance their Reading Scores to 5.83% and their Listening Scores to 3.47%	Start an English Camp where students will be asked to attend various English-related activities such as poetry reading, speech competitions, short theatrical presentations.

V. CONCLUSIONS

Based on the results of the study, the following summary of findings were drawn:

1. Entry reading and listening proficiency levels of PATTS students in School Year 2017-2018 based on their TOEIC test scores

The entry TOEIC listening scores of the first year students across all programs shows that 43.80% of the students obtained the Advanced Professional Proficiency level, the highest level in TOEIC listening score. Then, 27.80% of the students are in the General Working Proficiency level while 19.9% are in the Advanced proficiency level. Meanwhile, the entry of TOEIC reading scores of the 1st year students across all programs shows that 11% of the students obtained the Advanced Professional Proficiency level which is the highest level in TOEIC listening score. Meanwhile, 26.30% of the students are in the General Working Proficiency level the 24.50% are in the Advanced proficiency level.

2. Exit reading and listening proficiency levels of PATTS students in School Year 2019-2020 based on their TOEIC test scores.

The exit listening scores of the first year students across all programs shows 46.20% reached the Advanced Professional Proficiency Level, 29.10% had General Professional Proficiency while 18.10% attained Advanced Working Proficiency. Meanwhile, the exit reading scores across all programs shows 14.5% got advanced professional proficiency, 33.4% got general professional proficiency while 24.9% got advanced working proficiency. On the other hand, the exit reading scores across all programs shows 14.5% got advanced professional proficiency, 33.4% got general professional proficiency while 24.9% got advanced working proficiency

3. Comparison of the entry listening and reading proficiency levels of the students across programs.

#### IV. CONCLUSION

1. Less than half of the first year PATTS students have an Advanced Professional Proficiency level, the highest level in TOEIC listening score, while only a few have an Advanced Professional Proficiency level in reading. Therefore, students in first year have more difficulty in reading than in listening.
2. Also, less than half of the third year students have an Advanced Professional Proficiency level in listening but they show a noticeable increase in their reading proficiency level
3. Exit scores further show that there are more students in the Advanced Professional Proficiency Level in reading than in listening.
4. Among the programs, the Bachelor of Science in Aeronautical Engineering program showed an excellent entry and exit proficiency levels in listening and reading when compared with other programs

#### ACKNOWLEDGMENT

First and foremost, the researcher offers praises and thanksgiving to God Almighty for His guidance and blessings of knowledge and perseverance in the course of this research endeavor.

The researcher would like to afford deep and sincere gratitude to Dr. Erna Y. Yabut the Dean of the Graduate

School, Dr. Maricar W. Ching, the assistant Dean of Centro Escolar University and Dr. Arlene S. Opina the head of International Languages Department for their encouragement and approval.

Asst. Prof. Richard M. Rillo, thesis adviser for his competent critique and invaluable guidance towards the completion of this study.

PATTS College of Aeronautics Languages and Research Department spearheaded by Professor Ben Brian C. Coronel, whose dynamism and motivation profoundly gave the researcher, the strength and determination to thoroughly pursue this research.

The researcher is also grateful to her father Rogelio Oania and mother, Victoria Oania. To her siblings, Novelyn, Michael, Leonardo and Anna Lea.

Significantly, to her ever-supportive husband, Mr. Carlo S. Solidum, for his unconditional moral and financial support which sustain the researcher till the fruition of this wordy undertaking.

Lastly, to her two wonderful children, Marcus Andray and Miguel Andres as wellspring of her strength and inspiration.

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