

# Facilitation Techniques towards Enhancing K-12 English Language Proficiency of Different High Schools: Basis for Intervention Program

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**Abstract** –*This study explored on the English Language proficiency through facilitation techniques of different schools in the district of Bauan, Batangas, Philippines. It is undertaken primarily to understand and analyze the students' English Language proficiency with reference to the competencies in the Department of Education Curriculum for K-12 along with five (5) different macro skills towards learning English Language. With this paper, every Department of Education Secondary School in the District of Bauan will be reinforced with awareness that English is an international language that needs more enhancement and development among the facilitators and learners of 21<sup>st</sup> Century facilitation and learning. To enhance and develop English language proficiency, this study suggested a program specific to improve the present English Language Intervention Measures. The respondents were the Grade 10 of different DepEd Secondary Schools in Bauan District since they experienced the initial three (3) year implementation of K -12 Curriculum. The respondents were drawn through purposive sampling procedure taking into consideration their limited numbers. In addition, to determine the sample size of the Grades 10 students, the paper utilized G\*Power Sampling Analysis. Moreover, the study found out that viewing skills stood out to be well facilitated with reference to its competencies in the education process. Additionally, there was no significant difference of responses when grouped according to profile variables in the majority of the macro skills except writing which had shown significance and there was no significant relationship among all macro skills excluding speaking skills as referred its competencies.*

**Keywords** –*competencies, facilitation techniques, K-12 Curriculum, macro skills, proficiency*

## INTRODUCTION

Students for whom English Language is just one of the core subjects in their schools as well as not having it as their first language can become discouraged in time they have to understand some English masterpieces and lessons yet distant to their cognitive levels. It is oftentimes a burden to listen to texts, write and speak and read some articles about the things one have listened to when the level of mastery and the command of English Language is below cognition. Additionally, as stated by Ghenghesh [1] that students who lack the necessary language skills will not be able to engage in the learning process and will struggle to pass their academic courses. The impact of university failure can also result in low self-esteem, frustration, de-motivation and disinterest in attending lectures and tutorials. More so, in this 21<sup>st</sup> century, when the world got higher expectation from people whom communication is innate, English Language must be developed and mastered in both forms – oral and written.

Language and communication is the basis for success in virtually every domain of human activity, from politics, to business, to all areas of work, even to personal and family life. According to Ahmad[2], language is a skill, like any other skill until and unless practice the skill mastery is highly impossible. The aim of learning a language is directly linked with the macro skills that are to be developed. As a universal process communication influence the activities of the human community at large. Social development is a prominent feature of effective techniques of communication, which is necessary for sustaining the growth and development.. An understanding of the various dimensions of language and communication will give you the ability to communicate more effectively in this complex, globalized world.

With the coming of R.A. 10533, the Enhanced Basic Education Curriculum or popularly known as K-12 Curriculum, English language plays a vital role in the facilitation or the learning process inside the

classroom. Executive Order no. 210 of Former President Arroyo believed that English Language could be a great help to improve Philippines' educational system and instruction. There is a need to develop the aptitude; competence and proficiency of our students in the English language to maintain and improve their competitive edge in emerging and fast-growing local and international industries. More so, Arsad, Buniyamin, and Manan [3] has shown that English proficiency skills have been the extra determining factor for success in job interviews besides the students' outstanding performance at the universities.

On the same ground of conviction, there are quite a number of educational institutions nowadays which support this rule. To mention a few, different schemes to enhance English communication inside their respective campuses like encouraging students to speak in English all the time whenever and wherever they maybe. Also, Arsad, Buniyamin and Manan [3] added that learning teaching process, students' interest and perception of its importance, influence of mother language, good surrounding and environment or opportunity that enable students to practice speaking English in daily lives enhances English language proficiency. All these support schemes need follow up hand in hand good facilitation techniques in learning process. According to Short and Fitzsimmons [4], "There is an emerging picture of what can be done to improve the literacy of these students."

Significantly, good facilitation is believed to be the guiding torch between success and failure of any event may it be in the business, event or most especially in the learning process of the 21<sup>st</sup> century since K-12 promulgates outcome based education. With this, as teachers now called as facilitators and distributors of learning, the demand to practice effective facilitation techniques and skills in the proliferation of K-12 curriculum, schools need to have facilitation techniques and intervention programs that will suit and satisfy the hunger for wisdom. As these facilitators thrash about 21<sup>st</sup> century facilitation, intervention materials are conceptualized and designed to aid the teachers and provide the pupils needed support making progress in their studies. These will increase and deepen the skills, knowledge and understanding of the learner in various subject areas and various learning areas in the curriculum. As Levy [5] stated "every teacher has entered a classroom has differentiated instruction in one way or another. Teachers differentiate when they give a student more time to finish assignment, allow children choice in what they read, give different types of assessments, and myriad in other ways. Although these

are good strategies, as educators, we can make our classrooms more responsive to students needs by being more systematic in our approach to differentiation."

More so, intervention measures can give the opportunity to explore various ideas and concepts that would enrich their understanding of varied subject matters that sharpen their competencies. Joseph, Thomas, Simonette and Ramsook [6] reiterated that the decision to differentiate instruction came as a breath of fresh air as it provided greater opportunities to meet the varying needs of learners in class. As it was emphasized by Howard Gardner's famous quoted that anything worth teaching can be presented in different ways, intervention measures can entertain and cater the idea of enhancing and maximizing the potentials of these diversified learners. These diverse measures acknowledge individuality of the learners yet strongly supports group dynamics and cooperative learning. Tolimson once said cited by Santisteban [7], he believed that the practice of differentiating instruction helps teachers address rigorous standards while responding to the individual needs of students. Differentiation allows teachers to focus on essential skills in each content area, be responsive to individual differences, incorporate assessment into instruction, and provide students with multiple avenues to learning.

Furthermore, learners need facilitation techniques for different macro skills to increase the level of mastery and proficiency in English. The benefit of these materials is not only for the teacher's convenience and system in teacher but also for the easy grasp of the learners. In addition, Subban [8] stated that addressing student differences and interest appears to enhance their motivation to learn while encouraging them to remain committed and stay positive. Moreover, According to Woottipong [9], viewing, as the newest macro skill, is now inculcated in the teaching process. Since visual media have become more important in everyday life, viewing and visual representations have become more important as means of communicating. In addition to that, learners nowadays are more visuals that are they easily understand lessons when accompanied with visual representation and simulation.

Province of Batangas, specifically the District of Bauan in the Philippines, one of the biggest districts in the Division, is working hand in hand with the Department of Education for the purpose of uplifting the quality of education. For the past three (3) years, according to the Department of Education [10], National Achievement Tests results diminished, specifically in English Language subject from 54 percent to 45 percent. Presently, the English Language

proficiency level of students in the District of Bauan as reflected in the NAT needs to be improved and replenished through supporting activities and interferences. It is timely to focus on maximizing the usage of different facilitation techniques for the said macro skills considering the competencies mandated by the DepED. Bauan District also considers its students who experience tremendous hindrances to achieve full understanding of their subjects especially when English Language used as medium of communication and instruction.

Therefore, the paper is undertaken primarily to understand and be able to analyze the students' English Language proficiency with reference to the competencies in the DepEd Curriculum for K-12 along with 5 different macro skills towards learning English Language. Correspondingly, this will serve as a source of mediating access to patch up the breach of the facilitation strategies in English Classes within the District of Bauan.

This study aims to reinforce the awareness of every Department of Education Secondary Schools in the District of Bauan that English is an international language that needs more enhancement and development among the facilitators and learners of 21<sup>st</sup> Century facilitation and learning. Enhancing English proficiency plays a significant part in the implementation of Enhanced Basic Education Curriculum or popularly known as K-12 Curriculum. To enhance and develop English language proficiency, the researcher, who is also a K-12 English Language Facilitator in the said district manage to conduct a study that will suggest a program specific to improve the present English Language Intervention Measures.

#### **OBJECTIVES OF THE STUDY**

This paper determined the implications to learning of the facilitation techniques used in the different schools of Bauan District, Batangas, Philippines.

More specifically, it presented the profile of the student-respondents from different secondary schools in terms of age, gender, type of school they are in, school level and type of training they started learning English; determined the English proficiency level of the students; assessed English Language Facilitation techniques with reference to the competencies along with five (5) different macro skills; tested if there was significant difference towards English language Facilitation Techniques when respondents are grouped according to their profile variables ;determined the significant relationship of English Language Facilitation techniques with reference to the competencies along

with 5 different macro skills and proposed an intervention program based on the results of the study.

#### **METHODS**

The paper employed the qualitative-quantitative approach in this research. The qualitative and quantitative data were investigated in depth, interpreted and analyzed. Interpretation of empirical data and information gathered were substantiated by relevant data collected from questionnaires, interviews, focused group discussions and observation feedback. Moreover, these methods of research has such characteristics as hypothesis formulation and testing, logical method of inductive –deductive reasoning to arrive at generalization, employs method of randomization, and the variables and procedures are described as accurately and clearly as possible.

#### **Participants**

The respondents were the Grade 10 of different DepEd Secondary Schools in Bauan District since they experienced the initial three (3) year implementation of K -12 Curriculum. The total population of Grade 10 in the District of Bauan is 1,088 School Year 2015-2016.

The respondent schools were Bauan Technical High School with 772 Grade 10 students; San Vicente Manalupang National High School with 67 Grade 10 students; Inicbulan National High School with 51 Grade 10 students and Baguilawa Agricultural Vocational National High School with 198 Grade 10 students.

Yet, for the purpose of this study, through G Power Sampling method, the exact number of the respondents needed in the study was determined. G\*Power Analysis is an excellent piece of software for performing statistical power analysis. It is particularly useful for researchers who need to perform a power analysis as part of the research.

Particularly, there were 153 respondents from Bauan Technical High School, 13 from San Vicente Manalupang National High School, 10 from Inicbulan National High School and 39 from Baguilawa Agricultural Vocational National High School. The total respondents were 215 Grade 10 students.

#### **Research Procedures**

In the data gathering, the researcher sought the approval of the principals of the school-respondents for the administration of the questionnaires to the students. Upon approval of the principals, the questionnaires were administered to the respondents. Collection followed and the data collected were tabulated,

analyzed and then finally interpreted using appropriate statistical tools.

### Instruments

The instruments used were prepared questionnaires. These standardized questionnaires were patterned from Department of Education Curriculum Guide for Enhanced Basic Education Curriculum, popularly known as K-12 Curriculum. Noticeably, these were subdivided into 5 sections corresponding to 5 macro skills in K-12 English: Reading, Listening, Writing, Speaking, and Viewing. Each of the subdivisions had 10 facilitation techniques to be pondered by the participants.

The scale was then revised and improved to suit the objective of the study and to align the questions with the possible facilitation techniques encountered by students.

The revised questionnaire was checked, verified and validated before administration. The questionnaire also sought for the respondents' profile.

The researcher sought the approval of the principal to administer the questionnaires.

Upon the approval, the questionnaires were tested with the English Language teachers to check whether the questions were clear to be able to come up with reliable results. When found reliable and effective, the questionnaires were distributed to the target respondents and retrieved after the administration. The items in the questionnaire were scored using the Likert scale.

### Data Analysis

Power analysis is particularly useful when planning this particular study. There are many trade-offs when designing a study. Awareness of the trade-offs and how they relate to statistical power is particularly important. With this study, the researcher might be confronted with the decision of whether to use subtle facilitation techniques that is of greater applied relevance or stronger facilitation techniques which is less realistic. As the researcher was aware of the importance of the use of relative power of these two options help to highlight whether the less realistic, but more statistically powerful option is the better choice.

Furthermore, the gathered data were treated statistically with the use of frequency count, percentage, ranking, and weighted mean in interpreting, analyzing, and comparing the responses of the participants from different schools with the perceived facilitation techniques used in K-12 classroom according to the profile of the respondents. This

was used to determine the exact number of responses and its relation to the whole.

In relation to this, ANOVA was maximized to provide the statistical tests to determine the significant differences among the variables –if these variables and their means are equal or not in consideration of given error.

### RESULTS AND DISCUSSION

Table 1 presents the percentage distribution of the respondents' profile. Among the 215 respondents, 124 of them are 16 years old which corresponds to 57.70 percent, followed by 15 year old students which corresponds to 31.20 percent or 67 students.

**Table 1. Percentage Distribution of the Respondents' Profile**

Profile Variables	f	%
<b>Age</b>		
15 years old	67	31.20
16 years old	124	57.70
17 years old	14	6.50
18 years old	6	2.80
19 years old	4	1.90
<b>Sex</b>		
Male	90	41.90
Female	125	58.10
<b>Type of School</b>		
General	23	10.70
Technical/ Vocational/ Agricultural	192	89.30
<b>Group</b>		
Highest/ First Section	52	24.20
Second Section	127	59.10
Average/ Lowest / Heterogeneous Section	36	16.70
<b>At what level did you start learning English?</b>		
Day Care Centers	119	55.30
Primary school	95	44.20
Secondary school	1	0.50
<b>Where did you learn English?</b>		
School	148	68.80
Coaching centers/ tutorial services	16	7.40
At home	51	23.70

Fourteen (14) out of 215 respondents were 17 years old which corresponds to 6.50 percent, 6 respondents aged 18 years old or 2.80 percent and 1.90 percent of the respondents were 19 years old.

Furthermore, 125 respondents or 58.10 percent are females matched up to 90 respondents or 41.90 percent males among the actual population. 192 respondents come from Technical Vocational or Agricultural School

or 89.30 percent and only 23 respondents come from schools in General Curriculum which corresponds to 10.70 percent.

More so, 59.10 percent of the respondents or 127 of them were from the Second sections of the respondent schools; then, 52 respondents were from the first or highest sections which are 24.20 percent whereas 16.70 percent or 36 respondents were from average, lowest or heterogeneous sections.

With regards to the level the respondents started to learn English, 55.30 percent learned the language when they were in Day Care Centers.

This is equivalent to 119 respondents. However, 95 respondents or 44.20 percent learned English Language when they were in Primary Schools. Yet, a respondent learned English Language when he was in his Secondary school.

It is undeniably true that 148 respondents or 68.80 percent learned English in formal schools while 7.40 percent which corresponds to 16 respondents learned it in coaching centers or tutorials and 51 respondents learned it at home. This is equivalent to 51 respondents.

**Table 2. Level of English Proficiency**

Level of Proficiency	f	%
Beginning Proficiency	2	0.90
Developing Proficiency	85	39.50
Approaching proficiency	83	38.60
Proficient	45	20.90

*Legend: 74 and below = beginning proficiency; 75 – 84 = developing proficiency; 85 – 89 = approaching proficiency; 90 and above = proficient*

The readers will see the Level of English proficiency of the respondents in Table 2 above. The level of proficiency of the students was determined by the final grade gained by the respondents during their 10<sup>th</sup> Grade S.Y. 2015-2016 under Department of Education (DepEd) K-12 Curriculum. As shown in the table, 39.50 percent of the respondents achieved “developing proficiency” as interpreted by Deped.

This means that the 85 respondents have the grade ranged 75-84 percent. Moreover, 83 respondents or 38.60 percent achieved “approaching proficiency” which is equivalent to 85-89 numerical values. 45 respondents were “proficient” as they received grades of 90-above and only 2 respondents or .90 percent was at the beginning of their language proficiency as they have grades of 74 below.

Table 3 presents the summary on the language facilitation techniques with reference to the competencies.

**Table 3. Summary Table on the Language Facilitation Techniques with Reference to the Competencies**

Skills	WM	VI	Rank
Reading	2.90	Often	5
Listening	3.02	Often	3.5
Speaking	3.02	Often	3.5
Writing	3.03	Often	2
Viewing	3.05	Often	1
<b>Composite Mean</b>	<b>3.00</b>	<b>Often</b>	

*Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Seldom; 1.00 – 1.49 = Never*

As a whole, Language facilitation techniques with reference to the competencies of different macro skills, viewing ranked first with the WM of 3.05, verbally interpreted as often. Viewing is one of the most important skills. In communication, viewing can help the students watch their favorite shows either in movies or in televisions, as well as other forms of viewing devices.

**Table 4. Difference of Responses on English Language Facilitation Techniques with Reference to the Competencies on Reading Skills When Grouped According to Profile variables**

Profile Variables	F-value	p-value	Interpretation
Age	2.170	0.074	Not Significant
Sex	1.526	0.128	Not Significant
Type of School	0.431	0.667	Not Significant
Group	4.104	0.018	Significant
Level started to learn English	4.352	0.014	Significant
Place where English was learned	3.464	0.033	Significant

*Legend: Significant at p-value < 0.05*

Secondly, with WM of 3.03, verbally interpreted as often, writing as a literary and at the same time a productive skill is important as it gives opportunity to students to go for control practice of the language and sooner or later will master the writing skill. Third on the rank are listening and speaking, with WM of 3.02, verbally interpreted as often. Without listening, communication can also be crippled. It is vital and should be part mainly in communication.

Lastly, reading has the WM of 2.90. It is a multifaceted process involving word recognition, comprehension, fluency and motivation. The composite mean with reference to the competencies of all macro skills is 3.00.

Table 4 presents that the facilitation technique used with regards to reading skills varies as to the

respondents' group, level started to learn English and place where they learned it since the obtained p-values of 0.018, 0.014 and 0.033 were less than 0.05 alpha level, therefore the null hypothesis is rejected. This means that the frequency of using reading skills differs across the above mentioned variables. The foundation of the English Language differs according to when the respondents started learn English and when they have started learning so.

More so, with age, sex and type of school of the respondents, p-values of 0.074, 0.128 and 0.667 respectively were obtained which shows that the null hypothesis was accepted with the latter profile variables. It does show that the respondents were not affected by the period they have learned or exposed to English Language, whether they are male or female or what type of school they are in, public or private.

**Table 5. Difference of Responses on English Language Facilitation Techniques with Reference to the Competencies on Listening Skills When Grouped According to Profile variables**

Profile Variables	F-value	p-value	Interpretation
Age	1.821	0.126	Not Significant
Sex	2.299	0.022	Significant
Type of School	1.727	0.086	Not Significant
Group	0.013	0.987	Not Significant
Level started to learn English	3.089	0.048	Significant
Place where English was learned	14.656	0.000	Highly Significant

*Legend: Significant at p-value < 0.05*

Based from the Table 5 result, there is significant difference on English Facilitation techniques with reference to the competencies on Listening skills when grouped according to profile variables specifically sex and the level the respondents started to learn English. Sex variable has the p-value of 0.022 and the level stated to learn English variable has the p-value of 0.048. Further, the table reflects no significant difference towards the variables age, type of school, and group profile variables with the p-value of 0.126, 0.086, and 0.987. The group and the type of school where the respondents attended did not play significant difference with reference to the competencies on the listening skills.

Table 6 presents the difference of responses on the English Language facilitation techniques with reference to the competencies on speaking skills when grouped according to profile variables.

**Table 6. Difference of Responses on English Language Facilitation Techniques with Reference to the Competencies on Speaking Skills When Grouped According to Profile variables**

Profile Variables	F-value	p-value	Interpretation
Age	2.089	0.083	Not Significant
Sex	0.076	0.940	Not Significant
Type of School	0.305	0.761	Not Significant
Group	1.058	0.349	Not Significant
Level started to learn English	0.197	0.822	Not Significant
Place where English was learned	0.999	0.370	Not Significant

*Legend: Significant at p-value < 0.05*

Table 6 reveals that all computed p-values were all greater than 0.05 alpha level; thus the researcher fails to reject the null hypothesis of no significant difference on English language Facilitation Techniques when respondents are grouped according to their profile variables. This indicates that the frequency of using speaking skills as facilitation technique does not vary. As the this case may be considered, facilitation techniques play no significant difference with reference to the competencies on speaking skills when grouped

**Table 7. Difference of Responses on English Language Facilitation Techniques with Reference to the Competencies on Writing Skills When Grouped According to Profile variables**

Profile Variables	F-value	p-value	Interpretation
Age	6.631	0.000	Highly Significant
Sex	4.017	0.000	Highly Significant
Type of School	3.097	0.002	Significant
Group	15.302	0.000	Highly Significant
Level started to learn English	12.819	0.000	Highly Significant
Place where English was learned	7.207	0.001	Significant

*Legend: Significant at p-value < 0.05*

Table 7 divulges that all computed p-values were all lesser than 0.05 alpha level; thus the researcher rejects the null hypothesis of no significant difference on English language Facilitation Techniques when respondents are grouped according to their profile variables. Most especially, age, sex, group, level started to learn English and Place where English was learned are the variables appeared to be highly significant. This indicates that the frequency of using writing skills as facilitation technique varies. The profile variables of the

student respondents were manifested to be factors affecting their writing performance according to profile variables.

**Table 8. Difference of Responses on English Language Facilitation Techniques with Reference to the Competencies on Viewing Skills When Grouped According to Profile variables**

Profile Variables	F-value	p-value	Interpretation
Age	4.778	0.001	Significant
Sex	0.241	0.810	Not Significant
Type of School	2.293	0.023	Significant
Group	0.571	0.566	Not Significant
Level started to learn English	1.223	0.297	Not Significant
Place where English was learned	2.871	0.059	Not Significant

*Legend: Significant at p-value < 0.05*

Table 8 tells that the computed p-values of profile variables age (0.001) and type of school (0.023) were lesser than 0.05 alpha level; thus the researcher rejects the null hypothesis of no significant difference on English language Facilitation Techniques on viewing skills when respondents are grouped according to their profile variables. This indicates that the frequency of using viewing skills with the two profile variables as facilitation technique varies.

While sex (p-value of 0.241), group (p-value of 0.0810), level started to learn English (p-value of 0.297) and place where English was learned (p-value of 0.059) show that there is significant difference on the said viewing skills techniques as their computed p-values were greater than 0.05 alpha level. This only means that the null hypothesis is accepted.

All three components were positively and consistently related to achievement in the second language, with learning motivation having the strongest correlation. The relationships were not much affected by the availability of the language in the environment or the age of the learners. It should be noted here that, although attitude and motivation are usually considered individual factors, they are also embedded in the social context of learning, and type of schools may be able to have some influence on them.

As seen from Table 9 result, only speaking shows significant relationship since the obtained p-value of 0.017 is less than 0.05 alpha level, thus the hypothesis of significant relationship between level of proficiency and speaking skills is accepted. This means that there is a relationship exists and implies that the level of

proficiency is affected by how they performed speaking skills in class.

**Table 9. Relationship Between Level of Proficiency and English Language Facilitation Techniques with Reference to the Competencies Along with Different Macro Skills**

Skills	$\lambda^2_c$	p-value	Interpretation
Reading	11.501	0.074	Not Significant
Listening	8.484	0.205	Not Significant
Speaking	15.463	0.017	Significant
Writing	9.172	0.164	Not Significant
Viewing	2.668	0.849	Not Significant

*Legend: Significant at p-value < 0.05*

Meanwhile, from the same table, reading, listening writing and viewing with p-values of 0.074, 0.205, 0.164 and 0.849 respectively show no significant relationship since the p-values obtained are greater than 0.05 alpha level, thus the hypothesis of significant relationship between level of proficiency and the four macro skills is rejected. This means that there is no relationship exists and implies that the level of proficiency is not influenced by how they performed reading, listening, writing and viewing skills in teaching learning process in English Language classes.

## CONCLUSION AND RECOMMENDATION

Majority of the respondents are 16 years old, females, belonged to second section and started to learn English in Day Care Centers and greatest number of respondents had developing level of English Language proficiency. Furthermore, among the five macro skills in English Language, viewing skills stood out to be well facilitated with reference to its competencies in the teaching learning process. Additionally, there was no significant difference of responses when grouped according to profile variables in the majority of the macro skills except writing which had shown significance there was no significant relationship among all macro skills excluding speaking skills as referred its competencies. Bauan District Intervention Program for English Language Proficiency is proposed.

As recommendations, the Department of Education specifically the District of Bauan might design, implement, and evaluate district wide measurements to determine how well students are meeting English Language competencies as identified in the 5 macro skills most especially in meeting Language proficiency in any grade level. The School heads and administrative staff may give scholarship or good opportunities to educate district administration and teaching staff about

global competencies are and why they are critical for all students' learning. Moreover, the schools now hand in hand with the district may tender systems for the respondents to boost their inclinations according to the English Language macro skills to maximize the use of the well-crafted facilitation techniques of K-12. Facilitators of learning which includes the teachers, heads, principals and district supervisors may recognize their essential functions in the learning process as it is a tremendous challenge for them to make use of all the resources available to have effective class facilitation. The teachers may adopt the existing facilitation techniques available and more over improve, initiate and make appropriate and tailor fit facilitation techniques as preferred by the students and the diagnosed needs for higher language proficiency and mastery of the macro skills. The teachers may value and maximize the facilitation techniques preference of the students to attain full learning potential in a given academic situation to individual as well as grouped learners. In addition, the teachers may try or test the proposed intervention program in their respective schools in order to enhance the English Language Proficiency utilizing the offered facilitation techniques to be used in the classroom before adopting it.

In the end, the District of Bauan may turn up the results and findings of this research as basis for the whole district's intervention program as well as a proposed action plan may be applied and assessed thereafter.

After the successful study of the five (5) macro skills with their corresponding facilitation techniques, it is strongly suggested that other future researches might focus on the facilitation techniques and macro skills taken for the elementary basic education. This limitation might help in mending up the gap between the educational transitions of these two (2) levels of Philippine Basic Education. Moreover, as the domains of the English Language Learning is not the focus of this study, it will be of great help that each domain will be scrutinized and make standardized facilitation techniques suited for the kind of learners the country has.

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