

Maritime Students' English Proficiency and Their Feedback on Instructional Materials

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ABSTRACT

This study sought to determine the English proficiency of Maritime students and to assess the English instructional materials of LIMA as basis for enhancement. The descriptive study was participated in by 586 respondents, 222 first year maritime students, 189 second year maritime students, 168 third year maritime and 7 English teachers assigned in LIMA. Based on the findings, the maritime students agreed that English is required in their chosen course and is useful in securing a job especially in metro manila area and abroad. On the other hand, Maritime students are incompetent in vocabulary and reading comprehension and fairly incompetent in grammar. Both respondents disagree that the examples for each topic presented on the text manual are realistic, that the contents are clearly organized into units or chapters and that there is available graphics and pictures for each major topic that will let the students clearly visualized the topics. Finally, there is a proposed enhancement in the English maritime text manual and program for marine students' English proficiency. However, the English proficiency level of maritime students should be improved particularly along vocabulary, grammar and reading comprehension. In this aspect, the institution should give way to the reproduction and utilization of the text manual upon the approval of the text book committee. The General Education Department may implement the proposed enhancement for the English Maritime Text Manual.

Keywords: *Maritime Students, English Proficiency, Instructional Materials*

INTRODUCTION

Maritime Education is one of the most in demand courses in the Philippines. The country has already set its standards in the past decades where Filipinos occupy 25 percent of maritime positions in the sea faring industry all over the world (Tinig ng Marino, 2000). It is a high paying job that people from different countries like China, Thailand and India are entering in this field. Seafarers are doing their best efforts to develop their skills in order to globally compete with their counterparts. It is a must to develop their craft by entering into trainings so they could have an edge not only in technical know-how and work attitude but also in public relations which require very good communication skills needed in all aspects of seafaring.

Because of such situation the decline in English proficiency of one country can be seen in the industry. Ship owners would prefer a sea farer with an

excellent communication skills because it means not only safety but also smooth sailing business.

English proficiency is now a business of everyone. It is also one of the requirements of the new revised Standards of Training Certification and Watch Keeping (STCW) for seafarers. It is a means of global communication in the maritime industry and is considered as an important tool to maintain safety of life and property at sea. It is the language used by multilingual crews towards understanding of daily on-board and external communication.

English language proficiency is a major qualification in getting a job whether local or international. As such, college graduates are expected to demonstrate the ability to communicate effectively both in speaking and writing. It is the reason why Maritime schools today are faced with the biggest challenge of developing seafarers with high standards of competence and professionalism with good English communication skills.

It is very obvious that maritime schools today are developing seafarers with high standards of competence and professionalism in their duties on board. They must produce quality graduates equipped with the levels of language knowledge and language communication skills which is further identified on Section 36 of CHED Memorandum # 51 dated 1997, (Article 13, Quality Standard System) which states that “ recognizing that Filipino seafarers shall be globally competitive in compliance with the 1995 Amendments to STCW’78 and other international laws and conventions. The school facilities, equipment and teaching competence with the usage of good instructional materials shall be upgraded to meet the quality standards.”

Lyceum of Batangas is one of the leading educational institutions committed to be the leading center of higher education in Southern Tagalog region. It seriously pursues the goal of quality maritime education to all students. It takes efforts to comply with the requirements of CHED to ensure that all maritime graduates will develop the ability to communicate effectively in English to attain global competence. It is in this context that the researchers are prompted to conduct a study to determine the level of English proficiency of Maritime students and at the same time to use it as basis for devising an instructional maritime English program.

REVIEW OF LITERATURE

English language is a means of global communication. It is the major language of news and information in the world. It is also the language of business and government and even of maritime communication. This paved way to the Maritime Training Council to upgrade the English proficiency of the Filipino marine officers in order to help them attain the required communication skills while in the performance of their duties and responsibilities on board ship. In addition to this, the STCW stated that seafarers should have the ability to understand orders and to communicate in English with others in relation to shipboard duties. To fulfill this development of English communication skills of seafarers, the Maritime English Center (MEC) launched the Maritime English course as an innovative and highly practical course program that is designed to help seafarers/ maritime students broaden their knowledge of proper maritime English, upgrade their qualifications and enhance shore based maritime employment prospects (www.imla-imec.com).

In maritime industry, English is considered as an important tool to maintain safety of life and property at sea. It is important tool because given the international character of the maritime industry, a particular ship can be composed of a diverse set of crew where understanding daily on-board and external communication is a must. Because of this, legislation on maritime job requirement has strongly emphasized the importance of English language proficiency in relation to shipboard operations and safety at sea. Companies employing non-native English seafarers have an obligation to ensure that effective English language country is available especially as members of the crew are now required to demonstrate a knowledge of English adequate for professional and safety purposes. So, to ensure safety of life and property at sea, each seafarer must have a broad knowledge of English and good communication skills to be able to respond as the situation demands (Logie et.al.,2001).

However, based on the survey of Pollster Social Writers English proficiency, Philippines has dropped significantly in more than a decade with only 32 percent respondents saying they speak English, down for 54 percent and 55 percent in 1993. More and more Filipinos can neither converse nor understand English, the language widely seen as a ticket to a better life in the Philippines despite a national policy requiring public schools to use English as the medium of instruction. A declining trend was also observed in all aspects of English proficiency including reading, writing and thinking in English (Arcelo,2002).

English proficiency is perceived as one of the Philippines’ key advantages in the global market as it tries to compete with India, the multi-billion-dollar business outsourcing industry. It claims to be the third largest English-speaking country in the world after the United States and Britain (Omanio, Glen,Kyodo,2006).

The dominance of the Filipinos in English language is now in the brink of becoming a myth. Neighboring Asian countries which have willfully adopted no-nonsense measures to learn the English language are now catching up and have even overtaken the Filipinos. But Filipinos can easily redeem the almost lost glory in English proficiency. It lies only on the quality of education the students receive which depends largely upon the skill and competence of the teachers. It means only that the attempt to solve the English proficiency crisis in the

Philippines must start with the teachers (Dux Opinion, 2005).

The prescriptions for the English proficiency crisis according to Sarmiento (2002) must start with all public and private schools on which must require their teachers to undergo English proficiency assessment using an international English proficiency test. The test should be globally recognized worldwide to be globally competitive. Those whose scores will reach the established benchmark for teaching are the only ones allowed to teach while those who have low scores shall undergo a mandatory training. After the training, the said English proficiency test shall be administered again and those who will pass are admitted back to teaching while non-passers must personally seek ways to improve and acquire English communicative skills. They are not to be terminated but just to be de-loaded until they needed score for any teaching position. Likewise, those teachers who will be prompted are required to have the score specified for that position. Furthermore, Administration of an international English proficiency test must also be done with the students as entry and exit test to all college students. Only those incoming students for college who get the required score for college work are accepted. Those with low scores must attend more training to acquire the skills in order to get the desired score. Upon graduation, only those who get the desired score for graduating students are allowed to graduate. Those who fail to have gotten of the desired score must attend self-improvement sessions to acquire the necessary knowledge and skill to improve their score. Moreover, the business establishments must require their applicants to show their international English proficiency test score. Specific score should be required in hiring and in promoting. In this way, the English proficiency of the employees is assured and of global standard. However, the tool to be used should meet the criteria such as: the test is recognized worldwide, it is reliable and objective, it has no cultural bias, it is reasonably priced and easy to administer, it is available in demand and offers rapid test scoring. And among the existing available international English test in the Philippines, the test of English for International Communication (TOEIC) meets the above criteria. It can be readily used by both the corporate and academic institutions, private and public.

However, another way of attaining English communicative competence among mariners according to Canale and Swain (1980), are the thorough understanding of the four different

components of English, such as: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

Grammatical competence reflects the knowledge of the linguistic code. It focuses directly on the knowledge and skill required to understand and express accurately the literal meaning of utterances (Canale, 1983). Grammatical competence plays a critical role in developing learners' English communicative competence. This idea has been seconded by Gunasekera (2006). According to her, it is noticeable that during teaching, most students are unable to speak effectively as they do not know the necessary English language or in other words, they lack vocabulary which means grammatically incompetent towards efficient communication.

Sociolinguistic competence refers to the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms and conventions of interaction (Canale, 1983). In other words, it involves the ability to use language appropriately in appropriate social context. This necessarily involves a sensitivity to factors such as status, role attitude, purpose, and social convention.

Discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified or written text in different genres (Canale, 1983). A discourse is a unit which involves the links and references between sentences.

Lastly, strategic competence refers to the mastery of verbal and nonverbal Communication strategies that maybe called into action (Canale, 1983). In short, strategic competence either enhances the effectiveness of communication or compensate for breakdowns in communication due to limiting factors in actual communication or to insufficient competence in one or more of the other components of English communicative competence.

In other words, the four component parts of English communicative competence, the use and the content of the language, are not four separate entities but the four dimensions of one entity.

On the other hand, this will be materialized through the usage of suited text manual designed for specific type of students. Instructional materials should be relevant to the instruction that is going on in the rest of the unit or lesson. It should reflect the most important aspects of what is being taught in the course or subject and the content must be accurate and

precise (Anderson, 1998). However, the module to be used must be made flexible and sensitive to the needs of maritime students. As per DECS Sec. Andrew Gonzales on his keynote address during the 2000, Philippine Association of Secondary Schools Administrators, Baguio City, “administrators should encourage teachers to come up with instructional materials suited to the needs of students they teach. Since they are the constant company of these learners, they know best what they need to learn the best possible way”. This principle was emphasized also by Arcelo on her article in the JBLF Maritime Education Review, which states that the Maritime education must comply with the guidelines set forth by the CHED based on revised code. Strict guidelines were issued by CHED particularly in the qualifications of faculty members, laboratory facilities, library holdings, physical plant and quality assurance system which is always certified by accredited certifying body.

However, knowing the competency level and the factors that affect language learning would help the language teaching authorities (i.e curriculum planners, syllabus makers, and the teachers) choose the materials , topics, and the situations that are within the range of students’ learning experiences. In doing so, the students would be provided the opportunity to observe the rules of grammar, as well as, the rules in communication; thus, using the language in a more natural, meaningful and functional matter.

With this, there are some studies conducted to determine the level of English language proficiency. The study entitled “ English Proficiency of the College Freshmen of Devine Word College of Bangued, SY 2002-2003” investigated the effect of socio-psycholinguistic variables on the respondents’ English language proficiency. It utilized 400 college freshmen who were randomly selected from a total of 538 students. Data on psycholinguistic variables and English language proficiency were gathered through an adopted questionnaire- checklist and the Preliminary test respectively. These were interpreted using the frequency, percentage, mean, ANOVA, Scheffe Test and the Simple Linear Correlation Analysis and were tested at 0.05 level.

The sociolinguistic profile of the college freshmen shows that the respondents have majority of their fathers engaged in “ Skilled” occupation but their mothers were unemployed performing the role of housekeepers ; mainly spoke Iloco at home with a “Fair” level of parental encouragement in learning

English; use English occasionally and with a “Very High” English orientation index.

On the other hand, the psycholinguistic profile of the respondents describes the motivational intensity in their overall English use anxiety at a “ High” level. This study found out that 1) the overall English language proficiency of the college freshmen was at a “ Good” level distributed into “ Good” level in lexicon and reading skills but “ Fair” level in grammar and organization. When the components of English proficiency were correlated, significant relationships at 0.05 probability was obtained. 2) In terms of the correlation between English language proficiency and sociolinguistic factors, the following were obtained; a) The respondents’ proficiency in Lexicon was significantly influenced by mothers’ occupation, and frequency of use of English at 0.5 probability level. No significant relationship existed between reading/ language vocabulary and the sociolinguistic factors. b) There is a significant relationship between proficiency in grammar and language spoken at home; between their proficiency in the correct use of content words and frequency of use of English and for content words. c) A significant relationship existed between proficiency in organization and mother’s occupation; parental encouragement in learning English and frequency of use of English. Parental encouragement and frequency of use in English were significantly related to their level of proficiency in connecting ideas and syntax. There was also a significant relationship between orientation index and syntax. d) There was a significant relationship between proficiency in reading skills and fathers’ occupation; language spoken at home and parental encouragement. e) Interpreting tables had an inverse significant relationship with English orientation index. Both reading for details and summarizing were found related to parental encouragement.

However, based on the study when the influence of the psycholinguistic factors on English proficiency of the respondents was looked into, the following were the salient findings: a) There was a significant relationship between motivational intensity and Lexicon, and reading vocabulary. B) An inverse significant relationship existed between motivational intensity language vocabulary, and a direct significant relationship between English use anxiety and language vocabulary. C) The level of proficiency in the use of function words was significantly influenced by English use anxiety. D) The proficiency in connecting ideas was significantly related to English use anxiety. F) An inverse significant relationship was

found between interpreting tables and English use anxiety.

In view of the findings and conclusions of this research, the following recommendations are for consideration: 1) English club may be tapped to conduct remedial classes among college freshmen who are found deficient in dramatics and debates, grammar quiz and remedial grammar crash course maybe conducted with administrative support. 2) Teachers should be given equal opportunities to attend English language seminars and workshops to update them with the modern methods and techniques in teaching the subject. Fundings for the teachers' professional development activities should be shouldered by the administration. 3) With financial support of administration, the teachers should be encouraged to prepare language exercises and modules to improve the students proficiency along reading vocabulary, grammar, organization and reading for details.

Another study is written by Agnes N. Co (2003) entitled "English Proficiency of College Students in Selected State Universities and Colleges in Cavite: Basis for the Development of the Teachers' manual on Corrective Feed backing". This paper aimed to develop and validate a manual for teachers' corrective feed backing based on the common errors of students in the English

Proficiency test which was administered among the college freshman students of the three selected universities/ colleges in Cavite. The study utilized the descriptive method of research in order to describe and categorized the common errors committed by freshman college students in the English Proficiency test, and to develop the teachers' manual on corrective feed baking in college English. Based on the result of the English Proficiency Test administered, the following were the common errors committed by college freshman students:

In the listening test, the students committed the highest number of errors in word stress recognition which ranked first with 28.62 percentage of errors, followed by determining the sentence meaning, having ranked second with 26.40, and recognizing vowels and consonants sounds as third among the common errors in listening as supported by 14.59 percent errors.

The reading test revealed that the students committed the common errors in the use of preposition as evidenced by 36.2 percentage of errors, followed by vocabulary with 20.31, and the

observance of correct verb form with 18.62 error percentage.

Writing test on the other hand, showed that the students scored the lowest in terms of content with 36.03 percentage of errors, followed by language use, with 33.53 error percentage, and mechanics which yielded 33.12 percentage of errors.

The data were further supported by the findings on the actual errors of students in language use wherein the observance of verb tenses and correct verb forms got the highest error percentage of 19.07, followed by mechanics, 14.98, and subject-verb agreement with 14.59 percentage of errors.

The speaking test also revealed that the most number of errors were committed in grammar with 32.81 percentage of errors, followed by pronunciation which produced 28.80 fluency, with 19.73, and comprehensibility with 11.17 percentage of errors. Based on the study as well, a teachers Manual on corrective feed backing was developed containing 20 self-contained lessons that were found to be the topics where the students had the most number and percentage of errors along the four language skill areas namely; listening, reading, speaking, and writing. The manual features the sample corrective feed backing in each lesson that the teacher can utilize in the language classroom. Every lesson consists of an overview, objectives, language skill focus, procedure with corrective feed backing and evaluation.

Both the administrators and the language teachers assessed the teachers' manual very highly acceptable in each of the major criteria: relevance of content, with the over-all composite mean of 4.56 as to objectives, and 4.56 as to subject matter; the structure and organization yielded an over-all composite mean of 4.58 which is interpreted as very highly acceptable; strategies and presentation criterion was also given an over-all assessment of very highly acceptable with composite mean of 4.59; and Acceptability and Usability, received an over-all composite mean of 4.54 also being interpreted as very highly acceptable.

The difference in the assessment of two groups of respondents was considered not significant in each of the four criteria based on the obtained t value of 0.8836 on relevance of contents as to objectives, and 0.6715 as to subject matter; 0.0158 on structure and organization, 0.3176 on strategies and presentation, and 0.5890 on applicability and usability, all of which fell below the critical table value of 2.779. This led to the acceptance of the null hypothesis stating that there is no significant

difference in the assessment of the language teachers and administrators on the developed manual.

After using the manual, the students' performance obtained an overall mean of 19.94 or high in listening from 17.11 or average overall mean in the pretest. The students' reading performance obtained an overall mean of 17.54 which is average, from the pretest mean of 7.49 or fair. In writing, students have raised their overall mean performance from of 66.71 in the pretest or average to 74.83 or high. In reading, the students likewise showed improvement from the overall mean of 60.51 or average, to 71.51 interpreted as high. On the whole, the students had average performance level in all skill areas in the pretest, and high performance level in the posttest after using the manual.

On the other hand, based on the aforementioned findings, the following conclusions were drawn: 1) The college freshman students need more pedagogical attention and to be provided substantial language exposure/ practice on the topics particularly along the language skill areas where they exhibited weaknesses and difficulty as revealed by their performance in the English language proficiency test. 2) There is strong indication that the utilization of the developed teachers' manual on corrective feed backing can bring about difference and improvement of the students' performance and proficiency in English and can facilitate the effective delivery of instruction specifically by way of correcting and dealing with students' errors as supported by the findings on their improved performance in the posttest after using the manual. 3) The developed teachers' manual on corrective feed backing is strongly endorsed and backed up for utilization by both language faculty/experts and administrators as findings showed the very high acceptability in their over-all assessment along the four major criteria used. 4) Students' proficiency in English can be raised and improved by the utilization of the manual and by the teachers' provision of appropriate corrective feed backing strategies along with sufficient exercises for mastery and application. 5) The utilization of the teachers' manual on corrective feed backing can spell the difference in the students' improved performance in the posttest compared to that in the pretest. However, in the light of the aforementioned findings and conclusions, the following are recommended: 1) Administrators and language teachers should have collaborative efforts in designing language programs and policies that would zero in on the actual needs of students in terms of language use based on their

weaknesses as diagnosed in the English proficiency test. 2) Teachers should make use of the varied corrective feed backing strategies as they find necessary and also try out the teaching procedures illustrated and contained in the manual as they may find them applicable in other topics in the teaching of English. 3) The institute should give way to its reproduction and utilization by the language faculty in the teaching of College Freshman English upon approval of the Textbook committee and availability of fund. 4) Both administrators and language faculty should work hand in hand towards the development and utilization of similar instructional materials that of the developed teachers' manual which could further facilitate language teaching and learning effectiveness in the classroom. 5) The language teachers should be more cautious and sensitive on the students' language production and should try to utilize appropriately the varied corrective strategies contained in the manual and thereby engaging them in more task-based activities where the use of language is applied in real-life situation. 6) It is finally recommended that further research of similar nature be undertaken in order to have errors and teachers' feedback or error treatment in the language classroom.

Another study by Marivic F. Realin (2003) entitled "The English Language Proficiency of the 3rd year Students of the Secondary School of Sto. Domingo, San Ildefonso of Ilocos Sur" aimed to determine the English Language Proficiency of the secondary students. It utilized 190 third year students and five English III teachers of Sto. Domingo- San Ildefonso. Statistical computation both descriptive and inferential was employed to come up with accurate results. The study utilized frequency and percentage mean and simple linear correlation analysis as statistical tools. The study arrived at the following findings: 1) Majority of the student respondents are female who come from the rural areas and with fathers who are high school undergraduates and mothers who are elementary graduates and whose home environment is moderate; all teacher-respondents are Bachelors' Degree holder with masteral unit, and are English majors; The teachers have "High" level of use of varied teaching methods; instructional materials are "Moderately Adequate"; school environment as a whole is described as "High". 2) The English language proficiency as a whole is interpreted as "Fair". 3) Significant differences exist in ELP of the respondents along language use, and reading comprehension. 4) The overall ELP and vocabulary skills of the respondents

were significantly influenced by father's and mother's educational attainment. Only the father's educational attainment was significantly related to reading comprehension. 4) The overall ELP of the respondents was significantly related to English seminars attended and methods of teaching; language use was significantly related to number of years in teaching English and English seminars attended while reading comprehension was affected by academic rank of the teacher and methods of teaching.

In view of the findings, the researcher forwarded the following recommendations: 1) English teachers should update themselves with current trends and innovations in language teaching through English seminars and trainings; school administrators should respond to the demand or requirement of more adequate instructional materials. 2) English teachers should adopt and conduct the communicative needs Survey of DECS-FAPE, at the start of the school year to determine students' needs and language difficulties. 3) Finally, English teachers should use variety of teaching methods suited to the level of students and learning tasks and introduce gradually the new methods of language teaching.

Another study is by Jose F. As-il (1997), "English Communication Proficiency of Freshman Students of Saint Louis High School" which determined the level of proficiency in English communication of the respondents. The descriptive-survey method was used in this study. The data-gathering tool was a validated and reliability tested English Proficiency test, designed to measure the subjects' level of proficiency in written and oral English. The statistical tool used were: the Assumed Mean to determine the mean level of competency of the subjects in English communication; the X test to determine the significance of the differences in the level of proficiency, at 0.05 alpha; and the Spearman to determine the level of correlation between the written and oral English proficiency. The findings are: 1) The null hypothesis is accepted along the moderator variables of gender, exposure to mass media, dialect spoken and elementary school graduated from. These variables did not cause significant differences in the subject's level of proficiency in written English communication. 2) The freshman high school students are moderately proficient in oral English communication. Specifically, they are incompetent along accentuation. 3) A moderate degree of correlation exists between the level of proficiency in written English and the level of proficiency in oral English communication among the freshman high

school students of Saint Louis High School, Pacdal Baguio City. However, in the light of the findings of this investigation, the following conclusions are drawn: 1) The moderately competent level of proficiency in written English communication leaves much to be desired as far as written English proficiency is concerned. 2) The moderately competent level of proficiency in oral English also leaves much to be desired as far as oral English proficiency is concerned. 3) The moderate level of correlation between written and oral English still leaves much to be desired toward the improvement of both written and oral English proficiency of the subjects. On the other hand, based on the conclusions arrived at, the following recommendations are given: 1) The level of proficiency in written English should be improved, particularly along verb forms in grammatical structure and in written composition. Free writing exercises on experiential English should be a regular part of the English communication class for high school freshmen. 2) The level of proficiency in oral English should be improved. Oral language activities such as dialogs, storytelling, picture study, and other classroom communication activities should be undertaken not only in the English communication classes/ periods but also in other subjects. 3) Both oral and written English proficiency can be intensified / improved by application of the Communicative Language Teaching (CLT) approach where the learners are given opportunities to "learn to read English by reading English", "learn to listen to English by listening to correct English spoken", and "learn to write English by writing English". In other words, experiential English should be stressed. 4) In service training activities for English teachers should be conducted on CLT and Experiential English Teaching (EET). 5) Informal writing, as well as English-speaking on the part of the students should be practiced and encouraged, not only within the four corners of the classroom but outside as well. These will develop the capacity of the learners to be more assertive in both written and oral English communication.

However, the study of Moncay (2002) dealt on the oral English proficiency of senior education students of Cagayan De Oro College. The students were measured in the areas of pronunciation, grammar, fluency, vocabulary and comprehension. The factors affecting the senior education students' proficiency in oral English was also determined. This study involved 51 fourth year Bachelor of Secondary Education (BSE) and Bachelor of Elementary

Education (BEED) students of Cagayan de Oro College enrolled during the school year 1997-1998. In the assessment of oral proficiency in English of the students, an interview schedule consisting of 8 of the 15 language functions identified by Wilga Rivers(1983) was used. The scoring procedure was adapted from the one used by Chavez (1991) which was based on the Peace Corps Training Manual.

In the analysis and interpretation of the data gathered from the students, frequency, percentage, mean and standard deviation were used. The t-test was in determining the significance of the difference in oral proficiency of two groups of students while the F-test was used when students were grouped into 3 or more groups. The findings of this study were: 1) Among the respondents, there were students (49.02%) majoring in Social Studies than in Filipino (35.29%) and English (15.29%) among the senior students of Cagayan de Oro College. 2) majority of the fathers of the students (54.90%) had education at the secondary level. Second in number (35.50%) were those who have college education. Most of the mothers (45.10%) were college educated. Second in number (31.40%) had education in the secondary level. 3) Most of the students (58.80%) had fair interest in oral English . Some (41.20%) were interested in it. No one among the students was very interested in oral English. 4) Most of the students (43.10%) were sometimes followed up by their parents. Almost equal in number (29.40% and 27.50%) were oftentimes and seldom followed-up by their parents, respectively . 5) Most of the students were exposed to reading materials. Second in number (35.30%) were those who were very exposed to the same. Some (27.40%) were less exposed to reading materials. 6) Most of the students (76.50%) perceived their teachers to have positive traits. There were equal number of BSE and BEED students (11.70%) who perceived their teachers to have very positive and less negative traits. 7) Majority of the students (60.78) perceived their teachers' teaching methodology as effective. Some (29.41%) perceived their methodology to be very effective while few (9.81%) considered the same as less effective. 8) The students had fair performance in pronunciation, vocabulary, grammar, fluency and comprehension. In terms of means, the oral proficiency of the students from better to worst were: fluency, vocabulary and comprehension, pronunciation and grammar. 9) Students who were interested in oral English were better in pronunciation, vocabulary and grammar. 10) Students whose studies were oftentimes followed-up

by their parents showed better proficiency in vocabulary, grammar, and fluency. Students who were sometimes followed up by their parents were doing better in pronunciation and comprehension. Parental follow up however, had no significant influence on the oral proficiency in English. 11) Students who were very exposed to reading materials were doing better in pronunciation, vocabulary, grammar, fluency and comprehension compared to students who were exposed and less exposed to the same. On the other hand, the following conclusions were drawn by the researchers from the foregoing findings: 1) Major field of concentration do not significantly affect the oral proficiency in English of the students. Students who are majoring in Social Studies can be as proficient in oral English as those who majored in English. 2) Education of the father and the mother do not have significant effects to the oral proficiency in English. Students who have parents who are college educated can have the same proficiency level in English as those whose parents had elementary education. 3) Interest towards oral English is not a function of oral proficiency in English, as such students who are fairly interested in oral English can fare well as those who are interested in it. 4) Frequency of use of English has no significant influence on the oral English proficiency in English of the students. 5) Exposure to reading materials do not have significant effect on the oral proficiency in English. Students who are exposed to reading materials may have similar proficiency in English as those who are very exposed to the same.

However, based on the findings and conclusions, the researcher offered the following recommendation: 1) Students are encouraged to apply what they have learned from school in their daily interaction to develop their pronunciation, vocabulary, grammar and fluency in speech. It is also suggested that they read more materials, reading these orally to themselves. 2) The chairpersons and the Dean of the College of Education should review the existing curriculum and find out what could be responsible for these inadequacies of the senior education students. 3) Teachers may require their students to speak English inside the school campus to develop their pronunciation and fluency. Home reading reports and reaction papers may be required to improve their grammar and vocabulary. Materials may be read in front of the class from which the students will be asked to make a synthesis to develop the comprehension skills of the students. 4) Future researchers are encouraged to replicate the study in

another setting comparing the oral proficiency in English of students in private and public schools.

Since this study aimed to come up with new maritime text manual, there are some various researchers and studies on preparation of modules and workbooks conducted. One of these was conducted by Flores (2000) about the proposed student teaching program and student teaching manual for fourth year education students of the University of Assumption. Based on her study, this answered the need for a guide and an instructional material designed to help administrators, teachers and students in coping with the demands of the internship period. The said proposed program and manual were based on the problems met by the student teachers in their practicum such as difficulties to know the topics necessary for a student due to lack of available material, in choosing the right methods or strategies that will suit the nature of their learner and subject matter, developing confidence to execute the lesson plan and writing / constructing lesson plans, choosing good and effective instructional material, understanding the role of the student teacher in observation and participation; reporting to school and performing the duties of a student teacher due to formulation of good questions during actual teaching, constructing tests with table of specification and appreciating the teaching profession.

To address the problems, the researcher recommended the following: the administrators should consider implementing the proposed student teaching program to improve current activities and practices; administrators should consider starting the student teaching or internship period at an earlier date; the college should provide opportunities for students to attend seminar workshops and refresher courses on effective communication skills, teaching strategies and trends and innovations in teaching which would upgrade their teaching competencies; the dean of College of Education should coordinate closely with the dean of the College of Liberal Arts to ensure that course syllabi and requirements of general education subjects particularly Communication Arts will be completed for the fullest development of would-be teachers; the administrators should consider adapting the proposed manual as guide for fourth year BSED and BEED students of the University of Assumption; School Administrators and College of Education faculty should jointly conduct a periodic assessment of the student teaching program; and finally, the supervising teachers, principals and cooperating teachers should have the commitment, patience, and

dedication toward their duties and responsibilities in the training of teachers.

Another study was conducted by Pagala (2000) on proposed workbook in English II, Communication Arts for Aircraft Maintenance Technology student. The main purpose of this study is to produce an instructional material that could enhance or improve the learning process in the classroom. It is based on the communicative needs of Aircraft maintenance technology student and availability of instructional materials in English II, Communication Arts for Aircraft Maintenance Technology.

After the assessment, he recommended the following: the communication skills of students should be strengthened through more activities or exercises; teachers of English must use instructional materials related to the interest of the students most probably in the field of study of their target users; the instructional materials should be designed in accordance with the needs of the target learners; the workbook should be tried out with the students and be tested for their effectiveness so that modifications and revisions for its improvement may implemented; the Department of Education, Culture and Sports or the Commission on Higher Education should encourage teachers to produce their own instructional materials in their area of specialization, especially in English Communication Arts ; and the DECS and CHED should continue to encourage the production of materials by Filipino authors in order to facilitate instructions and learning.

Ignacio (2000) conducted a study on the proposed workbook in English IV for the University of Assumption High School. This aimed to help teachers to fulfill their teaching role through workbook tailored-fit to their students. In addition, this study according to the researcher could give meaningful language experiences to the students of the said university.

Her study revealed that lessons under sentences are very much needed except consistency which rated much needed only. However, the evaluation of the requirements on the context of the workbook revealed the following: the content of the workbook covered fully all the topics or skills for each chapter; the objectives for each lesson are observable, attainable, and specific and very much observable; the language used in the proposed workbook is fully clear, and motivating; the number of exercise is very much sufficient to realize the objectives for each skill; the terms used are very much within the level of

understanding of the learners; the exercises are fully arranged and constructed; and the organization of the content follow fully the cumulative graded step.

To ensure full attainment of the effectiveness of the workbook, she recommended the following: the proposed workbook be adopted in teaching English IV at the University of the Assumption High School; English teachers in the other year levels produce their similar workbook; teachers of the tool subjects like Math and Filipino also produce workbook to fix skills among students; administrators encourage more teachers to come up with workbooks to answer needs of students; and the manual should accompany the workbook.

On the other hand, the study of Pabalinas (2000) although about proposal of workbook in English I of first year ESEP students of Olongapo City National High School is based only on the text book prescribed by the Department of Education, Culture and Sports. This workbook included the lessons which were very much needed and activities and exercises that were suited to the level of the learner based on the comments made by the English teachers. The language used was very clear, simple and motivating.

However, based on the findings, she recommended the following: teachers should be aware of the topics where the students need exercises and those topics identified to be very needed should be given proper emphasis ; future workbooks include other skills such as writing, reading, speaking and listening skills aside from grammar and study skills; the exercises to be given should suit the students' need for it and their abilities; the language that should be used in the workbook should be understandable by the students who are going to use it; students should use instructional / reference materials other than prescribed textbook to learn English language better; the proposed workbook should be tried out by other English I teachers to see if it will help them and the students; the proposed workbook should be used as an instrument, experimental studies or in the performance of those using the workbook will be compared with the performance of non-workbook users; and parallel study be conducted in other year levels and curricula in different high schools.

The study of Pozon (2001) on proposed workbook in English for first year secondary school students is in consonance with the New Secondary Education Curriculum (NSEC), the Philippine Secondary school learning competencies and standardized textbook prescribed by the Department

of Education, Culture and Sports. She believed that this workbook will facilitate and strengthen the learning of English language and other communicative competence in an independent manner on the part of the students. However, this workbook was assessed based on the relevance of the contents, difficulty index, appropriateness of the exercises, and organization and sequence. Furthermore, she offered the following recommendations: emphasis on the teaching-learning process particularly in the English Communication Arts should be placed on helping the students develop mastery of the desired learning competence expected of them to learn by strengthening staff development such as in-service in instructional materials development in English I and bringing the problems on instructional support development to the attention of offices concerned for inclusion in the priority list of government funding and allocation; innovative teaching materials should be developed by the English I secondary school teachers in order to make teaching of the subject more interesting and significant on the part of the learners; membership of the teachers in professional association in English should be encouraged for them to have an avenue of new information and updates to keep themselves abreast of the new trends in teaching the subject; administrators with the leadership of the Division and Regional Education Supervisors in English should tap the expertise of the outstanding and better performing teachers in English to assist their colleagues achieve higher level of content mastery which proceed from rules to application; and the proposed workbook in English for first year secondary school students is highly recommended to the administrators, teachers, students and the parents as a way or means to improve the deteriorating quality of education particularly in the secondary level and to raise the quality of English language instruction as a competitive tool towards globalization.

Likewise, Moreno (2001) conducted research on proposed instructional material in English phonology for grade six students in the District of Daram I, Division of Samara during school year 1999-2000. The intention of this study is to develop the phonological skills of grade VI pupils in English. However, the result of the phonology test revealed that the grade VI pupils encountered difficulty on planning the accent of the underlined words used in the test, describing the rising, falling intonation and distinguishing each piece by juncture.

For the solutions, she recommended the following: the developed instructional materials

should be used by the language teachers as supplementary instructional materials to address the identified weaknesses of the pupil-respondent; an experimental study could be conducted to further test the effectiveness of the aforementioned materials; the study may be replicated among other districts in the Division of Samar to serve as basis for instructional materials development; and a continuous evaluation on the effectiveness of the developed materials could be done in order to determine the appropriate time to modify or revise them

Another study was conducted by Enriquez (2001) on proposed module in English III as an alternative strategy in teaching. This focused on understanding the problems of modular instruction in comparison to the presently used traditional instruction towards the preparation of module for English III. Aside from that, this is also based on the identified topics intended for third year students. It covers the objective, subject matter, learning activities, formative test, pretest, post test, and feedback. The researcher believed that this module as an instructional material can be used to enrich the skills and knowledge of students. Moreover, she recommended the following: classroom teachers must be encouraged to develop modular materials to improve and enriched teaching-learning activities and solve problems on lack of textbooks, problem about students who miss their classes due to seminars, conference or sickness; the use of modular materials in school must be given considerations despite its drawbacks; and school should allocate funds for the multiplication of modules so that teachers will be encouraged to use them as an alternative strategy in teaching.

De Leon (2002) on his study on proposed manual in English II for freshmen students of Jose Rizal University identified the strength and weaknesses of the college freshmen of the said school. This is his basis of proposing a manual of instruction on English II using the performance of the students in the achievement test. This is syllabus-based on which its objective is to enhance the competency skills of the students focusing on the reading and writing as evidenced by well-conceived and well-planned lessons, exercises and classroom activities geared towards the students developing skills in writing. Its validity was assessed according to: content, organization, utility, mechanics and language used, appropriateness of presentation, illustration, pedagogical approach and physical make-up.

The researcher offered the following :faculty should have the mastery of the subject and a lot of exposure in language teaching; this ten chapter proposed manual of instruction in English II be printed ,published and prescribed by JRU; the manual be recommended and adopted as the textbook in English I and II subjects of JRU ; the proposed manual can further be subjected to review and evaluation; and university should require the English faculty to upgrade their teaching competencies in writing by enrolling in the major field of specialization and attending seminars and workshops in the teaching of reading and writing.

Lastly, Ilem (2004) on her study on modules on study and thinking skills revealed that it is proposed because of the problem raised in one of the serious inductions in Philippine School System – the lack of proficiency of Filipino college students to the English language as an effective tool for learning in the pursuits of their profession as well as a great member of universities and colleges on graduates who are incompetent in their profession. Based on her study, the problem is due to inadequacy of instructional materials and resources to carry out the goals and objectives of higher education. However, this proposed instructional tool is designed and developed focusing on the goals and objectives of the institution and the four macro-phases of English language; listening, speaking, writing and speaking. It was also evaluated by the college administrators and experts and faculty of English of the college based on its objective, content, activities, style of presentation, organization, creativity and evaluation. Moreover, the researcher believed that this proposed sets of modules will expose the students to a new concepts and language activities which is not only interactive but also creative and motivating interactions.

Finally she recommended the following: college administrator and faculty of English should work hand in hand to design and develop lessons using varied forms of interaction that require the frequent use of genuine and stimulating communicative activities in the classroom; the college should adopt the developed sets of modules for the use of freshmen students in all colleges of the institution; the faculty of English may further explore the use of more interesting and motivating subject matter that will further build the communicative competencies and skills as well as the values and concerns of the first year students using interactive approach through the modules; and professor teaching academic subjects

may also use modular instruction in the teaching of other disciplines.

OBJECTIVES OF THE STUDY

This study determined the English proficiency level of maritime students and the teachers' assessment on the existing text manual as basis for enhancement of a maritime instructional English material. It specifically attempts to determine the profile of the respondents in terms of English Orientation Index, teacher-related factors; school-related factors; to determine the English proficiency level of maritime students based on the English Proficiency Test administered; to test the relationship between the English orientation index and the level of English proficiency of maritime students; and to determine the assessment of the language teachers and maritime students on the existing text manual being used; to test the difference between the assessment of language teachers and maritime students on the existing text manual being used; and based from the findings of the study, what enhancement in the English maritime text manual maybe proposed.

METHOD

Research Design

This study on the English proficiency level of maritime students as basis of maritime instructional English material used the descriptive research design. This is employed since this design describes the nature of a situation of its existence at the time of the study and explore the course of particular phenomena. Travers (1996) gave a similar statement about descriptive method on which he defined it as a general procedure employed in studies that have for their chief purpose, the description of the phenomena.

Participants

Respondents of the study were 579 marine engineering and marine transportation students from a total number of 1142 from first year to third year enrolled in Lyceum of Batangas SY 2007-2008. The total number of respondents are from 222 first year, 189 second years and 168 third year marine engineering and marine transportation students from a total number of 495 first year, 358 second year and 289 third year marine students. Based on the Slovin's formula, this total number of students as one of the respondents was reached by determining the sample size of 579 with .05 margin of error.

Also serving as respondents are 7 faculty members from the general education and the Department Chair of English Department assigned in LIMA which is equivalent to 100 %.

Instrument

The questionnaire was the main instrument used in gathering the data which is based on the objective of the syllabi prepared by instructors intended for marine students. However, for the purpose of assessing the content of the questionnaire, the researchers sought the assistance of the advisers and other members of the faculty of LIMA teaching English subjects to evaluate the items. Preliminary testing was done with first year marine students to determine if the items are clear and understandable to students.

The questionnaire as the main instrument used in gathering the data, determined the level of English proficiency of freshman students of LIMA in the areas vocabulary, grammar and reading comprehension. The researchers adapted an English Proficiency Test from Bonna and Perpetua (1999) since it is standardized. It also included questions for respondents' profile such as English Orientation Index, teacher and school related factors and assessment of maritime students and language teachers on the existing text manual being used according to relevance of content, structure and organization and strategies and presentation.

Procedures

The researchers sought permission from the Dean of LIMA for the distribution of the questionnaire through a written letter of request. It was sent also to the faculty members of the same college requesting them to serve as one of the respondents of the study, properly approved by the research committee. After the permission was granted, researchers distributed the questionnaire to all student respondents during their English class and during vacant periods to the staff and faculty members-respondents.

Data Analysis

Percentage/Rank was used to show distribution of the student, school administrators and faculty members on this study's respondents. Weighted Mean was used to determine the common errors committed by students in the following areas such as vocabulary, grammar and reading comprehension and the assessment of the language

teachers on the existing manuals used according to relevance of contents, structure and organization, strategies and presentation and applicability and usability. Person r was used to determine the relationship between the profile variables and the level of English proficiency of maritime students and T-test was used to test the difference between the assessment of language teachers and the maritime students on the existing English text manual being used.

The items are given verbal and numerical description to quantify the gathered data. The following value scale and verbal descriptions are as follows:

A. Vocabulary / Lexicon

Scores	Verbal Interpretation
10 – 12	Very Competent
7 – 9	Competent
4 – 6	Fairly Incompetent
below 3	Incompetent

B. Grammar

40 – 45	Very Competent
27 – 39	Competent
14 – 26	Fairly Incompetent
below 13	Incompetent

C. Reading Comprehension

21 – 25	Very Competent
17 – 19	Competent
14 – 16	Fairly Incompetent
below 13	Incompetent

D. Over all English Language Proficiency

Option	Scale	Verbal Interpretation
4	3.50 – 4.00	Very High
3	2.50 – 3.49	High
2	1.50 – 2.49	Low
1	1.00 – 1.49	Very Low

E. Assessment of the Existing Text Manual Being Used

Option	Scale	Verbal Interpretation
5	4.50 – 5.00	Agreed to a very great extent
4	3.50 – 4.49	Agreed to a great extent
3	2.50 – 3.49	Agreed to a moderate extent
2	1.50 – 2.49	Agreed to a fair extent
1	1.00 – 1.49	Disagree

RESULTS AND DISCUSSION

Profile of the Students in terms of English Orientation Index

The English orientation index will determine the reasons of students for learning English as a second language. It is very interesting to note that it appears on the table that the composite mean of 3.84 was computed with a verbal interpretation of Very High. The reasons that English is required in their chosen course, as the second language of the Filipinos and useful in securing a job especially in Metro Manila area and abroad have a weighted mean of 4 and all ranked 2. This means only that English language is a means of global communication. It is also the language of business and government and even of maritime communication. This is the reason why Maritime Training Council upgrade the English proficiency of the Filipino marine officers in order to help them attain the required communication skills while in the performance of their duties and responsibilities on board ship. (www.imla-imec.com). However, the respondents considered that English helps one win confidence / friendship of the native English speakers with a weighted mean of 3.52 and ranked lowest, 10, although it is still verbally interpreted very high.

Teachers Related Factors

All faculty members including the Dean of the General Education Department assigned in LIMA teaching English subjects rendered services in Lyceum of Batangas for 5 years and above and that all teachers have doctorate units. This is a very good indication that the college strictly adhered with the educational requirements of teaching staff to pursue quality education.

There are 197 first year students equivalent to 88.74 percent who agreed that there is adequacy of English instructional materials and facilities while there are 158 second year students and 155 third year students who disagreed with a percentage of 83.60 percent and 92.26 percent respectively. All the teachers, likewise, confirm the inadequacy of the instructional materials.

The results of the study therefore does not make a remarkable change and confirms the findings emphasized by Arcelo (1999) on her article in the JBLF Maritime Education Review. According to him, majority of the respondents agreed that there is inadequacy of English materials and facilities in

LIMA. He also stated that Maritime education must comply with the guidelines set forth by the CHED based on the revised code. According to him, there is a strict guidelines issued by CHED particularly in the qualifications of faculty members, facilities and availability of English instructional materials, specifically, in the library which is always accredited by the certifying body.

All respondents agreed that LIMA has existing English programs such as Speech Club, English Club and Drop Everything and Read Club (D.E.A.R Club) assigned to responsible advisers. This is to ensure that aside from classroom discussion, students will be able to expose themselves in different activities on which English speaking is very much required as these three programs imposed the Just English Please (JEP) policy.

This communicative activities were done not only in classes but also on the said clubs wherein the elements of communicative needs, communicative function and students improvisation can be achieved. This go hand in hand with the importance of communication stated by Logie,et.al (2001). According to him, using the communicative activity as the central unit of teaching and learning promotes communication on the target language because it involves the purposeful and active use of language where learners are required to call upon their language resources to meet the needs of a given communicative situation.

English Proficiency Level of Maritime Students Based on the English Proficiency Test

The results show that maritime students are incompetent in vocabulary and reading comprehension with scores of 3 and 9 respectively. However, the students' score of 17 is verbally interpreted as fairly incompetent. It means that maritime students of LIMA are grammatically incompetent since competence reflects the knowledge of the linguistic core. It focuses directly on the knowledge and skills to understand and express accurately the literal meaning of utterances. Grammatical competence plays a critical role as well in developing seafarers' English communicative competence (Canale, 1998).

The result in grammar as one of the items on the English proficiency level is the same as the results of the previous study of Agnes Coo (2003) on which tenses and verb forms as part of grammar got the highest error percentage. On the other hand, vocabulary building is important in effective

communication according to Gunasekera (2006). According to her, it is noticeable that during teaching, most students are unable to speak effectively as they do not know the necessary English language or in other words they lack vocabulary for efficient communication.

According to Dr. Jaime, Jacon (2005), low reading achievement in a second language is significantly related to low general language proficiency in that language. The readers with low second language proficiency are precisely handicapped in their ability to utilize contextual constraints and cohesive devices when reading in the target language which means also that linguistic competence is necessary for successful reading.

Table 1. Relationship Between English Orientation Index and the Level of English Proficiency of Maritime Students

Variables	r-value	p-value	Interpretation
Vocabulary / Lexicon	0.017	0.679	Not Significant
Grammar	0.113	0.007	Significant
Reading Comprehension	0.016	0.693	Not Significant

From table 1, it shows that the computed r indicates a slight positive correlation and p-value is less than 0.01 level of significance. Thus, the null hypothesis of no significant relationship between the profile variable (English orientation Index) and the level of English proficiency of maritime students in terms of grammar is rejected. This means that grammar proficiency of the students is affected by their English Orientation Index.

Students believed how important English language is specifically in the maritime world since according to Ufonata (1997), competence in English and the use of this language signify a transmutation and added potential for material and social gain and advantages. English is a symbol for modernization and an extra arm for success and mobility in culturally and linguistically complex and pluralistic societies. He stated as well that English gives people valuable life style.

Table 2 shows that both language teachers and maritime students agreed to a great extent that the contents of the existing text manual are based on the course curriculum and jibe with the syllabus and instructional guide with a weighted mean of 4.22 and 3.71 respectively and ranked 1.

Table 2. Assessment of the Maritime Students and Language Teachers on the Existing Text Manual Being Used According to Relevance of Content

Items	Maritime Students			Language Teachers		
	WM	VI	Rank	WM	VI	Rank
1. The topic presented on the text manual used are relevant to the course	2.21	Agreed to a fair extent	2	2.29	Agreed to a fair extent	2
2. Exercises and activities for students presented on the text manual are all maritime based.	1.93	Agreed to a fair extent	3	1.00	Disagree	3.5
3. Examples for each topic presented on the text manual are realistic	1.31	Disagree	4	1.00	Disagree	3.5
4. Contents are based on the course curriculum and jibe with the syllabus and instructional guide.	4.22	Agreed to a great extent	1	3.71	Agreed to a great extent	1
Composite Mean	2.42	Agreed to a fair extent		2.00	Agreed to a fair extent	

It can now be gleaned from the results that teachers themselves who handle the classes realized that an instructional material can deliver to its great extent the language competence that the students need. This means that the school is really providing effective instructions by adapting and implementing the syllabus based on the STCW requirement approved by CHED. This is specified in Section 35 of CHED memorandum no. 51 dated 1997, (Article 13, Quality Standard System) which states that “every maritime school shall develop and implement a quality standard system in accordance with the provisions of the policies, standards and guidelines”, and the school facilities, equipment and teaching competencies and teaching materials shall be upgraded to meet the quality standards”.

On the other hand, it can be viewed that both agreed to a fair extent that the topic presented on the

text manual being used are relevant to the course. However, examples for each topic presented are not realistic with a weighted mean of 1.31 for the maritime students and 1.0 for the language teachers with a verbal interpretation of “ Disagree”. This is in contrast with the statement of Tomlinson (1990) that Maritime English materials include anything used to teach language learners the language with authentic examples.

Moreover, maritime students agreed to a fair extent (1.93 weighted mean) that exercises and activities presented on the text manual are maritime based; whereas, the teachers disagree (1.00 weighted mean) due to inadequacy of maritime based examples since English teachers have limited knowledge and experiences when it comes to maritime field.

Table 3. Assessment of the Maritime Students and language Teachers on the Existing Text Manual Being Used According to Structure and Organization

Items	Maritime Students			Language Teachers		
	WM	VI	Rank	WM	VI	Rank
1. The arrangement of each topic are organized and clearly presented.	2.84	Agreed to a moderate extent	3	2.86	Agreed to a moderate extent	3
2. The text used is readable with enough space for exercises and to create notes for the students.	2.98	Agreed to a moderate extent	2	2.00	Agreed to a fair extent	2
3. Contents are clearly organized into units or chapters.	4.38	Agreed to a great extent	1	3.71	Agreed to a great extent	1
4. There is no redundancy on the topics and exercises on each chapter.	1.70	Agreed to a fair extent	4	2.29	Agreed to a fair extent	4
Composite Mean	2.98	Agreed to a moderate extent		2.72	Agreed to a moderate extent	

Table 3 shows the assessment of the maritime students and language teachers on the existing text manual being used according to structure and organization. Based on the result, both assessed that the contents are clearly organized into units or chapters with weighted means of 4.38 and 3.71 respectively with a verbal interpretation of “Agreed to a Great Extent”. This affirms the idea of Anderson (1994) that the instructional materials best served the students with clear organized units and chapters. He suggested also on his book “ The Purpose, Uses and Contents of Workbook and Some Guidelines for Teachers” that materials should be relevant to instruction that is going on in the rest of the unit or lesson and should contain enough content based on the units presented so that students will learn something and not simply be exposed to something.

However, both agreed to a moderate extent that the arrangement of each topic on the existing text manual being used are organized and clearly presented with weighted means of 2.84 for maritime students and 2.86 for language teachers and ranked 3. In addition to this, both agreed to a fair extent that there is no redundancy on the topics and exercises on each chapter. This item ranked 4 and with a weighted mean of 1.70 and 2.29 for maritime students and language teachers. The structure and organization of the text manual being used was given emphasis in the study of Magramo’s (2004) wherein Maritime schools are serious in turning out quality and globally competitive

graduates in order to meet the requirements of the shipping industry and Maritime institution through the continually improved services provided for the students by adapting and implementing updated instructional materials with organized and clear presentation of topics.

Table 4 shows the assessment of maritime students and language teachers on the existing text manual being used according to strategies and presentation. The table shows that the maritime students and the language teachers assessed that the text manual has a clear instructions and exercises that calls for supplementary materials like audio cassette, video CD, multi media, soft ware, etc. that will lead to an interesting discussion of the topics . These items ranked 1 and 2 respectively. However, students agreed to a great extent while teachers agreed only to a fair extent. This is an effective instructional materials since according to Canale (1997) young students and low achieving students need sufficient repetition, overviews and internal summaries through realistic examples and illustrations with clear and attractive print for easy digestion and reflection of ideas. This confirms as well the ideas of Anderson (1998) that some electronics PC based materials, CD-ROMs, multimedia and CALL software are important for both modern maritime English teacher and learner because this allows a high degree of interactivity and self learning.

Table 4. Assessment of the Maritime Students and Language Teachers on the Existing Text Manual Being Used According to Strategies and Presentation

Items	Maritime Students			Language Teachers		
	WM	VI	Rank	WM	VI	Rank
1. The text manual has a clear and attractive print.	1.25	Disagree	3	2.00	Agreed to a fair extent	3
2. There is a clear instructions for exercises that will make the students & teachers understand clearly.	4.12	Agreed to a great extent	1	2.29	Agreed to a fair extent	1
3. There is available graphics and pictures for each major topic that will let the students clearly visualized the topics.	1.21	Disagree	4	1.00	Disagree	4
4. The exercises calls for supplementary materials like audio cassette, software, etc. that will lead to an interesting discussion of the topics.	3.42	Agreed to a moderate extent	2	1.57	Agreed to a fair extent	2
Composite Mean	2.50	Agreed to a moderate extent		1.72	Agreed to a fair extent	

Table 5. Difference of Responses Between the Assessment of Language Teachers and Maritime Students on the Existing English Text Manual

Items	T computed	T table	p-value	Interpretation
Relevance	2.670	1.960	0.008	Significant
Structure and Organization	0.632	1.960	0.528	Not significant
Strategies and Presentation	4.347	1.960	0.000	Significant

Furthermore on table 4, both maritime students and language teachers assessed that the text manual has a clear and attractive print and no available graphics and pictures for each major topic that will let the students clearly visualized the said topics. These items ranked 3 and 4 with weighted mean scores of 1.25 and 1.21 for maritime students and 2.00 and 1.00 for language teachers. This is contradictory to the result of the study of Agnes Coo (2003) which based on her study, the text manual's strategies and presentation were given an overall assessment of Very Highly Acceptable.

The table shows that there is a difference between the responses of the teachers and the students on relevance and strategies and presentation since the computed t-value are greater than the critical value of 1.960 and the level of significance is less than 0.05 . This means that the null hypothesis of no significant difference between the assessment of the language teachers and the maritime students on the existing text manual being used with regards to relevance and strategies and presentation is rejected.

English materials and resources should be teacher-generated on "self-access materials" designed for the learners to use on their own without access to a teacher or classroom. Nuna (1998) emphasized the pedagogic role of materials stating that they are:

"... an essential element within the curriculum and do more than simply lubricate the wheels of learning. At their best they provide concrete models of desirable classroom practice, they act as curriculum models, and at their very best they fulfill a teacher development role."

CONCLUSIONS

Maritime students of LIMA agreed on the importance of the improvement of students' English language skills as one of the requirements in getting a lucrative job in the sea-borne business. They agreed as well the LIMA has an existing English Program such as Speech Club, English Club and Drop Everything and Read Club (D.E.A.R. Club). On the other hand, They disagreed that there is adequacy of English instructional materials and facilities. The

incompetence of maritime students in vocabulary and reading comprehension and fairly incompetence in grammar based on the administered English proficiency test should be enhanced as far as English proficiency is concerned. There is a strong indication that the development of maritime instructional materials focusing in vocabulary development, grammar enhancement and reading comprehension skills can bring about difference on the improvement of students' English proficiency .

The two groups of respondents were different in their assessment on the existing text manual being used by maritime students in LIMA since the findings indicated significant difference in their overall assessment on the aforementioned text manual. There is a need to strengthen teachers methodologies in language teaching through improved and adequate instructional materials. The proposed enhancement in the English Maritime Text manual may be considered. The proposed program for Marine students' English proficiency program can be implemented.

RECOMMENDATIONS

The English proficiency level of maritime students should be improved particularly along vocabulary, grammar and reading comprehension. The institution should give way to its reproduction and utilization upon the approval of the text book committee and availability of the said newly developed text manual for maritime students. The academic council should continuously include on the calendar of school activities the celebration of national book week through the full blast campaign not only by the English Clubs supported by the Clubs' advisers and Dean of General Education but also by the Librarian of LIMA. There must be additional organization like Readers' Society to encourage more the students to read for English proficiency to be strictly monitored not only by the club's adviser and officers but also by the librarian. Teachers may require their students to speak English not only on their classroom discussions but also within the campus to develop their English language skills. In addition to this, home reading reports and

researches related to the topics may be required to improve their grammar and vocabulary. Their assignments may be discussed as well by the students to let their respective classmates understand the reported information towards comprehension skills of the students. The General Education Department may implement the proposed enhancement for the English Maritime Text Manual, likewise, it should be evaluated. Teachers must participate in brainstorming for corrective feed backing. The proposed program for Marine students' English proficiency can be utilized by all English teachers guided by syllabi and instructional materials. It is finally recommended that further research of similar nature be undertaken in order to have more conclusive findings on students' English proficiency.

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