

# English proficiency conclusion

Sociology, Communication



Conclusions On the basis of the findings of the study, the following conclusions were drawn: 1. A great majority of the respondents are male, graduates of public high schools, and pursuing the degree program Bachelor of Science in Civil Engineering (BSCE). 2. When the respondents are grouped according to the variable gender, their overall level of proficiency in the four English grammar skills is Poorly Proficient.

When they are grouped according to the variable type of high school attended, their overall level of proficiency in the four English grammar skills is Poorly Proficient. When the respondents are grouped according to the variable degree program, their overall level of proficiency in the four English grammar skills is Poorly Proficient. 3. The respondents do not differ significantly in their skills in asking questions and in responding to questions when they are grouped according to the variable gender.

In other words, the male respondents' ability to ask questions and to respond to questions does not differ from that of the female respondents' ability to perform the same grammar skills. On the other hand, the respondents differ significantly in their skills in combining sentences and in expanding sentences when they are grouped according to the variable gender. That is, the male respondents' ability to combine sentences and to expand sentences differs from that of the female respondents' ability to perform said grammar skills.

As to the variable type of high school attended, the respondents do not differ significantly in their skills in asking questions, in responding to questions, in combining sentences, and in expanding sentences. That is, the private high school graduates' ability to ask questions, to respond to questions, to

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combine sentences, and to expand sentences do not differ from that of the public high school graduates' ability to perform said grammar skills.

When the respondents are grouped according to their respective degree programs/sections, they differ significantly in their skills in asking questions, in combining sentences, and in expanding sentences but there is no significant difference in their skills in responding to questions. In other words, the respondents from each of the three sections differ from each other in their ability to perform said grammar skills.