

BASIC ENGLISH SKILLS TRAINING (BEST) E-LEARNING TOOL: CHMSC EXPERIENCE

*Ronald John C. Sayson

** Enna S. Bodoso

Abstract

The Basic English Skills Training (BEST) is an industry-initiated intervention designed to strengthen the four Macro Skills: Listening, Speaking, Reading, and Writing. This study aimed to determine the level of implementation of BEST e-Learning Tool to selected students of Carlos Hilado Memorial State College, Bacolod City during the First Semester, A.Y. 2015-2016. Quantitative and qualitative types of research were used in this study. Stratified random sampling was employed in the selection of the respondents. The results revealed that most of the respondents spend 1-10 hours of using the Internet per week. The level of performance of BEST e-Learning tool are all "very good". The respondents like to use the E-Learning tool. Integration of the BEST E-Learning tool in the English language with the assistance of English teacher for effective learning is recommended.

Keywords: Basic English Skills Training, e-Learning Tool, Qualitative Method, Quantitative Method.

Background of the Study

The Information technology and Business Process Association of the Philippines (IBPAP) is the enabling association for the IT-BPM and GIC (global in-house center) industry in the Philippines. It plays a pivotal role in sustaining the rapid growth of these industries by working to ensure an enduring supply of high quality labor, supporting service innovation and providing country visibility.

IBPAP aims to ensure that the Philippine IT-BPM industry realizes its full potential and grows purposefully into its role as a global leader and as a catalyst for growth in the Philippine economy (<http://www.bpap.org/publications/research/investorprimer2012>).

In 1995, then President Fidel V. Ramos made his goal to improve the country's infrastructure to accommodate the steadily increasing demand for IT-related service and functions. This led to the creation of the Philippine Economic Zone Authority (PEZA), to promote the establishment of world class, environment-friendly economic zones all over the country in response to the demand for ready-to-occupy locations for foreign investments. This push for modernization of the Philippine business enticed companies to move part of their operations to the country (SMP Business Communication teacher's Manual, Industry Overview).

By the late 1990's and early 2000, the emergence of the voice-related functions – attributed to the nation's vast talent and English-speaking workforce brought about the contact center boom. After the contact center boom, transcription services – in the medical and legal fields emerged (SMP Business Communication teacher's Manual, Industry Overview).

The Philippines graduates approximately 450, 000 tertiary graduates annually, and is among the top-three IT-BPO and global in-house center (GIC) locations in the world, after India and China in terms of number of graduates. Industry executives and analysts agree that although the Philippines must continually enhance educational and training

*Carlos Hilado Memorial State College- Alijis Campus

** College of Engineering and Information Technology, Carlos Hilado Memorial State College-Alijis Campus, Bacolod City, Negros Occidental, Philippines

infrastructure to ensure a reliable supply of highly qualified talent, the Philippines is among the most stable IT-BPO and GIC providers in the world (<http://www.bpap.org/publications/research/investorprimer2012>).

The Basic English Skills Training (BEST) is an industry-initiated intervention designed to strengthen the four Macro Skills: Listening, Speaking, Reading, and Writing required for effective communication in English and integrate a review of College English to prepare graduates for deployment into the service industry.

Master trainer consultant Zoe Diaz De Rivera said the academe is the perfect place to start training future industry members. <http://newsbytes.ph/2013/10/23/teachers-take-english-training-to-aid-students-in-bpo-work/>

BEST strengthens the ability of the Filipino students to pronounce English words and phrases clearly and tackle English grammar confidently within a framework relevant to industry and the global business environment. Students who complete BEST gain a greater awareness of neutral pronunciation of English. Therefore, they will improve their accent as they speak the language.

The inclusion of Basic English Skills Training e-Learning Tool is in compliance with the CHED Memorandum Order No. 34, Series of 2012 which state Addendum to CMO 53, s. 2006, Revised, Policies, Standards and Guidelines for Information Technology Education (ITE) programs prescribing specialization Track on Service Management for Business Process Outsourcing. The specialized track in service management prepares students to a career in the IT-BPO industry by equipping them with the required competencies needed for entry-level positions and for further career development.

The Bachelor of Science Information Technology (BS INFO TECH) and the Bachelor of Science in Information Systems (BS INFO SYS) students of Carlos Hilado Memorial State College from Alijis campus was given the BEST e-learning tool so they will have personal access of the said tool. It is the purpose of this study to determine the efficiency and effectiveness of the BEST e-learning tool to the students.

Review of Related Literature

The study of Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017) entitled Developing Communicative English Language Tests for Tourism Vocational High School Students aimed at developing communicative language tests for vocational high school students. A Research and Development design was employed in this study

with the primary target was to develop communicative English language tests. The main procedures in the development of the test include: (1) identifying objectives, (2) developing the test specification, (3) developing the communicative tests, (4) analyzing the results of the preliminary tryout of the communicative tests drafts, (5) revising the communicative test drafts, (6) trying out the communicative test drafts, (7) analyzing the results of the tryout of the communicative tests, (8) revising the communicative test drafts. Questionnaires and observation blanks sheet was used to gather comments, opinions, and criticisms on the draft of communicative tests from a number of selected experts. The analysis of the communicative tests tryout was done to ensure the validity, reliability, and practicality of the tests.

The paper of Engeness, I., & Mørch, A. (2016) entitled Developing writing skills in English using content-specific computer-generated feedback with EssayCritic presents a study of Norwegian Upper Secondary School students' writing process in English with: 1) feedback from an essay critiquing system (EssayCritic) (target class) and 2) feedback from collaborating peers (comparison class). The students in both classes significantly improved their grades. In the target class, the feedback from EssayCritic gave content-specific cues and the students included more ideas in their essays than the students in the comparison class who struggled when giving feedback to each other.

The study of Lan, Y. J., Kan, Y. H., Sung, Y. T., & Chang, K. E. (2016) entitled Oral-performance language tasks for CSL beginners in Second Life. was conducted to determine the effects of different types of language tasks performed in Second Life (SL) on the oral performance of beginners of Chinese as a Second Language (CSL), focusing on oral accuracy. The 30 CSL beginners who participated in this study were randomly divided into two groups (n=15 per group), required to perform two different types of language tasks: information-gap and reasoning-gap. During the study, both the Mandarin oral accuracy and the learning motivation of both groups were measured and analyzed to determine to what extent performing the two different task types could contribute to the two dependent variables (i.e., accuracy and motivation). All the learners improved significantly in oral communication competence, with those performing the reasoning-gap task improving significantly more than those performing the information-gap task. It was also found that almost all the learners exhibited positive learning motivation and appreciated the task-based learning activities designed in SL. Both groups made significant improvement in the affective dimension. Furthermore, the reasoning-gap group

received significantly higher scores in the educational-context-related dimension (attitude toward SL as the Mandarin Chinese learning environment) than the information-gap group did.

A study done by Ahmad, J. (2016). Technology Assisted Language Learning is a silver bullet for enhancing Language competence and performance: A Case Study is very relevant According to the mentioned author, Technology Assisted Language Learning (TALL) is an infallible means to develop profound knowledge and wide range of language skills. It instills in EFL learners an illimitable passion for task-based and skills oriented learning rather than rote memorization. New technological gadgets have commoditized a broad-based learning and teaching avenues and brought the whole learning process to life. A vast variety of authentic online- learning resources, motivational visual prompts, exciting videos, web-based interactivity and customizable language software, email, discussion forums, Skype, Twitter, apps, Internet mobiles, Facebook and YouTube have become obtrusive tools to enhance competence and performance in EFL teaching and learning realms. Technology can also provide various types of scaffolding for students learning to read. Nevertheless, instructors can also enhance their pedagogical effectiveness. However, the main focus of interest in this study is to ascertain to what extent the modern technological devices augment learners' competence and performance specifically in vocabulary learning, grammatical accuracy and listening/ speaking skills. The remarkable scores of empirical surveys conducted in the present study reveal that TALL does assist learners to improve listening / speaking skills, pronunciation, extensive vocabulary and grammatical accuracy. The findings also manifest that the hybridity, instantaneity and super-diversity of digital learning lay far-reaching impact on learners' motivation for learning and incredibly maneuver learners to immerse in the whole learning process.

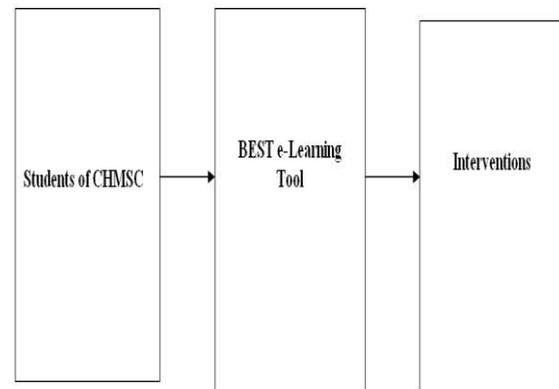
Statement of the Problem

The purpose of the study was to determine the level of implementation of Basic English Skills Test (BEST) e-Learning tool to selected students of Carlos Hilado Memorial State College, Bacolod City during the First Semester, A.Y. 2015-2016.

Specifically, it sought to answer the following problems:

1. What is the level of implementation of BEST e-Learning tool to students when they are grouped according to:
 - a. course
 - b. gender
 - c. exposure to internet

2. What is the level of performance of BEST e-Learning tool in terms of:
 - a. ease of use
 - b. effectiveness
 - c. appropriateness of the course activities
 - d. relevance of course content
 - e. attainment of objectives
3. What significant experiences was noted by the selected respondents in using the BEST e-Learning tool?
4. What interventions should be employed to better carry out the attainment of BEST e-Learning tool objectives?



Conceptual Framework

Methodology

The purpose of the study was to determine the level of implementation of BEST e-Learning tool to selected students of Carlos Hilado Memorial State College from Alijis campus who were taking the Service Management (SM) Specialization Track during the First Semester, A.Y. 2015-2016.

Descriptive method of research was used in this study.

Quantitative and qualitative types of research were also utilized in this study.

Stratified random sampling was employed in the selection of respondents. The participants of this study were 134 students in which 101 were BS Info Technology and 33 were BS Info Systems.

A standardized survey instrument from the IBPAP was used in this study.

The following rating scale was used to evaluate each questions:

Rating	Description
1	Strongly Disagree
2	Disagree
3	Neutral

4
5

Agree
Strongly Agree

1.00 – 1.80

Very Poor

The following mean interval was used:

Scale	Description
4.21 – 5.00	Excellent
3.41 – 4.20	Very Good
2.61 – 3.40	Good
1.81 – 2.60	Poor

Results and Discussion

1. The level of implementation of BEST e-Learning tool to students when they are grouped according to course, gender, and exposure to internet.

Table 1. The level of implementation of BEST e-Learning tool to students when they are grouped according to Course

Course	Ease of Use	V.I.	Effectiveness	V.I.	Appropriateness of the Course Activities	V.I.	Relevance of course Content	V.I.	Attainment of Objectives	V.I.
BS Info Tech	4.03	Very good	4.15	Very good	4.11	Very good	4.14	Very good	4.15	Very good
BS Info System	3.57	Very good	3.66	Very good	3.66	Very good	3.65	Very good	3.57	Very good

Table 2. The level of implementation of BEST e-Learning tool to students when they are grouped according to Gender

Gender	Ease of Use	V.I.	Effectiveness	V.I.	Appropriateness of the Course Activities	V.I.	Relevance of course Content	V.I.	Attainment of Objectives	V.I.
Male	3.79	Very good	3.99	Very good	3.90	Very good	3.99	Very good	3.97	Very good
Female	3.85	Very good	3.88	Very good	3.92	Very good	3.87	Very good	3.83	Very good

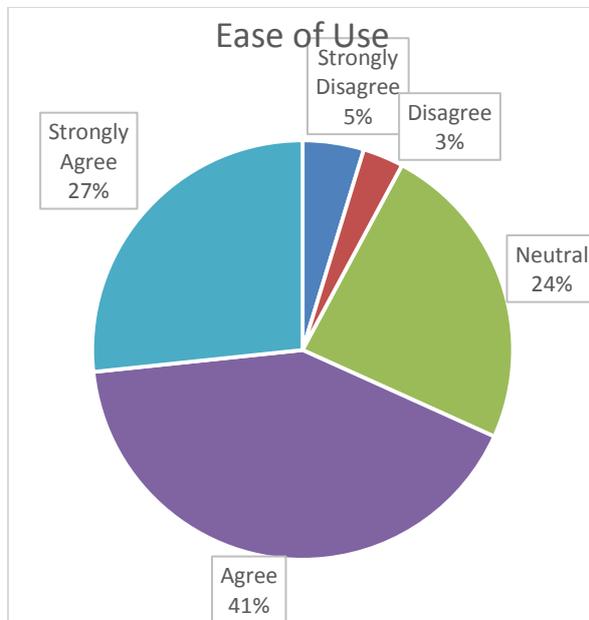
Table 3. The level of implementation of BEST e-Learning tool to students when they are grouped according to Exposure to Internet

Gender	Ease of Use	V.I.	Effectiveness	V.I.	Appropriateness of the Course Activities	V.I.	Relevance of course Content	V.I.	Attainment of Objectives	V.I.
0	3.79	Very good	3.99	Very good	3.90	Very good	3.99	Very good	3.97	Very good
1-10	3.85	Very good	3.88	Very good	3.92	Very good	3.87	Very good	3.83	Very good
11-20	4.02	Very good	4.10	Very good	4.08	Very good	4.02	Very good	3.92	Very good
21-30	3.82	Very good	3.73	Very good	3.73	Very good	3.95	Very good	3.77	Very good
31 and above	4.00	Very good	4.00	Very good	3.90	Very good	4.13	Very good	3.97	Very good

As to internet utilization, findings reveals that majority (55%) of the respondents spends 1-10 hours per week with the overall mean score of 2.66.

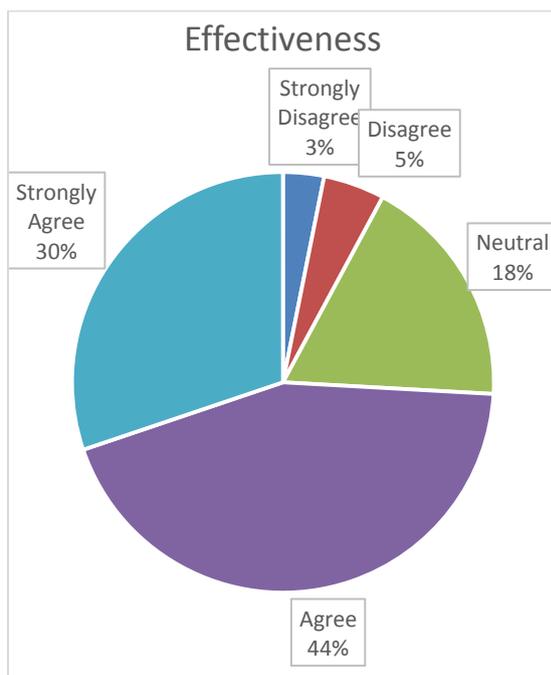
2. The level of performance of BEST e-Learning tool in terms of:

Figure 1. Ease of use



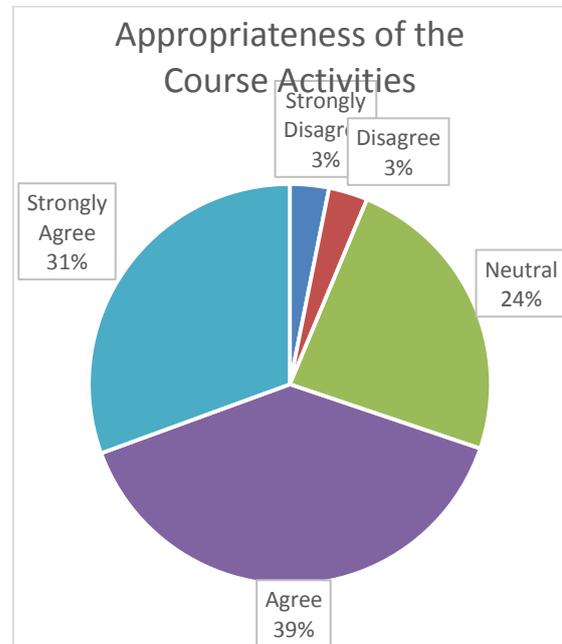
The data in Figure 1 showed that 41% of the respondents answered “AGREE” with an overall mean of 3.82.

Figure 2. Effectiveness



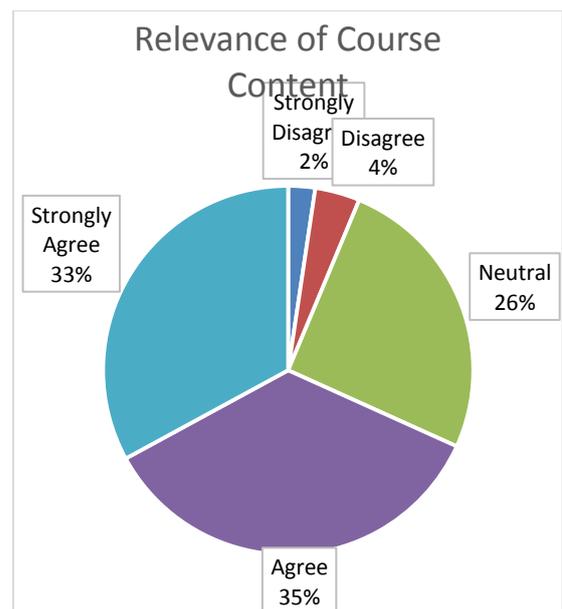
The data in Figure 2 showed that 44% of the respondents answered “AGREE” with an overall mean of 3.93. The lowest percentage is 3% who answered “STRONGLY DISAGREE”.

Figure 3. Appropriateness of the course activities



The data in Figure 3 showed that 39% of the respondents answered “AGREE” with an overall mean of 3.91. Both got 3% of the respondent answered “STRONGLY DISAGREE” and “DISAGREE”.

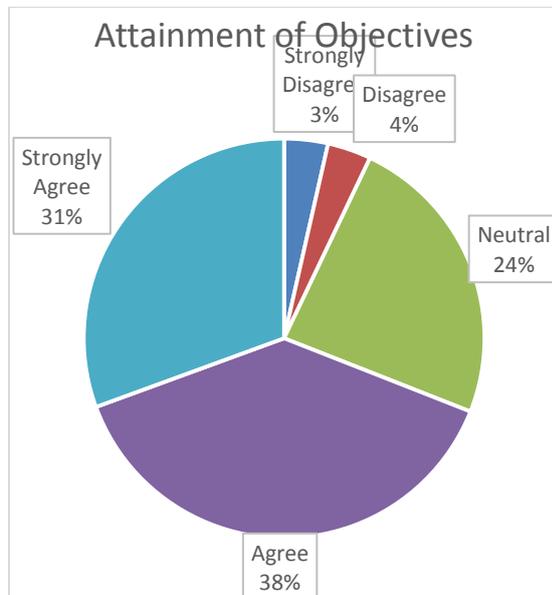
Figure 4. Relevance of course content



The data in Figure 4 showed that 35% of the respondents answered “AGREE” with an overall

mean of 3.93. The lowest percentage is 2% who answered “STRONGLY DISAGREE”.

Figure 5. Attainment of Objectives



The data in Figure 5 showed that 38% of the respondents answered “AGREE” with an overall mean of 3.89. The lowest percentage is 2% who answered “STRONGLY DISAGREE”.

Significant Experiences

Ease of Use

In terms of ease of use, the respondents found the e-Learning tool to be easy to use. The following are some of the students’ responses:

- “It is a user friendly tool in learning.”
- “It is user friendly, great and accessible any time.”
- “...easy to modify and to learn how to make any activity...”
- “Most of the tools here are very easy to use. We also have guidance from our teacher.”

Effectiveness

In terms of effectiveness, the students found it to be effective as stated in the following lines:

- “It is very effective in our learning process.”
- “It help lot of people in proper way of speaking and learning English. Also they make the learning in easy and enjoying way.”
- “It is effective because you can hear it clearly and learn new topic.”
- “it helps me to enhance my learning.”
- “It is effective because you can hear it clearly and learn new topic.”

Appropriateness of the Course Activities

In terms of appropriateness of the course activities, a student responded:

“It is relevant and very appropriate.”

Another student responded, “It is very helpful in our course.”

Relevance of Course Content

In terms of relevance to the course content, the following are some of the participants answers:

“It has a big relevance on our course. It enhances more our skills.”

“It is very appropriate to our course and it is easy to learn.”

Attainment of Objectives

In terms of attainment of objectives, some of the participants stated:

“It teaches me how to improve my English skills as well as my computer skills.”

“It helps to improve our communication skills.”

“It helps every student to enhance English skills especially their speaking and vocabulary.”

Conclusions

Based on the foregoing findings, the following conclusions are drawn:

1. The level of performance of BEST e-Learning tool, it reveals that is all “High”.
2. Students like the tool because it is easy to use.

Bibliography

1. Ahmad, J. (2016). Technology Assisted Language Learning is a silver bullet for enhancing Language competence and performance: A Case Study. *International Journal of Applied Linguistics and English Literature*, 5(7), 118-131.
2. Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Communicative English Language Tests for Tourism Vocational High School Students. *International journal of social sciences and humanities*, 1(2), 58-64.
3. Engeness, I., & Mørch, A. (2016). Developing writing skills in English using content-specific computer-generated feedback with EssayCritic. *Nordic Journal of Digital Literacy*, 11(02), 118-135.
4. Lan, Y. J., Kan, Y. H., Sung, Y. T., & Chang, K. E. (2016). Oral-performance language tasks for CSL beginners in Second Life. *Language Learning & Technology*, 20(3), 60-79.
5. SMP Business Communication teacher’s Manual, Industry Overview) Retrieved July 3, 2017 from (<http://www.bpap.org/publications/research/investorprimer2012>).
6. <https://ched.gov.ph/cmo-33-s-2012-2/>

7. Teachers take English training to aid students in BPO work. Retrieved on July 3, 2017 from

<http://newsbytes.ph/2013/10/23/teachers-take-english-training-to-aid-students-in-bpo-work/>