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Involvement in Language-Related Co-Curricular Activities of High School ESL Learners

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To ICA, my beloved school...my ministry, where God placed me for the furtherance of His Kingdom;

To my diligent adviser, Dr. Merry Ruth M. Gutierrez who worked painstakingly in the revisions of this paper;

To the love of my life, Andres N. Mejia Jr.

And to our precious jewels: Andrew John, Daniel Joseph, and Jesiel Joy;

Above All

To my Almighty God, Redeemer, and Friend ... I dedicate this humble piece of work for His glory.

Soli Deo Gloria!

INVOLVEMENT IN LANGUAGE-RELATED CO-CURRICULAR ACTIVITIES OF HS ESL LEARNERS

A Thesis

Presented to the Faculty of

College of Graduate Studies and Teacher Education Research

Philippine Normal University

In Partial Fulfillment of the Requirements
for the Degree in Master of Arts in Education
in English Language Teaching

by

Luzviminda A. Mejia

September 2017

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Finally, to her Lord, God, and Savior who created her inmost being for His pleasure;

The highest praise belongs to Him for His steadfast love and mercies that will never come to an end!

L. A. M.

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ABSTRACT

Researcher	:Luzviminda A. Mejia
Title	:Involvement in Language-Related Co-Curricular Activities (LRCCA) of High School ESL Learners
Key Concepts	:Language-Related Co-Curricular Activities, Speaking and Writing skills, Involvement
Degree	: Master of Arts in Education
Specialization	: English Language Teaching
Adviser	: Dr. Merry Ruth M. Gutierrez

Co-curricular activities have been accepted as a regular part and norm of schooling, yet seldom have they been studied, particularly how they serve in the development of academic skills of students. Hence, this descriptive study was conducted among 42 ESL students to describe the relationship of language-related co-curricular activities (LRCCA) on their productive skills in language- speaking and writing. Using a survey questionnaire and a rubric for rating their skills in these areas, the study was able to determine the level of involvement in LRCCAs and the perceived effects on their grades and productive skills in English. Further, the use of Pearson Product Moment of Correlation Coefficient (PPMCC) confirms the relationship between LRCCA involvement and the students' performance rating in speaking and writing.

As for the findings, all of the participants are well-immersed in language-related co-curricular activities, where most of them involved with three to five LRCCAs for seven years and above. Majority of them claimed that they worked long hours to finish a project during peak

season of rehearsals. As to the function or role they performed, most of them claimed that they have been doing multi roles - main roles, supporting roles, and contributors' role.

Likewise, classroom learning is still perceived to be the first avenue in developing both their speaking and writing skills, while Forensic Society and Class Plays follow respectively for the former, and Papyrus and Class Plays for the latter. When asked what they would still continue joining in the future, the students ranked REPLICA as first and Forensic Society and Class Plays follow respectively as they develop speaking skill faster than their writing skill assisted by their immersion in the activities.

Majority of the respondents claimed that they had good grades before joining LRCCAs, and got better grades after joining LRCCAs. Majority of the students also perceived that they have Very Satisfactory language fluency. All of them also claimed that their immersion in LRCCAs is very helpful and beneficial. Based on structured observation, both speaking and writing got a "Very Satisfactory" mark, though speaking is higher than writing.

The study shows that there is a strong relationship between LRCCA involvement in terms of the number of involvement, years of involvement, number of hours of involvement, and the roles performed and the performance rating of speaking and writing.

As to the implications, a beneficial effect of LRCCAs is seen in place in school. The students find satisfaction with their involvement, as they see the benefits they get from these activities. These are avenues for the students to extend their learning from the four corners of the classroom. It is recommended that a school-wide study in similar topics be conducted to substantiate the result of the findings.

An experimental method is recommended to come up with more tangible results apart from perceptions and correlation, and that other co-curricular activities be considered for comparison of the influence on academic performance of the students.

Chapter I

THE PROBLEM AND ITS BACKGROUND

Introduction

The study by European Chamber of Commerce of the Philippines found that 75% of more than 400,000 Filipino students that graduate from college each year have substandard English (Lagman, 2013), and language experts would always connect this phenomenon to the deterioration of the language mastery. Despite the Bilingual Education Policy to strengthen the teaching of English, Science and Mathematics, it is observed that the educational system is still far from the ideal set as seen in the following indications (Reyes, 1992): poor performance in the second language (L2); difficulty in handling either of the two media of instruction- English or Filipino; difficulty in following oral and written instructions; difficulty in carrying simple conversations in English; difficulty in comprehending printed language symbols; difficulty in doing simple written activities; and, flunking in licensure examinations. Soria (1994) reemphasized this problem in pointing out, “Board examiners claim that the graduates lack good command of English language, therefore, they cannot deliver the goods. Very few pass the bar examinations as well as the board examinations for medical profession, architecture, and engineering.”

Students are far from perfection in all macro skills of the English language; however, their profile is interesting to study as a ray of hope is seen in the humungous task of effective learning in the second language. Studies of Balistoy (2009), Lagman (2013), Soria (1994), among others are pointing the need of intervention in the language curriculum in order to attain proficiency of the English language.

Language – related co-curricular activities (LRCCA) play an important part in the students' life, and therefore there is a need to find out how these activities help improve the macro skills of language. Hence, this study aims to determine the connection of language-related co-curricular activities and the students' language performance in the productive skills: speaking and writing. The results of this study can be used as input for the enhancement of language-related co-curricular activities in the school.

Theoretical Framework:

The researcher assumes the following points in coming up with this study: that ESL learners acquire the language rather than learn formally from the four corners of the classroom; that classroom activities play an integral part of language learning as a monitor of what has been acquired; that ESL learners learn more effectively in an environment with low anxiety; and finally there is a strong relationship between LRCCA involvement and performance in productive skills: speaking and writing.

This study is anchored on Krashen's influential theory of second language acquisition.

Stephen Krashen (University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study on non-English and bilingual language acquisition. (David, 1997).

Krashen sees communication as the primary function of language. Language then is viewed as a vehicle for communicating meanings and messages. Of the five hypotheses formed from his theory, the researcher focuses only on the three: the acquisition and learning hypothesis, the monitor, and the affective filter hypothesis. The acquisition/learning hypothesis claims that

there are two ways of developing competence: acquisition is the “natural way” and learning that refers to a process in which conscious rules about a language is developed.

Monitor hypothesis, the second, pointed out that the acquired linguistic system is said to initiate utterances when we communicate in second language. Conscious learning can only function as a monitor that checks and repairs the output of the acquired system (Richard and Rodgers 2002).

The affective filter hypothesis sees the learner’s emotional state or attitude as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. It has identified three kinds of affective variables: First, is motivation. Students with motivation will do better. Second, is self-confidence. If the learners have good self-image, he/she tends to be more successful; and finally, is low personal anxiety. Low classroom anxiety is more conducive to second language acquisition.

With the abovementioned hypotheses of Krashen, the researcher sees the role of the language-related co-curricular activities (LRCCA) as a potential partner of classroom learning to obtain the maximum result of language development to the ESL learners. As the students immersed themselves with these activities which are basically using the English as the medium of communication, they easily acquire the language. Having acquired the language, the monitoring happens when they study grammar rules and structure in class in the productive skills of speaking and writing. Further, they learn fast in a setting where they are not anxious to produce those productive skills. This is in the absence of pressure for them to perform, unlike when they are expected to meet the standards in coming up with their markings in class learning.

Richard and Rogers (2002) added in saying that language is seen to be integrated with other aspects such as: music, bodily activity, interpersonal relationship, among others. Language is not seen as limited to “linguistics” perspectives but encompasses all aspects of communication. Aspects of language such as rhythm, tone, volume, and pitch are more closely linked to theory of music than theory of linguistics. In addition, language has its ties to life through the senses. The senses provide the accompaniment and context for the linguistic message that give it meaning and purpose.

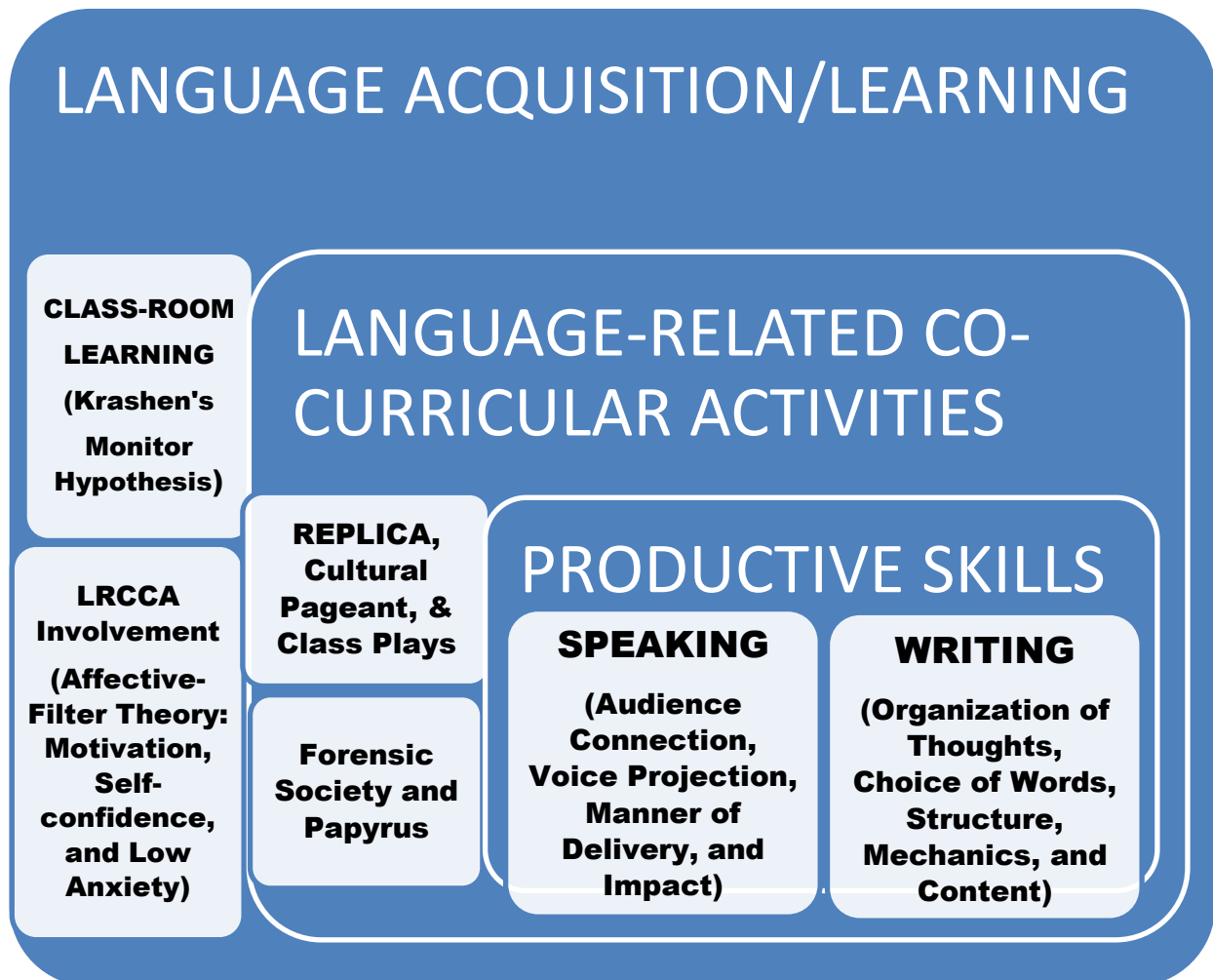
REPLICA, Class Plays and Cultural Pageant are heavily loaded with music, dances, and acting along with the use of language. The ESL learners find these activities as good avenues for them to speak confidently. Language learning offers unique and exciting opportunities to integrate music and rhythmic activities like dancing

Many people have had the experience of learning a world language and singing simple, silly songs in class. The introduction of music provides a light-hearted and fun way to interact with another language and culture. The happier the student, the more likely is he/she to learn fast.

On the same angle of perspective on positive disposition, Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic procedure and that involves games like movements which reduce learner stress and create a positive mood which facilitates learning. His theory, however is basically for beginner ESL learners.

These are the theoretical anchorage of the study as it determines the involvement of the students in LRCCAs and how are these related to their productive skills in speaking and writing.

Conceptual Paradigm



To reiterate, this conceptual paradigm is anchored on Krashen's acquisition-learning hypothesis, monitor hypothesis, and affective filter hypothesis.

Involvement refers to the degree in which a student is immersed to the activity or activities of his or her own choice the basis of which could be their interest, aptitude, and peer influence. This is determined by the number of hours spent in participation of the chosen organization, the number of years of involvement, the number of activities involved, and the

role/s they performed. Further, this covers trainings, workshops, practicing, planning, screening, and doing the project itself.

Krashen's hypotheses in language learning make it more comprehensive. The students do not learn the rules of grammar in these activities to improve their speaking and writing skills, but they acquired the language through their exposure as it is the medium being used. Further, as the students are free from negative feelings that hamper their language learning by being involved with the language-related activities, the more effective learning takes place. Quoting Krashen, he claimed that language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill (Schutz, 2-14). The tedious practices that they undergo in plays and musical basically aim to produce good presentations, not necessarily to learn the language.

Affective-filter hypothesis is very apparent in REPLICA, Cultural Pageant, Class Plays, Forensic Society, and even the Papyrus. REPLICA production basically is musical, so it is a combination of singing, acting, and dancing, which body movement is very much required. Class Plays usually do not involve singing and dancing, but of acting and projecting of the words in the script. Cultural Pageant is loaded with dramatic actions, music and sound effects, as well as dancing. Forensic Society does not involve music and dancing, but the debaters are actors in assuming the sides that are assigned to them. As Gonong (2003) puts it, drama production can be helpful in improving or enhancing oral communication skills. It can be an effective strategy that can be utilized by teachers in oral communications. Her conclusion supported the vision of using drama activity in English class because it makes a fearless expression of using the language freely without inhibitions and hesitations.

Papyrus is for writing skills development that does not involve music and dancing, but the sense of freedom for them to write in expressing their opinion is an avenue to language learning as claimed by Krashen is his affective-filter hypothesis. Yabut (2008) said that the talent is accompanied by an urge to express necessity for effective writing. In addition to this command of word, is one's ability to make them flow. He also stressed the significance of experiences, diligent research and association with others as corollary to the inherent traits (McCampbell, 1996).

Restating the point, the ESL learners acquire the language by their immersion of LRCCA where there is motivation, self-confidence, and low level of anxiety - powered up by their lively and bodily movement in music and dances. After this process, they monitor the language they learn in classroom learning where they study rules. Finally they produce these productive skills - speaking and writing- as shown in the result of this study through the students' perception, observation, and finally correlation.

Productive skills in speaking are evidenced by the following measures: **audience rapport** that includes good eye contact, facial expression, gesture and posture; **diction** that includes correct pronunciation, articulation, and enunciation; **voice** as manifested with pitch, volume, projection, and tone; **manner** with confidence, sincerity, and propriety; and finally the **impact** of the message.

These speaking skills are materialized in class learning activities such as: recitation, reporting, speech delivery, talk show, oration, debating, plays, oral defense, and above all, their day to day communication in the school campus.

On the other hand, productive skills in writing are evidenced in the following measures: **mechanics** with correct punctuation and capitalization, margins, indentions, and legibility; **structure** which includes proper use of syntax and semantics, sentence structure and paragraph development; **organization** with a clear outline and the proper sequence of details; **content** with relevance, sincerity, truthfulness, and propriety; and finally the **impact** of the message.

The productive skills in writing are materialized in the following learning activities: answering an essay question in the test paper, composition, letter writing, written book report, research paper writing and other text types.

Statement of the Problem

This paper aims to describe the involvement of students in language- related co-curricular activities (LRCCA) and their relationship to their productive skills – speaking and writing. Specifically it answers the following questions:

1. What is the level of involvement in language-related co-curricular activities of the selected ESL learners in terms of:
 - a. number of LRCCA membership,
 - b. number of hours spent in a week,
 - c. number of years of involvement, and
 - d. roles or function performed ?
2. How do the ESL learners perceive the effects of language-related co-curricular activities in the development of their speaking and writing skills?
3. Is there is significant relationship between LRCCA involvement and the observed

speaking performance?

4. Is there a significant relationship between LRCCA involvement and the observed writing performance?

Scope and Limitation

The population is the selected HS students of ICA for this School Year (2016-2017). There are forty-two students chosen from the Grade 7 to 11 based on their involvement of the language-related co-curricular activities in five areas: REPLICA, Cultural Pageant ,Class Plays, Papyrus, and Forensic Society. Majority of the students are Filipinos, and some are speaking English in their home. Majority of the families belong to high average socio-economic status, and they are in a better position of acquiring good education by going to good private schools with a high standard of education ,and by the accessibility to updated materials both tangible and on line.

Of all the five macro skills of language, this study focuses on the productive skills: speaking and writing.

Significance of the Study

This portion presents the significance of this study for the following groups:

For the English Teachers

There is a need to view language-related co-curricular activities as a good support to learning within the four corners of the classroom to realize a better academic performance of the students, not only in the content area of English but to the other major content areas as well.

While some of the teachers still adhere to the traditional ways of language learning being confined in the classroom - hopefully, it would redound to open-mindedness to welcome interactive learning rather than being tenacious to conventional ways in tipping the balance for more effective learning.

For the Non-English Teachers

Walls of barriers would be broken in accepting the idea that academic departments are not separate units, but interrelated. In this case, it is easy to understand each other's activities as each one can easily connect skills to different learning areas. For example: performing arts is very much related to Music, Arts and PE. Adding the content of the play being staged...it can address the issues in Values Education, Social Studies, Science, HELE, and others. To add, the Information Technology could come in, and so on and so forth. In this case, there is no need to struggle in soliciting support from the different departments in different activities. Cooperation would also be in place, and conflict would be minimized if not totally avoided. After all, this is the thrust of the twenty-first century education – being interdisciplinary.

For the Educational Managers (Principal and Administrator)

The researcher is hoping for her immediate superiors to be updated with the findings in this study and that they would further support the programs and co-curricular activities of the English Department. That they may also give equal priority to the language-related co-curricular activities along with the non-language-related activities knowing that such activities are contributing factors to quality education. It is aspired to see enhancement of language-related co-curricular activities to further help improve the academic performance of the students in

language. This can be in the areas of performing arts, campus journalism, debating, cultural pageant, class plays, and others.

For the students:

Realizing that students have different ways of learning, and that they have different giftedness, it is hoped that this paper would find nuggets of information that would enhance the development of the students' full potential. The researcher is inspired as this is one of the thrusts of the mission, vision, and philosophy of the school.

Definition of Terms:

This section operationally defines the terms used in this study.

Co-curricular activities. These refer to school-approved activities, programs, and learning

experiences that complement, in some way what students are learning in the classroom. These are planned experiences that are connected to or mirror the academic curriculum, supervised by expert adviser as appointed by the school authorities.

In this study, these refer to a student organization or school wide activities officially formulated by the school to develop the talents and skills of the ESL learners, and other activities that are extension to the academic learning outside the classroom, but still within the school supervision.

Language-related co-curricular activities. These are activities that are directly related to the

productive skills – like speaking and writing. In this paper these are the activities moderated through organizations or through an expert: Cultural Pageant, Class Plays, REPLICA, Papyrus, and Forensic Society.

Involvement. Refers to the extent in which a student is immersed to the activity/ies of his/her

own choice the basis of which could be their interest, aptitude, and peer influence.

This is determined by the number of LRCCA involvement, number of years of involvement, the number of hours spent, and the roles or functions performed in participation of the chosen organization. Further, this covers trainings, workshops, practicing, planning, screening, and doing the project itself.

Productive skills. These are macro language skills that make learners express their thoughts

through speaking and writing. This is exactly opposite to receptive skills where learners receive information by listening, viewing and reading. This is also called active skills.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter presents the review of conceptual and related literature on topics such as language learning, language-related co-curricular activities, and their possible effect to speaking and writing for the main purpose of grounding on the existing knowledge in connection with the study.

On Language Learning and Acquisition

Noam Chomsky, the world's famous linguist and the proponent of the Universal Grammar, posits that language learning depends on biological mechanisms. To him children are innately programmed to learn language. Universal Grammar is considered to contain all the grammatical information needed to combine these categories, e.g. noun and verb, into phrases. The child's task is just to learn the words of her language (Ambridge & Lieven, 2001). For example according to the Universal Grammar account, children instinctively know how to combine a noun (e.g. boy) and a verb(to eat) into a meaningful correct phrase (A boy eats).

On the other hand, Krashen's language acquisition theory has different perspective in coming up with five hypotheses. Of these five, only three are taken by the researcher. These are the following hypotheses to reiterate the statement found in the theoretical framework of this study.

The acquisition/learning hypothesis

This claims that there are two ways of developing competence: acquisition which is the "natural way" and learning that refers to a process in which conscious rules about a language is

developed. According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition' (Schutz, 2014)

Monitor hypothesis, the second, pointed out that the acquired linguistic system is said to initiate utterances when one communicates in second language. Conscious learning can only function as a monitor that checks and repairs the output of the acquired system. (Richard and Rodgers 2002). Further, as Schutz (2014) pointed out, this hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

The affective filter theory sees the learner's emotional state or attitude as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. It has identified three kinds of affective variables: First, is motivation. Students with motivation will do better. Second,

is self-confidence. If the learners have good self-image, he tends to be more successful. Finally, is low personal anxiety. Low classroom anxiety is more conducive to second language acquisition.

To quote Schutz again, the Affective Filter hypothesis, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

The affective filter hypothesis sees the learner's emotional state as adjustable filter that freely passes, impedes, or blocks input necessary to acquisition.

This is seen in the students' active participation in the LRCCA. They like what they are doing, and they benefit by learning including language development.

Total Physical Response (TPR) by Asher reflects a grammar-based view of language. Asher shares with the school of humanistic psychology a concern for the role of affective factors in language learning. This is a method that is undemanding in terms of linguistic production and that involves game like movements reduce learner stress, he believes, and creates a positive mood in the learner, which facilitates learning. (Richards and Rodgers, 2002). To Asher, an important condition for successful learning is the absence of stress, for language acquisition

takes place in a stress-free environment. The learner then must be liberated from self-conscious and stressful situations, so he may be able to devote full energy to learning.

From the cognitive theorists like (Ausubel, Mclaughlin, Bialystok, Ellis, Anderson, and others), they pointed the following ideas as their basic tenets: Learning is based on internal and mental processes and it is the result from internal and mental activity. Learner has to act, construct, and plan its own learning as well as to analyze it. Positive and negative feedback is important for restructuring, and that proficiency develops through practice. Then it becomes automatic. Ausubel emphasizes that learning language needs to be meaningful in order to be effective and permanent (Hadley, 2001)

Further, conversation theorists stressed that learning a second language is by participating in conversations. There is a need of feedback and suggestions on ways of improvement. Through it does not require production of full sentences, it encourages speaking, however, errors should be corrected. To add, Curran's community language learning (CLL) wrought out an alternative theory by La Forge in referring to language as a social process. It says that "language is people; language is persons in contact; language is persons in response (La Forge 1983).

For language to be more effective, it has to connect people. It is intended to break the barriers of communication. Language—related co-curricular activities promote this principle. It is intended to develop talents and skills including speaking for students to become more effective communicators.

Another view is the whole language view created by U.S. educators in the 1980s. This approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure (Richard and Rodgers, 1992). It emphasizes that language

use is always in a social context, and this applies to both oral and written language, to both first and second language use (Rig, 1991). Since LRCCAs are projected real life situation, thus they are within the boundary of social context as performed.

Out of Gardner's eight multiple intelligences, Balistoy (2009) capitalizes on interpersonal intelligence in saying that...one of these is connected to performing arts – interpersonal intelligence. Since the plays come from different issues: social, political, economic, and spiritual – that it can expand the student's view of the world as they become aware of real life situations. Songs, dances, and acting are basically using the body to communicate ideas and emotions through movement and gesture. The body is the vessel in which our physical sense of self is contained. Drama can enhance children's expressive range of mobility, providing an outlet of emotion. Repression of emotion can have negative effects in the growth of personality. From the abovementioned sources, the tenor of the voice is that teaching learning process has to be active and dynamic from mentors who have the passion to transmit learning in a more creative way.

Twenty-first century education poses a challenge to traditional type of education to change from teacher-centered learning to student-centered one. Without eliminating the good points of conventional form of learning, there is a need to tip the balance for effective learning. The researcher presents the following language-related co-curricular activities to harmonize the things learned in the four corners of the classroom,

The following points are the exposition of the different language-related co-curricular activities:

On Language-Related Co- Curricular Activities

Campus Journalism

The Campus Journalism Act of 1991 is perhaps one of the strongest laws protecting the rights of the youth, particularly student journalists, and preserving the integrity of student publication (Masajo, 2007).

It is the declared policy of the state to uphold and protect the freedom of the press even at the campus level and to promote the development and growth of campus journalism as means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. In furtherance of this policy, the state shall undertake various programs and projects aimed at improving the journalistic skills of students' concerned and promoting responsible and free journalism. (R.A. 7079, Campus Journalism Act of 1991).

On a related study, Soria (1994) pointed out the profile of the student respondents in Regions I and III. A total of 166 student respondents in schools without school paper obtained a grade point average of 82-83, while with school paper obtained by 238 of the student-respondents with a grade point average of 86-87. Soria also added that the highest grade point average which was obtained by 12 students without paper is 90-94, while 7 student respondents in school with paper with the highest grade –point average of 94-95.

With the students' grade in Communication Arts English, she found out that 155 of the student-respondents in schools without paper is an average of 80-81, while 261 student respondents in schools with paper obtained an average of 84-85.

In conclusion, Soria (1994) pointed out that schools with paper bring out the best of its students through attending seminars and conferences, and involvement in schools work among others. The level of performance in schools with school paper is higher than the students in school without school paper.

One of the vital ways in facilitating the learning process for them to be fluent in communicative process is campus journalism, where the pupils are encouraged to use their critical thinking is a more expressive way (Yabut, 2008).

Magsino (2006) stated that there are objectives of campus journalism. This cannot be separated from any article published: to inform the readers as the newspaper serves as the eye and the ear of the public, records the facts and events in the community as the newspaper can be repository, serves as a guard (watchdog) to the hottest issues in the society, and finally, it teaches the public.

Yabut (2008) pointed out that, “The talent is accompanied by an urge to express necessity for effective writing. In addition to this command of word is one’s ability to make them flow. He also stressed the significance of experiences, diligent research and association with others as corollary to the inherent traits.”

Campus journalism is one of the vital ways in facilitating the learning process and makes pupils to be more skilled and fluent in communication process. It provides pupils with a close or intimate report in exchanging thoughts of meaning, sometimes intellectual and often effective, arousing common understanding (Aquino, 2012).

Quoting James (1998), Aquino further pointed out that “students who join extracurricular

activities develop good peer relationship. It influences students' achievement in several ways: affect academic aspirations and school behavior, affects the degrees to which the personal needs are met, and it directly affects achievement through cooperative learning activities.”

On Drama

Bowell and Heap (2001) said that drama in education creates experiences which enable the development of cognitive, emotional, social, and creative understanding of the student. This provides the students with the necessary intellectual and emotional literacy which facilitates their understanding of the learning and of their social individual social world.

Balistoy (2009) added the proofs shown in the three basic principles he emphasizes in the said methods: first, proficiency and learning come not from reading and listening but from the action, from doing, and from experiences. Second, good work is often the result of spontaneous effort and free interest than of compulsion and forced application. Lastly, the natural means of study in youth is play.

Moffet (2001) in his study says that dramatic interaction is the primary vehicle for developing thought and language and is often unexploited method encouraging students to communicate with others. Students can learn about language, literature and composition in a coherent fashion by writing plays, short stories, or by acting, interpreting, and creating drama.

Gonong (2003) concluded that drama production can be helpful in improving or enhancing oral communication skills. It can be an effective strategy that can be utilized by teachers in oral communications. His conclusion supported the vision of using drama activity in English class because it makes a fearless expression of using the language freely without

inhibitions and hesitations.

In addition, De Guzman (1999) proves that there is effectiveness of the use of creative drama as a teaching method for mathematics. (Balistoy, 2009) Further, Flordeliza (1999), states that drama and theater are helpful in enhancing any subjects because both are imitation of life. The use of drama and theater arts are to enhance the ability of the students and to improve their capacity to learn has been the focus of many students.

In the area of theater arts, Balistoy (2009) has this finding: The study revealed that the developed syllables integrating theater arts in English Curriculum is an effective means of having better participation and learning in English class. Students are willing to use instructional materials such as syllabus integrating theater arts that can help improve participation and learning in English class. Drama method can be a tool for enhancing the ability of the students to communicate in English.

In addition to this, Lagman (2013) states that drama-based activities promote learning of specific tasks and can be utilized in other industries. A need based approach in drafting and implementing drama activities would save time, money, and effort. Drama based activities serve as effective strategies in teaching especially language communicative function. Learners are not restricted in the rules and are free to express themselves. It also promotes self -realization and individual learning because of the dynamism of the activities.

Language learners should be exposed to more drama-based activities because it provides intrinsic and extrinsic motivation for them to learn. Language teachers may also adopt drama based activities as teaching strategy and master proper facilitation of the activities to maximize its efficacy (Lagman, 2013).

Balisto (2009) formed the basic idea that dramatic activity is a very effective method of learning. He formulated three basic principles in emphasizing his method. First, proficiency and learning come not from reading and listening but from action, from doing and from experience; second, good work is more often the result of spontaneous effort and free interest than compulsion and forced application; and finally, the natural means of study in youth is play.

By instilling to the students self-confidence and self-knowledge, their social and mental awareness increased. Fluency and speech then would be easy. Dramatization is a very good alternative in teaching language as it gives an avenue for listening and meaningful language production providing reading and writing skill as well. It can break the monotony of conventional English classes as the students get the opportunity to use the operation.

Active learning is learning by doing. The more learners get involved in learning activities and co-curricular activities, the more learning is likely to take place. It is not teacher-centered, but student-centered. Students are having a hard time to learn unless they are involved. It's through active learning that students become independent and critical thinkers. Drama develops thinking and oral language, reading and writing as it improves student's cognitive growth, problem solving ability and role taking.

Balisto (2009) quoted Lightbrown (2003) in saying that a need to integrate drama activity in English class is a tool boosting the confidence the language learner in using the language.

Performing arts integration has the power to turn a classroom into a creative environment full of friendly, accessible resources where the art of learning and teaching thrives together.

Self- confidence is developed among students. It is useless to learn the language if there is no self –confidence in using it.

Nachor (2011) pointed out the need for students' exposure to theater arts is stressed by intrapersonal and interpersonal factors.

Further, he said that most students that are constantly exposed to various types of act have exhibited above average intelligence especially in the areas of Mathematics, Science, and English. Likewise, there have been noteworthy improvements in the overall personality of the students, such as more matured perception of things in almost every aspect of their lives and a lot of them have disciplined.

In addition, Nachor (2011) said that English language theater begins in the English classrooms, where recitation, declamations, readings, and dialogues, skits and short plays were used to reinforce the teaching of the new language. From there, it was a natural step to the staging of plays in English in schools – with English teachers usually assigned the teaching of drama, the direction of drama groups and the redirecting of the plays.

Theater is a wonderful way to get creativity flowing especially in children and teenagers. Drama clubs and school plays are very essential in fostering the imaginative ideas and positive self-esteem of the students. With theater, the confidence needed to progress in life is fostered and positive self-esteem that is essential to healthy living is gained. Imaginations are given great freedom, and allows for the students to find creative solutions to difficult problems. The importance of theater in school cannot be underestimated. Without theater, an education is lacking. The skills gained in theater are immense and lifelong. It is a necessary part of education,

and it should be a part of every school (Nachor, 2011).

In a study, Caterall (1998) pointed out that, overall, students in the high-arts groups outperformed their low-arts counterparts on every measure of academic achievement. Students in the high-arts group also scored more favorably on attitude measures (persistence in school, attitudes about community service) than low-arts students.

Educators may disagree about how to best teach children to read and write, or learn science, history, and math, but there are no serious questions about whether their subjects should be taught to all kids. Advocates for arts education have long made an essentialist argument for the arts: they are such an important dimension of life that they must be included among core academic subjects. Their efforts have been rewarded by inclusion of the arts as a core subject in federal legislation, most recently in the No Child Left Behind legislation and earlier in Goals 2000 legislation (Rabkin, 2002).

The results of these meta-analyses are very encouraging for educators who wish to use drama in the classroom to promote deeper learning in a variety of verbal domains. Clearly, drama is an effective tool for increasing achievement in story understanding, reading achievement, reading readiness and writing (Rose and Parks, 2002)

On Debating Activities

Policy debate is an interscholastic and co-curricular activity in which students to face off against each other in a structured exchange centered on pressing policy issues. It is an academic competition centered on communication or evidence-based argument (Breger, 2000; Mitchell, 1998).

In practical terms, the activity of policy debate is characterized by the training of six academic skills: reading and interpreting complex non-fiction text, developing and writing arguments based on these texts, verbally expressing and defending evidence-based claims, listening to and interpreting opponents' arguments, collaborating with peers, and time management (Mitchell, 1998).

Students who participated in debate in high school differed from their peers in many ways prior to applying the propensity score balancing: debaters were younger in ninth grade, more likely to be female, more likely to qualify free lunch, more likely to take honor courses, and had lower absenteeism and higher eighth grade test scores in mathematics and reading. Further, students who participated in debate were 19% more likely to graduate from high school relative to comparable students who did not debate. Similarly, students who participated in debate were significantly less likely to drop out of high school than comparable students who do not debate (Mezuk et. al., 2011).

From the best student to those who are struggling, debating can be areal educational benefit. Debating has a very positive academic impact on the students who participate (Sneider, 2011). A series of peer reviewed studies that suggest the relationship is quite strong between debating and academic success. Studies of students in Chicago, Kansas City, St. Loius Seattle and New York (2004) concluded, academic debate improves performance at statistically significant levels on reading test scores, diminishes high-risk behaviors, and improves academic success and student attitudes towards higher education not seem relevant. The results in a large controlled study showed that debating helped everyone (Snider, 2011).

In a study conducted by Brown (2002), result showed a significant difference between the students who participated in co-curricular activity of Maryland Engineering Science Achievement (MESA), and those who chose not to participate. In addition, students who participated in co-curricular activities experienced a higher academic performance than students who were eligible to participate but chose not to.

The impact of sports activities on the academic performance of student has been debatable over the years. Few say it has a positive effect while others say it has negative impact on the studies. Recent studies on the impact of the sports activities on the studies produced results which seem to be inconsistent (Broh, 2002). There are also seen inconsistent studies in recent years, but most of the research has shown the idea that sports activities does effect positively on the academic performance of the students. Still, some conclusions of a study showed that participation in sport activities in high school level does not improve grades and performance in academics (Broh, 2002).

Numerous studies have been conducted concerning the relationship between extracurricular activities and academic performance. Participation of extracurricular activities in general, is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism Broh(2002, para.8). Guest and Sneider (2003), in looking at previous research on this subject said, “Researchers have found positive associations between extracurricular participation and academic achievement” (par. 2). However, one study conducted by the National Educational Longitudinal Study found that “participation in some activities improves achievement, while participation in others diminishes achievement” (Broh, 2002).

Further, Broh pointed out that “early analysis of the effect of participation in sports on academic achievement produced inconsistent evidence“ (par 3). Even today, there is inconsistent evidence, but most research tends to lean toward the idea that participation in athletics does, in fact, improve academic performance. The result of one particular study indicated that with the exception of a few subgroups and outcomes, participation in sports is generally unrelated to educational achievement. Additional information from this study has found that playing sports in high school has no significant effect on grades or standardized test scores in the general student population (Broh, 2002,para 5).

On the other hand, studies reflect a strong positive relationship between participation in music and academic performance. Ponter (1999) suggested that “music should be considered as fundamental to the curriculum as mathematics and reading” (para 1). Eady (2004) holds a similar view, believing that “music can influence learning in core subjects as well as contribute to the attainment of core goals in learning” (par. 1). This gives the impression that music is an important role in academic performance. One study, which evaluated the effects that musical performance has on children’s academic performance and thinking abilities, showed that instrumental music training uniquely enhances the higher brain functions required for mathematics, science, and engineering” (Ponter, 1999, para.23). Milley also conducted a case study on students involved in band and orchestra. He found that “concert band and orchestra members scored significantly higher than non-music students on SRA (Science Research Associates) language, math, and composite score; that their GPAs were significantly higher than non-music students; and that they have fewer days absent.” This case study concluded that “music students reach higher academic achievement levels in academic studies than non-music students” (Kelstrom, 1998, para. 26).

On service to academic performance, Hinck and Brandell (1999) said that, a dearth of literature on the relationship between volunteering and academic achievement exists; nevertheless, it is becoming more popular in academic settings as a way of improving academics, as well as society. Many scholars now require their students to complete a mandatory number of hours or volunteer work per year or semester. Schools have implemented ‘service learning’ which incorporates community service and volunteer work into the curriculum, because it has been proven to have a positive effect on academic performance.

Service learning “can and does have a positive impact on the psychological, social, and intellectual development of adolescents who participate”(para. 11). Usually the services performed are related, in some way, to some academic subject, but most forms of volunteer work and community service can be tied to academics in one way or another. As a result, “more and more studies are finding that increased academic growth is the result when service is combined with intellectual content” (para. 11).

One study performed to determine the relationship between academic performance and community partnerships found that regardless of students background and prior achievement, volunteering activities positively influenced student grades, course credits completed, attendance behavior, and school preparedness” (Simon, 2001, para. 1). Language skills are very much interrelated with all of the content areas being the medium of instruction. A student who performs well academically in general, must have developed language skills.

All of the literature concerning the relationship between academic performance and volunteering presented a positive relationship.

ICA's Language-Related Co-Curricular Activities

Based on the researcher's observation, private schools, like ICA are seen as more potential partners in this enormous task of nation building. Private school students are thought of being easier to work with when it comes to English language learning for they have more access to learning materials, have the chance to go to exclusive schools, are exposed to the culture and the English language, and are more exposed to media information. They have greater edge when it comes to acquiring language proficiency, thus potentials in delivering the goods that a nation like the Philippines would like to see.

ICA is now on its thirty-fourth year of operation. It envisions a two-pronged area of excellence: academic and spiritual. Working towards this goal is quite tedious, yet worth enduring. This paper would zero in on the language-related co-curricular involvement of the selected high school students in the pursuit of academic excellence hoping to contribute to the fulfillment of the vision and mission of the academe.

They are not from the highly profiled group of society as far as socio-economic aspect is concerned, though many of them are from families that speak English in their homes. Like other schools, ICA implements "Speak English Campaign," which means they are required to speak the language in designated areas and times in the school campus.

ICA is a school which has varied co-curricular and extra-curricular activities from the areas of sports, music, arts, language, and many more. The following groups of co-curricular activities are active to date: Ballet, Forensic Society, Homemakers, Music, Library, Papyrus, REPLICA, Student Government, Varsity, and Dance. The following groups of co-curricular activities are inactive: Art, Scouting, First Aiders, Math, and Science. (ICA Student Handbook,

pp. 20-21). To find out if there is a relationship of language-related co-curricular activities involvement to speaking and writing skills of the selected high school ESL learners, this study is conducted.

Zeroing in on the English language - related co -curricular activities (LRCCA), the school has: Performing Arts through Repertory League of International Christian Academy (REPLICA), (Debating) Forensic Society, Campus Journalism (Papyrus), Cultural Pageant, and Class Plays. This paper narrows down to these five co-curricular activities being related and how these help in the development of the productive skills in speaking and writing.

Papyrus was first established in 1987 and was called the “Papyrus Club” back then. It became inactive for more than a decade, and was revived in 1996. To date, the publication is more regular with its issue in every two quarters.

The aims of the organization are the following: to develop the writing skills of the students, to let the students exercise their freedom of expression, and to serve as the check and balance of the school.

Membership is done in voluntary basis. Every start of the school year, it advertises its opening to encourage the students to join. Appointment of staff by the adviser requires testing and screening. Regular meeting is done once a week after school hours to undergo the entire process of publication.

REPLICA was organized in 1992. It sprung from the “Glee Club” which was basically a choir group of selected students. When the moderator passed away, one teacher felt the need to continue by adding more talents to be developed. The elements of acting, speaking, and dancing

were added. From that time on, the word REPLICA was coined which stands for Repertory League of ICA.

Like the Papyrus, it was also a club. Of all the language-related co-curricular activities, REPLICA is most active from the time of its conception to the present. Like all other clubs, membership is voluntary as well. However, from the volunteers audition has to take place in order to screen the talents in acting, singing, dancing, and speaking. Of all the clubs, it requires most of the time in the process of production. The entire process would normally take the whole school year, and the pressures gets stronger when the play date is closed. It aims to hone the talents of the students as mentioned above, as well as it serves as a front -liner of the school in promotion. On top of all these, it aims to inculcate biblical truths in fulfillment of its vision and mission as a Christian institution.

An off- shoot of REPLICA is Cultural Pageant which is done annually in celebration of Foundation Week and International Day. This was initiated by the Social Studies Department in finding an alternative for the classroom decoration to represent a country. It started way back 1999 when each level is required to prepare a presentation for the country they were representing. For the elementary department, the competition is not regular though they are still required to present. For the high school department, it is always a competition which is most awaited for the spectacular shows by the entire ICA family including parents, alumni and visitors. The high school student being very highly competitive to raise the banner of their batch would push to their limit in the process. The students usually take a month to prepare for their play, music, dance, props and costume. These presentations are very colorful, meaningful, and festive. The student leaders themselves are the prime movers of their batch project as

scriptwriters, directors, sound and effect technicians, choreographers, and props/costume designers. They are usually given 15 to 20 minutes to present.

The Debating Club (Forensic Society) has almost the same age with REPLICA as it was founded by the same person. It became inactive when the founder left the school in 1999, but it was revived and became a regular activity of the students since 2004. Its objectives are: to train the students to think logically and speak extemporaneously, to develop their skills in using reliable sources in researching, and to champion the cause of truth and righteousness. The membership is voluntary as well, but the best and the experienced are the ones who are tapped for competitions, while the others are being trained. Of all the clubs, this is the most student-centered.

ICA is a member of (Interschool Debater Association (IDeA), a nationwide organization ran by students from different schools all over the country. ICA students are training fellow students, and it is perceived as effective. The role of the teacher adviser is more of facilitating, coordinating, supporting, and advising.

Class plays are regularly done in classes as part of the learning activities in different subjects. Both Filipino and English are used as the medium, but English is commonly used as all subjects, apart from Filipino, are using English as the medium of instruction. The students create a mini stage in their classroom, and they are opening their show for all the students to watch with a very minimal ticket price to help recover their expenses.

The youth of this generation shows great talents in these different areas, and ICA students are no exemption. They are more confident in expressing themselves. They love to sing, speak

up, dance, and play roles. The more they develop their confidence, the more they are aided in learning as shown in the SILL survey two years ago. ICA, like other schools are facing the challenge of coping with the present generation. Their hunger for roles has to be addressed, and their potentials have to be maximized.

Synthesis

Summing up the ideas from the different sources, the following points are drawn:

The studies on language learning have guided the current study in understanding that language learning is more of acquired than learned in the four corners of the classroom. Successful language learning and acquisition is the absence of stress for the learner to be totally liberated in developing his/her language skills – particularly in speaking and writing. These studies affirm the theories of Krashen about language acquisition.

Further, language has to be meaningful in order to be effective. This is agreement to what (Moffet, 2001) pointed out in saying that dramatic interaction is the primary vehicle for developing thought and language and is often unexploited method encouraging students to communicate with others. Students can learn about language, literature and composition in a coherent fashion by writing plays, short stories, or by acting, interpreting, and creating drama.

In agreement, Gonong (2003) concluded that drama production can be helpful in improving or enhancing oral communication skills. It can be an effective strategy that can be utilized by teachers in oral communications. His conclusion supported the vision of using drama activity in English class because it makes a fearless expression of using the language freely without inhibitions.

The reviewed literatures affirm that language-related co-curricular activities involvement has a connection to speaking and writing skills. This study reaffirms this idea in Chapter IV of this paper in running the test: Pearson Product Moment Correlation Coefficient. (PPMC)

Chapter III

METHODOLOGY

Research Design

The study calls for a descriptive design with the use of survey questionnaires, observations, and correlation. The focus and the independent variables are the language-related co-curricular activities in the forms of (REPLICA), Cultural Pageant, Class Plays, Campus Journalism (Papyrus), and Debating (Forensic Society).

To ensure the protection of the participants and the researcher, the study was conducted within the parameters of the school, ICA. Further, the data collection tools are guaranteed to be free from biases in the aspect of gender, class, ethnic and cultural. Proper permissions were obtained from the parents and officials of the said academe.

Population

The population of the study is the selected ESL learners based on their involvement of language-related co-curricular activities - from Grade 7-11 students of ICA for the SY 2016-2017. The total population is **42** students: **4** from Grade 7, **6** from Grade 8, **8** from Grade 9, **21** from Grade 10, and **3** from Grade 11. There are 16 boys and 26 girls. Considering the small population of the school, the researcher would not need a sample group, but would be utilizing purposive sampling. The students are chosen based on their involvement of the English-related co-curricular activities.

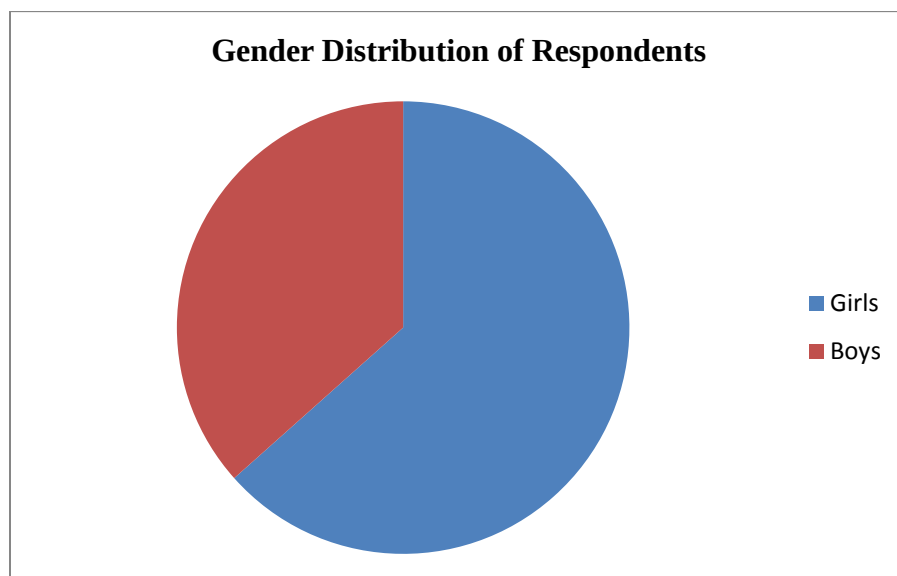
Respondents Profile

The personal background is presented in the following areas: gender, age, nationality, language spoken, years of studying in ICA, and the awards they received for at least the past two years.

Gender

This figure shows the gender distribution of the respondents.

Figure 1

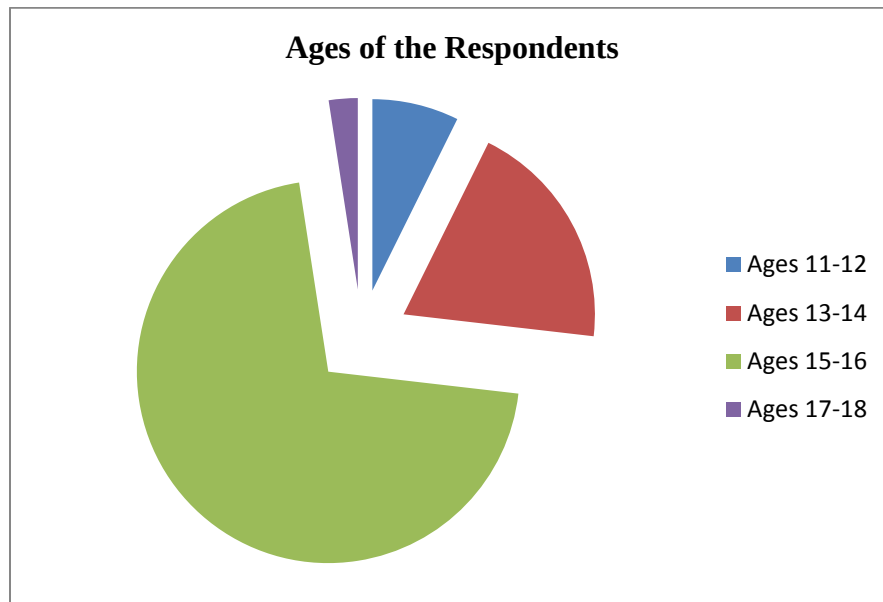


The gender distribution as shown in Figure 1 indicates that **61.90** percent (26 out of 42) are girls and **38.10** percent (16 out of 42) are boys. This data shows that there are more female participants inclined to performing arts and language-related co-curricular activities than male participants.

This figure that follows shows the percentage of age distribution of the respondents.

Age

Figure 2

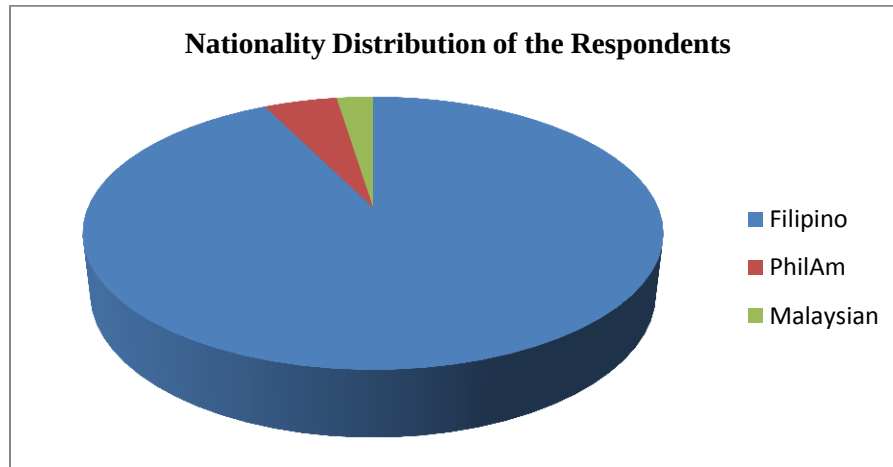


The age distribution in Figure 2 indicates that only **7.14%** (3/42) percent are ages 11-12; **19.05%** (8/42) percent are ages 13-14; while **70.43%** (30/42) percent are ages 15-16; and only **2.38%** (1/42) is aged 17-18. This indicates that most of the respondents are coming from the Grade 10 students whose ages are within the bracket of 15-16. In total, age bracket is within 11-18 years old. This affirms the general observation that teenagers are at the peak of their active involvement in various activities.

This figure that follows shows the percentage of distribution of nationality.

Nationality

Figure 3

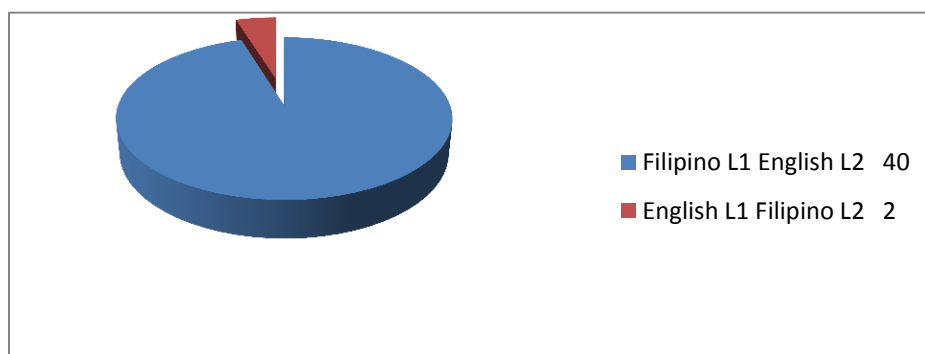


Most of the students: **92.86%** (39/42) percent are Filipinos, while only 2 or **4.76%** are PhilAm, and only 1 or **2.38%** percent is Malaysian. This could also be attributed to the fact that most students of the school are Filipinos.

The following figure shows the percentage distribution of language spoken by the participants.

Language Spoken

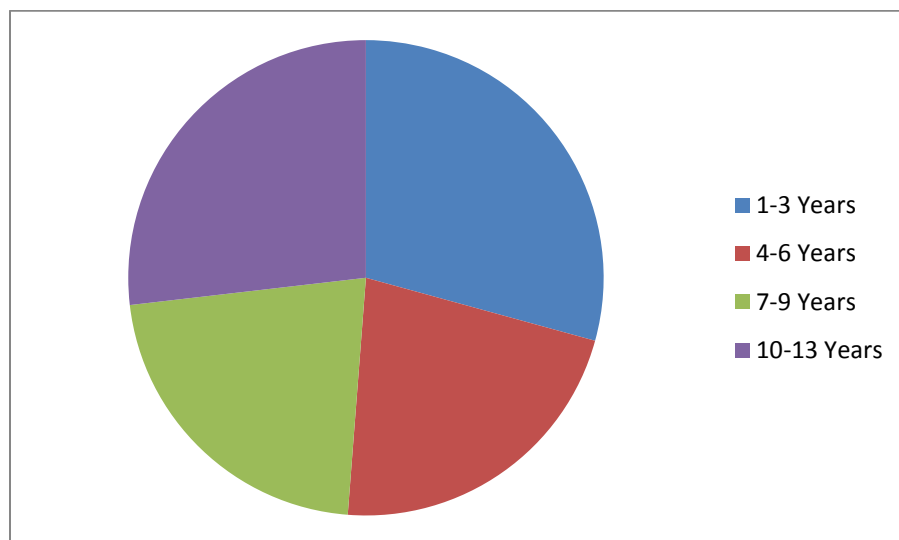
Figure 4 Percentage Distribution of Language Spoken



The data shows that most of the students **95.24%** (40/42) percent are saying that their L1 is Filipino and their L2 is English, while only 2 or **4.76%** are claiming that their L1 is English and their L2 is Filipino. This data is in agreement to the theory of Krashen that language is more acquired than learned. Nonnative speakers acquire the language when they are exposed to a group of English speakers.

This data shows the percentage distribution of the number of years in studying ICA.

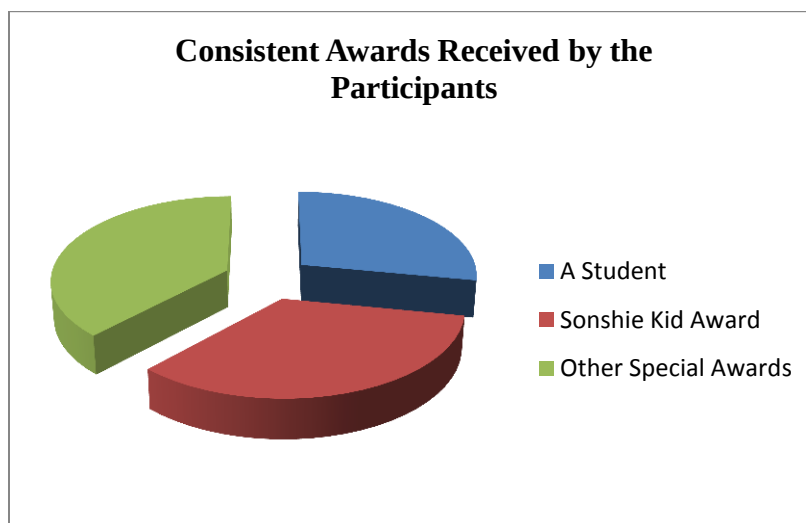
Figure 5 Number of years in studying the School



The data shows close to equal distribution of students in language-related co-curricular activities from different students with different span of years in studying in the school. While majority is coming from 1-3 years **29.27%**, following next is those with 10-13 years with **26.83%**. Equal percentages go to 4-6 and 7-9 brackets with **21.95%**. This shows that the participants' involvement of LRCCA is not connected on their length of studying in the school. There is a common interest in the different individuals – whether they are new students or old students.

This data shows percentage distribution of the awards received by the participants.

Figure 6



A total 100% of the participants claimed that they consistently received at least one of the awards mentioned above if not two of them or even all of them. A total of **60.98 %** claimed that they were consistently recipients of those three kinds of awards at the same time, while **68.29%** says that they were consistent A students. On the other hand, a total of **82.93%** said that they were consistently recipients of Sonshine Kid Awards, and **92.68%** were consistently recipients of any special awards. Studies show that LRCCA can boost learners' confidence as they are exposed in low level of anxiety as claimed by Krashen, cited by Kohn (par. 2), Children are likely to become enthusiastic, lifelong learners as a result of being provided with an engaging curriculum; a safe, caring community in which to discover and create; and a significant degree of choice about what (and how and why) they are learning.

This figure further shows that the school finds a way of recognizing students who excel in any area as it recognizes that each child is unique and has unlimited potentials. In return, the students seem to live up the kind of expectation, so they strive for more.

Finally of the three kinds of awards, being an A Student is most difficult. A student needs to obtain an average grade of 90% and above, no grade of 85% and below, and a conduct grade of 90% or above.

Another interesting fact discovered is that 82.93% Sonshine Kid Awardees are individuals that any group would like to have. They are people of character who know what sacrifices and commitments are when giving their extra mile effort for a certain project.

Instruments:

Two instruments were used. These were the survey questionnaire, and the observation.

First instrument was the questionnaire, entitled: *“Survey Questionnaire On Language-Related Co-Curricular Involvement”* This is divided in two parts. Part I is further subdivided into A to F for the purpose of knowing the profile of the students, the level of immersion with the five language-related co-curricular activities in terms of the number of activities of involvement, the number of hours spent in a weekly basis, the length of membership, and the function or the role performed.

Part A questions are done in Short Answer form where they have to write their short answers on the blank. Part B-D is a combination of Checklist Format and Short Answer Form, wherein the respondents are to check the language-related co-curricular activities of their involvement and write the number of years of involvement. Part C – D, are basically a Multiple Choice by ticking the blanks of the best item that would best apply to them regarding the number of hours of involvement, the functions or role they perform in the different activities.

Specifically it aims to answer Research Question No. 1: What is the level of involvement in language-related co-curricular activities of the selected ESL learners in terms of:

- a. number of LRCCA involvement,
- b. number of hours spent a week,
- c. number of years of involvement, and
- d. roles or function performed?

Part E is a Checklist Form and Ranking at the same time. They have to check the three most favored LRCCA and they have to rank them – having 1 as the highest and 3 as the lowest. This would address Research Question No. 2: Of all the LRCCA and classroom learning, which are the perceived factors that affect language skills development in relation to speaking and writing? To obtain another data, Part F was also formulated to obtain information about their academic performance before and after joining the language-related co-curricular activities. This is based on their English grades as this learning area is maximizing the LRCCA in assessing and evaluating progress of learning.

Part II is for the purpose of knowing the extent of the usefulness of the five LRCCAs in developing their language skills in speaking and writing. This information supports Question # 3.

The other tool is observation with two sets: “*Observer’s Evaluation in Speaking*” and *Observer’s Evaluation in Writing*.”

The type of question is the scale type particularly the rating scale. As Kerlinger (1973) pointed out, a scale type is a set of symbols or numerals that can be assigned by rule to the individual or behavior to whom the scale is applied. The assignment being indicated by the individual possession of whatever the scale is supposed to measure (Aguinaldo, 2002).

With the abovementioned criteria and sub-criteria, the researcher assigned the following scale: **5 for Excellent; 4 for Very Satisfactory; 3 for Satisfactory; 2 for Moderately Satisfactory; and 1 for Needs Improvement.** The observer will tick the blanks of the corresponding descriptions that would best apply. The result of the observation in each criterion is summed up and averaged to determine the general description.

The range would be as follows:

Descriptive Ratings:	Weighted Average:
Excellent	4.91 - 5.00
Very Satisfactory	3.91-4.90
Satisfactory	2.91-3.90
Moderately Satisfactory	1.91 – 2.90
Needs Improvement	1.00 – 1.90

The qualities that are observed in the speaking skills are the following: **audience rapport** with eye contact, facial expression, gesture, and posture; **diction** with pronunciation, articulation, enunciation in stress, blends, and intonation; **voice quality** with pitch, volume, projection, mode

or tone; **manner of delivery** with confidence, sincerity, and propriety, and **overall impact** of the delivery and the message.

To attain a non-biased result, the researcher asked the students to have a peer evaluation when the whole classes were conducting elimination rounds in preparation for the Festival of Languages. The activity is for the purpose of choosing highest three as their representatives in extemporaneous speaking. To validate the result of the peer evaluation, the researcher conducted her own evaluation for each evaluation to be neutralized.

The other set of observation in writing is the same in format as of speaking, but the criteria are different. The qualities that are observed in the writing skills are the following: **mechanics** - punctuation, capitalization, general format (margins, indentions, spacing) and legibility; **sentence structure** – semantics, syntax, main idea, and choice of words; **organization**- ordering of thoughts, use of transitory words, manner of paragraph development and the use of introductory and conclusive statements; **content** – with is relevance, sincerity, truthfulness, and propriety; finally, **overall impact** of the message and delivery.

The researcher asked them to develop an essay about “Language: God’s Precious Gift to Mankind” for the purpose of selecting three essay writer contestants for the Festival of Languages. Compositions were collected and were judged using the rubrics mentioned above.

As a descriptive design of this study the following is the process of instrumentation:

Data Gathering Procedure

The following phases were followed in the process of data gathering procedure.

Phase I– Preparation and Validation of Instruments

First, the research questions were analyzed in order to ask the needed questions to address the problem. Types of survey questionnaires were selected and finalized as open-ended form or the short answer form, multiple choice format, checklist format, and the scale type.

Second, questions were drafted, corrected by the thesis adviser, and revised.

Then, the revised questionnaires: “Questionnaire on Co-Curricular Involvement,” the “Speaking Observation” and the “Writing Observation” were subjected to validation. The school administrator, having finished her doctorate degree in education, validated the researcher’s instruments through the rubrics appended in the reference paper section.

To complete this phase, the instruments were submitted with the proposal to be subjected to the review of the Ethics Committee of the university.

Phase II- Actual Data Gathering

First, a letter of permission was obtained from the high school principal requesting to conduct the study with the respondents.

Second, upon the approval of the permission, the respondents were oriented as to the purpose of the study. Guidelines required by the Ethics Committee were followed. This is in the area of integrity in conducting the study to avoid any “string attached” to the students.

Third, parent’s permission and consent were obtained and proper information was disseminated regarding the purpose of the study, the locality of the study and the safety and security of the minors. Further, the confidentiality of the result was also ensured.

Finally, is the administration of the instruments. The questionnaire was distributed to be answered after their Third Quarterly Exams. The students were in the light mood after the exams and they were excited for the Christmas Program the following day. After 10-15 minutes, the forms were collected. In the case of the Grade 7, 8 and 11 students, the questionnaire was administered by the class advisers. It was given to the researcher after. The participants took 10 - 15 minutes in completing the survey questionnaires.

Phase III- Treatment of Data

First, for the results of the survey questionnaire, frequency of distribution was used. A frequency of distribution consists of classes and their corresponding frequencies. Each raw data value is placed into a quantitative and qualitative category called classes. The frequency of a class then is the number of data values contained in a specific class (Bluman, 2013). The procedure was as follows:

Step 1 – Constructing tables with the columns: class, tally, frequency, and percentage.

Table with 5 columns were constructed and rows were provided according to the ranges of class limits. First Column to the left is for the class limits, second for the tally, third for the frequency, fourth for the percentage, and the fifth for the rank.

Step 2 – Tallying the data and place the results in Column B.

Responses were tallied and placed at the corresponding class limits.

Step 3 – Counting the tallies and placing the results in Column C.

Tallies were counted and results were written corresponding to the class limit.

Step 4 – Finding the percentage

Percentage was sought of the value in each class by using the formula: $\% = F/N \times 100$.

Where F is frequency and N is the total number of values.

Through this, percentages of age, gender, nationality, and all data gathered were obtained. Data are presented in the forms of pie chart, bar graphs (vertical and horizontal), and tables. The data were analyzed and presented.

Second, ranking was employed as to the respondents' perceived factors of speaking and writing development. The variables were placed in the first column, and five columns were added to represent the ranking from 1 -5, being 1 as the highest.

Third, for the observation in speaking and writing, measure of central tendency was used particularly the mean. Again to cite Blueman (2013), the mean, also known as arithmetic average is found by adding the values of the data and dividing by the total number of values. The formula is as flows: $\text{Mean} = \sum X/N$. Where $\sum X$ means the summation of all values and N is the total number of values in the population.

Then, averaging was employed by getting the average scale of the respondents from the different criteria. The results in both observations are presented in table with all the students who were observed. In order to conceal the name of the participants, numbers were assigned in class/level order.

Finally, all the results of the scale from all participants were summed up and averaged to obtain the weighted average. The weighted average is obtained by multiplying the number of the

responses by the given weight and dividing the results by the total number of respondents. Each weighted average is in the numerical weight of 5 to 1 with the descriptions: Excellent, Very Satisfactory, Satisfactory, Moderately Satisfactory and Needs Improvement.

Phase IV-Analysis of Data:

The data gathered from the questionnaire were tabulated and analyzed using percentage. The guide for interpreting the results was as follows: $P = F/N \times 100$. Where P is percentage, F is frequency, and N is the total number of the respondents.

This is to show the fraction of the data in the profile, years of involvement with LRCCA, hours of involvement in a weekly basis, functions or roles performed, perceived factors affecting the speaking and writing skills, and the extent of the usefulness and benefits of the language-related co-curricular activities.

In addition, the observation used the measure of central tendency particularly mean to show the overall performance of each student in a scale. Weighted average is also employed to show the general performance of all the participants in the two productive skills: speaking and writing. A table is presented to show the summation of the scales and the averaged scale for each student. The formula is as follows: $A = \sum X / 5$. Where A is average, $\sum X$ is the summation of all the criteria and 5 is the constant number of the indicators. After the data for each student is analyzed, the data of all respondents will be presented and analyzed using the weighted average. Again, the formula is $\sum X/N$.

Below is the weighted average with the equivalent descriptive ratings in this study:

Descriptive Ratings:**Weighted Average:**

Excellent	4.91 - 5.00
Very Satisfactory	3.91-4.90
Satisfactory	2.91-3.90
Moderately Satisfactory	1.91 – 2.90
Needs Improvement	.1.00 – 1.90

Phase V – Statistical Treatment

To confirm the perception of the students and the observation of the researcher regarding the connection of LRCCAs with the speaking and writing skills, Pearson Product Moment Correlation Coefficient is needed to see the significant relationship between the two variables.

Correlation Coefficient determines the strength of the linear relationship between two variables. The symbol is r. Pearson Product Moment Correlation Coefficient (PPMCC) was named after the statistician, Karl Pearson who pioneered the research in this area (Bluman, 2013). The formula is:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

- N = number of pairs of scores
- $\sum xy$ = sum of the products of paired scores
- $\sum x$ = sum of x scores
- $\sum y$ = sum of y scores
- $\sum x^2$ = sum of squared x scores
- $\sum y^2$ = sum of squared y scores

Steps in computing the correlation coefficient:

Step 1 – Constructing a table consisting of six columns: variables for X , variables for Y , variables for XY , variables for X^2 , and variables for Y^2 .

Step 2 – Finding the values for X , Y , XY , X^2 , Y^2 , and place the values in the corresponding columns of table. For easier and faster computation level of LRCCA involvement the researcher utilized the graded scale as follows: **5** for Very Highly Involved, **4** for Highly Involved, **3** for Averagely Involved, **2** for Moderately Involved, and **1** for Least Involved. The detailed rubrics is appended in the reference paper.

Step 3 – Summing up all the values in each column.

Step 4 – Substituting the values in the given formula and solve for r .

Step 5 – Making the decision based on this premise: it is significant if the computed value is greater than the tabular value. The significance level is 0.05.

Ethical Concerns/Aspects of Concerns:

On the Safety and Protection of the Participants

The school is the most suitable site or locale for the study. The participants were not taken out of campus for such purpose. As per permission of authorities in the letters that was sent, it was strictly followed that this phase of data gathering was done in the school premises. An assurance was given to the subjects that their perception will be taken with utmost respect regardless if they are favorable or not..

On Moral Concerns/Conflict of Interest

The data collection tools are free from biases - in gender, class, ethnic, and cultural aspect. Conflict of interest was avoided in a way that research objectivity and independence is being upheld. This was never compromised in return for financial or nonfinancial benefit of the researcher or her relative or friend. Despite of the small population of the school, and that all high school teachers are handling the same group of students in the department, ethical and moral standards are observed.

Knowing that students as minors are vulnerable, their protection and safety were ensured.

On the Mechanisms in Sharing the Results of the Study

The researcher owes the dissemination of the results to the school authorities. One of the copies will be given to the administrator, and another copy will be entrusted to the school library. The participants are entitled to know the result as well, but the names are not to be mentioned.

There were no foreseen negative issues with respect to cultural traditions and involvement of the community in decisions about the conduct of the study.

Chapter IV

PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the data and information obtained from the questionnaires in survey forms and observations forms in speaking and writing of forty-one respondents. The data are presented in corresponding tables and figures in the order and sequence of the question raised in Chapter 1 of this study.

The figure below shows the number of students involved in various language-related co-curricular activities of ICA. This addresses Research Question # 1 of this paper: *What is the level of involvement in language-related co-curricular activities of the selected ESL learners in terms of number of years of immersion, number of hours spent, length of membership, and roles of functions performed.*

Figure 7- Number of Students in LRCCA Involvement

Areas of Involvement	No. of Students	Percentage	Descriptive Rating
REPLICA	27	65.85%	Well Participated
Papyrus	23	51.22%	Well Participated
Forensic Society	21	50%	Fairly Participated
Cultural Pageant	42	100%	Most Highly Participated
Class Plays	36	85.71%	Highly Participated

Legend: 0-7 Least Participated; 8-14 Less Participated; 15-21 Fairly Participated; 22-28 Well Participated; 29-35 Highly Participated; 36-42 Most Highly Participated.

The graph shows that **100%** of the participants are into cultural pageant. This falls under Most Highly Participated. This is understandable since this activity is mainly a batch activity

every Foundation and International Day celebration. Each level is assigned a country for them to present its culture. This has been popular and most awaited activity regardless of the tedious effort it entails. The students plan on their own, write a script, assign a director, a choreographer, and props designer. Each student in the batch level cooperates not necessarily for their grades...but each one will always take a pride in doing the best presentation for their batch. Quoting students on their opinions about Cultural Pageant, *“Cultural Pageant helps unite the class and practices the skills of dancing, singing, and acting. The class gets to know more of each other and their skills. And the best part of it all, we all get to see our effort bloom into a performance whether big or small, good or bad. And we get to have fun. Above all, it boosts our self-confidence.”* (DJ Ramirez 2017, pers. comm. May 1). Still another student said, *“To be a part of REPLICA and Cultural Pageant is exciting since I can be with my friends and I can enhance my skills at the same time.”* (MKD Tuason 2017, pers. comm. May 1).

Categorized closely is the class plays Highly Participated with a total of **85.37%**. This is part of the students’ product performance in learning areas like: English, Values Education, Social Studies, and other. The students are on their own in the process of preparation to presentation- just like the cultural pageant. Of all the activities, class plays is most academic related. Though REPLICA is most aspired for its magnanimous production of the school, this is only done once in every two years due to the humongous resources needed. Participants are rigidly screened not only for their competence, but also for their commitment to finish the race no matter what it takes. It consists **65.85 %** of participants categorized as Well Participated. Papyrus categorized as Well Participated with **51.22%** of participants is mainly for writing skills, while Forensic Society with **34.51%** falls under Fairly Participated, has the least number of debaters.

The figure that follows shows the number of years of involvement in the language-related co-curricular activities.

Figure 8- Number of years of Involvement in LRCCA

Years of Involvement	No. of Students	Percentage	Descriptive Rating
1-3	7	17.07%	Shortest No. of Years
4-6	13	31.73%	Average No. of Years
7-9	22	52.38	Longest No. of Years

Legend: 1-3 Shortest No. of Years; 4-5 Average No. of Years; 7-9 Longest No. of Years

The data shows that majority – 22 out of 42 students or **52.38%** have the Longest No. of Years of involvement with language-related co-curricular activities with 7-9 years. Normally students starting third grade are the ones becoming more active with co-curricular activities, and most of the participants are in the same case. The lowest percentage is of **17.07%** with 1-3 years being the Shortest No. of Years, and the rest with 3-6 which means 31.73 % is under Average No. of Years. In other words the participants are well- immersed with language-related co-curricular activities. This data shows that students are satisfied of what they are doing. This is in connection to what (Stagewise, 2017) said that there are eleven (11) benefits of drama: self-confidence, imagination, empathy, cooperation, concentration, communications skills, fun, emotional outlet, physical fitness, memory, and appreciation for arts and culture.

This figure that follows shows the number of hours spent in a weekly basis including peak season. Peak season preparations are those times when there is a need to speed up the rehearsals to beat the occasion in staging the play or musical. For REPLICCA it is one of the culminating activities of the school year, and it is usually staged on March. For the Cultural

Pageant, it has to be staged on Foundation/International Day, while Class Plays must beat the Bible Month Celebration on January.

Figure 9- Number of Hours Spent in a Weekly Basis during Peak Season

(For REPLICA, Cultural Pageant, and Class Plays)

No. of Hours	No. of Students	Percentage	Descriptive Rating
1-8	0	0%	Least No. of Hours
9-16	0	0%	Less No. of Hours
17-24	10	24.39%	Average No. of Hours
25-32	32	75.69%	Most No. of Hours

Legend: 1-15 Least No. of Hours; 16-25 Highly Average No. of Hours; 26-30 Most No. of Hours

The data shows how the students work to finish their task during peak season. With so many activities in the school including the regular classes, the students' practice is to spend extra hours just to finish their project. It could be after school hours or even to the point of working on weekdays. No one claimed that they work 1-15 hours during peak season with an average of 3 hours per week of rehearsals as the Least No. of Hours while **24.39%** claimed that they work at most 16-25 hours a week categorized as Highly Average No. of Hours. **75.61 %** said that they work for 25-30 hours to beat the deadline of a project. This is the Most No. of Hours Spent in a week.

These are the areas of REPLICA, Class Plays and Cultural Pageantry and Forensic Society. This is however seasonal: one a year for Class Plays and Cultural Pageant, while once in every two years for REPLICA. The Forensic Society is regularly is regularly meeting in a weekly basis, but they join many tournaments that will require their whole weekend to spend.

The students are aware that despite their hard work, they can benefit something from it. This is connected to what Mitchell (2015) pointed that student participation leads to better student learning and development.

There are only two activities that are done in a regular basis- Forensic Society with three times meeting per week and Papyrus with a weekly meeting. Forensic Society, however would take the whole weekend when joining debating tournaments. There are four to five tournaments- year round that they are participating in and out of the town. Papyrus would normally work beyond the regular meetings when they need to beat the deadline in releasing an issue.

Figure 10- Number of Hours Spent in a Weekly Basis on Regular Days

(For Papyrus and Forensic Society)

No. of Hours	No. of Students	Percentage	Descriptive Rating
1-2	22	53.66%	Regular No. of Hours Spent
3-4	11	26.19%	Less Regular No. of Hours Spent
5-6	2	5%	Least Regular No. of Hours Spent

Legend: 1-2 Least No. of Hours; 3-4 Highly Average No. of Hours; 5-6 Most No. of Hours

This data shows the students immersion on regular days in the case of Forensic Society and Papyrus. A total of **53.66%** claimed they spent 1-2 hours in a weekly basis and this is the Least No. of Hours, while only **26.19%** is categorized as Average No. of Hours said that they spent 3-4 hours in a weekly basis. Only two students or 5% spent 5-6 hours as the Most No. of Hours being members of both organizations. This activities however are more consistently done in a weekly basis, year round. This is in the area of Papyrus. This is however regular in a weekly basis, year round.

The figure that follows shows the roles or functions performed by the participants in the different language-related co-curricular activities.

Figure 11– Roles or Functions Performed by the Participants

Roles Performed	No. of Students	Percentage	Descriptive Ratings
Main Role	31	75.61%	Highly Performed Function
Supporting Role	38	92.68%	More Highly Performed Function
Contributor	39	95.12%	Most Highly Performed Function

Legend: 1-10 Lowest Performed Function; 11-20 Below Average Performed Function; 21-30 Above Average Performed Function; 31-40 Highly Performed Function.

All of the participants fall under the category of Highly Performed Function, though subcategorized as Highly, More Highly, and Most Highly.

The data shows that **75.61%** pointed out that they were having main roles in at least one of the language-related co-curricular activities. Main roles in REPLICA, Class Pays and Cultural Pageantry refer to being the main cast or the major roles. This could be being the director, stage manager, choreographer, props and costume designer, light and sound effect manager or being the lead roles in the cast. Being the top two highest position in Forensic Society means being the team leader and assistant team leader, while in Papyrus major roles mean being the editor-in-chief, assistant-editor-in-chief, and being editors to different sections such as news, features, sports, and the like. A total of **92.68%** said that they were having supporting roles. This means that these groups are taking the third to the fifth highest function in the case of REPLICA, Class Plays, and Cultural Pageantry. They are the assistants to the managers and directors or being the supporting roles in the cast. The rest of the category shows that they were part of the contributors with **95.12%** as the majority group. These are the rest of the cast in case of REPLICA, Class

Plays, and Cultural Pageant. These are the members of the different task of the crowd of the cast in the plays, while the rest of the debaters in Forensic Society and the rest of the writers in Papyrus. To quote (Mitchell 2015) again, “ELLs need to be exposed to meaningful, contextualized language outside of the classroom (Oxford, 1990). Devoting time to language-related co-curricular activities helps the student acquire more knowledge of the subject that they are practicing.” (Oxford, 1990; Astin, 1984; Xiao & Luo, 2009). This confirms the hypotheses posited by Krashen particularly affective-filter hypothesis.

Putting together all the data gathered to reveal the patterns and trends in relation to student involvement in LRCCAs, the next table shows the results.

Table 1-Summary of Trends of Students’ Involvement LRCCA

Item	Result/Trend
Top Choice Activity	Cultural Pageantry - 100% participation rate
Years of Involvement in LRCCA	7 Years and Up is the highest
Hours spent in a weekly basis	75.61 % work at most 25-32 hours a week in peak season 53.66% work at most 1-2 hours in a regular basis
Roles or functions performed	95.12% - contributors

Upon getting the data of the language-related co-curricular activity involvement, the next inquiry to be addressed is Research Question # 2: How do language-related co-curricular activities develop language skills in relation to speaking and writing as perceived by the ESL learners?

This question has to be satisfied in order to establish the relationship between language-related co-curricular activities and productive skills in speaking and writing. The researcher used an observation technique here to gather the data using the rubrics in speaking and writing.

This table shows the perceived main factors of development in speaking, as the respondents rank them.

Table 2 – Perceived Factors in Speaking Development

Factors:	Mean	Rank
Classroom Learning	1.02	1
Forensic Society	1.46	2
REPLICA	1.98	5
Cultural Pageant	1.64	4
Class Plays	1.62	3

The table shows that the students perceive classroom learning is the place where they develop their speaking skills. This is understandable as their time of LRCCA is not to be compared with their daily schedule of classes every day. On top of this, the learning areas of the English classes are not mainly teacher-centered, but student-centered as well. Examples: class plays, speech choir, speech delivery, debating, reporting, research works, and other activities that encourage students' maximum participation.

This reflects a positive perspective of students towards classroom learning activities. In consonance with the classroom learning, forensic society and class plays are ranked 2 and 3 respectively. LRCCA as extended learning activities outside the classroom harmonizes the learning activities in the classroom. This confirms Krashen's monitor hypothesis. The learning in the classroom, serves as the monitor of what has been acquired through the language-related co-

curricular activities. This makes overall language learning very meaningful. One could picture a symbiotic relationship here – things learned in the classroom, are taken out in the LRCCA and vice versa. This is a perfect combination and harmony.

To cite an example, the researcher has observed that four to five debaters in the class could highly influence everyone to participate in a very dynamic classroom discussion. Even those that are not members of the organization, can be influenced to sound like one in the process. As one debater claims, *“The Forensic Society has proven itself beneficial in my high school life. The Society serves as an avenue for students like me to hone their overall speaking skills. These skills aren't only limited within the walls of a classroom but in a person's everyday life, as well.”* (FAB Nicomedes 2017, pers. comm. May 1).

This table shows the perceived main factors of development in writing, as the respondents ranked the top three of them.

Table 3 –Perceived Factors in Writing Development

Language-Related Co-Curricular Activities	Mean	Rank
Classroom Learning	.76	1
Papyrus	1.10	2
Forensic Society	1.84	5
Cultural Pageant	1.78	4
Class Plays	1.66	3

Again, majority of the students regard classroom learning to be the main factor in developing writing skills being first in rank. Papyrus follows second and Class Plays as third.

This could be attributed to the fact that students' writing activities in Papyrus are not to be compared with the writing activities of those who are members of the Class Plays.

To reiterate, this case can be best connected to Krashen's monitor hypothesis. There is a need for classroom learning to teach all the technicalities of writing as simple as punctuation and capitalization to be carried over as a monitor in writing news articles and script in drama, musical, and cultural presentation.

This table shows the rank of LRCCA that the participants want to continue doing in the future. **Table 4 - LRCCA that the Participants Want to Continue Doing in the Future**

Language-Related Co-Curricular Activities	Mean	Rank
REPLICA	1.30	1
Papyrus	1.70	5
Forensic Society	1.32	2
Cultural Pageant	1.50	4
Class Plays	1.48	3

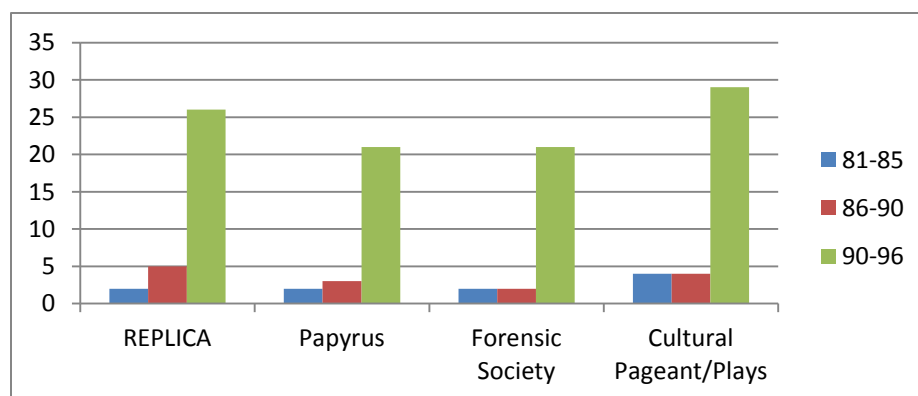
The table shows that students would prefer to continue joining REPLICA in the future, with Rank 1. The students' preference affirms what Howell and Heap (2001) in saying that drama in education creates experiences which enable the development of cognitive, emotional, social, and creative understanding of the student. This provides the students with the necessary intellectual and emotional literacy which facilitates their understanding of the learning and of their social individual social world. To quote one of the students, "*REPLICA has made me gained new friends in different batches. The mentioned activity, together with the class plays and*

the cultural pageants made us learn more about the histories and cultures of different countries at different timelines. To top it all, they improved our confidence in acting and our voice projection.” (CJZ Cabije 2017, pers. comm. May 1)

Ranking next is Forensic Society as second, and Class Plays as third. This is in connection to what Mitchell pointed out in saying that, in practical terms, the activity of policy debate is characterized by the training of six academic skills: reading and interpreting complex non-fiction text, developing and writing arguments based on these texts, verbally expressing and defending evidence-based claims, listening to and interpreting opponents’ arguments, collaborating with peers, and time management (Mitchell, 1998). The students see the benefit of this activity that they are involving in. After describing the level of involvement and the perceived factors, the study aims to find out how these are related to the academic performance of the students, as revealed by their grades.

The figure that follows shows the respondents’ English grades before joining LRCCA.

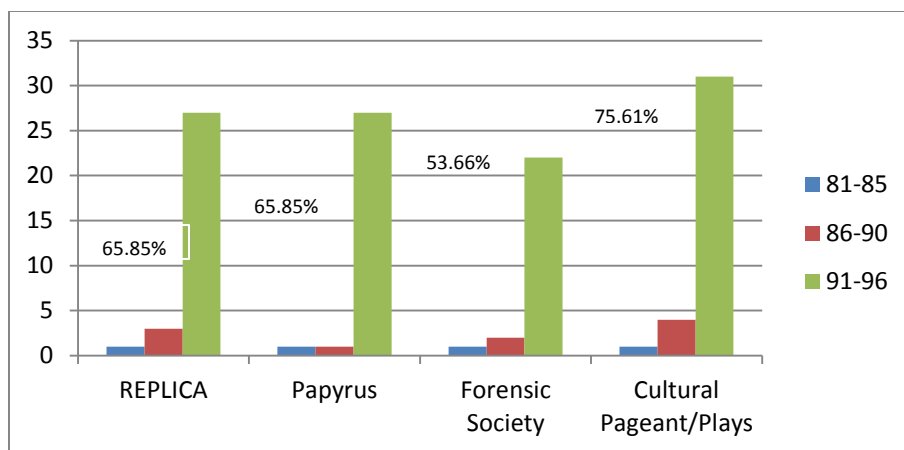
Figure 11-English Grades before Joining LRCCA



This figure shows that majority of the participants have good grades even before joining the LRCCA. A total of **63.41%** from REPLICA's, **51.22%** from both Forensic Society and Papyrus, while a soaring percentage of **70.73%** from the Cultural Pageantry and Class Plays.

This figure that follows shows the respondents' English grades after joining LRCCA.

Figure 12- English Grades After Joining LRCCA



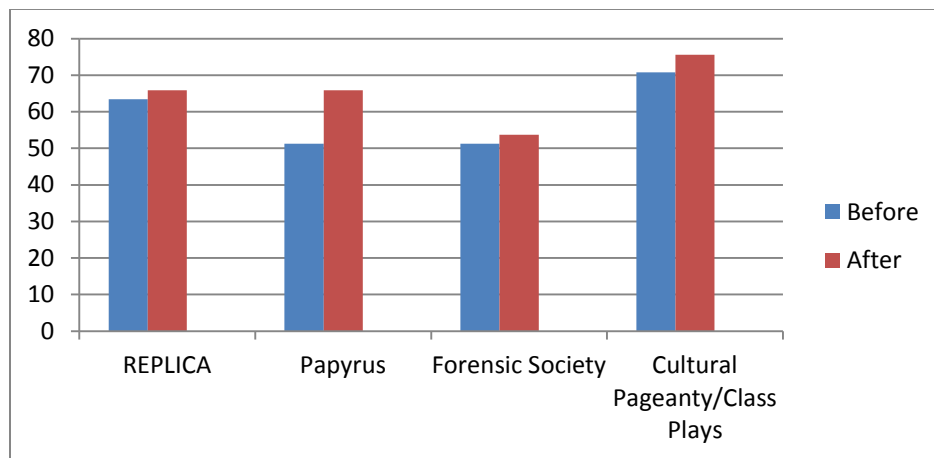
The figure shows that there is an increase of each grade in every category, though not very big, however, consistent. The distribution of percentages is the following: A total of **65.85%** from REPLICA, **65.85%** from Papyrus, **53.66%** Forensic Society, and **75.61%** from Cultural Pageantry and Class Plays. This is better shown in the next figure. This is agreement to this claim: There seems to be a positive relationship between GPA and student campus event participation (Bergen-Cico&Viscomi, 2013).

This is the aftermath of LRCCA immersion as an article of John Paul College put it, the benefits of co-curricular activity in schools have been extensively researched and it has been found that students who participate in these activities develop higher academic results, better relationships at school, and are more likely to lead healthy, active lifestyles when they leave school. (Benefits of Co-Curricular Activity, par.1). To reiterate the point, to excel academically

in general is always connected to developed language skills as the medium of instruction in all of its macro skills especially the active or productive skills – speaking and writing.

The figure that follows shows the grades before and after joining LRCCA.

Figure 13- Grades Before and After Grades in Joining LRCCA



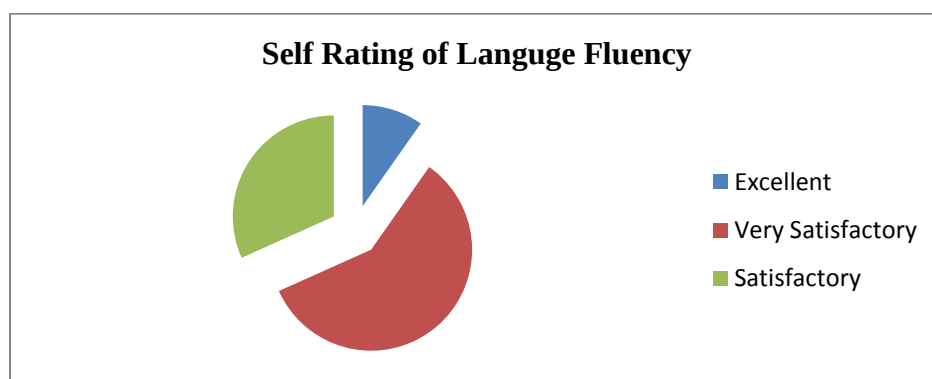
This figure shows the English grades of the participants before and after joining LRCCA. It is a general trend that though their grades were already high before joining the activities (91-96%) it is generally increasing after joining the said activities. There is a connection between the academic performance of the respondents in English and their language-related co-curricular involvement.

The highest of all is the range of Papyrus. As per observation, the members of this club are those who do well in pencil and paper test. They are the ones who usually submit their papers in the last minute of the exam to see to it that they have done all the best they could to answer each single question. Their good knowledge in writing skills are connected to all macro skills of English language, thus having a trend for their grades to go higher in general than the other LRCCAs.

Further, the students that are skilled in writing are more often the ones who show more of self-discipline, and self-determination. As Laitsch (2006) pointed out, student motivation and engagement play an important role in learning and academic achievement. Closely related to motivation is self-discipline, the ability of students to monitor and control their own behaviors. Students who are highly self-disciplined may be able to better focus on long-term goals and make better choices related to academic engagement. In addition, the concept of self-discipline focuses on students' own ability to engage in (or refrain from engaging in) particular behaviors, rather than reliance on external motivations, rewards, or punishments. Although researchers have looked at self-discipline in young children and college-age students, little research has examined the role of self-discipline in the academic success of adolescents.

The chart that follows shows the perception of the ESL learners with their language fluency when they were asked to rate themselves.

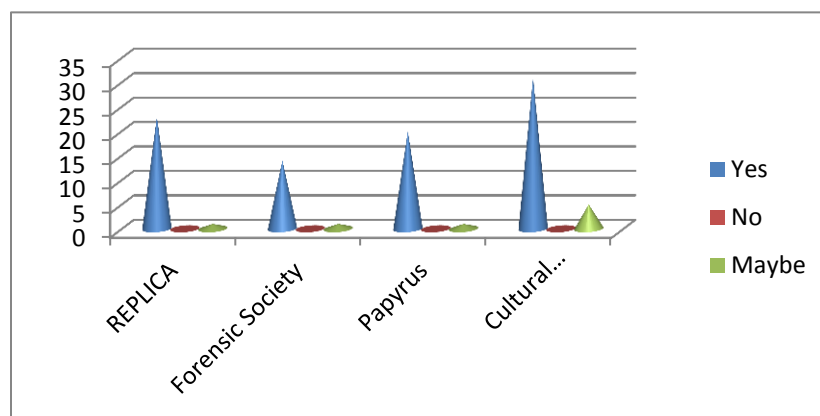
Figure 14



Of the 42 respondents, **57.14%** or 24 students said that they have very satisfactory language fluency, while **31.71%** claimed that they are satisfactory. Nobody admitted that he belongs to the moderately satisfactory, and **12.90%** believed that they are excellent. As one student puts it, *“The co-curricular activities at ICA have helped develop in me the confidence to speak words to*

inspire as well as the ability to project what I want to say. They have helped me develop and hone my writing skills as well to be able to effectively get my point across.”(RCD Reyes, 2017, pers. comm. May 2).The following figure shows how helpful is their LRCC involvement to their

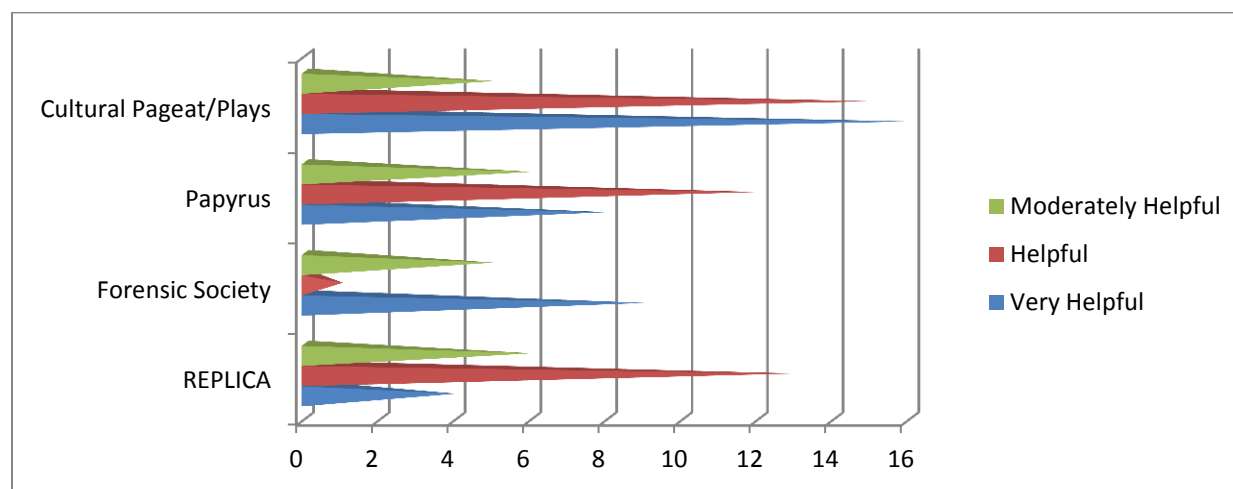
language fluency. **Figure 15– Helpfulness to Participants’ Language Fluency**



The result is unanimous. The participants believe that their involvement in the LRCCA is a big help in improving their language fluency. While very few said, “Maybe,” nobody said, “No.”As what Koh (1991) pointed out, achieving confidence is a language learning strategy that leads to better self-directedness, and therefore, can lead to better communicative competence. For all students, student responsibility, initiative, and self-directedness in academic achievement are important to improve the quality of a student’s undergraduate experience (Kuh et. al, 1991). To quote one of the participants, Tan said, *“I believe the application of my speaking and writing skills through participating in these activities truly helped me grow and learn effectively. More so, the years I have spent writing articles, debating on social issues, and memorizing and making the script have instilled in me a wider depth of appreciation and understanding for words and people, in which would prove its benefits both socially and academically in the near future.”* (SBC. Tan 2017, pers. comm. May 2)

The figure that follows shows the extent of the helpfulness of LRCCA as perceived by the participants.

Figure 16-Extent of Helpfulness as Perceived by the Participants



A total of 53.67% said that their involvement is moderately helpful, while 97.56 said that their involvement is very helpful. A total of 100% said that their involvement is helpful. No one claim that their involvement is not helpful at all. This idea was reaffirmed by another student in saying that, *“The co-curricular activities of the school have provided a great avenue to develop both my speaking and writing skills outside the classroom. By giving me new avenues to develop my creativity and critical thinking, these activities have done to me a great deal of good things.”* (EJA De Guzman 2017, pers. comm. May 2)

The table below shows the speaking performance of the participants as a result of the observation. Raw score is detailed in Appendix E

Table 5- Speaking Performance by Grade Level

Grade Level Respondents	No. of Students	Weighted Rating	Descriptive Mark	Rank
Grade 7	4	3.33	Satisfactory	5
Grade 8	6	4.63	Very Satisfactory	3
Grade 9	8	4.60	Very Satisfactory	4
Grade 10	21	4.65	Very Satisfactory	2
Grade 11	3	5.00	Excellent	1
Total	42	4.44	Very Satisfactory	

Grade 11, being in the highest level stands out not only that they are excellent in speaking, and that they are the smallest number of the batch level, but also that they are the most immersed with language-related co-curricular activities.. Grade 10 follows second and the most solid to be labeled as “Very Satisfactory” in spite of being the biggest number of participants. They managed to get a high average. Grade 8 comes next as most of them are very good speakers. Besides, they are only 6 participants. There are excellent speakers in Grade 9, but few pulled down the average weight. The Grade 7 has many more room for improvements as the youngest of all the batches and the least immersed with LRCCAs.

Averaging the weighted rating from the five batches, the result is 4.44 corresponding to “Very Satisfactory.” A pattern of development is seen here. Grade 7 as the lowest with /a Satisfactory mark, Grade 8-10 follow with a Very Satisfactory mark, and Grade 11 with an Excellent mark.

This next data shows that the length of their membership in LRCCA is related to the years of LRCCA immersion. The higher the level; the higher the mark.

The table below shows the weighted average mean of writing skills as observed.

Table 6- Writing Performance by Group Level

Grade Level Respondents	No. of Students	Weighted Rating	Descriptive Mark	Rank
Grade 7	4	3.63	Satisfactory	5
Grade 8	6	4.35	Very Satisfactory	4
Grade 9	8	4.58	Very Satisfactory	3
Grade 10	21	4.79	Very Satisfactory	2
Grade 11	3	5.00	Excellent	1.
Total	42	4.47	Very Satisfactory	

Grade 11 is still on top with an excellent skill in writing. Following second is the Grade 10, then Grade 9, 8, and finally Grade 7. Generally, speaking has higher scores than writing. As Oxford University Press quotes, “Writing is a difficult skill even in our mother tongue – consider how often we have to write continuous impressive prose in our lives, especially when texting and emails encourage short abbreviated text, ”In speaking one won’t mind what punctuations to use or what capitalization rules to follow. In writing, all of these have to observed syntax and semantics on top of the style and paragraph development.

This goes to say that writing skills is more difficult to master than speaking skills. Averaging the weighted rating, the result is 4.47, which is still within the range of “Very Satisfactory” however it is lower than the weighted mean of the speaking skills.

The same pattern in Performance in Speaking is seen here in the Performance in Writing as observed.

The table that follows shows the combined rating of speaking and the writing.

Table 7 – Combined Speaking and Writing Rating of Performances

Grade Level Respondents	No. of Students	Combined Rating of Sp/Wr	Descriptive Mark	Rank
Grade 7	4	3.48	Satisfactory	5
Grade 8	6	4.49	Very Satisfactory	4
Grade 9	8	4.59	Very Satisfactory	3
Grade 10	21	4.72	Very Satisfactory	2
Grade 11	3	5.00	Excellent	1
Total	42	4.46	Very Satisfactory	

Grade 7, being the youngest level and the least immersed in language-related co-curricular activities, have the lowest average scale. Grades 8-10 are in Very Satisfactory rate in general, and the Grade 11, being the senior of all the batches, got the highest mark with an excellent rate.

This confirms the idea that, on top of their regular learning in the class- the more immersed the students are in LRCCA, the more they become more proficient in their speaking and writing skills as Kohn puts it in citing Xiao and Luo, English language learners who participate in co-curricular activities have greater confidence. Evidence has shown that ELLs generally find that student activities can help enhance their language abilities, although there are exceptions (Xiao & Luo, 2009).

Summarizing the trends of the data to address the Research Questions # 2: How do language-related co-curricular activities develop language skills in relation to speaking and writing as perceived by the ESL learners, the following table shows. Putting together all the data

gathered to reveal the patterns and trends in relation to the perceived influence of LRCCA to speaking and writing skills, the following data is the result:

Table 8 – Summary of Trends in Relation to LRCCAs Perceived Influence to Speaking and Writing

Item	Trend
Perceived Factors of Speaking Development (Top 3)	Classroom Learning, Forensic Society, and Class Plays
Perceived Factors of Writing Development (Top 3)	Classroom Learning, Papyrus, and Class Plays
LRCCA that the Participants Wants to Continue (Top 3)	Forensic Society Cultural Pageant, and Papyrus
English Grades Before Joining LRCCA	91-96 % before joining LRCCA
English Grades After Joining LRCCA	91-96%, but with a consistent rise
Grades Before and After Joining LRCCA	Consistent rise with the range of 91-96%
Self- Rating of Perceived Fluency	57.14% “Very Satisfactory”
Helpfulness to Participants Language Fluency	A unanimous answer of Yes
Extent of Helpfulness as Perceived	97.56%
Speaking Performance	Grade 11- highest with Excellent mark
Writing Performance	Grade 11-highest with Excellent mark
Combined Speaking and Writing Performance	Grade 11-highest, then Grade 10, and then Grade 9

Grade 11 being the highest has been involved in LRCCA for five to nine years. Not only that they are the minority of the group of the participants, they are the “cream of the crop.” Followed by the Grade 10 with 21 participants who consists almost all of the A students in the batch, this group of people has been involved in language-related co-curricular activities in 2-8 years already.

As to the perceived usefulness and helpfulness of their involvement in LRCCA, all of them said that their involvement is very helpful and useful.

This data shows that the higher the grade level, the higher the level of immersion; the higher the grade level, the higher is the rating mark.

To reaffirm the results of the survey on students' perception and the researcher's structures observation in speaking and writing, the researcher ran the Pearson Product Moment Correlation Coefficient to determine if there is a significant relationship between the involvement of LRCCAs of the ESL learners and their performance rating in speaking and writing. The computations are appended in the reference paper, and the result is as follows:

Table 9 – Summary of Significance between LRCCA Involvement and Performance Rating in Speaking

Involvement	Comp. Val.	Decision
No. of LRCCA Involvement	.607	Significant
Years of Involvement	.419	Significant
Hours of Involvement	.398	Significant
Roles Performed	.553	Significant

The table shows that there is a strong significant relationship between the LRCCA immersion in terms of no. of LRCCA involvement, no. of years of involvement, no. of hours of involvement, the roles performed and the rate of speaking performance. The data suggests that there is a strong linear relationship between variables if the value of r is close to + 1. (Bluman, 2013). The highest is the no. of years of involvement, followed by no. of LRCAA involvement, and then roles performed. The lowest is the no. of hours of involvement.

Table 10 Summary of Significance between LRCCA Involvement and Performance

Rating in Writing

Involvement	Comp. Val.	Decision
No. of LRCCA Involvement	.548	Significant
Years of Involvement	.476	Significant
Hours of Involvement	.476	Significant
Roles Performed	.504	Significant

Just like speaking, the data shows that there is strong relationship between LRCCA involvement in terms of no. of LRCCA involvement, years of involvement, hours of involvement, roles performed and the performance rating in writing. The highest is no. of LRCCA involvement, followed by roles performed, then years of involvement. The least is the hours of involvement.

To sum this all up, there is a strong relationship between, LRCCA involvement and the rating of speaking and writing performance. This study further reaffirms that LRCCA involvement has an effect to the language development of the ESL learners

Chapter V

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This part presents the summary of findings, conclusion and the recommendation of the study.

Profile of the Respondents

Majority of the respondents, 63.41% are female and only 36.59% are male. This shows that language-related co-curricular activities (LRCCA.) are more interesting to the female than the male.

Most of the respondents, 70.73% are within the ages of 15-16 years old. Majority of this group are from the Grade 10 class. They are the ones who have more number of years of studying in the school and are the ones who have more number of years on involvement with LRCCA.

Almost all of the respondents, 92.68% are Filipinos, and 95.12% claimed that their L1 is Filipino. Years of studying in the school is nearly equally distributed: 1-3 years 29.27%, following next is those with 10-13 years with 26.83%. Equal percentages go to 4-6 and 7-9 brackets with 21.95%.

A total of 100% of the participants claimed that they consistently received at least one of the awards mentioned in the survey if not two of them or even all of them. A total of 60.98 % claimed that they were consistently recipients of those three kinds of awards at the same time. While 68.29% said that they were consistent A students, a total of 82.93% said that they were

consistently recipients of Sonshine Kid Awards, and 92.68% were consistently recipients of any special awards.

Summary of Findings

Findings on Involvement in LRCCA

All of the participants are well-immersed with language-related co-curricular activities. Most of the students are involved with three to five LRCCA, and most of them claimed that they have been immersed with LRCCA for seven years and above. Majority of them claimed that they work long hours to finish a project during peak season of rehearsals, and spent 1-4 hours in a weekly basis on regular days, year round. As to the function or role they performed, most of them claimed that they have been doing multi roles - main roles, supporting roles and contributors' role.

Findings on the Perceived Influence of LRCCA to Speaking and Writing

Classroom learning is still perceived by them to be the first avenue in developing their speaking skills, while Forensic Society and Class Plays follow respectively. Classroom learning is still perceived by them to be the first avenue in developing their writing skills, while Papyrus and Class Plays follow respectively. Not including classroom learning, the students ranked Forensic Society as first and Cultural Pageant and Papyrus follow respectively as the future LRCCA they want to continue.

Majority of the respondents claimed that they had good grades before joining LRCCA, and data show that the grades went up even higher after joining LRCCAs. Majority of the students also perceive that they have Very Satisfactory language fluency. All of them also claimed that their immersion in LRCCA is very helpful and beneficial. Based on structured

observation, both speaking and writing got a “Very Satisfactory” mark, though speaking is a bit higher than writing.

Findings in Running a PPMCC Test

Results in running a PPMCC test suggest that there is a strong relationship between LRCCA involvement and the performance ratings in speaking and writing. In general, writing has a stronger relationship than speaking, though in general a, speaking has a higher performance rating than writing.

Implications Based on the Findings

Benefits of LRCCA

Beneficial LRCCAs are seen in place of the school. The students find satisfaction with their involvement, as they see the benefits they get from these activities. They are avenues for the students to extend their learning from the four corners of the classroom.

Complements of LRCCAs with Language Learning

Classroom learning as ranked 1 by the students show a healthy perspective of the learners of their learning activities inside the classroom. These two avenues for their language learning: LRCCA and classroom learning perfectly harmonize and balance their language learning activities from the conventional to the non-conventional learning.

Need to Align ICA’s LRCCAs with DepEd’s English Language Curriculum

Recognizing the compatibility of LRCCA and classroom learning, there is a need to align LRCCA and classroom learning. This will provide a systematic way of delivering learning areas

in aiming to finish the budget of lessons for each quarter. Further, an interdisciplinary way of learning can also be encouraged to lessen the burden of the students in finishing their product performance.

Conclusion

After this painstaking investigation, the following conclusions are drawn:

First, the more immersed the students are in language-related co-curricular activities, the more benefits they can get from these activities. Taken from the article, "*Importance and Benefits of Co-curricular Activities*," the benefits are the following points: stimulation of recitation, speaking and narrating, a help in achieving overall function of education, an enabler of the students to express themselves freely in and out of the class, a guide to students on how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations—all these that help in leadership qualities, provides motivation for learning, and develop the values like physical, psychological, ethical, academic, civic, social, aesthetic, cultural, recreational and disciplinary values.

Second, LRCCA involvement is a factor that helps develop productive skills in language: speaking and writing. This is confirmed by running PPMCC test to see the significance between the LRCCA involvement and the rating performance of speaking and writing.

Third, LRCCAs and classroom learning are perfect combination to maximize learning potentials of ESL learners. As Godfrey (2010) puts it, these activities aim to develop: confidence, motivation, trust and participation, oral and written communication skills, awareness of interpersonal and socio-cultural communication skills, accuracy and fluency of expression, rhythm and pronunciation, linguistic intelligence, and social interactive skills.

Recommendations

In view of the conclusions stated, the following recommendations are hereby forwarded:

First, enhance the language-related co-curricular activities of the school. Let it be more interdisciplinary to help the students do multiple tasks in one.

Second, conduct a school-wide study in similar topics to substantiate the result of the findings. An experimental method is recommended to come up with tangible results apart from perceptions.

Third, conduct a larger scale study in selected private schools of Paranaque to see the similarities and differences of the result.

Fourth, do a follow-up study of other extra-curricular activities in school that are not language-related.

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SURVERY ON CO-CURRICULAR ACTIVITIES INVOLVEMENT (Selected ICA High School Students)

A. Personal Profile

Name: _____ Level and Section _____
 Age: _____ Gender: _____ Nationality: _____
 Native Language: _____ Language Spoken: _____
 Years in studying ICA: _____
 Are you an A Student from the previous quarters? _____ A Sonshine Kid? _____
 Are you a consistent A Student for the past three 2-3 years? _____
 Are you a consistent Sonshine Kid for the past 2-3 years? _____
 Are you a recipient of any other awards/recognitions apart from the above for the past two-three yrs? _____

B. Check the type of language-related activities you have/had been involved, and write the number of academic years of involvement:

	Yes	Years of Involvement
1. REPLICA Productions	_____	_____
2. Campus Journalism (Papyrus)	_____	_____
3. Forensic Society (Debating)	_____	_____
4. Cultural Pageantry	_____	_____
5. Class Plays Using English Lang.	_____	_____

Total No. Of LRCCA Involvement: _____ Total No. Of Years: _____

C. Check the number of hours you spend/t in the following activities in a weekly basis including those that are seasonal.

Activities	Hours of Involvement				
	1-2	3-4	5-6	7-8	9-10
1. REPLICA Productions	_____	_____	_____	_____	_____
2. Campus Journalism (Papyrus)	_____	_____	_____	_____	_____
3. Forensic Society (Debating)	_____	_____	_____	_____	_____
4. Cultural Pageantry	_____	_____	_____	_____	_____
5. Class Plays Using English Lang	_____	_____	_____	_____	_____

Total No. Of Hours on Peak Season: _____ On a Regular Basis: _____

D. Check your roles or functions performed

1. REPLICA Productions	Main Char. _____	Supporting Char. _____	Crowd _____
2. Papyrus	Editor _____	Section Head _____	Writer _____
	Team Leader _____	Member _____	Others _____
3. Forensic Society	_____	_____	_____
	Director	Choreographer	Writer
4. Cultural Pageantry	_____	_____	_____
5. Plays (Using English Lang)	_____	_____	_____
	Cast	Others	

E. Rank the following items, assigning 1 as the first.

1. Perceived factors affecting your improvement in speaking.
 - _____ Classroom learning
 - _____ Forensic Society
 - _____ REPLICA
 - _____ Cultural Pageantry
 - _____ Class Plays Using English
2. Perceived factors affecting your improvement in writing
 - _____ Classroom learning
 - _____ Papyrus
 - _____ Forensic Society
 - _____ Cultural Pageantry
 - _____ Class Plays Using English
3. Co-curricular activities you wished to continue next year
 - _____ REPLICA
 - _____ Papyrus
 - _____ Forensic Society
 - _____ Cultural Pageantry
 - _____ Class Plays Using English
4. Co-curricular activities you plan not to join next year
 - _____ REPLICA
 - _____ Papyrus
 - _____ Forensic Society
 - _____ Cultural Pageantry
 - _____ Class Plays Using English

F. Check the appropriate blanks

	MS (76-80)	S (81-85)	VS (86-90)	O (90-95)
1. English grades before joining _____ REPLICA				
2. English grades before joining _____ Papyrus				
3. English grades before joining _____ Forensic Society				
4. English Grade Before joining _____ Cultural Pageant				
5. English Grade Before joining _____ English Plays				
6. English grades after joining _____ REPLICA				
7. English grades after joining _____ Papyrus				
8. English grades after joining _____ Forensic Society				
9. English Grade after joining _____ Cultural Pageant				
10. English Grade after joining _____ Play				

G. Direction: Answer each question thoughtfully.

- Rate your fluency in speaking: (Be realistic, don't be "too humble.")
 _____ Excellent _____ Satisfactory
 _____ Very Satisfactory _____ Moderately Satisfactory
- Does REPLICA help you improve your speaking skills? _____(NA) Not Applicable
 _____ Yes _____ No _____ Maybe
- To what extent does REPLICA help you improve your speaking skills? _____NA
 _____ Very Helpful _____ Helpful _____ Moderately
 Helpful
- Does the Forensic Society help you improve your speaking skills? _____NA
 _____ Yes _____ No _____ Maybe
- To what extent does Forensic Society help you improve your speaking skills?
 _____NA

_____ Very Helpful _____ Helpful _____ Moderately
Helpful

6. Does Papyrus help you improve your writing skills? _____ NA
_____ Yes _____ No _____ Maybe

7. To what extent does Papyrus help you improve your writing skills?
_____ Very Helpful _____ Helpful _____ Moderately
Helpful

8. Does Cultural Pageantry help you in your speaking skills? _____ NA
_____ Yes _____ No _____ Maybe

9. To what extent does Cultural Pageantry help you improve your speaking skills?

_____ Very Helpful _____ Helpful _____ Moderately
Helpful

10. To what extent do Cultural Pageantry and Play help you improve your speaking skills? _
_____ Very Helpful _____ Helpful _____ Moderately
Helpful

OBSERVATION EVALUATION
(Selected High School ESL Learners)
SPEAKING

Name: _____

Rating: _____

Year and Section: _____

Date: _____

Rate the speaker based on the category cited with the following points: 5 - Excellent, 4 – Very Satisfactory; 3 Satisfactory; 2 Moderately Satisfactory; and 1 Needs Improvement.

A. Audience Rapport	1	2	3	4	5
1. Eye Contact	_____	_____	_____	_____	_____
2. Facial Expression	_____	_____	_____	_____	_____
3. Gestures	_____	_____	_____	_____	_____
4. Posture	_____	_____	_____	_____	_____
B. Diction					
1. Pronunciation	_____	_____	_____	_____	_____
2. Articulation	_____	_____	_____	_____	_____
3. Enunciation (Stress, blend, intonation)	_____	_____	_____	_____	_____
C. Voice					
1. Pitch	_____	_____	_____	_____	_____
2. Volume or Projection	_____	_____	_____	_____	_____
3. Mood or Tone	_____	_____	_____	_____	_____
D. Manner of Delivery					
1. Confidence	_____	_____	_____	_____	_____
2. Sincerity	_____	_____	_____	_____	_____
3. Propriety	_____	_____	_____	_____	_____
E. Impact					
1. Of the Message	_____	_____	_____	_____	_____
2. Of the Delivery	_____	_____	_____	_____	_____

Comments:

OBSERVATION EVALUATION
(Selected High School ESL Learners)
ESSAY WRITING

Name: _____

Rating: _____

Year and Section: _____

Date: _____

Rate the Writer based on the category cited with the following points: 5 - Excellent, 4 – Very Satisfactory; 3 Satisfactory; 2 Moderately Satisfactory; and 1 Needs Improvement.

A. Mechanics	1	2	3	4	5
1. Has the writer used correct punctuation?	___	___	___	___	___
2. Has the writer used correct capitalization?	___	___	___	___	___
3. Has the writer used correct margins and indentation?	___	___	___	___	___
4. Is the writing legible?	___	___	___	___	___
B. Structure					
1. Has the writer used proper sentence structure?	___	___	___	___	___
2. Is there a proper paragraph?	___	___	___	___	___
3. Is there a clear topic sentence?	___	___	___	___	___
4. Has the writer chosen the right words?	___	___	___	___	___
C. Organization					
1. Is there an outline	___	___	___	___	___
2. Is there a clear way of developing a paragraph?	___	___	___	___	___
3. Are the points arranged properly?	___	___	___	___	___
4. Is there is a conclusion?	___	___	___	___	___
D. Content					
1. Is it relevant?	___	___	___	___	___
2. Is it sincere and truthful?	___	___	___	___	___
3. Does it have the sense of propriety	___	___	___	___	___
E. Impact					
1. Of the Message	___	___	___	___	___
2. Of the Delivery	___	___	___	___	___

Comments:

No. of LRCCA Involvement and Performance Rating in Speaking

Students	X	Y	XY	X^2	Y^2
1. Danao	3	3.6	10.8	9	12.96
2. Tanada	3	3.5	10.5	9	12.25
3. Torres	3	3.73	11.19	9	13.91
4. Lacanilao	3	4	12	9	16
5. Kairuz	4	5	20	16	25
6. Evangelista	4	4.8	19.2	16	23.04
7. Ng	4	5	20	16	25
8. Detera	4	4.4	17.6	16	19.36
9. David	4	4	16	16	16
10. Moorthy	3	4.6	13.8	9	21.16
11. Nicomedes	4	4.42	17.68	16	19.54
12. Uy	4	4.6	18.4	16	21.16
13. Zubaly	4	5	20	16	25
14. Guzman	3	3.5	10.5	9	12.25
15. Cabije	5	5	25	25	25
16. Suyat	4	4.8	19.2	16	23.04
17. Ramirez	5	5	25	25	25
18. Faminialagao	4	4.5	18	16	20.25
19. De Guzman	5	5	25	25	25
20. Tan	5	5	25	25	25
21. Crescini	5	5	25	25	25
22. Wong	3	4.47	13.41	9	19.98
23. Banzales	5	5	25	25	25
24. Cabunag	3	4	12	9	16
25. Carbonell	4	5	20	16	25
26. Hernandez	3	4.53	13.59	9	20.25
27. Del Mundo	3	4.8	14.4	9	23.04
28. Celorio	4	4.8	19.2	16	23.04
29. Rivera	4	4.8	19.2	16	23.04
30. Cayone	4	4.5	18	16	20.25
31. Cabotaje	3	5	15	9	25
32. Orola	3	4.5	13.5	9	20.25
33. Jacob	3	4.5	13.5	9	20.25
34. Navidad	4	4.5	18	16	20.25
35. Cangayda	4	4.55	18.2	16	20.70
36. Camago	5	4.7	23.5	25	22.09
37. Tuason	4	4	16	16	16
38. Odchigue	5	5	25	25	25
39. Roa, Cath	5	4.8	24	25	23.04
40. Roa, Chris	5	4.8	24	25	23.04
41. Dela Cruz	5	4.5	22.5	25	20.25
42. Papagayo	5	5	25	25	25
	$\sum X=167$	$\sum Y=192.2$	$\sum XY= 775.87$	$\sum X^2= 689$	$\sum Y^2= 889.77$

No. of Years of Involvement and Performance Rating in Speaking

Students	X	Y	XY	X ²	Y ²
1. Danao	3	3.6	10.8	9	12.96
2. Tanada	3	3.5	10.5	9	12.25
3. Torres	3	3.73	11.19	9	13.91
4. Lacanilao	4	4	16	16	16
5. Kairuz	4	5	20	16	25
6. Evangelista	4	4.8	19.2	16	23.04
7. Ng	3	5	15	9	25
8. Detera	3	4.4	13.2	9	19.36
9. David	3	4	12	9	16
10. Moorthy	2	4.6	9.2	4	21.16
11. Nicomedes	4	4.42	17.68	16	19.54
12. Uy	4	4.6	18.4	16	21.16
13. Zubaly	4	5	20	16	25
14. Guzman	4	3.5	14	16	12.25
15. Cabije	4	5	20	16	25
16. Suyat	4	4.8	24	16	23.04
17. Ramirez	4	5	20	16	25
18. Faminialagao	4	4.5	18	16	20.25
19. De Guzman	5	5	25	25	25
20. Tan	5	5	25	25	25
21. Crescini	5	5	25	25	25
22. Wong	4	4.47	17.8	16	19.98
23. Banzales	5	5	25	25	25
24. Cabunag	5	4	20	25	16
25. Carbonell	5	5	25	25	25
26. Hernandez	5	4.53	22.65	25	20.25
27. Del Mundo	5	4.8	24	25	23.04
28. Celorio	4	4.8	19.2	16	23.04
29. Rivera	4	4.8	19.2	16	23.04
30. Cayone	4	4.5	18	16	20.25
31. Cabotaje	4	5	20	16	25
32. Orola	4	4.5	18	16	20.25
33. Jacob	4	4.5	18	16	20.25
34. Navidad	5	4.5	22.5	25	20.25
35. Cangayda	4	4.55	18.2	16	20.70
36. Camago	5	4.7	23.5	25	22.09
37. Tuason	4	4	16	16	16
38. Odchigue	4	5	20	16	25
39. Roa, Cath	5	4.8	24	25	23.04
40. Roa, Chris	5	4.8	24	25	23.04
41. Dela Cruz	5	4.5	22.5	25	20.25
42. Papagayo	5	5	25	25	25
	$\Sigma X=172$	$\Sigma Y=192.2$	$\Sigma XY= 806.8$	$\Sigma X^2= 744$	$\Sigma Y^2= 889.77$

No. of Hours of Involvement (In A Weekly Basis) and Performance Rating in Speaking

Students	X	Y	XY	X^2	Y^2
1. Danao	3	3.6	10.8	9	12.96
2. Tanada	3	3.5	10.5	9	12.25
3. Torres	3	3.73	11.19	9	13.91
4. Lacanilao	4	4	16	16	16
5. Kairuz	4	5	20	16	25
6. Evangelista	4	4.8	19.2	16	23.04
7. Ng	4	5	20	16	25
8. Detera	4	4.4	19.2	16	19.36
9. David	4	4	16	16	16
10. Moorthy	3	4.6	13.8	9	21.16
11. Nicomedes	4	4.42	17.68	16	19.54
12. Uy	4	4.6	18.4	16	21.16
13. Zubaly	4	5	20	16	25
14. Guzman	4	3.5	14	16	12.25
15. Cabije	4	5	20	16	25
16. Suyat	4	4.8	19.2	16	23.04
17. Ramirez	4	5	20	16	25
18. Faminialagao	4	4.5	18	16	20.25
19. De Guzman	5	5	25	25	25
20. Tan	5	5	25	25	25
21. Crescini	5	5	25	25	25
22. Wong	4	4.47	17.8	16	19.98
23. Banzales	4	5	20	16	25
24. Cabunag	4	4	16	16	16
25. Carbonell	4	5	20	16	25
26. Hernandez	4	4.53	18.12	16	20.25
27. Del Mundo	4	4.8	19.2	16	23.04
28. Celorio	4	4.8	19.2	16	23.04
29. Rivera	4	4.8	19.2	16	23.04
30. Cayone	4	4.5	18	16	20.25
31. Cabotaje	4	5	20	16	25
32. Orola	4	4.5	18	16	20.25
33. Jacob	5	4.5	22.5	25	20.25
34. Navidad	5	4.5	22.5	25	20.25
35. Cangayda	5	4.55	22.75	16	20.70
36. Camago	5	4.7	23.5	25	22.09
37. Tuason	5	4	20	25	16
38. Odchigue	4	5	20	16	25
39. Roa, Cath	5	4.8	24	25	23.04
40. Roa, Chris	5	4.8	24	25	23.04
41. Dela Cruz	5	4.5	22.5	25	20.25
42. Papagayo	5	5	25	25	25
	$\Sigma X=176$	$\Sigma Y=192.2$	$\Sigma XY= 811.72$	$\Sigma X^2= 752$	$\Sigma Y^2= 889.77$

Roles Performed and Performance Rating in Speaking

Students	X	Y	XY	X^2	Y^2
1. Danao	3	3.6	10.8	9	12.96
2. Tanada	3	3.5	10.5	9	12.25
3. Torres	3	3.73	11.19	9	13.91
4. Lacanilao	4	4	16	16	16
5. Kairuz	5	5	25	25	25
6. Evangelista	5	4.8	24	25	23.04
7. Ng	5	5	25	25	25
8. Detera	4	4.4	17.6	16	19.36
9. David	4	4	16	16	16
10. Moorthy	3	4.6	13.8	9	21.16
11. Nicomedes	5	4.42	22.1	25	19.54
12. Uy	5	4.6	23	25	21.16
13. Zubaly	5	5	25	25	25
14. Guzman	3	3.5	10.5	9	12.25
15. Cabije	5	5	25	25	25
16. Suyat	5	4.8	22.5	25	23.04
17. Ramirez	5	5	25	25	25
18. Faminialagao	4	4.5	18	16	20.25
19. De Guzman	5	5	25	25	25
20. Tan	5	5	25	25	25
21. Crescini	5	5	25	25	25
22. Wong	5	4.47	23.5	25	19.98
23. Banzales	5	5	225	25	25
24. Cabunag	5	4	20	25	16
25. Carbonell	5	5	25	25	25
26. Hernandez	5	4.53	22.65	25	20.25
27. Del Mundo	4	4.8	19.2	16	23.04
28. Celorio	4	4.8	19.2	16	23.04
29. Rivera	5	4.8	24	25	23.04
30. Cayone	3	4.5	13.5	9	20.25
31. Cabotaje	3	5	15	9	25
32. Orola	5	4.5	22.5	25	20.25
33. Jacob	5	4.5	22.5	25	20.25
34. Navidad	3	4.5	13.5	9	20.25
35. Cangayda	5	4.55	22.75	25	20.70
36. Camago	5	4.7	23.5	25	22.09
37. Tuason	5	4	20	25	16
38. Odchigue	5	5	25	25	25
39. Roa, Cath	4	4.8	19.2	16	23.04
40. Roa, Chris	5	4.8	24	25	23.04
41. Dela Cruz	5	4.5	22.5	25	20.25
42. Papagayo	5	5	25	25	25
	$\sum X=186$	$\sum Y=192.2$	$\sum XY= 863.49$	$\sum X^2= 859$	$\sum Y^2= 889.77$

No. of LRCCA Involvement and Performance Rating in Writing

Students	X	Y	XY	X^2	Y^2
1. Danao	3	3.5	10.8	9	12.25
2. Tanada	3	3.5	10.5	9	12.25
3. Torres	3	3.5	10.5	9	12.25
4. Lacanilao	3	4	12	9	16
5. Kairuz	4	4.5	18	16	20.25
6. Evangelista	4	4.8	19.2	16	23.04
7. Ng	4	4.8	19.2	16	23.04
8. Detera	4	4.5	18	16	20.25
9. David	4	4	16	16	16
10. Moorthy	3	3.5	10.5	9	12.25
11. Nicomedes	4	4.8	19.2	16	23.04
12. Uy	4	4.5	18	16	20.25
13. Zubaly	4	4.5	18	16	20.25
14. Guzman	3	3.5	10.5	9	12.25
15. Cabije	5	5	25	25	25
16. Suyat	4	4.8	24	16	23.04
17. Ramirez	5	4.8	24	25	23.04
18. Faminialagao	4	4.8	19.2	16	23.04
19. De Guzman	5	5	25	25	25
20. Tan	5	5	25	25	25
21. Crescini	5	5	25	25	25
22. Wong	3	4.7	14.1	9	22.09
23. Banzales	5	4.5	22.5	25	20.25
24. Cabunag	3	3.5	10.5	9	12.25
25. Carbonell	4	4.8	19.2	16	23.04
26. Hernandez	3	4.7	14.1	9	22.09
27. Del Mundo	3	4.8	14.4	9	23.04
28. Celorio	4	4.8	19.2	16	23.04
29. Rivera	4	5	20	16	25
30. Cayone	4	5	20	16	25
31. Cabotaje	3	4.9	14.7	9	24.01
32. Orola	3	4.9	14.7	9	24.01
33. Jacob	3	5	15	9	25
34. Navidad	4	5	20	16	25
35. Cangayda	4	5	20	16	25
36. Camago	5	5	25	25	25
37. Tuason	4	4	18.8	16	22.09
38. Odchigue	5	5	25	25	25
39. Roa, Cath	4	5	25	25	25
40. Roa, Chris	5	5	25	25	25
41. Dela Cruz	5	4.5	25	25	20.25
42. Papagayo	5	5	25	25	25
	$\Sigma X=167$	$\Sigma Y=193.1$	$\Sigma XY= 784.5$	$\Sigma X^2= 689.65$	$\Sigma Y^2= 898.65$

No. of Years of Involvement and Performance Rating in Writing

Students	X	Y	XY	X ²	Y ²
1. Danao	3	3.5	10.5	9	12.25
2. Tanada	3	3.5	10.5	9	12.25
3. Torres	4	4	16	9	12.25
4. Lacanilao	3	3.5	10.5	9	16
5. Kairuz	4	4.5	18	16	20.25
6. Evangelista	4	4.8	19.2	16	23.04
7. Ng	3	4.8	14.4	16	23.04
8. Detera	3	4.5	13.5	16	20.25
9. David	3	4	12	16	16
10. Moorthy	2	3.5	7	9	12.25
11. Nicomedes	4	4.8	19.2	16	23.04
12. Uy	4	4.5	18	16	20.25
13. Zubaly	4	4.5	18	16	20.25
14. Guzman	4	3.5	14	9	12.25
15. Cabije	4	5	20	25	25
16. Suyat	4	4.8	19.2	16	23.04
17. Ramirez	4	4.8	19.2	25	23.04
18. Faminialagao	4	4.8	19.2	16	23.04
19. De Guzman	5	5	25	25	25
20. Tan	5	5	25	25	25
21. Crescini	5	5	25	25	25
22. Wong	4	4.7	18.8	9	22.09
23. Banzales	5	4.5	22.5	25	20.25
24. Cabunag	5	3.5	17.5	9	12.25
25. Carbonell	5	4.8	24	16	23.04
26. Hernandez	5	4.7	23.5	9	22.09
27. Del Mundo	5	4.8	24	9	23.04
28. Celorio	4	4.8	19.2	16	23.04
29. Rivera	4	5	20	16	25
30. Cayone	4	5	20	16	25
31. Cabotaje	4	4.9	19.6	9	24.01
32. Orola	4	4.9	19.6	9	24.01
33. Jacob	4	5	20	9	25
34. Navidad	4	5	20	16	25
35. Cangayda	4	5	20	16	25
36. Camago	5	5	25	25	25
37. Tuason	4	4	18.8	16	22.09
38. Odchigue	4	5	20	25	25
39. Roa, Cath	4	5	25	25	25
40. Roa, Chris	5	5	25	25	25
41. Dela Cruz	5	4.5	22.5	25	20.25
42. Papagayo	4	5	25	25	25
	$\Sigma X=169$	$\Sigma Y=193.1$	$\Sigma XY= 793.4$	$\Sigma X^2= 730$	$\Sigma Y^2= 898.65$

No. of Hours of Involvement and Performance Rating in Writing

Students	X	Y	XY	X^2	Y^2
1. Danao	3	3.5	10.5	9	12.25
2. Tanada	3	3.5	10.5	9	12.25
3. Torres	4	4	16	9	12.25
4. Lacanilao	3	3.5	10.5	9	16
5. Kairuz	4	4.5	18	16	20.25
6. Evangelista	4	4.8	19.2	16	23.04
7. Ng	3	4.8	14.4	16	23.04
8. Detera	3	4.5	13.5	16	20.25
9. David	3	4	12	16	16
10. Moorthy	2	3.5	7	9	12.25
11. Nicomedes	4	4.8	19.2	16	23.04
12. Uy	4	4.5	18	16	20.25
13. Zubaly	4	4.5	18	16	20.25
14. Guzman	4	3.5	14	9	12.25
15. Cabije	4	5	20	25	25
16. Suyat	4	4.8	19.2	16	23.04
17. Ramirez	4	4.8	19.2	25	23.04
18. Faminialagao	4	4.8	19.2	16	23.04
19. De Guzman	5	5	25	25	25
20. Tan	5	5	25	25	25
21. Crescini	5	5	25	25	25
22. Wong	4	4.7	18.8	9	22.09
23. Banzales	5	4.5	22.5	25	20.25
24. Cabunag	5	3.5	17.5	9	12.25
25. Carbonell	5	4.8	24	16	23.04
26. Hernandez	5	4.7	23.5	9	22.09
27. Del Mundo	5	4.8	24	9	23.04
28. Celorio	4	4.8	19.2	16	23.04
29. Rivera	4	5	20	16	25
30. Cayone	4	5	20	16	25
31. Cabotaje	4	4.9	19.6	9	24.01
32. Orola	4	4.9	19.6	9	24.01
33. Jacob	4	5	20	9	25
34. Navidad	4	5	20	16	25
35. Cangayda	4	5	20	16	25
36. Camago	5	5	25	25	25
37. Tuason	4	4	18.8	16	22.09
38. Odchigue	4	5	20	25	25
39. Roa, Cath	4	5	25	25	25
40. Roa, Chris	5	5	25	25	25
41. Dela Cruz	5	4.5	22.5	25	20.25
42. Papagayo	4	5	25	25	25
	$\Sigma X=176$	$\Sigma Y=193.1$	$\Sigma XY=817.6$	$\Sigma X^2= 752$	$\Sigma Y^2= 898.65$

Roles Performed and Performance Rating in Writing

Students	X	Y	XY	X^2	Y^2
Danao	3	3.5	10.5	9	12.25
Tanada	3	3.5	10.5	9	12.25
Torres	4	4	16	9	12.25
Lacanilao	3	3.5	10.5	9	16
Kairuz	5	4.5	22.5	16	20.25
Evangelista	5	4.8	24	16	23.04
Ng	5	4.8	24	16	23.04
Detera	4	4.5	18	16	20.25
David	4	4	16	16	16
Moorthy	3	3.5	10.5	9	12.25
Nicomedes	5	4.8	24	16	23.04
Uy	5	4.5	22.5	16	20.25
Zubaly	5	4.5	22.5	16	20.25
Guzman	3	3.5	10.5	9	12.25
Cabije	5	5	25	25	25
Suyat	5	4.8	24	16	23.04
Ramirez	5	4.8	24	25	23.04
Faminialagao	4	4.8	19.2	16	23.04
De Guzman	5	5	25	25	25
Tan	5	5	25	25	25
Crescini	5	5	25	25	25
Wong	5	4.7	23.5	9	22.09
Banzales	5	4.5	22.5	25	20.25
Cabunag	5	3.5	17.5	9	12.25
Carbonell	5	4.8	24	16	23.04
Hernandez	5	4.7	23.5	9	22.09
Del Mundo	4	4.8	19.2	9	23.04
Celorio	4	4.8	19.2	16	23.04
Rivera	5	5	25	16	25
Cayone	3	5	15	16	25
Cabotaje	3	4.9	14.7	9	24.01
Orola	5	4.9	24.5	9	24.01
Jacob	5	5	25	9	25
Navidad	3	5	15	16	25
Cangayda	5	5	25	16	25
Camago	5	5	25	25	25
Tuason	5	4	23.5	16	22.09
Odchigue	5	5	25	25	25
Roa, Cath	4	5	20	25	25
Roa, Chris	5	5	25	25	25
Dela Cruz	5	4.5	22.5	25	20.25
Papagayo	5	5	25	25	25
	$\Sigma X=185$	$\Sigma Y=193.1$	$\Sigma XY= 868.8$	$\Sigma X^2= 859$	$\Sigma Y^2= 898.65$

Speaking Performance Rating

Stud. #	Audience Rapport	Diction	Voice	Delivery	Impact	Total	Mean	Mark
1	4	3	4	4	3	18	3.6	S
2	4	3.3	4	3.3	3	17.6	3.52	S
3	4	3	4	3.67	4	18.67	3.73	VS
4	4	4	4	4	4	20	4.0	VS
5	5	5	5	5	5	25	5.00	E
6	5	5	5	4	5	24	4.80	VS
7	5	5	5	5	5	25	5.00	E
8	4	5	5	4	4	22	4.40	VS
9	4	4	4	4	4	20	4.00	VS
10	5	5	5	4	4	23	4.60	VS
11	4.75	4	4.67	4.67	4	22.09	4.42	VS
12	5	5	5	4	4	23	4.60	VS
13	5	5	5	5	5	25	5.00	E
14	3.5	3	4	4	3	17.5	3.50	S
15	5	5	5	5	5	25	5.00	E
16	4.5	4.67	5	4.67	5	23.84	4.78	VS
17	5	5	5	5	5	25	5.00	E
18	5	4	4	5	4	23	4.50	VS
19	5	5	5	5	5	25	5.00	E
20	5	5	5	5	5	25	5.00	E
21	5	5	5	5	5	25	5.00	E
22	4.47	4.47	4.47	4.47	4.47	22.35	4.47	VS
23	5	5	5	5	5	25	5.00	E
24	4	4	4	4	4	24	4.00	VS
25	5	5	5	5	5	25	5.00	E
26	5	4	5	4	4	22	4.53	VS
27	4	5	5	5	5	24	4.80	VS
28	5	4	5	5	5	24	4.80	VS
29	5	4.67	4.67	4.67	5	24.01	4.80	VS
30	4	4.33	4	4.67	5	22	4.50	VS
31	5	5	5	5	5	25	5.00	E
32	4	4.33	4.67	4.67	5	22	4.50	VS
33	4	4.33	4.67	4.67	5	22	4.50	VS
34	4.33	4	4.67	4.67	4	22	4.50	VS
35	4.75	4	4	5	5	22.75	4.55	VS
36	4.75	4	4.67	5	5	23.42	4.68	VS
37	4	4	4	4	4	20	4.00	VS
38	5	5	5	5	5	25	5.00	E
39	5	5	5	5	4	23.67	4.80	VS
40	5	5	5	5	4	23.67	4.80	VS
41	5	4	5	4	5	23	4.50	VS
42	5	5	5	5	5	25	5.00	E

Writing Performance Rating

Stud.	Mechanics	Structure	Organization	Content	Impact	Total	Mean	Mark
1	3.5	3.5	3.5	3.5	3.5	17.5	3.50	S
2	3.5	3.5	3.5	3.5	3.5	17.5	3.50	S
3	3	4	3	4	3.5	17.5	3.50	S
4	4	4	4	4	4	20	4.00	VS
5	4.5	4.5	4.5	4.5	4.5	22.5	4.50	VS
6	5	5	5	4	5	24	4.80	VS
7	5	5	4	5	5	24	4.80	VS
8	4	5	5	4	4.5	22.5	4.50	VS
9	4	4	4	4	4	20	4.00	VS
10	3	4	3	4	3.5	17.5	3.50	VS
11	4.8	4.8	4.8	4.8	4.8	24	4.80	VS
12	4	5	5	4	4.5	22.5	4.50	VS
13	5	4	5	4	4.5	22.5	4.50	E
14	3.5	3	4	4	3	17.5	3.50	S
15	5	5	5	5	5	25	5.00	E
16	4.5	4.67	5	4.67	5	23.84	4.76	VS
17	5	5	5	5	4	24	4.80	VS
18	5	4	4	5	4	24	4.80	VS
19	5	5	5	5	5	25	5.00	E
20	5	5	5	5	5	25	5.00	E
21	5	5	5	5	5	25	5.00	E
22	4.7	4.7	4.7	4.7	4.7	23.5	4.50	VS
23	5	4	5	4	4.5	22.5	4.50	VS
24	4	3	4	3	3.5	17.5	3.50	S
25	4.8	4.8	4.8	4.8	4.8	24	4.80	VS
26	4.7	4.7	4.7	4.7	4.7	23.5	4.70	VS
27	5	5	5	5	4	24	4.80	VS
28	5	4	5	5	5	24	4.80	VS
29	5	5	5	5	5	25	5.00	E
30	5	5	5	5	5	25	5.00	E
31	4.6	5	5	5	5	24.5	4.90	VS
32	5	4.5	5	5	5	24.5	4.90	VS
33	5	5	5	5	5	25	5.00	E
34	5	5	5	5	5	25	5.00	E
35	5	5	5	5	5	25	5.00	E
36	5	5	5	5	5	25	5.00	E
37	4.7	4.7	4.7	4.7	4.7	23.5	4.70	VS
38	5	5	5	5	5	25	5.00	E
39	5	5	5	5	5	25	5.00	E
40	5	5	5	5	5	25	5.00	E
41	5	4	5	4	4.5	22.5	4.50	E
42	5	5	5	5	5	25	5.00	E

Table 7 – Combined the Speaking and Writing Performance

Stud. #	Speaking	Writing	Total	Average	Mark
1	3.6	3.50	7.10	3.55	S
2	3.52	3.50	7.02	3.51	S
3	3.73	3.50	7.23	3.62	S
4	4.00	4.00	8.00	4.00	VS
5	5.00	4.50	9.50	4.75	VS
6	4.80	4.80	9.60	4.80	VS
7	5.00	4.80	9.80	4.90	VS
8	4.40	4.50	8.90	4.45	VS
9	4.00	4.00	8.00	4.00	VS
10	4.60	3.50	8.10	4.05	VS
11	4.42	4.80	9.22	4.61	VS
12	4.60	4.50	9.10	4.55	VS
13	5.00	4.50	9.50	4.75	VS
14	3.50	3.50	7.00	3.50	S
15	5.00	5.00	10.00	5.00	E
16	4.78	4.76	9.54	4.77	VS
17	5.00	4.80	9.80	4.90	VS
18	4.50	4.80	9.30	4.65	VS
19	5.00	5.00	10.00	5.00	E
20	5.00	5.00	10.00	5.00	E
21	5.00	5.00	10.00	5.00	E
22	4.47	4.50	8.97	4.49	VS
23	5.00	4.50	9.50	4.75	VS
24	4.00	3.50	7.50	3.75	VS
25	5.00	4.80	9.80	4.90	VS
26	4.53	4.70	9.23	4.62	VS
27	4.80	4.80	9.60	4.80	VS
28	4.80	4.80	9.60	4.80	VS
29	4.80	5.00	9.80	4.90	VS
30	4.50	5.00	9.50	4.75	VS
31	5.00	4.90	9.90	4.95	E
32	4.50	4.90	9.40	4.70	VS
33	4.50	5.00	9.50	4.75	VS
34	4.50	5.00	9.50	4.75	VS
35	4.55	5.00	9.55	4.78	VS
36	4.68	5.00	9.68	4.84	VS
37	4.00	4.70	8.70	4.35	VS
38	5.00	5.00	10.00	5.00	E
39	4.80	5.00	9.80	4.90	VS
40	4.80	5.00	9.80	4.90	VS
41	4.50	4.50	9.00	4.50	VS
42	5.00	5.00	10.00	5.00	E

CHECKLIST IN VALIDATING THE QUESTIONNAIRE

Please check the most appropriate box that corresponds to the following descriptions: **5 for Very Highly Evident, 4 for Highly Evident, 3 for Evident, 2 for Moderately Evident, and 1 for Least Evident**

Indicators	1	2	3	4	5
A. Clarity					
1. Directions are clear to be understood by the participants.					
2. Questions are clear and are easy to be grasped by participants.					
3. Proper sentences and phrases are used.					
4. Choice of words are relevant to the level of the students.					
5. Proper mechanics are used.					
B. Relevance to the Study					
1. Questions are related to the questions in the study.					
2. Questions elicits interest of the respondents.					
4. Questions are free from any form of biases.					
5. Questions are within the level tolerable confidentiality.					
C. Structure and Organization					
1. Types of questions are confined to a group					
2. The principle of outlining is applied.					
3. Headings are properly labeled.					
4. Questions are arranged from the easiest to the most complicated.					
5. Questions are participant-friendly.					
D. Ethical concerns					
1. Questions are free from any form of biases.					
2. Answering the questionnaire does not take much time.					
3. Respondents are given ensured of confidentiality.					
4. Parents were informed before conducting the survey					
5. Proper permission from the school authorities were secured.					

Evaluator/Validator and Position

RUBRICS IN DETERMINING THE LRCCA LEVEL OF INVOLVEMENT
(In a Graded Scale)

Level of Involvement	1	2	3	4	5	Score
No. of LRCCA Involvement	Participant is involved only one activity	Participant is involved in two activities	Participant is involved in three activities	Participant is involved in four activities	Participant is involved in all five activities	
No. of Years of Involvement	Participant has been involved in 1-2 years	Participant has been involved in 3-4 years	Participant has been involved in 5-6 years	Participant has been involved in 7-8 years	Participant has been involved in 9-10 years	
No. of Hours of Involvement (per wk in Peak Season)	Participant has been immersed in 1-6 hours	Participant has been immersed in 7-12 hours	Participant has been immersed in 13 – 18 hours	Participant has been immersed in 19-24 hours	Participants has been immersed in 25-30 hours or more	
No. of Hours of Involvement (per wk in Regular Season)	Participant has been immersed in 1hour a week	Participant has been immersed in two hours a week	Participant has been immersed in three hours a week	Participant has been immersed in four hours a week	Participant has been immersed in five hours or + a week	
Roles or Functions Performed	Participant is a member of the activity	Participant is a member and holds supporting role of the activity	Participant is a member, and holds supporting role of the activity, and holds a major role as well.	Participant is a member, holds supporting role of the activity, and holds a major role as well.	Participant is a member, holds supporting role of the activity, holds a major role as well, and is a doing 1-2 other roles in the other activities	Participant is a member, holds supporting role of the activity, holds a major role as well, and is a doing 3-5 other roles in the other activities

LETTERS OF PERMISSION

December 12, 2016

Dr. Marivic S. Jacinto
High School Principal
International Christian Academy
Sucat, Paranaque City

Madam:

A blessed day to you!

The undersigned is conducting a study entitled “Involvement of Language-Related Co-Curricular Activities of Selected High School Students in ICA.” She is in the process of data gathering, and it involves human sampling with the selected students as the subjects.

A total of forty-one students are involved in this purposive sampling. They are chosen based on their involvement of the language-related co-curricular activities in the areas of REPLICA, Papyrus, Forensic Society, and Cultural Pageantry/Play. There are five students in Grade 7, five students in Grade 8, seven students in Grade 9, twenty students in Grade 10, and four students in Grade 11. Parents’s permission and consent will also be obtained ,and the researcher commit to do all the process in the most proper and ethical way of data gathering.

Hopefully, the findings of this paper would be very beneficial to the students, teachers, school authorities, and the school as a whole.

Your favorable response is highly appreciated.

Sincerely yours,

Luzviminda A. Mejia

December 12, 2016

Mrs. Rosemarie S. Fernandez
High School Principal
International Christian Academy
Sucat, Paranaque City

Madam:

A blessed day to you!

The undersigned is conducting a study entitled “Involvement of Language-Related Co-Curricular Activities of Selected High School Students in ICA.” She is in the process of data gathering, and it involves human sampling with the selected students as the subjects.

A total of forty-one students are involved in this purposive sampling. They are chosen based on their involvement of the language-related co-curricular activities in the areas of REPLICA, Papyrus, Forensic Society, and Cultural Pageantry/Play. There are five students in Grade 7, five students in Grade 8, seven students in Grade 9, twenty students in Grade 10, and four students in Grade 11. Parents’s permission and consent will also be obtained ,and the researcher commits to do all the process in the most proper and ethical way of data gathering.

Hopefully, the findings of this paper would be very beneficial to the students, teachers, school authorities, and the school as a whole.

Your favorable response is highly appreciated.

Sincerely yours,

Luzviminda A. Mejia

Noted by:

Dr. Marivic S. Jacinto
Administrato

December 12, 2016

Dear Parents,

Greetings!

The undersigned is conducting a study entitled “Involvement of Language-Related Co-Curricular Activities of Selected High School Students in ICA.” She is in the process of data gathering, and it involves human sampling with the selected students as the subjects.

Your son/daughter is one of the subjects, since she is involved with language-related co-curricular activities. As required by the Ethics Committee of the researcher’s university, this letter is intending to ask for your permission to allow your son/daughter to participate in the above-mentioned study. .Hopefully, the findings of this paper would be very beneficial to the students, teachers, school authorities, and the school as a whole.

The researcher commits to do all the process in the most proper and ethical way of data gathering.

Please fill out the reply slip below and return it as soon as possible. Please accomplish the Consent Form attach as well and send it back together with the reply slip.

Thank you for your untiring support.

Sincerely yours,

Luzviminda A. Mejia

REPLY SLIP

/ / I am allowing my son/daughter to participate the abovementioned study
/ / I am not allowing my son/daughter to participate the abovementioned study

Other Comments/Questions:

Parent’s Signature over Printed Name

Student’s Name and Level

International Christian Academy
Lot 4505 Extra Street, Fourth Estate, Sucat, Pque. City

CONSENT FORM

We, _____, parents of _____, are allowing our son/daughter to participate in the study conducted by Mrs. Luzviminda A. Mejia entitled, "Involvement of Language-Related Co-Curricular Activities of Selected High School Students in ICA."

We understand the following conditions are to be met in the entire process:

First, that the site of the study is within the premises of the school,
Second, that the time needed is very minimal and will not cause much class interruptions,
Third, that the responses will be treated with confidentiality,
Fourth, that this participation will not affect the grade of the students,
Fifth, that content of the forms are free biases, moral and ethical issues,
Sixth, that the findings will not put the students in a bad light; and,
Finally, that the students are going to benefit from the study.

With the conditions set, we give our full support to this endeavor.

Signed by:

Father/Guardian

Mother/Guardian

Confirmed by:

Researcher

Noted by:

Mrs. Rosemarie S. Fernandez
High School Principal

Dr. Marivic S. Jacinto
Administrator

CURRICULUM VITAE

LUZVIMINDA “LUZ” A. MEJIA

Block 2 Lot 16 CASA Filipina, Raymondville Executive Village
Fourth Estate, Sucat, Paranaque City
Mobile Phone: +630919 801 1271
Email Address: luzandymejia@yahoo.com



A. WORK EXPERIENCE

- **INTERNATIONAL CHRISTIAN ACADEMY** (August 1988 –May 2002; June 2009 – present)
 Sucac, Paranaque City
 - **English Department Head (June 2012 to present)**
 - English and Val. Ed. (Bible) Teacher for Grade 6 and High School (June 2009 to the present)
 - Subject Chairperson in Bible/Val. Ed. Dept. (1992 – 2002)
 - **Had experienced teaching all subjects in elementary** and Bible/Val. Ed. In the secondary levels for the first fourteen years of teaching
 - Club Moderator (Bible Club)
 - ESL and Introfil Teacher (For foreign students)
- **YBM PHILS. LEARNING CENTERS, INC.** (Oct. 2005 to September 2008)
 Formerly : Indochina Drive, Northgate Cyberzone, Alabang, Muntinlupa City
 - **Teacher in all learning areas of English** (Grammar, Listening, Reading, Writing, Speaking, Conversation)
 - Deputy Head (Assistant Principal) – November 2005 to February 2008
- **INTERNATIONAL BRITISH ACADEMY** (May 2003 – August 2005)
 Aguinaldo Highway, Imus, Cavite
 - Key Stage Leader (Key Stage 2 or Year 3 to 7)
 - Senior Management Team Member
 - Humanities(Social Studies) Teacher (History, Geography, Civics and Culture)
 - Year Level Supervisor (Year 7)
- **QUEENSVILLE SCHOOL (School Year 2003 – 2004)****Molino, Baccor, Cavite**
 - English teacher for elementary to high school
- **ASIAN SEMINARY OF CHRISTIAN MINISTRIES (June 1987 – August 1988)**
 102 Valero Street, Salcedo Village, Makati City

 ASCM Bulletin Secretary (Newsletter Publication)

B. EDUCATIONAL ATTAINMENT

- Master of Arts in Education - English Language Teaching – 2010 to present

Philippine Normal University, Manila City

- Master of Arts in Social Science and History Teaching (Acad. Requirements) - 1995 to 2003
Philippine Normal University, Manila City
- Master of Arts in Guidance and Counseling (6 units)
Philippine Normal University, Manila City
- AB Political Science – 1992 to 1995
Philippine Christian University, Manila City
- Bachelor of Christian Education – 1984 to 1988
Asian Seminary of Christian Ministries, Makati City
- Certificate in Teaching Program 1988 to 1989
Philippine Normal University, Manila City

C. CERTIFICATIONS AND LICENSURE

- Professional Teacher's Licensure Exams (Philippine Regulatory Commission – PRC)
Philippine Board Examinations for Teachers (PBET) 1990
- Foreign Transcript Report (FTR) Academic Credentials Evaluating Institute (ACEI)
USA – 2004

D. RECOGNITIONS AND AWARDS

- **Special Recognition**
 - **National Finalist in Metrobank Foundation Search for Outstanding Teachers (SOT) 2016**
- **Academics:**
 - Graduated with High Honors
Bachelor of Christian Education, Asian Seminary of Christian Ministries
Makati City – 1988
 - Dean's Lister Bachelor of Christian Education
First to Second Year
Makati City – 1985 to 1987
- **Work Related:**
 - Faculty Achievement Award –SY 2016-2017
For Coaching in Extemporaneous Speaking
 - wEEzards 2016 (UPLB) – Champion
 - MCL Cup 2016 (MCL) - First Runner Up
 - For Coaching in PSAP-ALAM 2017
 - Spelling (HS) Category – First Runner Up
 - Essay Writing (Elem) Category – First Runner Up

International Christian Academy
Sucat, Paranaque City

- Faculty Achievement Award – SY 2014-2015
 - For Coaching in Spelling (HS) Category – Champion
International Christian Academy
Sucat, Paranaque City
- Diwa Pasiklaban sa Paaralan 2014-2015
 - For Coaching General Information (Elem) Third Place
Mall of Asia, Pasay City
- Faculty Achievement Award
 - Highest Grade of Students' Appraisal in MS Dept.
International Christian Academy
Paranaque City - SY 2011-2012
- Most Promising Teacher DVBS 2012
International Christian Academy
Paranaque City -May 2012-05-15
- Model Teacher in Classroom Management and Discipline
International Christian Academy
Paranaque City – SY 1998 to 1999
- Best in Classroom Management and Discipline
International Christian Academy
Paranaque City – SY 1995 to 1996
- A-1 Teacher
International C Christian Academy
Paranaque City – SY 1993 -1994

E. TRAININGS, WORKSHOPS, AND SEMINARS (For the past 7 years)

- Conducted:
 - Teachers' Training for ESL Teaching – December 2005
Topics: Team Building, Understanding the Learners, Lesson Planning, Teaching Strategies, Classroom Management, Curriculum Development, and Measurement and Evaluation
YBM Phils. Learning Centers, Inc.
Alabang, Muntinlupa City
 - Same Seminar as above for Batch 2 – November 2006
 - Same Seminar as above for Batch 3 – November 2007

F. SKILLS

- Counseling
- Planning school activities

- Hosting a program
- Writing
- Facilitating church related activities
- Praise and worship leading
- Singing and guitar playing

G. CHARACTER REFERENCES:

- A. Mr. John C. Wraith (Former Headmaster)
Southville International School
Las Pinas City - +639282170973

- B. Mrs. Rosemarie S. Fernandez (High School Principal)
International Christian Academy
Paranaque City - 632 820 45 21 & 24

- C. Mrs. Marivic S. Jacinto, Ph.D.(Administrator)
International Christian Academy
Paranaque City – 532 820 45 21 & 24