THESIS ABSTRACT

Title: Oral Competencies of First Year Students of De La Salle University-Dasmariñas as Correlates to Academic Performance: Basis for a Proposed Syllabus Design for English 103

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Statement of the Problem:

This study sought answers to the following questions:

1. What is the profile of first year students in terms of the following variables: (a) academic performance (b) socio-economic status (c) language background?

2. What is the level of oral competence of the students in terms of: (a) different speaking tasks such as interview, interpretative reading, storytelling, impersonation, dramatization/monologue, explaining a process, demonstration, newscasting/commercial, sales presentation, extemporaneous speech, impromptu speech, and persuasive speech; (b) methods in carrying out different speaking tasks such as individual performance, dyad activity, and triad and/or group presentation?
3. Are there significant differences in the level of oral competence of the respondents, when they are categorized according to their profile variables?

4. What are the oral communication strengths and weaknesses of first year students of DLSU-D?

5. What are the factors that cause students' speech incompetence?

6. How significant is the relationship between students' academic performance and their level of oral competence?

Research Procedures:

The researcher used the descriptive method in this study. Data were gathered using the following instruments: (a) survey, (b) interview, (c) questionnaire, (d) English 103 syllabus, and (e) video tape.

Statistical Treatment:

The statistical processes used in this study were the following: (a) percentage, weighted and arithmetic mean, ranking, chi-square, and correlation.

Major Findings:

The findings of the study are (a) The oral competencies of the students were congruent to their academic performance; (b) The students rated themselves fair in most of the oral competencies; (c) The English 103 syllabus partly met the oral requirements of the students; (d) The oral competence of the students was satisfactory in most of the speaking tasks; (e) The students preferred to perform in group; and (f) shyness was the major cause of speech incompetence.

Conclusions:
This study concludes that: (a) If the oral competencies are better, the grade in English 103 is higher; (b) The enhancement of students' oral skills is imperative; (c) The students can present better together with their classmates; and (d) English 103 syllabus should be reviewed for its constraints.

Recommendations:

Based on the findings and conclusions, the following are recommended: (a) More activities or exercises that focus on the enhancement of oral skills where students got a fair rating should be required or assigned; (b) The English 103 syllabus should be reviewed for its constraints in terms of its content; (c) The teachers should create a non-threatening atmosphere in the classroom and should avoid destructive criticisms to help the students overcome shyness.