



De La Salle University – Dasmariñas
GRADUATE PROGRAM

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**The International Learning Center (ILC) Program
In Southville International School: An Analysis**

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ABSTRACT

Name of Institution :De La Salle University-Dasmariñas
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Title :The International Learning Center
in Southville International School:
An Analysis
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Objectives of the Study:

A. General:

The study analyzed the implementation of the ILC program in S.I.S., SY 2000-2001.

B. Specific

1. What is the ILC program in terms of:
 - 1.1 school setting;
 - 1.2 administrative structure;
 - 1.3 teachers servicing the ILC program;



- .1 academic qualification;
 - 1.3.2 method of teaching;
- 1.4 Students enrolled in the program in terms of nationality and proficiency in the four core areas namely English, Mathematics, Science and Social Living and Global Education (SL/GE);
- 1.5 Physical facilities;
- 1.6 Student personnel services?
- 2 What is the ILC program in terms of the following components: (a) objectives, (b) curriculum content and (c) instructional process as perceived by the administrators, teachers, students, and student personnel services:
- 3 Are there differences in the perceived analysis of the respondents regarding the implementation of the ILC program in terms of:
 - 3.3 Objectives;
 - 3.4 curriculum content;
 - 3.5 instructional process;
 - 3.6 student personnel services;
 - 3.7 physical facilities?



4 What are the strengths and weaknesses of the ILC program?

5 Based on the findings of the study, what will be the ILC modified program?

The study was conducted at Southville International School in BF Homes International, Las Piñas City from November 2000 to May 2001. The participants of the study were nine administrators, 20 teachers, 20 support personnel and 20 mainstreamed ILC students of the ILC Program

The study made use of descriptive research design supported with documentary analysis and direct interview.

Percentage, frequency count, standard deviation, average weighted mean were used to analyze and interpret the data. Findings of the study were counterchecked by computer Excel and SPSS statistical package.

Findings

The ILC Program is offered by Southville International School to foreign students who have zero proficiency in the command of the English Language. The program utilized 5 multi-faceted classrooms situated at the fifth floor of the main building at SIS



specifically located at 1281 Tropical Avenue Corner Luxemburg, BF International, Las Piñas City.

The academic coordinator heads the program in general. There are 20 teachers servicing the ILC program. There are two or 10 per cent with Doctorate in Education (EdD) and Doctorate in Philosophy (PhD) units and also two or ten per cent with Master of Arts (MA) or Master of Science (MS) degree combined. Eleven or 55 per cent are Bachelor of Arts (AB) and Bachelor of Science (BS) degree with MA units and five or 25 per cent are AB or BS degree holders.

There are more teachers whose field of specialization are General Science and Mathematics and two or ten per cent of the teachers has Physics as their line of specialization. There are five teachers whose field of specialization is English and nobody has academic preparation in SL/GE.

Teachers servicing the ILC Program are experienced teachers of which twelve or 60% has teaching experience for seven years and the rest for two to four years.

Based on observation and interview, the teachers of S.I.S. are using the combination of modern and traditional methods of



teaching. Progressive methodologies are utilized with the maximum use of technology resources. Since it is a School of the Future (SOF) teachers follow a programmed instruction starting from a 10 to 15 minutes lecture discussion. Within the bounds of the lesson are extensive drills as psychomotor activities.

Majority of the foreign student respondents are Koreans eleven or 55 per cent, four or 20 per cent Japanese and 2 or 10 per cent both Taiwanese and Chinese and one or five per cent Thai. These foreign student respondents were children of foreign nationals with business in the Philippines or engaged in Philippine Trade or Exchange.

Of the 20 mainstreamed students, they performed within the range of average to satisfactory in the four core areas namely: English, Mathematics, Science and SL/GE. The numerical rating of 91 to 95 per cent was attained by three students (15%) and 86 to 90% by nine students (45%) and eight or 40 per cent were in the numerical rating of 80 to 85 percent.

Since S.I.S. is an accredited School of the Future (SOF), the physical facilities utilized and shared by ILC students are in the



range of very adequate to excellent determined by their actual number or count.

The student personnel services are composed of the registrar, cashier, librarians, nurses, guidance counselors who have their specific responsibilities in the implementation of the program.

For the analysis on the extent of the implementation of the ILC objectives, curriculum and instructional process administrators analyzed it as outstanding or perceived fully implemented while the rest of the respondents analyzed it as very satisfactory or perceived highly implemented.

Using the mean as a reliable basis of the statistical test where the standard deviation was based, it was found out that there is a slight difference in the implementation of the program as analyzed by the four groups of respondents.

The strengths of the program are: (a) supportiveness of the teachers towards students' achievements; (b) the goals of the program; (c) time allotment to tackle learning activities; (d) appropriateness of the methods of teaching to the level of students; (e) learning experience provided by the subject matter helped



foreign students for their classification for mainstreaming while the weaknesses of the program are: (a) needs more training of students in their verbal communication in English; (b) adequacy to learn the four core areas; (c) effectiveness of the curriculum content for the students to be included in the mainstreamed classes; (d) sequencing or organization of the lessons in the four core areas of the ILC Program should be emphasized (e) learning activities should match course topics.

6. Based on the findings of the study, the researcher underscored a proposed modified ILC Program stressing on the 4 core areas of the curriculum required of foreign students for mainstreaming.

Conclusions

- 1.1 The S.I.S. with the ILC Program is situated in five multi-faceted classrooms.
- 1.2 The ILC academic coordinator heads the program.
- 1.3 The 20 teachers who are servicing the ILC Program are predominantly female.
- 1.4 Majority of the ILC teachers are graduates of Bachelor of Arts (AB) or Bachelor of Science (BS) with MA units.



- 1.5 The ILC teachers in S.I.S. are using the combination of modern and traditional methods of teaching with the maximum use of technology resources.
 - 1.6 Majority of the foreign students are Koreans and are children of foreign nationals with business in the Philippines.
 - 1.7 The student personnel services respondents are composed of the registrar, nurses, librarians, cashier and guidance councilors.
 - 1.8 The physical facilities are rated by the four groups of respondents as very adequate to excellent.
2. The analysis on the Implementation of the ILC Program as perceived by the four groups of respondents:
- 2.1 The ILC program caters foreign students with zero or low in English proficiency, to speak in English.
 - 2.2 Out of the four groups of respondents, only the administrators rate the implementation of the curriculum outstanding or perceived fully implemented and the rest rated very satisfactory or perceived highly implemented.



3. There are differences in the extent of implementation of the ILC Program as analyzed by the four groups of respondents.

4. The ILC program has strengths and weaknesses.

5. The study proposed a Modified ILC Program

Recommendations

1. The ILC Program should not be isolated from the other programs in S.I.S.
2. The top management should have a closer monitoring and supervision of the ILC coordinator and the ILC teachers to ensure the full implementation of the program.
3. ILC teachers should undergo further trainings and seminars.
4. The ILC students should be given equal role with that of regular students in inter and intra-curricular activities.
5. Speech laboratories and other learning materials such as tapes and books with various level of difficulty from easy to difficult should be added to the ILC facilities.
6. The ~~assessment~~ assessment of foreign students to qualify for mainstreaming should be more rigid.



7. Drills and conversational method should be given emphasis by ILC teachers.
8. The administrators and teachers should revitalize the strengths and modify weaknesses of the ILC program.
9. The modified ILC program will help improve the program

