



**De La Salle University - Dasmariñas**  
**GRADUATE PROGRAM**

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**A Descriptive Analysis of the Intensive English Course  
of De La Salle University-Dasmariñas  
SY 1997-1998**

**31500**

**A Masters Thesis**

**Presented to**

**the Faculty of the Graduate School of Education,**

**Arts and Sciences**

**De La Salle University-Dasmariñas**

**Dasmariñas, Cavite**

**In Partial Fulfillment**

**of the Requirements for the Degree**

**Master of Arts in Education Major in**

**Educational Management**

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**ABSTRACT**

**NAME OF INSTITUTION:** De La Salle University-Dasmariñas

**ADDRESS:** Bagong Bayan, Dasmariñas, Cavite

**TITLE:** A Descriptive Analysis of the Intensive English Course of DLSU-D,  
SY 1997-1998

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**DATE STARTED:** June 1997      **DATE COMPLETED:** May 1998

**OBJECTIVES OF THE STUDY:**

**A. GENERAL:**

This study attempted to make a descriptive analysis of the Intensive English Course of DLSU-D, SY 1997-1998.

**B. Specific:**

1. To find out how DLSU-D responded to the CHED Memorandum Order No. 59, S. 1996.
2. To determine how the Intensive English Course was implemented.
3. To find out the achievement level of the Intensive English students.

**SCOPE AND COVERAGE:**

The study was conducted at DLSU-D in Dasmariñas, Cavite. The Intensive English students and teachers during the first semester of SY 1997-1998 were used in this study.



**METHODOLOGY:**

The descriptive analysis method was used in this study. The research instruments used were (a) the minutes of the meetings of the Intensive Program Committee and the Languages Department, (b) results of the Admission Exam, (c) pretest and posttest, (d) interview and classroom observations, and (e) frequency count, percentage, and weighted mean were used to analyze the data.

**MAJOR FINDINGS:**

The findings of this study are (a) The Intensive English Course is not congruent with the CHED Memorandum Order No. 59, S. 1996, (b) The process of the implementation of the Intensive English Course is not well-planned, (c) The Pretest did not measure all the skills needed, and (d) The number of students who took the pretest was not the same number of students who took the posttest, likewise, some of the respondents who took the pretest were not exactly the same students who took the posttest.

**CONCLUSIONS:**

This study concludes that (a) The CHED Memorandum Order No. 59, S. 1996 was not exactly followed by DLSU-D, (b) Since the processes involved in the implementation were not well-planned, the Intensive English teachers failed to maximize the improvement of the students in oral and written English, and (c) The pretest and posttest were not valid.



**RECOMMENDATIONS:**

1. The Intensive English Course should be a prerequisite to English 1 (ENGL 101), hence IEC should be offered during the first semester and Engl 101 in the second semester.

2. All incoming freshman students belonging to the College of Technology (COT), the College of Law Enforcement and Public Safety (CLE), the College of Secretarial Administration (CSA), the College of Nursing and Midwifery (CNM), and the College of Education (COE) should be required to enroll in the Intensive English Course.

3. The Intensive English teachers should be professionally qualified having a Bachelor of Science major in English degree or a Bachelor of Arts in English with 21 units of professional education and a teaching experience of five (5) years in both high school and college, and well-trained with updated knowledge and skills in trends in education.

4. The course syllabus should be prepared and evaluated based on needs assessment.

5. The Intensive English teacher should explore teaching creativity in language and employ a variety of activities to maximize the improvement of students in oral and written English.

6. A subject coordinator should be assigned to oversee the Intensive English program.



7. A similar research using valid pretest and posttest should be conducted by the Languages Department in coordination with a competent researcher.

