

Receptive Skills of International Learners: The Framework for Instructional Guides

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ABSTRACT

This research looked at international learners' English receptive skills (listening and reading) at CPILS. The pre-test level of the Korean and Japanese participants, as well as the gaps in their listening and reading abilities, were investigated. The descriptive survey approach was used in this quantitative-qualitative study with ten Korean and ten Japanese learners. Their English pre-test level was determined through using International English Language Testing System (IELTS). They were all gathered together and took the IELTS assessments at the same time. The responses on the Listening and Reading assessments were graded critically using structured answer keys. The IELTS nine-band scale was used to convert the scores into individual band scores. The Korean and Japanese participants did not achieve the necessary English Language Proficiency in the General Training Module, which was band 5. Listening was considered to be their weakest skill, preceded by reading. As a result, they will benefit from the author's instructional guides, which will help them improve their English language abilities

Keywords

International Learners, English Proficiency, IELTS, Receptive Skills (Listening and Reading), Instructional Guides

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Introduction

Human speech or written symbols for speech are examples of language. It is also a man's fundamental, and it is quantifiable. It plays an important role in the evolution of mankind and eventually becomes a part of human culture. It is the means by which men interact with one another, disseminate their ideas and feelings to others, and conduct business in all aspects of our society. Man receives and transmits the great values of his culture through language, leading him to create and support others.

Learning English led to the development of receptive skills, specifically: a) listening, which involves the ability to comprehend and discover insights from the teacher's language, and b) reading, which caters to the capacity to understand and interpret text at the required age and stage. Nevertheless, studies and surveys have revealed that student performance in English, especially in reading and speaking, is consistently low (Gonzales, 1982). "Speaking and listening are among the four skills that I find more difficult," said one of the Korean students in CPILS (Mi Jin "Richel" Noh, as quoted from the Red Letter, p.5).

As a result, the research was conducted to evaluate the Korean and Japanese learners'

receptive skills and current difficulties at CPILS. This will serve as a framework for creating instructional guides for international students such as Koreans and Japanese. This research will aid teachers and mentors in identifying students' strengths and limitations, especially in terms of their receptive skills, in order to enhance the quality of language learning.

Literature Review and Theoretical Background

The research is focused on Stephen Krashen's Second Language Acquisition Theory (1988). All students, particularly English language learners, benefit from four fundamental principles and theories which can be directly implemented in the classroom setting.

The very first idea is to improve appropriateness, which refers to how instructors should make material more accessible for their learners. This involve offering several nonverbal hints such as images, pictures, presentations, movements, and enunciation cues from early to advanced nonnative speakers. Other methods for developing competency include drawing on already-understood vocabulary, employing instructional strategies, providing hands-on experiential learning, as well as using collaborative or peer mentoring approaches. The second theory is to

increase language exchange, which can be accomplished by collaborative learning, study buddies, project-based learning, and one-on-one interactions between students and teachers. The main dimension is to improve your research or thought patterns. Asking students higher-order speaking questions, thinking aloud to model thinking language, explicitly teaching and reinforcing research and test-taking skills, and having high standards for all learners are all examples of this. The last theory is to maximize comprehensibility by using learners' native language. Oral and written components, as well as academic and non-academic language, make up language skills.

Since we spend the majority of our time in work and play listening, listening is a critical aspect of communication. Moreover, there are mainly three in the listening process: concentration factor, auditory discrimination, and comprehension.

Listening involves two aspects: listening for precise information, which entails paying attention to details, and listening for the gist, which entails paying attention to the major concept.

These sub-skills were clearly explained by Ramos in her study, she said:

The first stage in the listening process, attention factor deals with the learner's alertness. This is more than just auditory ability, because many people have it but they do not use it. Rather, it is the ability to focus attention on the sounds they hear. The second stage, auditory discrimination, mainly involves listening to sounds and analyzing them on the basis of quality, pitch, loudness and rate. The third stage, listening comprehension or aural comprehension, is the highest and most difficult level. It is the process of translating and interrelating sounds, quality, pitch, loudness and rate into thought symbols. Specifically, it is the ability of the listener to understand and respond to significant signals and oral messages (Ramos, 2005 unpublished research).

In addition, there are three sub-skills in the reading process: skimming, scanning, and intense reading.

Skimming is when you try not to grasp every word in a passage and instead get a general idea of what's going on. Jumping from paragraph to paragraph and finding the key point of each before moving on to the next is how it's done. Scanning, on the other hand, is used to find the precise details required to respond to the query. Skimming and scanning are not the same as reading intently. In order to answer the query, it is important to comprehend each and every word.

The study's theoretical-conceptual structure is based on Stephen Krashen's Second Language Acquisition Theory, which emphasizes four main principles: increased comprehension, increased interaction, increased thinking study skills, and the use of students' native language to increase comprehension. These provide the theoretical framework for defining learning methods and skill guidance that will aid in understanding and improving English language skills for ESL teaching and learning at CPILS. The results of this study can be used to determine international students' receptive skills proficiency and difficulties in learning a second language.

Objective of the Study

The study's main goal was to find out how well international learners at CPILS could listen and read.

It was designed to determine the Korean and Japanese learners' English entry level in terms of receptive abilities, such as listening and reading. The variations in the subjects' receptive skills in terms of listening and reading were also investigated, as well as what instructional guides could be planned for EFL instruction once the study's findings were known.

Methodology

The descriptive survey approach was used in this study's quantitative-qualitative analysis. It used the IELTS band descriptors to characterize the receptive skills level of Korean and Japanese learners at CPILS. It also necessitated statistical treatment in order to calculate basic percentages and explain the data statistically.

The Korean and Japanese students in this study were those who arrived by June 2004 and remained for at least a month of study. With a total of twenty students, there were ten Koreans and ten Japanese, both males and females. The

majority of Koreans were between the ages of 20 and 65, while Japanese were between the ages of 20 and 35. The number of men outnumbered the number of women. The researcher chose the participants of this study using the purposive sampling process. Their entry level in English, specifically in listening and reading, was determined using the International English Language Testing System (IELTS). They were all gathered together and took the IELTS exams at the same time. The Listening and Reading tests were graded critically using structured response keys. In the IELTS nine-band scale, the results were translated into individual band ratings.

Findings

The Koreans scored an IELTS band of 2 (Extremely Limited User) in listening, while the Japanese scored an IELTS band of 2 (Intermittent User). In reading, however, the computed mean of 5.50 revealed that Koreans were classified as Modest to Competent Users, while the computed mean of 4.0 revealed that Japanese were classified as Limited Users. Reading scores were higher for both Korean and Japanese students than listening scores. They did not, however, achieve the predicted degree of English proficiency. This was due to the fact that they spent more time in school learning reading. However, they lacked listening experience. In terms of listening and reading, the Japanese were found to be inferior to the Koreans. The study found that Korean students consistently outperformed their Japanese counterparts in terms of academic achievement. They were found to be linguistically incompetent owing to their educational context, language experiences or exposure, age, ability or personal motivation to learn the language, and the Japanese and Korean educational systems. Furthermore, the skills learned in school are not reinforced at home.

Conclusion

In the General Training Module, which is said to be easier than the Academic Module, the Korean and Japanese students did not achieve band 6, the normal level of English proficiency required from them. Though few of them were, their background knowledge of these subjects revealed that they were not well-equipped in their receptive skills

(listening and reading). Some skills that are necessary for learning English were not created.

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