

ENGLISH LANGUAGE PROFICIENCY OF SENIOR HIGH SCHOOL STUDENTS

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Abstract

This paper aimed to determine the English language proficiency of senior high school students as input for the language extension program at Gammad National High School. Specifically, it determined the students' proficiency level on the eight (8) parts of speech; the reading comprehension level along literal, interpretative, evaluative, and integrative; and the reading comprehension level on different genres such as a poem, essay, and short story. A descriptive research design was employed in the study. The fifty-one (51) respondents of Grade 11 senior high school students at Gammad National High School were chosen using the total enumeration technique. An 82-item proficiency test was used as an instrument in gathering the data. Weighted mean was used in analyzing the data. Results of the study show that among the eight parts of speech, the senior high school students performed well in using adverbs, prepositions, and interjections but found it problematic of using verbs. On reading comprehension, the respondents excelled under literal level across all genres but not on integration and evaluation levels. The study concluded that the respondents are "Proficient User of English" or "High" level in using grammar and reading comprehension. They have mastered the basics of using the English language; however, they need to be exposed more to meaningful activities and varied texts to attain a high level of proficiency.

Keywords: English Language; Level of Proficiency; Reading Comprehension, Eight Parts of Speech.

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1. Introduction

Since English is the primary language of instruction and communication, you must demonstrate an adequate level of proficiency in English, regardless of your citizenship status or country of origin. This language requirement ensures that all students will have the opportunity for success in their chosen program.

The Philippines is recognized globally as one of the largest English-speaking nations. Based on the Business English Index (BEI) in 2012, only the Philippines attained a score above 7.0, putting the country within the range of a high proficiency that indicates an ability to lead business discussions and perform complex tasks. The country's proficiency in the English language is one of the strengths that has helped drive the economy and even made the Philippines the top voice outsourcing destination in the world, surpassing India in 2012. According to Mitra (2013), the Philippines' principal strength in the export service sector is the large educated workforce with strong English-language capabilities.

Further, the influx of foreign learners of English is on the rise due to the relatively more affordable but quality English as a Second Language (ESL) programs being offered locally. This is a manifestation that the country is doing fine in terms of English competency.

However, gradual deterioration in the use of the English language has been observed not only in the academe but also in the business world. The level of English proficiency of college graduates from the Philippines is lower than the target English proficiency of high school students in Thailand, according to a study conducted by the Hopkins International Partners, which is the official Philippine representative in the group called Test of English for International Communication (TOEIC).

In a "24 Oras" report by Raffy Tima, the Hopkins International Partners' General Manager Rex Wallen Tan said the Philippines lags behind most of its ASEAN neighbors in English proficiency. In the speech of Dr. Prospero De Vera during the Seminar-Workshop on the English Roadmap of the Philippines, recently in September 2017, there was a Nursing migration program to the UK worth around Php300 million in salaries under which around 90% of the Philippines nurses recruited failed the English language test.

Further, senior high school graduates have two options whether to continue pursuing their tertiary education or to work in the industry immediately. With the two additional years, they are expected to be more competent and equipped with the competencies needed in the industries. However, language teachers and school heads both in private and public schools have the same observation as regards the low performance of the students in the English language.

In 2013, research conducted by the Business Process Association of the Philippines (BPAP) concluded that of the four basic skills they measured (English proficiency, Cognitive ability, Computer literacy, and Perceptual Speed & Accuracy), English proficiency development should be given priority when addressing the supply-demand gap of industry and academe. Further, DepEd participated in the 2018 cycle of the Programme for International Student Assessment (PISA), a triennial international assessment administered to 15-year old learners, who are near the end of their compulsory basic education. Implemented by the Organization for Economic Cooperation and

Development (OECD), PISA specifically looks into the learners' ability to apply the knowledge they have gained in formal education to everyday situations. Reading Literacy was assessed as the major domain. Results showed that Filipino students obtained an average score of 340 points in Overall Reading Literacy, which was significantly lower than the OECD average of 487 points.

In the K to 12 English Curriculum Guide (2016), Senior High School focuses on the domains where language is integrated. Grammar awareness and structure and reading comprehension are taught, for these allow students to progress from the foundational level to higher levels of language use. Students would be able to read, speak and write correctly. They can communicate effectively, in oral and written forms, using the correct grammatical structure of English. Further, they can discuss and analyze text to create new meanings and respond to literary text through the appreciation of literary devices.

In this premise, the researcher is motivated to assess the English language proficiency of the Senior High School students of Gammad National High School, the adopted school of the College of Arts and Sciences, Cagayan State University. Results may serve as input for the enhancement of the language extension program.

2. Literature Review

2.1. Proficiency

The 2013 study, the third edition of EF's English Proficiency Index, ranks 60 countries and territories around the world by adult English proficiency. As the report notes:

"Today, English proficiency can hardly be thought of as an economic advantage at all. It is certainly no longer a marker of the elite. Instead, it is increasingly becoming a basic skill needed for the entire workforce, in the same way, that literacy has been transformed in the last two centuries from an elite privilege into a basic requirement for informed citizenship."

Rao (2016) emphasized in her study that proficiency equates with fluency, but there is a distinction between both of them. It is possible to be fluent without being highly proficient, as it is also possible to be highly proficient without being fluent. She further mentioned that when it comes to second language learning, a few major aspects of fluency lay in the prosody of the language, pronunciation, and the timing of dialogue. Fluency is impossible to attain without engaging in dialogue with a fluent speaker of the language. Proficiency, on the other hand, is the primary focus of your ability to understand and communicate precisely in the language. Proficiency is best practiced through reading and writing.

Proficiency is regarded as a continuum (James, 1985, p.2.) which means proficiency can be considered as a scale of related skills of language slightly and continuously changing at each level. As a continuum, proficiency is split into levels that include the gradually changing successive abilities in the use of language with the prior levels prerequisite accomplishing the following levels

(Heilenman & Kaplan, 1985, p. 61). For the use of language “function, context/content, and accuracy” are accepted as the three criteria. The function represents the individuals’ ability to complete a task linguistically, like asking questions, or describing; context/content refers to the setting of the functions; and accuracy means the level of correctness of an individual’s language use and each factor extends in breadth as the level of proficiency increases (Bragger, 1985, p. 80).

According to O’Sullivan (2012), it is difficult to define the limits of the language that is used in a context, although identification of the specific aspects of language use, like vocabulary or syntax, can be described in a given context to attain information about the needs analysis of the language use given in a specific context (O’Sullivan, 2006). The aspects of language used should be specified and what language is used in the given context needs to be determined to assess the language proficiency level.

This study considered only the reading skills as well as the eight parts of speech. Teaching-learning of the English language focusing on these components provides avenues to hone learners’ proficiency in the language well.

2.2. Grammar

Generally speaking, students feel that English is a difficult language having complicated grammar rules to master. But is it true that for effective communication, there is a need for essential principles of grammar or syntax? Language is supposed to be a great highway, the words are the cars and trucks, but the grammar is the road signs and markings that tell the cars and lorries where to go and how to drive. Thus, having a good grasp of the rules of the English language would help us express our thoughts and communicate with others.

In the study conducted by Tuan (2017) entitled ‘Communicative Competence of the Fourth Year Students: Basis for Proposed English Language Program in Vietnam’, he found that the strengths and weaknesses of the respondents relative to linguistic competence are along with nouns, pronouns, and preposition. On the other hand, their weaknesses are along with verb, adverb, and interjection. According to him, the weakness of the respondents relative to verb indicates that they have low knowledge, ability, and skill in determining the function of verb that is to describe an action, state, or occurrence, and forming of the main part of the predicate of a sentence. They are also weak in determining the two categories of verbs and their function in the sentence. More importantly, the respondents are very weak in recognizing the functions of a verb as a system in which the form of the “verb reflects the person, number, and/or gender of one or more arguments.” The other weakness of the respondents relative to adverb implies that the respondents have low competence in understanding that an adverb in a word or phrase modifies or qualifies an adjective, verb, or adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, and degree. Meanwhile, the weakness of the respondents relative to interjection shows that they have difficulty understanding that interjections show the emotion or feeling of the author and that they can stand alone or be placed before or after an exclamation point.

In the study conducted by Leyaley (2016) in Kalinga-Apayao, she found that the English language proficiency of freshmen students who are enrolled in the Institute of Teacher Education is described as Early Intermediate regardless of the type of school they graduated from, the program they are enrolled in, and the honors they have received. This means that they can communicate basic and familiar topics containing previously taught vocabulary and sentences structures. On the other hand, they commonly make errors in word usage, pronunciations, and grammar. Thus, they greatly benefit from explicit teaching and modeling of high-frequency words, grammatical structures, and sentence frames (Baeta et al., 2012).

2.3. Reading Comprehension

Reading with comprehension is one of the primary goals of the Senior High School curriculum. Comprehension is what allows our Senior High students to understand the information about the topic specifically to effectively perform other skills needed in various tasks. According to Baier (2005), reading comprehension refers to the meaningful interface between your schema –what you already know and the meaning of the text –what the text is about. It is a cognitive process involving the conscious intellectual activity of formulating meaning from the text; more than just the reading skill itself. It goes beyond the ability to recognize every single word in the text that you are reading. It is more of interpreting and decoding meanings from a combination of unknown and familiar words.

Reading proficiency is essential for a wide variety of human activities-form following instructions in a manual; finding out the who, what, when, where, and why of an event; to communicating with others for a specific purpose or transaction. Reading was the main subject assessed in Program for International Student Assessment (PISA) 2018. The PISA 2018 assessment, which was delivered on a computer in most of the 79 countries and economies that participated, included new text and assessments formats made possible through digital delivery. The test aimed to assess reading literacy in the digital environment while retaining the ability to measure trends in reading literacy over the past two decades. PISA 2018 defined reading literacy as understanding, using, evaluating, reflecting on, and engaging with texts to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

Released on December 3, 2018, PISA results that the Philippines scores 340 in Reading, below the average of participating Organization for Economic Cooperation and Development (OECD). With the PISA results reflecting the learners' performance in the National Achievement Test, DepEd recognizes the urgency of addressing issues and gaps in attaining the quality of basic education in the Philippines. DepEd will lead this national effort for quality basic education through Sulong Edukalidad by implementing aggressive reforms in four key areas: (1) K to 12 reviews and updating, (2) improvement of learning facilities, (3) Teachers and schools head's upskilling and reskilling through a transformed professional development program; and (4) engagement of all

stakeholders for support and collaboration (<https://www.deped.gov.ph/2019/12/04/sulong-educakalidad/>).

Giang (2017) in her study entitled 'Reading Comprehension Performance of EFL First-Year Students: Basis for Reading Enhancement Program' in Vietnam found that the EFL student-respondents find English reading materials interesting with the highest interest in music reading materials while science is their least. They do not often indulge themselves in spending quality time in reading encyclopedia and reader's digest, and they are only exposed sometimes to media learning facilities like TV radio; social media networks particularly Facebook; and library holdings like books, newspapers, comics, and magazines. Concerning reading comprehension, students are only evidently competent at the literal level from the select genres of literature which are a poem, essay, and short story. Further, the level of students' reading comprehension is relatively high along with poetry. However, it remains an undiscounted fact that they are yet weak along with an essay and short story.

In a Manila Times on November 18, 2019, Valderama mentioned that a couple of years ago, a study by the Hopkins International Partners showed that the level of English proficiency of college graduates from the Philippines was lower than the target English proficiency of high school students in Thailand. Hopkins International Partners was the official representative of the Philippines to the Test of English for International Communication (TOEIC), an international standardized test of English skills of people working in an international environment. The same study showed that Filipino graduates' English skills were lower than the target for cab drivers in Dubai. Cab drivers in Dubai, the largest city in the United Arab Emirates, are expected to have a TOEIC proficiency score of 650, compared to the 631.4 proficiency score of a Filipino college graduate.

In the study conducted by Sijali (2016) in Nepal which aimed to investigate the proficiency level of English language of higher secondary level students regarding gender, nature of institution, medium of instructional and stream, he found that the English language proficiency level of higher secondary level students in Nepal was poor. Regarding gender, the result showed that there was no statistically significant difference between female and male ELT students in their English language proficiency level. However, ELT students of government higher secondary level were found statistically significantly less proficient in the English language than that of private higher secondary level.

Navarro et al. (2015) in their study found that Maritime students agreed that English is required in their chosen course and is useful in securing a job, especially in the Metro Manila area and abroad. On the other hand, Maritime students are incompetent in vocabulary and reading comprehension and fairly incompetent in grammar. Further, Baeta et al. (2012) in Central Bicol State University revealed in their study that College Freshmen were proficient in Grammar and moderately proficient both in Reading Comprehension and Phonology, but they are hardly proficient in Vocabulary. Generally, the proficiency level of College freshmen falls under moderate proficiency.

2.4. Genres

Learners have different strategies in learning. Because of their unique exposure, they comprehend things differently. Just like reading texts, others would prefer prose to poetry or just the opposite.

Exposing students to different types of texts early on builds their capacity to understand the wide variety of reading material they will encounter during their school years and beyond. In exposing students to a variety of texts, teachers should also ensure that a selected text (1) contains rich ideas and information, (2) is at an appropriate difficulty level for students' word-reading and comprehension skills, and (3) aligns with the purpose of the lesson(<https://files.eric.ed.gov/fulltext/ED597128.pdf>).

2.4.1. Poetry

Poetry can be a creative way of exposing English language learners to quality literature. Students can use these short, fun, non-threatening pieces of text to begin to learn how to apply reading strategies to increase their comprehension (Norris, 2011). Because it is so accessible to students, it is a genre that can easily be used to help students begin to increase their awareness of reading comprehension strategies (Hadaway, Vardell, & Young, 2001).

2.4.2. Short Story

Stories with strong literary value and informational texts that are accurate, well-written, and engaging are consistently good choices for teaching reading comprehension. Pardede's (2011) study at Christian University of Indonesia revealed that the majority of the students of the English Teaching department found short stories interesting to use both as materials for self-enjoyment and as components of language skill classes.

Saka (2014), in her descriptive study supporting Vural (2013)'s results, identified the ideas of 40 junior students of the ELT Department of Akdeniz University about the contributions of studying short stories. The results suggested that reading short story increased their wish to read more and appreciation for literature.

2.4.3. Essay

Expository (or informational) text is the primary source of reading material used to present academic content (e.g., science, social studies). As such, it is essential that students can comprehend expository text. This is recognized in the Common Core State Standards for English Language Arts, which states that, as early as kindergarten, students should be able to engage with informational text in multifaceted ways, such as identifying the main topic, asking and answering questions about key details, and describing connections between pieces of information (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010).

3. Methodology

3.1. Research Design

This study made use of the descriptive-quantitative research design. As a research method, it represents a systematic and objective means of describing and quantifying phenomena (Downe-Wamboldt, 1992; Schreier, 2012 cited in Elo Kaariaimen, Kanste, Polkki, Utrianien & Kyngars, 2014). Thus, the present study described and quantified the English proficiency level of the senior high school students along with grammar and reading comprehension.

3.2. Participants

The participants of the study were the fifty-one (51) Senior High School students of Gammad National High School, Iguig, Cagayan for the school year 2017-2018. They were composed of 24(TVL track) and 27 (GASS track). Gammad National High School is an adopted school of the Department of Arts and Humanities, College of Arts and Sciences, Cagayan State University-Carig Campus.

Table 1. Participants' demographic profile.

Demographic Profile	Frequency (n=51)	Percentage
Sex		
Male	24	47.06%
Female	27	52.94%
Strand		
GAS	27	52.94%
TVL	24	47.06%
Language Used at Home		
Ilocano	1	1.96%
Ibanag	2	3.92%
English	0	0.00%
Itawes	37	72.54%
Tagalog	11	21.56%

3.3. Research Instrument

This study used an English Proficiency Test as the main tool in gathering the data. Part I included the profile of the participants, while Part II was the English Proficiency Test covering a 40-item Grammar Test on the eight parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections) and a 42-item Reading Comprehension Test on the three literary genres: poem, essay, and short story. Each text has four sets of questions of different

levels: literal, interpretation, evaluation, and integration. Before the test was administered to the participants, it was piloted to another group of students who belonged to the same level.

3.4. Analysis of Data

To determine the proficiency level of respondents on the eight parts of speech and reading comprehension tests, the mean average was used.

The scale below was used to determine the English proficiency of respondents on the eight (8) parts of speech.

Proficiency Level for the Whole Test in Eight Parts of Speech

Score Intervals	Proficiency Level	Descriptive Value
32.01-40.00	Very Proficient User of English	Very High
24.01-32.00	Proficient User of English	High
16.01-24.00	Fair User of English	Moderate
0.01-16.00	Modest User of English	Low
1.00-8.00	Limited User of English	Very Low

Overall Level Reading Comprehension Ability of Respondents

Scores Equivalent	Interpretative Level
33.61-42.00	Very high
25.21-33.60	High
16.81-25.20	Moderate
8.41-16.80	Low
1.00-8.40	Very Low

4. Results and Discussion

Proficiency level in the Eight (8) Parts of Speech

Table 2 presents the language scores of the senior high school students in the eight (8) parts of speech. As gleaned from the table, most of the senior high school students got the highest scores on adverbs with a weighted mean average of 37, followed by conjunction with a weighted average

of 27.2, while the least was on the use of verbs with a weighted mean average of 16.8. Generally, the respondents' English language proficiency in the eight parts of speech has an overall mean average of 26.7, which means that they are *Proficient Users of English*. This implies that despite showing good performance on function words, the participants could hardly use content words accurately, especially the copula and subject-verb concord. It means that the participants are still confused when using subject-verb agreement and do not know the rules of it.

The result of the present study was strengthened by Freeman and Murcia (2010) in their Grammar Book in which research on L2 morpheme acquisition has shown that the third person singular present tense-s inflection causes persistent problems for learners even at more advanced stages of proficiency. The findings of the study corroborate also the study made by Tuan (2017) in Vietnam that the weakest point of students in grammar is the use of verbs. The weakness of the respondents relative to verb indicates that they have low knowledge, ability, and skill in determining the function of verb that is to describe an action, state, or occurrence.

Table 2. Proficiency level in the eight (8) parts of speech.

Parts of Speech	Mean	Descriptive Value
Noun	23.8	Moderate
Pronoun	23	Moderate
Verb	16.8	Moderate
Adjective	23.8	Moderate
Adverb	37	Very High
Preposition	31.4	High
Conjunction	27.2	High
Interjection	30.6	High
Overall mean average	26.7	High

Proficiency Level in Reading Comprehension (Poem)

Table 3 presents the proficiency level in reading comprehension using the poem. As gleaned from the table, most of the respondents almost get a perfect score in the literal level with a mean of 41.67 (*Very high*), followed by an interpretation level with a mean of 23.4 (*High*). On the other hand, it reveals that the respondents are weak in both evaluation and integration levels with a mean of 18.75 (*Low*) and 18.5 (*Low*) respectively. Generally, the respondents' proficiency level in reading comprehension using the poem has an overall mean average of 25.63 (*High*), which means they are *Proficient Users of English*. This implies that the respondents excel in mastering facts or information questions but have the difficulty in understanding questions that require higher-order thinking skills (HOTS).

Poetry promotes oral fluency and lays a strong foundation for reading in a new language. Because of the rhyming patterns, the repetition, the rhythm, and the manageable chunks of text,

poetry is an ideal genre for teaching ELLs how to read. And not only is it a powerful tool in the classroom, but it also can be used to introduce content in science, math, and social studies classrooms (Vardell, Hadaway & Young, 2006).

Table 3. Proficiency level in reading comprehension using the poem.

Levels of Reading Comprehension	Mean	Descriptive Value
Literal	41.67	Very High
Interpretation	23.6	Moderate
Evaluation	18.75	Moderate
Integration	18.5	Moderate
Overall mean average	25.63	High

Proficiency Level in Reading Comprehension (Essay)

Table 4 presents the proficiency level of senior high school students in reading comprehension using an excerpt in essay text. As gleaned from the table, the respondents got the highest scores in the literal level with a mean of 31 (*Very High*), whereas in the three remaining levels: interpretation, evaluation, and integration, they encountered difficulty with mean scores of 15.8 (*Low*), 15.5 (*Low*), and 15 (*Low*). Generally, the respondents' reading comprehension level using essay text has an overall mean average of 19.32 (*Low*), which means that they are *Fair Users of English*. The result is attributed to their attitude in reading this genre. Nonfiction appeals to the intellect, unlike fiction which appeals to emotions. Thus, reading nonfictions is like a workout for your brain. You need to think over the facts and analyze them.

Table 4. Proficiency level in reading comprehension using an excerpt from essay text.

Levels of Reading Comprehension	Mean	Descriptive Value
Literal	31	High
Interpretation	15.8	Low
Evaluation	15.5	Low
Integration	15	Low
Overall mean average	19.32	Moderate

Proficiency Level in Reading Comprehension using a short story

Table 5 presents the respondents' proficiency level in reading comprehension using a short story. As gleaned from the table, most of the respondents have the highest scores on the Literal level with a mean of 32.67 (*Very High*), followed by Interpretation level with a mean of 27 (*High*) and Evaluation level with a mean of 26.5 (*High*). On the other hand, the respondents find difficulty in the Integration level with a mean of 17.75 (*Low*). Generally, the respondents' proficiency level in reading

comprehension using a short story has an overall mean of 25.98 (*High*), which means that they are *Proficient Users of English*. This reveals that through short stories, students can be in contact with real language.

This was supported by Parede (2010) when he found in his research that short stories are interesting to use as material for personal enjoyment and help students achieve better mastery in the development of language skills. Further, researchers show that among other literary genres, short stories are the most preferred ones in language classrooms (Küçükoğlu and Sariçoban, 2011).

However, the study of Giang (2017) in Vietnam challenged the result of the present study when she found in her research that the respondents had poor comprehension when a literary piece is in prose like a short story, whereas in the present study this was even ranked 1 with *High* descriptive value. The result of the study is attributed to the language exposure of the respondents. They are fond of watching stories or movies which have a great contribution to easily understanding the plot of the story. However, it can be seen that the respondents do not appreciate and feel the importance or value extracted from the text.

Table 5. Proficiency level in reading comprehension using a short story.

Levels of Reading Comprehension	Mean	Descriptive Value
Literal	32.67	High
Interpretation	27	High
Evaluation	26.5	High
Integration	17.75	Moderate
Overall mean average	25.98	High

Overall Result of the Reading Comprehension Level

Table 5 presents the overall result of the respondents' reading comprehension level in the different literary genres. As gleaned from the table, the respondents performed well in the Literal level with a mean of 35.2 (*Very High*), followed by Interpretation level with a mean score of 21.78 (*High*). However, both Evaluation and Integration levels are displayed problems with a mean of 17.16 and 20.16. Both got *low* descriptive value, which reveals that they are *Fair Users of English*. This reveals that the senior high school students have not developed yet their higher-order thinking skills (HOTS). They could hardly answer questions elicited by why and how. They lack skills in giving judgment and generating ideas that are implicitly stated in the selections. This means that the respondents are poor in reading between the line and reading beyond the line. This implies that the senior high school students are most likely capable only of comprehending literal meanings of facts and information constituted by simple written texts, sentences, or paragraphs through Lower Thinking Skills (LOTs). The finding of the study supported the study conducted by Tizon (2011) in Misamis Occidental, the Philippines in which the majority of the respondents had average literal

ability; however, their higher level of thinking/comprehension was very low as reflected in their lowest creative ability, lower interpretative, and evaluative skills.

In the study conducted by Domingo (2018) on the English Proficiency of the Senior High School students of Visayas State University, she corroborated the result of the present study. It was found in her study that the students are varied in their proficiency level in using the English language. That the overall results based on the mean scores show that students are competent in listening and good in reading, speaking, and writing.

Table 6. Summary of the proficiency level in reading comprehension.

Levels of Reading Comprehension	Mean	Descriptive Value
Literal	35.1	Very High
Interpretation	21.78	Moderate
Evaluation	17.16	Moderate
Integration	20.16	Moderate
Overall mean average	23.55	Moderate

5. Conclusions and Recommendations

Generally, the Senior High School students were categorized under “Proficient User of English” or “High” level in using grammar and reading comprehension. Although the English language is not the native language in the country, the students demonstrate commendable performance along with grammar and reading comprehension. This displays that they have mastered the basic linguistic units which serve as the foundation in learning the English language.

However, it is still recommended that English language teachers may give more emphasis on the use of verbs. Students should be exposed to more meaningful activities or drill to appreciate and eventually master their use. Further, teachers may not only consider convergent questions during the class discussion but also divergent questions or analytical questions to help students develop their Higher Order Thinking Skills (HOTS) skills. Finally, ESL teachers may continue to look for creative ways to teach reading comprehension to help English learners.

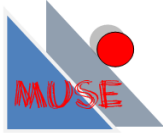
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