

## Development and Validation of a Proposed Diagnostic Test for English Proficiency for Senior High School Learners



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**ABSTRACT:** Poor English proficiency can significantly impact learners' academic performance and future opportunities. Learners with inadequate command of the English language may have difficulty comprehending elaborated texts, articulating thoughts coherently in writing as well as joining classroom discussion. Thus, developing diagnostic tests for English proficiency is crucial as it provides a consistent and objective measure of English proficiency, allowing educators to identify areas where students might need extra help.

This study aimed to develop and validate a proposed Senior High School English Proficiency Diagnostic Test. Specifically, it sought to identify its key components, and appropriate design, and determine the respondents' evaluation of the developed diagnostic test.

Utilizing the descriptive method of research, twelve Senior High School teachers in Antipolo City Senior High School teaching English subjects such as Oral Communication, English for Academic and Professional Purposes Twenty-First Century Literature, Reading and Writing, and Creative Writing served as the first group of respondents to determine the key components and design of the English Proficiency test. The second group was the experts composed of validators in Region IV-A, curriculum developers, and researcher writers who served as validators of the proposed diagnostic test.

To gather data, Google Forms was used to identify key components and design of the proposed diagnostic test. To determine the evaluation and validation of the respondents on the proposed diagnostic test., DepEd's LRMS Evaluation Tool for new print materials were used. Findings revealed that among all the subjects, English for Academic and Professional Purposes has the greatest number of key components that need to be enhanced among Senior High School learners. Multiple choice type of test is the most appropriate design for the proposed diagnostic test. The developed proposed English Proficiency diagnostic test can be utilized at the school level as it had a very satisfactory evaluation from the respondents.

**KEYWORDS:** English proficiency, validity, language testing

### INTRODUCTION

In the dynamic world of the 21st century, language and comprehension skills stand as essential assets for learners in every stage of their educational journey. More than just tools of communication, they serve as fundamental weapons that equip individuals to live and succeed in a globalized world.

In a similar point of view, according to Jabbarova (2020), communication skills are very much essential and required in this time of globalization, especially communication among countries.

Language competence comprises the communicative competencies, knowledge systems, and skills of a language learner or user. One widely accepted definition state that it refers to what a person can do/what he or she knows about the application of the subject in real life (Harsch, 2017)

On the other hand, comprehension plays a great role in education because it lays the foundation for success in all academics. It is a complex phenomenon that involves the acquisition of language, relates new concepts to old ones, and makes inferences to complete the picture. It is a multi-dimensional process from which the meaning of a language is explained by mapping it against existing knowledge making inferences when necessary. There are a few components, which will enable understanding comprising elements of background knowledge, vocabulary, cognitive processes, and text structure, which comprehension can be influenced by the reader, text, and context factor variables. (Voyager Sopris Learning, 2023).

Proficiency in language and comprehension skills opens opportunities for learners as it enables them to assimilate, analyze, and apply knowledge across various subjects. Language and particularly literacy cannot be discussed without referring to the literature. Literature can stimulate the interest in language learning, provide rich and vivid materials, make learners seem to be

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immersive and unknowingly complete the accumulation of vocabulary, the infiltration of grammar, and the formation of language sense (Weixiang Liu and Peng Yang, 2017)

In the K to 12 English Curriculum Guide (2016), the focus of Senior High School programs is on the domains wherein language is integrated. The students learn grammatical awareness and reading comprehension skills in a structured manner enabling them to move from a basic level of language use to more advanced use. Students would be able to read, speak, and write with accuracy. They can communicate eloquently, both orally and in writing, using the proper grammatical structure of the English language.

But still, the most common complaint of teachers is that nowadays, many students can hardly engage in simple conversations in English. A significant number of the compositions written by high school and college students showed quite a few grammatical errors. Many college graduates and even college graduates are incapable of speaking English fluently. Thus, it is expected that the graduate will be able to converse effectively both in speaking and understanding the language, within the culture of both home and school (Moncay, 2019).

Additionally, graduates commit various mistakes and cannot present their ideas correctly. Also, language is a barrier when it prevents students from communicating their thoughts effectively. This negatively impacts the academic performance of students as well as affects their ability to communicate properly, grasp what the lectures say, and finish the assignments (Eslit, 2019).

The same dilemma mentioned above is also true in the context of Antipolo City Senior High School. Many teachers at Antipolo City Senior High School have expressed concerns that students often struggle to carry on simple conversations in English, as evidenced by frequent grammatical errors in written compositions. In addition, during class discussions, teachers notice that some students struggle to articulate responses to questions about the reading material, often providing vague or incorrect answers, which can indicate difficulties in comprehension.

Poor English proficiency can significantly impact learners' academic performance and future opportunities. It is often the case that students with a low command of the English language will find it hard to comprehend complicated reading materials, organized their thoughts in writing, and take part in speaking activities in a classroom setting. Thus, the observed poor performance of SHS learners points to significant gaps in their language proficiency. Therefore, developing a diagnostic test for English proficiency is crucial as it provides a consistent and objective measure of English proficiency, allowing educators to identify areas where students might need extra help so that teachers can offer focused interventions to help students.

With the above-cited premises, the researcher aimed to develop and validate a proposed diagnostic test for English Proficiency for Senior High School Learners to assess the English language proficiency level of Senior High School of Antipolo City Senior High School. The results of the study will serve as the basis for the development and validation of the proposed diagnostic test for Senior High School English proficiency tests that will be of significance in the development and enrichment of language and comprehension skills of learners.

Specifically, it sought answers to the following questions:

- 1) What are the key components of the proposed diagnostic test for Senior High School English proficiency to be developed
- 2.) What appropriate design should be employed in crafting the proposed diagnostic test for Senior High School English proficiency?
- 3) What is the evaluation of the respondents on the proposed diagnostic test for Senior High School English proficiency to be developed?

## METHODOLOGY

This research work utilized the descriptive method of the normative type of research to achieve its objectives, which was to develop and validate a proposed diagnostic test for English proficiency for Senior High School. It essentially determines the benchmark or norm by comparing observations obtained against expected norms or criteria. A researcher collects data using a survey or questionnaires or by observing people to establish the existence of characteristics or trends; these are then compared with established norms or criteria.

Compared were the data that one gets from a certain group against established norms in descriptive-normative research. Descriptive-normative research will allow for the comparison of data from a specific group to established norms, which in turn can help identify gaps, areas to improve upon, or the extent to which a population adheres to expected standards. It is quite useful in educational research in making student performance, teaching practices, or institutional policies evaluated based on set benchmarks. It is quite useful in educational research in making student performance, teaching practices, or institutional policies evaluated based on set benchmarks (Barrot 2020).

### Sources of Data

The sources of data in this study were composed of two groups of respondents from District I-A, City Division Office of Antipolo, Region IV-A CALABARZON. Using the purposive sampling method, two groups of respondents were employed as participants. This technique was used because of the capacity of the respondents to participate in the study. Purposive sampling involves respondents who were selected as they have particular characteristics needed by the researcher (Cohen et al., 2010).

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Twelve Senior High School teachers in Antipolo City Senior High School teaching English subjects such as Oral Communication in Context (Oral. Com), English for Academic and Professional Purposes (EAPP), Twenty-First Century Literature (21<sup>st</sup> Lit.), Reading and Writing (RW) and Creative Writing (CW) who served as the first group of respondents who helped the researcher identify competencies or key components of the proposed diagnostic test for senior high English proficiency developed.

The second group of respondents were experts such as teachers who served as validators in Region IV-A, curriculum developers/writers, researcher writers, and subject group heads in English who served as validators of the proposed diagnostic for English Proficiency for Senior High School to be developed.

### Instrumentation

Two instruments were employed to gather pertinent data. The first one was Google Form which was used for the survey to identify key components in English that could be developed into a proposed diagnostic test for English proficiency for Senior High School. While for the second data-gathering instrument, the researcher adapted the DepEd's Learning Resources Management and Development System Evaluation and Review criteria for the development of new print Resources standardized questionnaires which served to determine the evaluation and validation of the respondents on the proposed diagnostic test for English proficiency for Senior High School.

Table 1 shows the Likert scale with the corresponding description that was used in this study.

### Scale, Range, and Verbal Interpretation

Scale	Range	Verbal Interpretation	
4	3.50 – 4.00	Very Satisfactory (VS)	Not Present (NP)
3	2.50 – 3.49	Satisfactory (S)	Present but very minor and must be fixed (PVM)
2	1.50 – 2.49	Poor (P)	Present & requires major redevelopment (PRMR)
1	1.00 – 1.49	Not Satisfactory (NS)	Poor Do Not Evaluate Further (P)

### Data Gathering Procedures

A permit to conduct the study was first secured from the school principals in District 1-A to allow the researcher to administer the questionnaire to the teacher-respondents and to gather pertinent data.

The data-gathering procedure involves the development of the proposed English proficiency diagnostic test for Senior High School based on the perceptions of the first group of respondents as the most important skills to be strengthened among senior high school learners and the administration of the LRMDs Evaluation and Review criteria for the development of new print Resources standardized questionnaires to determine the evaluation and validation of the second group of respondents.

### Statistical Treatment of the Data

This study utilized the following statistical tools to analyze and interpret the data.

**Frequency.** This was used to determine the number of times a particular competency in Oral Communication has been observed and selected by the respondents as difficult.

**Ranking.** This was utilized to determine the top ten (10) most difficult competencies in Oral Communication in Context

**Mean.** This was used to describe the evaluation of the English teacher and English expert respondents on the different criteria of the developed module.

The scale and range with the verbal interpretations of very satisfactory, satisfactory, poor, and not satisfactory will be used in the following criteria: content, format and presentations and organizations. Hence, for accuracy and up-to-datedness, the same scale and range were used but the verbal interpretations were not present, present but very minor and must be fixed, present and require major redevelopment, and lastly, poor do not evaluate further.

### Development of the Research Instrument

The development of research instruments for the proposed diagnostic test for English proficiency for Senior High School involves different phases to ensure that it accurately evaluates the intended skills and reflects teachers' perceptions. Here's a detailed outline of the phases involved:

Phase 1: Needs Analysis

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To identify the specific skills and competencies that the proposed diagnostic test should evaluate, a survey questionnaire based on the Most Essential Learning Competencies (MELCs) of the K to 12 Curriculum for different subjects in English for Senior High School such as Oral.Com, EAPP, Reading and Writing, Creative Writing, 21<sup>st</sup> Century Literature will be sent to the first group of respondents through Google Form to determine the most important skills to be strengthened among Senior High School learners based on their perceptions.

### **Phase 2: Test Design and Planning**

This phase involves the creation of the blueprint or list of key components of the English Proficiency diagnostic test for Senior High School learners will be done, outlining its structure and content. It also involves the definition of the test objectives and the specific skills to be assessed, determining the format length and timing of the test, and developing the test specification table that aligns test items with objectives.

### **Phase 3: Item Development**

This phase aims for the development of test items that accurately assess the targeted skills. In this phase, test items are written and reviewed ensuring they are aligned with the objectives and skill areas identified by the respondents and appropriateness. Pilot testing is also done with a small group of students to identify any issues with clarity or difficulty.

### **Phase 4: Validity Testing**

Phase 4 ensures that the test measures what it is supposed to measure. Validity testing will be conducted through expert reviews using DepEd's LRMSD Evaluation and Review criteria for developing new print Resources standardized questionnaires. Revise the test items based on the experts' comments/suggestions.

## **RESULTS AND DISCUSSION**

### **1. What are the key components of the proposed diagnostic test for Senior High School English proficiency that students most need improvement in?**

The key components of the developed proposed diagnostic test for Senior High School English proficiency test that students most need improvement in according to the respondents were the following: For Oral Communication in context, out of 12 respondents, five identified determining functions, nature, and process of communication. Five respondents identified using acceptable, polite, and meaningful communicative strategies. For 21<sup>st</sup> Century Literature, 7 out of 12 selected how specific contexts improve the meaning of the text and expand the reader's perspective.

On the other hand, for Reading in Writing, 10 out of 12 respondents find Identifying properties of a well-known written text as the competency that most needs improvement among Senior high school learners. Nonetheless, in English for Academic and Professional Purposes, there were four respondents for each competency that identified differentiating language used in academic texts from various disciplines, giving the characteristics of the thesis statement of an academic text and determining the ways a writer can elucidate a concept by definition, clarification, and explication. Nevertheless, in Creative Writing, six respondents identified conceptualizing a character /setting/plot and while the other six chose identifying various elements, techniques/devices in drama were selected by the six other respondents.

### **2. What appropriate design should be employed in crafting the proposed diagnostic test for Senior High School English proficiency?**

12 out of the 12 respondents answered multiple choice type of test as the most appropriate design to be employed in crafting the proposed diagnostic test for Senior High School English proficiency. This might be because it has clearly defined correct answers, which allows for objective scoring that reduces the potential for grading bias and ensures consistency in evaluation. Moreover, since most of the schools in the City Division of Antipolo is using Zip Grade in checking tests, multiple choice is the most appropriate design to utilize.

### **3. What is the evaluation of the respondents on the proposed diagnostic test for Senior High School English proficiency to be developed?**

Table 2 presents the evaluation of the respondents on the proposed diagnostic Test for English Proficiency for Senior High School in terms of content.

**Table 2**  
**Respondents' Evaluations on the Proposed Diagnostic Test for English Proficiency for Senior High School in terms of Content**

Factor 1: Content	Experts	
	WM	VI
1. Content is suitable to the student's level of development	3.80	VS
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended	4.00	VS
3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem-solving, etc.	3.8	VS
4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices	4.00	VS
5. Material has the potential to arouse the interest of the target reader		
<b>Overall Weighted Mean</b>	<b>3.88</b>	<b>VS</b>
<b>Standard Deviation</b>	<b>0.13</b>	

Note: WM –Weighted Mean VI – Verbal Interpretation Legend: 4 (3.5-4.0): Very Satisfactory (VS) 2 (1.5-2.49) Poor (P)  
 3 (2.5-3.49) Satisfactory (S) 1 (1.0-1.49) (NS)

It can be deduced from the data presented in Table 2 that the expert respondents were pleased with the content of the developed proposed diagnostic test for English proficiency for Senior High School as all indicators under the content factor got a very satisfactory evaluation from the Experts with a weighted mean of 3.88.

The result also suggests that the contents are compelling which implies that when the developed proposed Diagnostic test is to be utilized, it can make them engage, making the learning experience more enjoyable and motivating them to perform better.

The result of the study is congruent with the study of Hontiveros. Her developed Reading Remediation Learning Materials for Grade VII Students with content as one of the criteria, was evaluated as "very satisfactory," which according to her yields an affirmation that good content does indeed facilitate understanding and provides a good classroom environment. Table 3 presents the evaluation of the respondents on the proposed diagnostic Test for English Proficiency for Senior high School in terms of format.

**Table 3**  
**Respondents' Evaluations on the Proposed Diagnostic Test for English Proficiency for Senior High School in terms of Format**

Format	Experts	
	WM	VI
1. 1. PRINT	4.00	VS
2. 1.1 Size of letters is appropriate to the intended user	4.00	VS
3. 1.2 Spaces between letters and words facilitate reading	3.8	VS
4. 1.3 Font is easy to read	4.00	VS
5. 1.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).	3.60	VS
<b>Overall Weighted Mean</b>	<b>3.88</b>	<b>VS</b>
<b>Standard Deviation</b>	<b>0.13</b>	

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The data presented in Table 3 exhibited that when it comes to indicator format, respondents evaluated the developed proposed diagnostic test for English proficiency for Senior High School as Very Satisfactory with an overall mean of 3.88. This can be interpreted that experts concurred that the format of the proposed diagnostic test in terms of print is indeed very suitable and of good quality

The data presented in Table 3 exhibited that when it comes to indicator format, respondents evaluated the developed proposed diagnostic test for English proficiency for Senior High School as Very Satisfactory with an overall mean of 3.88. This can be interpreted that experts concurred that the format of the proposed diagnostic test in terms of print is indeed very suitable and of good quality. This may imply that since the print is suitable for the end user it will help the target learners appreciate the diagnostic test.

The findings of the study substantiated the claim of Faura (2022) in his study Development and Evaluation of Literary Selections in 21<sup>st</sup> Century Literature from the Philippines and the World and of the study of Lastra (2023), Development and Evaluation of Authentic Based Worksheets in Mathematics 8 that the format of instructional materials help the learners remember important details from the selections they read since aspects like letter size, font, and quality of printing are directly proportional to the readability that enables learners to handle and digest whatever information is presented. Focus on the physical appearance of the text is also important as it minimizes the cognitive efforts thereby improving understanding and memory retention.

Table 4 on the next page presents the evaluation of the respondents on the proposed diagnostic Test for English Proficiency for Senior high School in terms of presentation and Organization.

It can be viewed from Table 4 that the presentation and organization of the developed proposed diagnostic test for English proficiency for Senior High School are indeed appealing and interesting, the terminologies utilized are within the level of the target users and the flow of thoughts can be easily understood.

**Table 4**

### **Respondents' Evaluations on the Proposed Diagnostic Test for English Proficiency for Senior High School in terms of Presentation and Organization**

<b>Factor 3: Presentation and Organization</b>	<b>Experts</b>	
	<b>WM</b>	<b>VI</b>
1. Presentation is engaging, interesting, and understandable	3.80	VS
2. There is a logical and smooth flow of ideas	4.00	VS
3. Vocabulary level is adapted to the target reader's likely experience and level of understanding	3.8	VS
4. The length of sentences is suited to the comprehension level of the target reader	4.00	VS
5. Sentences and paragraph structures are varied and interesting to the target reader	3.8	VS
<b>Overall Weighted Mean</b>	<b>3.88</b>	<b>VS</b>
<b>Standard Deviation</b>	<b>0.13</b>	

Moreover, as was shown in the overall weighted mean of 3.88 with very satisfactory verbal interpretation. But all in all, the data revealed that the Experts are very satisfied with the developed proposed diagnostic test for English proficiency for Senior High School in terms of factor 3 presentation and organization. Thus, it can be inferred that the developed proposed diagnostic test for English proficiency for Senior High School can hold the learners' attention that is why Dela Cruz (2019), in her study entitled Evaluation of Teacher-Made Learning Materials Using DepEd LRMS Standards: A Basis for Instructional Material Development in Araling Panlipunan emphasize the importance of appropriate content presentation, structure, and delivery in the usability and effectiveness of teacher-constructed instructional materials.

Table 5 presents the evaluation of the respondents on the proposed diagnostic Test for English Proficiency for Senior high School in terms of Accuracy and Up-to-datedness of Information.

Table 5

**Respondents' Evaluations on the Proposed Diagnostic Test for English Proficiency for Senior High School in terms of Accuracy and Up-to-datedness of Information**

Factor 4: Accuracy and Up-to-datedness of Information	Experts	
	WM	VI
1. Presentation is engaging, interesting, and understandable	4.00	VS
2. There is a logical and smooth flow of ideas	4.00	VS
3. Vocabulary level is adapted to the target reader's likely experience and level of understanding	3.60	VS
4. The length of sentences is suited to the comprehension level of the target reader	4.00	VS
5. Sentences and paragraph structures are varied and interesting to the target reader	3.40	VS
<b>Overall Weighted Mean</b>	<b>3.80</b>	<b>VS</b>
<b>Standard Deviation</b>	<b>0.13</b>	

It can be presumed from the presented data in Table 5 that respondents were unequivocally satisfied with the developed proposed diagnostic test for English proficiency in Senior High School. More so, it can also be deduced from the evaluation given by the respondents that they are well-pleased in the developed learning module as reflected in the given evaluation where indicators were given the overall weighted mean of 3.80. It only signifies that the developed learning module is free from conceptual, grammatical, factual, typographical, and other minor errors. In addition, we can also infer that there were no undistinguishable illustrations missing labels or incorrect captions or outdated information that can be found in the developed learning material. Likewise, it can be conjectured that the developed proposed diagnostic test for English proficiency for Senior High School has the potential to be used at the school level as it offers accurate and up-to-date activities and information that would enable the learners to grasp the concepts.

In the study Development and Evaluation of Oral Communication in Context Module of Aceron (2022), she emphasized that the up-to-dateness and accuracy of teaching aids are important so that students get useful and correct information. Recent materials incorporate the most advanced changes in knowledge and practice readying learners for the demands of life. Content that is correct garners respect and improves learning by shielding the learners from frustration and false information. Thus, it raises the quality of the materials and the process of teaching as well.

Table 6 presents the summary of the evaluation of the respondents on the proposed English Proficiency Diagnostic Test for Senior High School.

Table 6

**Summary of Respondents' Evaluations of the Proposed Diagnostic Test For English Proficiency for Senior High School**

Summary	Respondents	
	OWM	VI
1. Content	3.88	VS
2. Format	3.88	VS
3. Presentation and Organization	3.88	VS
4. Accuracy and Up-to-Datedness of Information	3.80	NP
<b>Grand Weighted Mean</b>	<b>3.86</b>	<b>VS</b>

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As reflected in Table 6, It can be assumed that the respondents were pleased with their evaluation of the developed proposed diagnostic test for English proficiency for Senior High School in terms of content, format, presentation, and organization as well as accuracy and up-to-datedness of information. The overall Grand weighted mean of 3.86 can be verbally interpreted as very satisfactory. This only means that the developed proposed diagnostic test for English proficiency for Senior High School is well-structured, suited to the target learners, and can enhance the learner's enthusiasm in answering the test items. Moreover, the data presented also suggest that the developed proposed diagnostic test for English proficiency for Senior High School can improve the performance of the target learners because areas of improvement can be identified and so appropriate teaching methodologies or intervention can be provided.

The result of the study is parallel to the findings of the study conducted by Velasco (2023) and Faura (2022) where both of the instructional materials they developed were evaluated by the respondents in terms of content, format, presentation and organization, accuracy and up-to-datedness as Vey Satisfactory. Also, Velasco concluded that good teaching materials that are aligned with the intended learners are critical in learning. The logical arrangement of content helps the intended learners to quickly analyze and comprehend new materials. On the other hand, Faura cited that Instructional materials that are highly relevant and suited to the learner's age, skills, and learning styles, appeal to learners and create that desire to know or learn.

### CONCLUSION

In light of the above findings, the researcher arrived at the following conclusions:

1. Among all the subjects in English in Senior High School, English for Academic and Professional Purposes has the greatest number of key components that need to be enhanced among the Senior High School learners.
2. Multiple choice type of test is the most appropriate design to be employed in crafting the proposed diagnostic test for Senior High School English proficiency.
3. The developed proposed diagnostic test for Senior High School English proficiency can be utilized at the school level as it had a very satisfactory evaluation from the respondents.

### RECOMMENDATIONS

In view of the conclusions, the researcher recommends the following:

1. The developed proposed diagnostic test for Senior High School English proficiency may be utilized by the target learners to determine its effectiveness.
2. All Senior High School teachers may be encouraged to develop their own assessment tool according to their respective subjects.
3. There can be continuous revisions and modifications of the proposed diagnostic test for Senior High School English proficiency to suit the different kinds of learners.
4. Future researchers may use the result of the study as baseline data.

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### Appendix A

ANTIPOLO CITY SENIOR HIGH SCHOOL

#### PROPOSED DIAGNOSTIC TEST IN ENGLISH FOR SENIOR HIGH SCHOOL

SY 2024 – 2025

**Directions:** Read each question and choose the letter that best corresponds to your answer by shading it on the bubble sheet.

1. What element of communication is the process of converting the message into words, actions, or other forms by the Speaker?

- A. channel
- B. decoding
- C. encoding
- D. feedback

2. Which element of communication is the setting and situation in which communication takes place?

- A. channel
- B. context
- C. feedback
- D. noise

3. What causes disruptions in the communication process usually occurring in the channel?

- A. context
- B. culture
- C. experience
- D. noise

4. Which of the following examples shows a cultural barrier in communication?

- A. Jayma stops talking upon hearing the thunder.
- B. Ana speaks slowly in front because of nervousness.
- C. Gigi keeps on bowing her head while saying her gratitude.
- D. Mariecres says LOL in her chat making her grandma confused.

5. Which of the following is NOT true about the basic communication process?

- A. The sender interprets and will not give feedback.
- B. Channel is used to send the message to the receiver.
- C. A sender encodes a message and sends it to a receiver.
- D. A receiver decodes a message and interprets its meaning.

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6. Your classmates are complaining about your group leader without the person concerned using topic shifting what will you say?
- Let me bring you back to what I think is more important to discuss.
  - I would not like to discuss or talk about our leader unless she is here.
  - By the way, are you done with our project on Oral Communication?
  - Talking about our leader, she is coming so we quit talking about her.
7. You met your long-lost friend in a mall and she was so excited and glad to see you but you have a very important matter to attend to. Using termination what will you say to end up your conversation without offending your friend?
- I'm sorry I have to go. I have an appointment
  - I look forward to seeing you again. Bye for now.
  - I really enjoyed talking with you but I'm afraid I have to leave now.
  - Thanks for the time, my friend. Anyway, here's my contact number.
8. Your section is having a meeting about the upcoming school event and the discussions went out of the topic. What would you say using a restriction communicative strategy?
- Could we just focus on the school event?
  - Let us not waste our time. Please let's focus.
  - Why don't we just talk about our upcoming school event?
  - It would be nice to talk about the upcoming school event.
9. Your teacher told you to select a topic for debate. However, your group mates selected a topic which you are not familiar with. Using Topic control communicative strategy, what will you say?
- You know I'm not sure about that so let's have a new topic.
  - Let's not talk about that I'm not really familiar with the topic.
  - It would be a good idea if we talk about a more familiar topic.
  - Fancy talking about that. However, I don't like the chosen topic

Directions: Read the poem and answer the questions that follow

<b>Apo on the Wall</b> by Bj Patino	
1. There's this man's photo on the wall	13. Father snapped at me once, caught me
2. Of my father's office at home, you	14. Sneaking around his office at home
3. Know, where father brings his work,	15. Looking at the stuff on his wall- handguns,
4. Where he doesn't look strange	16. Plaques, a sword, medals a rifle-
5. Still wearing his green uniform	17. Told me that was no place for a boy
6. And colored breast plates, where,	18. Only men, when he didn't really
7. To prove that he works hard, he	19. Have to tell me because, you know,
8. Also brought a photo of his boss	20. That photo of Apo on the wall was
9. Whom he calls Apo, so Apo could	already
10. You know, hang around on the wall	21. Looking at me around,
11. Behind him and look over his shoulders	22. His eyes following me like he was
12. To make sure he's snappy and all.	23. That scary Jesus in the hallway, saying
	24. I know what you're doing.
<small>Source: <a href="https://sites.google.com/view/apo-on-the-wall/home">https://sites.google.com/view/apo-on-the-wall/home</a></small>	

10. What is the significance of knowing the background of this poem? For readers to \_\_\_\_\_.
- identify the images used
  - feel the tone of the writer
  - evaluate the author's point of view
  - analyze the context used by the author
11. At the wedding in Cana Jesus said to Mary "Woman, what does this have to do with me? My hour has not yet come" What would you do to understand the context to

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avoid the implication that Jesus was rude?

- A. I would consider the beliefs of the people back then.
  - B. I would consider the history when the text where written.
  - C. I would connect the author's background to understand the text.
  - D. I would consider the culture back then on how they address the ladies.
12. A foreign writer made a write-up about the beautiful places he visited during his stay in Cebu. However, his boss is more interested in knowing the socio-cultural life of the people there. Which of the following statements BEST gives the socio-cultural context?
- A. The city of Cebu, the provincial capital, serves as a major hub for commerce, trade, and education in the region.
  - B. Cebu is renowned for being the first Spanish settlement in the Philippines, established by Ferdinand Magellan in 1521.
  - C. Cebu's setting as a bustling metropolis surrounded by lush landscapes and pristine beaches is a testament to its dynamic growth and development
  - D. One of the most significant cultural events in Cebu is the Sinulog Festival which is not a religious event but also a reflection of Cebuano artistry, creativity, and communal spirit.
13. What era in Philippine history do you think the poem pertains to?
- A. Martial Law
  - B. World War II
  - C. Pre-Spanish Period
  - D. Japanese Occupation
14. What do you think is the purpose of the father in placing the photo of Apo on the wall?
- A. to always remember his boss
  - B. to remind his son about his work
  - C. to always remind himself to be snappy at all times
  - D. to remember that his boss is always looking at him
15. What is the mood implied in the poem?
- A. calm
  - B. gloomy
  - C. happy
  - D. uneasy
16. Do you think the poem is an example of a Biographical context? Why?
- A. Yes, because the poem is the personal experience of the writer
  - B. Yes, because the poem is all about how a human being should behave
  - C. No, because the focus of the poem is all about literal and figurative languages
  - D. No, because the focus of the poem is where the story happened (the office of the father in the house)
17. What pedagogical tool uses visual symbols to express knowledge, concepts, thoughts, or ideas and the relationships between them?
- A. outline
  - B. discourse
  - C. brainstorming
  - D. graphic organizer
18. What refers to something that is understood and clearly stated?
- A. explicit
  - B. implicit
  - C. inference
  - D. exemplification

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19. What is the greatest benefit of using an outline to draft an essay?
- A. Writers who use an outline always produce successful and engaging essays.
  - B. With an outline, writers don't have to worry so much about their final product.
  - C. An outline is the same thing as the first draft, so once the outline is written the draft is done.
  - D. An outline allows the writer to compile information and set a direction for the essay before jumping to the first draft.
20. What technique is applied in making words, phrases, and sentences move slowly and logical from one idea to another?
- A. cohesion
  - B. coherence
  - C. capitalization
  - D. transitional device
21. What is the process of arranging ideas hierarchically, showing the main sub-points in the sequence you want to talk about?
- A. text
  - B. outline
  - C. discourse
  - D. cohesion
22. Which of the following is NOT a strategy in writing the concluding paragraph?
- A. Frame the essay.
  - B. Restate the thesis in new words.
  - C. Rewrite the thesis as it appears in the introduction.
  - D. Make a judgment, evaluation, or recommendation.
23. what property of a well-written text arranges all ideas to fit together?
- A. cohesion
  - B. coherence
  - C. language
  - D. mechanics
24. Which of the following is NOT a punctuation mark?
- A. ellipsis
  - B. abbreviation
  - C. dash
  - D. comma
25. Which of the following is needed in writing to make a paragraph more effective and understandable?
- A. cohesion
  - B. coherence
  - C. language
  - D. mechanics
26. Kristina wants to know if Gladys was able to eat the cake she gave her yesterday. Which utterance exemplifies properties of a well-known written text?
- A. Gladys, did you eat the cake I gave you yesterday?
  - B. Gladys, did you ate the cake I gave you yesterday?
  - C. Gladys, have you eat the cake I gave you yesterday?
  - D. Gladys, have you eaten the cake I gave you yesterday?
27. which of the following is an example of a descriptive-narrative text?
- A. Visiting Boracay should be at the top of your travel list, as its breathtaking beaches, vibrant nightlife, and diverse recreational activities offer an unparalleled tropical getaway experience.

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- B. From parasailing over crystal-clear waters to savoring fresh seafood at a beachfront shack, my adventure in Boracay was an exhilarating blend of thrilling activities and serene moments under the tropical sun.
- C. Boracay, an island paradise in the Philippines, is renowned for its pristine white-sand beaches, crystal-clear waters, and vibrant nightlife, making it a top destination for travelers seeking both relaxation and adventure.
- D. An analysis of Boracay's tourism industry reveals that while the island's natural beauty and vibrant nightlife attract millions of visitors annually, the rapid influx of tourists has necessitated significant environmental conservation efforts to sustain its pristine ecosystem.

28. Glenn was in the province when his friend who happened to be an artist called and asked him to describe the beauty of Bicol in writing. His friend is going to paint it based on how Glenn described Bicol. So, Glenn wrote a descriptive essay. Do you think it is the correct form of writing to describe Bicol?

- A. Yes, because descriptive essay involves storytelling.
- B. Yes, because descriptive essay involves imagination.
- C. No, because a descriptive essay cannot convince the reader.
- D. No, because a descriptive essay does not give detailed information.

29. In the given statement below, Cherry wants to add the statement "General Antonio Luna is an artist." Following the mechanics in writing, how should Cherry combine the two statements?

- A. General Luna is not a great soldier but an artist
- B. General Luna is a great soldier, but he is not an artist
- C. General Luna is not only a great soldier but also an artist
- D. General Luna is a great soldier and General Luna is an artist too.

30. Jen happened to read different advertisement discounts in a magazine. If she wants to buy some jeans and get a big discount, which should she choose?

- A. 75 % off
- B. Buy one take one
- C. Less 20% discount
- D. Buy two take one

31. Which does NOT describe a thesis statement? A Thesis statement \_\_\_\_\_

- A. controls the idea of the essay.
- B. must be debatable and supported with evidence.
- C. acts as adequate support to expound the main idea.
- D. is a claim or stand that needs to be developed in an essay

32.. Which of the following is a good example of a thesis statement?

- A. Coronavirus is a deadly virus that may kill a lot of people.
- B. Viruses like COVID-19 spread because of a lack of hygiene.
- C. The prevention on the virus is what should be talked about today.
- D. Coronavirus is an unseen threat to mankind, thus we all must get vaccinated.

33. Which of the following is NOT a guideline for writing a good thesis statement?

- A. giving evidence
- B. stating facts alone
- C. making announcements
- D. making overly opinionated stands

34. In writing a thesis statement, the claim should always be \_\_\_\_\_.

- A. debatable
- B. intriguing
- C. objective
- D. subjective

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35. Which of the following statements proves that a review is an example of an academic text?
- A. It is presented in scholastic conferences.
  - B. It provides an evaluation of works published in scholarly journals
  - C. It is a personal research written by a candidate for a college or university degree.
  - D. It is a document containing information organized in a narrative, graphic, or tabular form.
36. Bernardo saw his long-lost friend Ryan at the mall and greeted him, "Hi bro, what's up?" If you were to change the underlined word into a formal language, how would you write it?
- A. Hi bro, howdy?
  - B. Hi brother, wassup?
  - C. Hi bro, how are you?
  - D. Hi brother, how are you?
37. What kind of academic writing is the given text?
- A. Analytic
  - B. Critical
  - C. Descriptive
  - D. Persuasive
38. Which of the following statements does NOT explain why academic writing should be written in the third person?
- A. Writing in the third person makes academic writing impersonal and less engaging.
  - B. It helps maintain objectivity and detachment, ensuring that the analysis is based on evidence and reasoning rather than personal opinions or biases.
  - C. Third person perspective contributes to the formal tone of academic writing, which is crucial for establishing credibility and adhering to scholarly conventions.
  - D. Using the third person allows for clear and precise communication of ideas, as it focuses on the subject matter rather than the writer, which helps avoid ambiguity and confusion."
39. Which of the following statements BEST presents the precise characteristic of academic language?
- A. 75% of the group agreed to join the symposium.
  - B. Around half of the group participated in the contest.
  - C. The researcher found out the leading factor of student's absenteeism.
  - D. In my opinion, the method involved in obtaining the needed information was frustrating.
40. What way of elucidating the concept is done by looking at the examples and specifying its characteristics?
- A. clarification
  - B. definition
  - C. explication
  - D. negation
41. Which sentence presents an idea that the concept is elucidated through definition by function?
- A. Yoga comes from the Sanskrit "to join".
  - B. A mouse controls the motion of a pointer in two dimensions in a graphical user interface (GUI).
  - C. Religion often involves cultural beliefs, worldviews, texts, prophecies, revelations, and morals.
  - D. Business accounting is the methodology by which businesses gain an understanding of finances.
42. What way to elucidate a concept is applied in the paragraph below?
- A. Clarification
  - B. Definition
  - C. Explication

## Development and Validation of a Proposed Diagnostic Test for English Proficiency for Senior High School Learners

### D. Exemplification

43. How can explication be BEST described in presenting the ideas in the concept paper?
- A. It is a logical technique by which the meaning of a term is revealed
  - B. It is done by looking at the examples and specifying its characteristics
  - C. It clarifies the meaning of a word or a concept and it also limits the scope of that particular word or concept.
  - D. It may begin by analyzing how the text was constructed and end with a concise conclusion by restating your major arguments.
44. Which of the following statements BEST describes how concept can be defined in a formal way?
- A. use of opposites
  - B. by semantic history
  - C. through contradiction
  - D. follows a pattern or equation
45. What signal words should you choose to present the concept through clarification?
- A. is NOT
  - B. includes
  - C. comes from
  - D. in other words

46. How are the underlined words in the sentence below elucidated?

*Humanities and social sciences use analytical and interpretive approaches to learn more about the human world.*

- A. Clarification
- B. Definition
- C. Explication
- D. Opinion

47. What important information should be added to clarify the word “business”?

Business \_\_\_\_\_.

- A. It is engaging in commerce.
- B. It refers to an enterprising entity or organization that carries out professional activities.
- C. It is a usually commercial or mercantile activity engaged in as a means of livelihood
- D. It is the practice of making one's living or making money specifically by producing or buying and selling products.

48. Which among the literary techniques is an interjected scene that takes the narrative back in time from the current point in the story.

- A. flashback
- B. foreshadowing
- C. mcguffin
- D. media's res

49. In conceptualizing an in interesting setting, in what way should you do it?

- A. Choose a scene, discuss, and write everything you discussed.
- B. Choose a scene, visualize it, and write what you had visualized.
- C. Choose a scene, think very hard, and write what you had thought about.
- D. Choose a scene, do lots of research, and write what you had researched about.

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50. How would you conceptualize a character in your one-act play?
- A. Focus on a person, and add details as to what the person would do or feel.
  - B. Invent as many as interesting characters possible to make the story exciting.
  - C. Incorporate different types of characters to make the story more interesting.
  - D. Prioritize a single character, focusing on the person's life-the more disastrous the better.
51. Ruby has been admired by everybody for her diligence in her study. She was a consistent honor student but all of a sudden, the beauty and brain Ruby went on bar hopping and never cared if she failed in school. What kind of character does Ruby play?
- A. dynamic
  - B. flat
  - C. round
  - D. static
52. Ana used to be kind and generous but because of people abusing her, she changed. What type of character is Ana?
- A. dynamic
  - B. flat
  - C. round
  - D. static
53. What is the similarity between a dynamic character and a round character?
- A. Both undergo character development
  - B. Both characters' trait is not prescribed outright ..
  - C. They lack complexity and therefore doesn't seem true to life.
  - D. They can be easily and accurately described using a single word.
54. After breaking his mother's favorite vase, Casey struggles to decide whether he should tell his mother the truth or attempt to hide his mistake and blame the family dog. What kind of conflict is used?
- A. man vs. man
  - B. man vs. himself
  - C. man vs. nature
  - D. man vs. supernatural
55. Using the technical elements of drama, in what way can you best communicate with the audience that the period the drama is set to portray is during the peak of COVID-19 in the Philippines?
- A. Cloth and accessorize actors to portray characters infected by COVID-19 and period.
  - B. Use as part of a dramatic production; any moveable object that appears on stage during a performance, from a telephone or ambulance.
  - C. Use sound effects that can make the audience feel the scenario during the performance to communicate character, context, or environment.
  - D. Use costumes, to transform an actor into a character, and sound effects to intensify the act and set the stage in a COVID-19 period.
56. Which among the literary techniques is an interjected scene that takes the narrative back in time from the current point in the story.
- A. flashback
  - B. foreshadowing
  - C. mcguffin
  - D. media's res
57. What refers to any moveable object that appears on stage during a performance?
- A. lights
  - B. properties



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- C. scenery
- D. sound

58. What part of the script of a play tells the actors how they are to move or to speak their lines, enter, exit, and exeunt?

- A. characterization
- B. dialogue
- C. direction
- D. stage design

59. These are the techniques and methods used by the playwright and director to create the desired stylistic effect.

- A. convention
- B. costumes
- C. genre
- D. makeup

60. What do you think is the technique used in the given scenario?

*A crew accidentally takes a Federal investigator on board and he needs to figure out which among the passengers it is. All clues point to a mysterious man who asks a lot of questions and refuses to discuss his reason for being on the ship. But the man is actually a fugitive from the law.*

- A. cliffhanger
- B. plot twist
- C. red herring
- D. ticking clock scenario

Prepared by:

MARIA VICTORIA B. VELASCO

### Appendix B

#### Table of Specification

Competencies	No. of Recitation Days	Skills					No. of Test Items	Test placement
		60%		30%		10%		
		Remembering	Understanding	Applying	Analyzing	Evaluating		
<b>ORAL COMMUNICATION</b>								
Determine functions, nature, and process of communication (EN11/12OC-Ia-2)	3	1,2,3	4		5		5	1-5
Use acceptable, polite, and meaningful communicative strategies. (EN11/12OC-IIf20)	3			6-9			4	6-9
<b>21<sup>ST</sup> CENTURY LITERATURE</b>								
Determine how different contexts enhance the text's meaning and enrich the reader's understanding. (EN12Lit-Ie-30)	5		10,13,14,15	11	16	12	7	10-16
<b>READING AND WRITING</b>								
Identify properties of a well-known written text (EN11/12 RWS-IIIgh4-4.3)	10	17,18, 20, 21,23,24,25	19,22,30	29	28	27, 26	14	17-30
<b>ENGLISH FOR ACADEMIC &amp; PROFESSIONAL PURPOSES</b>								

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Determine language used in academic texts from various disciplines (CS_EN11/12a-EAPP-Ia-c-2)	3			36	35, 37,38	39	5	35-39
Give the characteristics of the thesis statement of an academic text (CS_EN11/12a-EAPP-Ia-c-6)	3	32	33,31,34				4	31-34
Determine the ways a writer can elucidate a concept by definition, explication and clarification (CS_EN11/12a-EAPP-Ig-j-20) <b>CREATIVE WRITING</b>	5	40,43,44	45		42,46	41,47	8	40-47
Conceptualize a character /setting/plot (HU_CW/MPII-Ilc-15)	1			49,50			2	49-50
Identify various elements, techniques/devices in fiction (HU_CW/MPII-Ig-j-27)	8	48,56,57,58,59	51,52,53,54,55		60		10	48, 51-60
		18	18	9	9	6		
<b>Total</b>	<b>41</b>	<b>36</b>		<b>18</b>	<b>6</b>	<b>60</b>	<b>1-60</b>	

### Appendix C

#### LRMDS TOOL

**Instructions:** Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with 4 being *Very Satisfactory (VS)*; 3 - *Satisfactory (S)*; 2 - *Poor*, and 1 – *Not Satisfactory*]. For a rating below 4, write your comments/justifications on each evaluation criterion. If an evaluation criterion is *Not Applicable (NA)*, the material is rated 3 on said criterion. Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy

<b>Factor 1: Content</b>	<b>V S</b> <b>4</b>	<b>S/NA</b> <b>3</b>	<b>Poor</b> <b>2</b>	<b>Not Satisfactory</b> <b>1</b>
1. Content is suitable to the student's level of development.				
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.				
3 Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.				
4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.				
5. Material enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits)				

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Factor 2: Format	V S	S/NA	Poor	Not Satisfactory
	4	3	2	1
<b>1. Prints</b>				
1.1 Size of letters is appropriate to the intended user.				
1.2 Spaces between letters and words facilitate reading.				
1.3 Font is easy to read.				
1.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).				
<p><b>Note:</b> Resource must score <b>at least 54 points</b> out of a maximum <b>72 points</b> to pass this criterion. Please put a check mark on the appropriate box</p> <p><input type="checkbox"/> Passed</p> <p><input type="checkbox"/> Failed</p>				

Factor 3: Presentation and Organization	V S	S/NA	Poor	Not Satisfactory
	4	3	2	1
1. Presentation is engaging, interesting, and understandable.				
2. There is logical and smooth flow of ideas.				
3. Vocabulary level is adapted to target reader's likely experience and level of understanding.				
4. Length of sentences is suited to the comprehension level of the target reader.				
5. Sentences and paragraph structures are varied and interesting to the target reader.				

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<p><b>Note:</b> Resource must score <b>at least 54 points</b> out of a maximum <b>72 points</b> to pass this criterion. Please put a check mark on the appropriate box</p>	<p><input type="checkbox"/> <b>Passed</b></p> <p><input type="checkbox"/> <b>Failed</b></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

<b>Factor 3: Presentation and Organization</b>	<b>V S</b>	<b>S/NA</b>	<b>Poor</b>	<b>Not Satisfactory</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Presentation is engaging, interesting, and understandable.				
2. There is logical and smooth flow of ideas.				
3. Vocabulary level is adapted to target reader's likely experience and level of understanding.				
4. Length of sentences is suited to the comprehension level of the target reader.				
5. Sentences and paragraph structures are varied and interesting to the target reader.				



<b>Factor 4: Accuracy and Up-to-datedness of Information</b>	<b>Not present</b>	<b>Present but very minor &amp; must be fixed</b>	<b>Present &amp; requires major redevelopment</b>	<b>Poor</b>
<b>Note down observations about the information contained in the material, citing specific pages where the following errors are found</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
:				
1. Conceptual errors.				
2. Factual errors.				
3. Grammatical errors.				
4. Computational errors.				

Appendix D

Google Form

Questions Responses **12** Settings

## Survey Questionnaire on the most important skills to be strengthened among senior high school learners

**B I U**  

I would like to humbly ask your participation in this study by way of select the English subject competency that you believe most needs improvement among Senior High School students . The study will not be as complete as it should be without your significant responses. Thank you so much and God bless you all.

**Directions: Please select the English subject competency that you believe MOST needs improvement among Senior High School students by ticking the box.**

Description (optional)

Name (Optional) \*

Short answer text

**ORAL COMMUNICATION IN CONTEXT \***

- Determine the functions, nature and process of communication
- Differentiates the various models of communication
- Explains why there is a breakdown of communication.
- Use acceptable, polite, and meaningful communicative strategies
- Identifies the speaker's purpose(s).
- Identifies the various types of speech context.
- . Identifies strategies used by each speaker to convey his/her ideas effectively
- Distinguishes types of speeches and speech style
- Responds appropriately and effectively to a speech act

**ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES \***

- Differentiates language used in academic texts from various disciplines
- Uses knowledge of text structure to glean the information he/she needs
- Uses various techniques in summarizing a variety of academic texts
- States the thesis statement of an academic text
- Uses appropriate critical writing a critique such as formalism, feminism, etc
- Determines the ways a writer can elucidate on a concept by definition, explication and clarification
- Analyzes the arguments used by the writer/s in manifestoes
- Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual evi...
- Identify various kinds of position papers
- Determines the objectives and structures of various kinds of
- Gathers information from surveys, experiments, or observations\*
- Summarizes findings and executes the report through narrative and visual/graphic forms
- Option 13

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## Appendix E

Letter to Administer the Survey



EMILIO AGUINALDO COLLEGE  
San Marcelino Street, Manila, 1000 Metro Manila

July 23, 2024

LIZA L. BANAYO  
Principal IV  
Antipolo City Senior High School

Greetings!

The undersigned is a PhD. Educational Management major in English students at Emilio Aguinaldo College undertaking research entitled Development and Validation of Proposed Diagnostic Test for English Proficiency in Senior High School.

Given this, may I respectfully request that your good office allow me to conduct the study and administer the questionnaire to the English teachers and selected experts in the school.

Your kind consideration and favorable response regarding this request will be highly appreciated.

Rest assured that your authority will be upheld and the data will be treated with utmost confidentiality.

Thank you!

MARIA VICTORIA B. VELASCO  
Researcher  
Appendix E.  
Letter to the Validators



EMILIO AGUINALDO COLLEGE  
San Marcelino Street, Manila, 1000 Metro Manila

July 23, 2024

Sir/Madam:

Greetings!

The undersigned is a PhD. Educational Management major in English students at Emilio Aguinaldo College undertaking research entitled Development and Validation of Proposed Diagnostic Test for English Proficiency in Senior High School.

Given this, I would like to humbly request you to be one of the content validators of the developed Proposed Diagnostic Test for English Proficiency in Senior High School.

Rest assured that your authority will be upheld and the data will be treated with utmost confidentiality. I am hoping for your kind and valuable consideration regarding this matter.

Thank you!

MARIA VICTORIA B. VELASCO  
Researcher

Appendix E.  
Letter to the Respondents



EMILIO AGUINALDO COLLEGE  
San Marcelino Street, Manila, 1000 Metro Manila

July 23, 2024

Dear Respondents,

Greetings!

The undersigned is a PhD. Educational Management major in English students at Emilio Aguinaldo College undertaking research entitled Development and Validation of Proposed Diagnostic Test for English Proficiency in Senior High School. Given this, may I respectfully request your aid in helping the researcher identify the key components of the different English subjects of Senior High School by choosing one competency that you perceive to be the most needed to be strengthened among Senior High School learners. Your kind consideration and favorable response regarding this request will be highly appreciated. Rest assured that your authority will be upheld and the data will be treated with utmost confidentiality.

Thank you!

MARIA VICTORIA B. VELASCO  
Researcher



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