

The English Development Profile and Language Proficiency of the Deaf and Mute undergraduate students in Quezon, Philippines

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ABSTRACT

The study assessed the English language proficiency of the Special Education (SPED) students. Using quantitative research method, the 23 deaf and mute students in one of the community colleges in Quezon Province, Philippines were given an English Proficiency Test in the areas of Vocabulary, Grammar, Reading Comprehension, Analysis (Cause and Effect; Making Inferences) and Following Directions. Using correlation and multiple regression analysis, the proficiency levels were correlated to the various components such as students' genetic, social and formal education. The multiple regression analysis identified the predictor of students' English language proficiency based from the assessed components. The study showed a great concern on the very weak proficiency of the students. The three identified components have weak correlation with the English language proficiency. The formal education component was a good predictor of English language proficiency. The study has a strong implication on the special education curriculum in the college. Further, the results imply a strong revisit of the special education program both in the high school and undergraduate levels.

Keywords: special education, language proficiency, sign language, D/HH