ENGLISH PROFICIENCY TEST

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English Proficiency Test in one of the requirements that we need to comply in our application for hiring of teachers on public education. Our score in this assessment plays a vital role for us to get hired.

At the initial sight of it, I feel it unfair for the non-English majors, or whose medium of instruction is not English. However, as a teacher, I know that there is a need for every teacher to be proficient in this language.

With the vast changing world, speaking English is one skill that we should never ignore. About 400 million people around the world considered English as a first language. The need to learn the language should be a primary concern since it can be the solution to our economic, social and educational problems with other countries. In addition, English is the most commonly spoken language in the world. One out of five people can speak or at least understand English (Santillano, 2013).

In 2012, an article from BBC Philippines once quoted that “Filipinos speak with a clear American accent” which shows that our race is better in learning the language than other non-native speakers. Such performance must be maintained considering that a great portion of our economic gains in past few years is being given by the Business Process Outsourcing sector, which depends on English-speaking businessmen (Mc-Geown, 2012).

Having said so, the urgency to maintain such standing must be given priority. The good foundation of the English Language must be shaped early on every Filipinos basic education. Therefore, teachers in public education regardless of their specialization must
be proficient in this medium of communication. And this is the tenet of founding and including of English Proficiency Test in application process.

One may question its partiality, however, come to think of it. Isn’t it great if all teachers in public educational institution are competent in using the English language? After all it is our universal language.

References: