

Raising Students' Global English Competitiveness (GEC) through Targeted Course Modules

Avelina R. Raqueño

Centro Escolar University, Philippines

Arlene S. Opina

Centro Escolar University, Philippines

Flordeliza E. Coquia

Centro Escolar University, Philippines

Abstract:

In today's globalized world, English has become the most widely spoken language and a prerequisite for success in almost every field. In response to this need, researchers, supported by a CHED grant, developed and validated an innovative online educational resource (OER) titled Global English Competitiveness (GEC) for college students throughout the Philippines. This OER was meticulously designed based on the CEFR B2 competencies as outlined in the EAQUALS Core Inventory for General English, integrating frameworks such as the 4C/ID model, the SAMR model, and the task-based learning approach (TBLT). Employing a mixed-methods research design with an explanatory sequential approach, this experimental study conducted pilot testing of the GEC modules. Results were promising; participants exhibited significant improvements in their TOEIC listening and reading scores. Additionally, feedback indicated that participants found the GEC course modules highly effective in achieving designated learning outcomes. However, the researchers recommend further comprehensive testing to evaluate the long-term efficacy of the GEC modules, ideally over a period exceeding 180 hours. This research provides critical insights into language education and highlights the necessity of targeted interventions to enhance English language proficiency on a global scale.

Keywords:

TOEIC, CFR, Global English Competitiveness, English course modules, self-paced, Teacher-Led, language intervention.