

# Teachers' Perspective on the Students' Performance in English Language Acquisition

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## ABSTRACT

This qualitative phenomenological study explored teachers' perspectives on the performance of Senior High School students in English language acquisition at Illana Bay Integrated Computer College Inc.–Basic Education, Parang, Maguindanao, during School Year 2020–2021. Specifically, it examined the factors influencing students' performance, the challenges they encountered, and the coping strategies they employed in the following subjects: *21st Century Literature from the Philippines and the World*, *English for Academic and Professional Purposes*, *Oral Communication in Context*, and *Creative Writing*. The participants were three purposively selected English teachers who handled these subjects in the Senior High School Department. Data were collected through semi-structured, in-depth interviews and analyzed using thematic

analysis within a phenomenological framework. The findings revealed that students' performance was influenced by several interconnected factors, including teaching quality, the learning environment, limited vocabulary, mother-tongue interference, weak reading comprehension, family and financial problems, and lack of motivation or learning engagement. The teachers also identified several challenges encountered by the students, such as inadequate vocabulary, uncontrolled emotions, shyness, fear of making mistakes, speaking anxiety, pronunciation difficulties, and poor grammar construction. These challenges affected students' ability to understand texts, express ideas, participate in oral activities, and produce clear written outputs in English. To address these difficulties, students employed various coping strategies, including the use of educational technology, online applications, instructional videos, English-language audio materials, books, magazines, dictionaries, and other learning resources. The students also explored reliable websites and social media platforms to supplement classroom instruction and improve their language skills. Overall, the findings indicate that English language acquisition is shaped by the interaction of personal, instructional, environmental, and socioeconomic factors. The study emphasizes the importance of supportive teaching practices, a positive learning environment, vocabulary and grammar development, reading and speaking practice, and the responsible use of technology. It further recommends strengthened collaboration among teachers, students, families, and school administrators to help learners overcome language-related difficulties and improve their academic performance.

**Keywords:** *English language acquisition, teachers' perspectives, Senior High School students, language learning challenges, coping strategies, phenomenological study.*

## **INTRODUCTION**

English serves as an international medium of communication, enabling interaction among individuals from diverse linguistic backgrounds. It also plays an important role in education because students use it to access information and acquire academic knowledge. Consequently, English proficiency has become an essential educational requirement in many schools and universities worldwide (Ton & Pham, 2010; Khader & Muhammad, 2010). Despite its importance, however, many learners in non-English-speaking countries continue to experience difficulties in learning and acquiring the language.

The Philippines is one of the countries where English is widely used and recognized as a medium of instruction. Its use in the Philippine educational system is intended to develop learners' proficiency and enable them to apply English across various academic subjects. English teachers therefore play a vital role in strengthening students' language skills through effective instruction and meaningful opportunities for communication. Nevertheless, many learners lack confidence in using English orally and in writing, which may hinder their language development and academic performance (Kabigting & Nanud, 2020).

In the Municipality of Parang, Maguindanao, English is likewise used as one of the languages of instruction. However, teachers continue to encounter difficulties related to students' performance in English language learning and acquisition. These circumstances highlight the need to examine the factors affecting students' English performance and the challenges they experience in developing proficiency in the language.

## **Literature Review**

### ***Second Language Acquisition***

Second language acquisition (SLA) is a major field of applied linguistics that examines how individuals learn a language other than their first language. It is closely related to linguistics, psychology, and sociology. A second language is generally a non-native language used for communication in areas such as education, government, and business. SLA commonly refers to language development after the first language has been substantially acquired and may include language learning during adolescence or adulthood (Mitchell et al., 2013).

### ***Second Language Learning***

Second language learning refers to the development of knowledge and skills in a language other than the learner's mother tongue. It may occur in natural settings or through formal classroom instruction. In classroom-based learning, students are usually exposed to explicit explanations of grammar, vocabulary, and language use, while the teacher guides the pace and structure of instruction. Learners' proficiency may vary depending on their prior knowledge, learning opportunities, motivation, and instructional conditions (Gomleksiz, 2001; Hoque, 2017).

### ***Factors Influencing Second Language Acquisition***

Students' difficulties in learning English may result from both internal and external factors. Internal factors arise from within the learner and include anxiety, demotivation, personality, self-esteem, vocabulary knowledge, laziness, and motivation. External factors originate from the learner's surroundings and include the learning environment, teaching quality, instructional materials, and classroom practices (Slameto, 2010). These factors interact with one another and may either facilitate or hinder students' language development.

### ***Anxiety in Conversation***

Speaking anxiety refers to a learner's reluctance or unwillingness to participate in conversations using a second or foreign language. It is common among English language learners who have limited proficiency or few opportunities for oral practice. Anxiety may be caused by low motivation, unsatisfactory performance, fear of

making mistakes, and concern about how teachers and classmates may respond to the learner's speech (Tsiplakides, 2009; Na, 2007).

Language anxiety is an important affective factor in second language acquisition. Williams and Andrade (2008) found that language anxiety was related to the production and processing of language and was influenced by learners' interactions with teachers and peers. Their study also indicated that students experienced lower anxiety when teachers called on them in a predictable manner rather than selecting them randomly.

### ***Learners' Second Language Anxiety***

Foreign language anxiety may appear differently among learners, but it commonly increases when students are expected to communicate or speak publicly. Learners may worry that they will fail to meet classroom expectations, which can reduce their participation and performance (Rajanthran, 2013). Anxiety is related to fear, although it may occur even when there is no immediate or identifiable threat (Ohman, 2008).

Several factors may contribute to second language anxiety, including family background, previous language-learning experiences, teacher behavior, instructional methods, classroom relationships, and the general learning environment (Zhou Huijuan, 2009). These factors show that anxiety is not caused only by students' abilities but also by the conditions in which language learning takes place.

### ***Fear of Making Mistakes***

Speaking requires continuous classroom practice to develop fluency; however, many learners avoid speaking because they fear making mistakes in front of their teachers and classmates. Fear of negative evaluation refers to the concern that other people will judge a learner's language performance unfavorably (Lucas et al., 2011).

Students may also compare their English proficiency with that of their classmates. A mistake may therefore be interpreted as evidence that they are less capable than others. This fear can discourage students from participating in oral activities and reduce the practice necessary for developing fluency. A supportive classroom environment can help learners view mistakes as a natural part of language learning.

### ***Self-Confidence***

Self-confidence has psychological and social dimensions and plays an important role in foreign language learning. Learners with low self-confidence may experience insecurity, fear, anxiety, and withdrawal from social interaction (Rubio, 2007). These conditions may reduce their willingness to communicate and participate in English lessons.

Teachers can help students develop self-confidence by providing encouragement, creating a calm classroom atmosphere, using engaging activities, and correcting errors in a respectful manner. Confident teachers are more likely to motivate learners and support their academic achievement (Gibson & Dembo, 1984; Chacon, 2005; Eryaman et al., 2013). When teachers adjust expectations to students' abilities and recognize their progress, learners are more likely to experience success and develop greater confidence.

### ***Lack of Vocabulary***

Vocabulary is fundamental to language learning because it provides the words needed to express ideas, understand information, and communicate with others. As Wilkins explained, grammar allows limited communication, but without vocabulary, communication is severely restricted. Vocabulary knowledge supports listening, speaking, reading, and writing and contributes to overall language proficiency (Nation, 2015; Schmitt, 2008).

Learners with limited vocabulary may struggle to understand texts, express themselves, and participate in authentic communication. In English as a Foreign Language contexts, insufficient vocabulary can prevent students from achieving expected language outcomes and developing overall competence (Macis & Schmitt, 2017). Similarly, Adam (2016) reported that limited vocabulary significantly affects EFL learners' ability to communicate effectively.

### ***Laziness and Lack of Effort***

Laziness refers to the tendency to avoid work or exerting the effort needed to complete a task. In education, it may be shown through tardiness, absenteeism, failure to submit assignments, lack of preparation for quizzes and tests, incomplete homework, and refusal to participate in classroom activities. These behaviors may lead to poor academic performance and, in serious cases, failure.

Laziness may also be associated with procrastination and weak self-regulation. Duruk and Bakis (2014) found that passive attitudes, including laziness and procrastination, can negatively affect students' ability to regulate their learning and achieve academic goals.

### ***Learners' Learning Environment***

The learning environment includes the physical and academic conditions in which learning takes place. It may consist of school buildings, classrooms, furniture, equipment, instructional materials, laboratories, libraries, playgrounds, walls, audio-visual resources, and other facilities (Egim, 2003). The design and organization of these facilities influence the appearance of the school and may affect how students, parents, and visitors perceive the quality of education (Mitchell, 2008).

A positive school environment can provide an atmosphere that supports students' attitudes and achievement in English. The availability of resources, classroom organization, and quality of facilities may either enhance or limit students' learning capacities (Arshad et al., 2009; Fakeye, 2012). The school's physical structure and facilities also contribute to students' academic performance and well-being (Teachernet, 2008).

### ***Teachers' Teaching Quality***

Teacher quality is an important predictor of student achievement. It includes teacher preparation, certification, content knowledge, instructional skills, classroom management, and the ability to respond to learners' needs. Darling-Hammond (2010) reported that teacher preparation and certification were among the strongest factors associated with student achievement in reading and mathematics, even when poverty and language background were considered.

Rivkin et al. (2010), however, examined teacher quality primarily through student performance outcomes. From this perspective, a teacher is considered effective when instruction results in measurable improvements in students' academic achievement. Thus, teaching quality involves both teacher qualifications and the learning outcomes produced by instruction.

### ***Interference of the Mother Tongue***

Mother-tongue interference is a psycholinguistic phenomenon in which the first language influences the learning and use of a second language. Some errors in second language acquisition may result from differences between the learner's first language and the target language (Onike, 2009).

The influence of the first language may be positive or negative. Positive transfer occurs when similarities between the first and second languages make learning easier. Negative transfer occurs when differences lead to errors or difficulty in pronunciation, grammar, vocabulary, and sentence construction. Interference may involve proactive effects that support later learning or retroactive effects that hinder the acquisition of the target language.

### ***Motivation for English Language Learning***

Motivation is one of the most important factors affecting students' performance in second language learning (Lei, 2012; Thang, 2011). It influences learners' attention, effort, persistence, autonomy, use of learning strategies, and academic achievement (Zhou, 2012). Motivation may be shaped by family background, social and physical environments, cultural influences, instructional methods, and students' perceptions of the usefulness of English (Dembo, 2004).

Motivated learners are more likely to enjoy English lessons, participate actively, practice consistently, and persevere when they encounter difficulties. Internal motivation is often associated with learners' perceived competence and sense of autonomy (Wu, 2003). In contrast, lack of interest, low confidence, monotonous lessons,

inappropriate teaching methods, negative emotional experiences, and uninteresting materials may reduce motivation (Du, 2009).

Researchers and teachers continue to examine ways of sustaining learners' motivation throughout the lengthy process of language acquisition. Highly motivated students generally demonstrate greater commitment and effort toward mastering English (Sakiroglu & Dikilitas, 2012). For this reason, motivation remains a central concept in foreign language education (Klimova, 2011).

### ***Learning Strategies***

Learning strategies are the methods, behaviors, and thought processes learners use to acquire information and improve their language abilities. High-achieving learners often use a wider variety of strategies than lower-achieving learners. Some unsuccessful students struggle because they do not apply strategies that are appropriate to the learning task (Dembo, 2004).

Learning strategies are as important as motivation because they provide learners with practical ways to achieve their language-learning goals. They may improve communicative competence and help learners manage the emotional demands of learning (Trawihski, 2005). Strategies should be selected and adapted according to students' English proficiency levels and learning needs (Margaret, 2005).

Students can improve weaknesses in their learning approaches through appropriate strategy training (Ting, 2009). Strategies may include reading aloud, predicting, identifying key ideas, summarizing, taking notes, using context clues, and monitoring comprehension. Richards and Lockhart (2007) described learning strategies as the processes students use when completing tasks such as reading a chapter or preparing a summary. Effective strategies can make learning easier, faster, more enjoyable, more effective, and more transferable to new situations.

Learning strategies may be behavioral and observable or mental and unobservable. They may also range from broad methods to specific actions and techniques. Because the terms "strategies," "techniques," "tactics," and "skills" are defined differently across fields, researchers should clearly explain how the term is used in a particular study (Ting, 2009). Abbasi et al. (2010) defined language learning strategies as the specific behaviors or thoughts learners use to improve their language skills.

### ***Synthesis of the Literature***

The literature indicates that second language learning is influenced by linguistic, psychological, behavioral, instructional, and environmental factors. Anxiety, fear of mistakes, low self-confidence, limited vocabulary, laziness, mother-tongue interference, low motivation, inadequate learning environments, and ineffective teaching may restrict learners' participation and achievement. On the other hand, supportive teachers, positive classroom conditions, strong motivation, and appropriate learning strategies can facilitate language development.

Overall, the literature shows that second language learning is influenced by linguistic, psychological, behavioral, instructional, and environmental factors. Anxiety, fear of mistakes, low self-confidence, limited vocabulary, lack of motivation, mother-tongue interference, and ineffective learning strategies may hinder learners' language development. Conversely, supportive learning environments, effective teaching, positive motivation, and appropriate learning strategies may facilitate language learning. These findings provide a general basis for examining the factors and conditions associated with second language learning in the present study.

### ***Theoretical Lens***

This study is anchored in Stephen Krashen's theory of second language acquisition, particularly the Input Hypothesis and the Affective Filter Hypothesis. The Input Hypothesis states that language acquisition occurs when learners receive comprehensible input that is slightly beyond their current level of competence, commonly represented as  $i+1$ , through meaningful exposure to the target language (Krashen, 1982, 1985). The Affective Filter Hypothesis explains that emotional factors, including motivation, self-confidence, self-esteem, anxiety, and personality, influence learners' ability to benefit from language input. When learners are motivated, confident,

and emotionally comfortable, the affective filter remains low, allowing comprehensible input to support language acquisition; however, anxiety, low motivation, low self-esteem, fear, and inhibition may raise the filter and create a psychological barrier that limits learning.

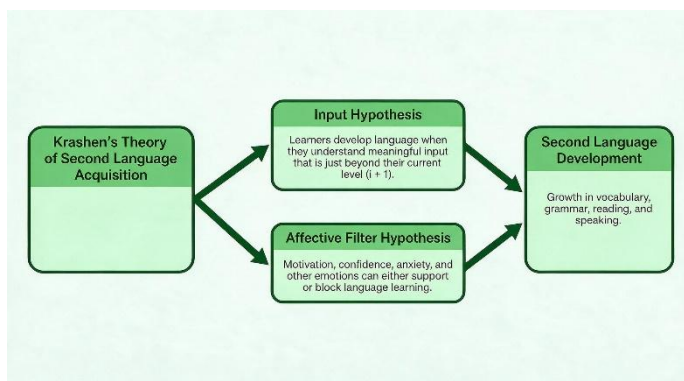


Figure 1. *Theoretical Lens of the Study: Krashen's Hypotheses*

## METHODS

### Research Design

This study employed a qualitative phenomenological design to explore teachers' perspectives on the factors influencing students' performance in English language acquisition, the challenges they encountered, and the coping strategies they used. Data were collected through open-ended, in-depth interviews with selected English teachers, allowing participants to describe their experiences and observations in their own words. The phenomenological approach facilitated an in-depth understanding of the meaning and essence of teachers' lived experiences regarding students' language learning and performance.

### Research Locale

The study was conducted at the Integrated Basic Education Department (IBED) of Illana Bay Integrated Computer College Inc., located along Narciso Ramos National Highway, Poblacion I, Parang, Maguindanao. Established on September 6, 2008, and registered with the Securities and Exchange Commission on March 23, 2009, under Registration No. CN 200927611, the institution is committed to promoting the educational development of learners from the Iranun and neighboring communities surrounding Illana Bay. The school offers Junior and Senior High School programs and continues to accommodate a growing student population. It was selected as the research locale because the researchers were former students of the institution and possessed familiarity with its educational environment and community context.

### Sampling Technique

Purposive sampling was employed to select three English teachers from the Senior High School Department of Illana Bay Integrated Computer College Inc.–Basic Education. Consistent with the phenomenological design, the participants were selected based on their direct experience teaching *English for Academic and Professional Purposes*, *Oral Communication in Context*, *Creative Writing*, and *21st Century Literature from the Philippines and the World*. Their relevant teaching experience enabled them to provide rich and meaningful insights into students' performance, challenges, and coping strategies in English language acquisition.

Before data collection, the participants were informed of the study's purpose, procedures, and ethical safeguards. Their participation was voluntary, and informed consent was obtained prior to the interviews.

### **Participants of the study**

| Participant group | Number of the participants | Sampling technique |
|-------------------|----------------------------|--------------------|
| English Teachers  | 3                          | Purposive sampling |
| Total             | 3                          |                    |

## **RESULTS AND DISCUSSION**

The analysis of the teachers' interviews generated seven factors influencing students' performance, five challenges encountered in English language acquisition, and three coping strategies. The findings demonstrate that students' language performance is shaped by the interaction of instructional, personal, environmental, and socioeconomic conditions.

### **Factors Influencing Students' Performance**

#### ***Teaching Quality***

The participants emphasized that teaching quality significantly influences students' English language acquisition. Effective teachers do more than possess appropriate qualifications; they use suitable instructional strategies, provide clear explanations and feedback, encourage participation, and create a supportive classroom atmosphere. These findings are consistent with Darling-Hammond (2010), Rivkin, Hanushek, and Kain (2010), and Berliner (2005), who identified teacher quality and instructional practice as important contributors to student achievement. The participants' responses further suggest that teachers' ability to motivate, guide, and respond to learners' needs may directly affect students' engagement and progress in English.

#### ***Learning Environment***

The learning environment was also identified as an important factor in students' performance. A clean, quiet, comfortable, and supportive environment encourages participation and facilitates language learning, whereas noise, overcrowding, limited resources, and distractions may hinder students' concentration and engagement. The findings support the view that the physical and social conditions of the classroom influence instructional activities and learning outcomes (Hannafin & Land, 1997; Beckers, 2019). A positive learning environment may therefore promote collaboration, confidence, and active use of English.

#### ***Limited Vocabulary***

Limited vocabulary affected students' ability to understand texts, express ideas, and participate in oral and written activities. The participants observed that students often struggled to explain their thoughts because they lacked appropriate English words. This finding reflects the importance of vocabulary as a foundation for listening, speaking, reading, and writing (Nation, 2015). Vocabulary development should therefore include explicit instruction, contextualized practice, extensive reading, and opportunities for students to use newly learned words in meaningful communication (Kamil et al., 2008; Loftus & Coyne, 2013).

#### ***Mother-Tongue Interference***

Mother-tongue interference was identified as another factor affecting students' English performance. The participants noted that students frequently relied on their first language when expressing ideas, which influenced their pronunciation, sentence construction, and oral participation in English. Limited opportunities to use the target language may reinforce this dependence and restrict students' confidence in communicating in English.

Consequently, learners need regular, supportive opportunities to practice English while receiving constructive feedback on pronunciation, grammar, and sentence formation.

### ***Poor Reading Comprehension***

The participants reported that some students had difficulty understanding, summarizing, and retelling English texts. Weak reading comprehension may result from limited vocabulary, insufficient background knowledge, and inadequate familiarity with English structures. Reading comprehension requires learners to recognize words, connect ideas, apply prior knowledge, and use appropriate reading strategies (Tindall & Nisbet, 2010). Regular guided reading and extensive reading activities may help learners improve comprehension and strengthen their overall language performance.

### ***Home Issues***

Family and financial concerns were also perceived to influence students' academic performance. The participants explained that family problems and limited financial resources could reduce students' motivation, attendance, concentration, and ability to participate consistently in school activities. This finding is consistent with studies indicating that family socioeconomic conditions and literacy-related support at home may affect students' language and literacy development (Reese et al., 2010; Hart & Risley, 2015). These circumstances highlight the need for schools to provide appropriate academic and psychosocial support to learners experiencing difficulties at home.

### ***Lack of Learning Engagement***

The participants also identified students' lack of effort and participation as factors affecting English language acquisition. Failure to view instructional materials, complete assignments, attend classes, or participate in learning activities may limit students' opportunities to practice and improve their language skills. However, such behavior should be considered in relation to other factors, including motivation, family circumstances, access to resources, and students' confidence in using English. Supportive monitoring, engaging activities, and appropriate guidance may encourage more consistent participation.

## **Challenges in English Language Acquisition**

### ***Weak Vocabulary***

Weak vocabulary was identified as a major challenge in both written and oral communication. Students who encounter unfamiliar words may have difficulty understanding lessons, constructing sentences, and expressing their ideas clearly. Vocabulary limitations may also affect reading comprehension and reduce students' willingness to participate in classroom activities. The findings support the importance of systematic vocabulary instruction, reading practice, and the use of dictionaries and other language-learning resources (Misbah, 2017; Joshi, 2006; Kame'enui & Baumann, 2012).

### ***Uncontrolled Emotions***

The participants observed that shyness, nervousness, and fear of embarrassment often prevented students from participating in oral activities. These emotional responses were particularly evident during recitations, question-and-answer activities, and online classes. When students are preoccupied with making mistakes or being negatively evaluated, they may avoid communication opportunities that are essential for language development. A supportive classroom atmosphere, gradual oral practice, peer collaboration, and constructive feedback may help learners manage these emotions and participate more confidently.

### ***Pronunciation Difficulties***

Pronunciation was another challenge encountered by the learners. The participants noted that the influence of students' mother tongue or local dialect was evident in their English pronunciation and accent. Pronunciation

difficulties may affect intelligibility and make students hesitant to speak. Because understandable pronunciation is an important component of effective communication, learners should be provided with regular opportunities to listen to, practice, and receive feedback on English sounds and stress patterns (Aliaga García, 2007; Pourhosein Gilakjani, 2016).

### ***Poor Grammar Construction***

The participants reported that students experienced difficulty constructing grammatically accurate sentences in both written and oral tasks. Common problems involved sentence structure, verb forms, pronouns, articles, prepositions, and punctuation. These difficulties sometimes made students' ideas unclear and reduced their confidence in writing. Grammar instruction should therefore be integrated with meaningful reading, writing, and communication activities rather than taught only through isolated exercises.

### ***Speaking Anxiety***

Speaking anxiety emerged as a significant challenge. Students were often afraid to participate, make mistakes, or be laughed at by their classmates. This fear reduced their willingness to communicate and limited their opportunities to develop fluency. Tsiplakides and Keramida (2009) describe speaking anxiety as a common difficulty among learners of English, particularly when they have limited proficiency and insufficient speaking practice. Teachers may address this challenge by establishing a non-threatening classroom climate, providing preparation time, using pair or small-group activities, and treating errors as a natural part of language learning.

### ***Coping Strategies***

#### ***Educational Technology***

The participants reported that students used educational technology, including online videos, audio materials, learning applications, and digital platforms, to address their language difficulties. These resources allowed learners to review lessons, hear English pronunciation, expand their vocabulary, and practice independently. Technology may also provide flexible and accessible learning opportunities for students with different proficiency levels. However, its effectiveness depends on students' regular participation and their ability to select reliable and relevant materials.

#### ***Use of Learning Resources***

Students also used books, magazines, dictionaries, English-language films, and other printed or audiovisual materials to improve their language skills. These resources supported vocabulary development, reading comprehension, pronunciation, and general exposure to English. The findings suggest that combining classroom instruction with independent use of reliable learning materials may help students address specific weaknesses and strengthen their confidence.

#### ***Exploration of Online Sources***

The participants further observed that students explored websites, social media platforms, and other applications related to their lessons. This strategy enabled learners to access additional explanations, examples, and presentations beyond the classroom. Guided exploration can promote learner autonomy and encourage students to take responsibility for their learning. Teachers should nevertheless guide students in evaluating the reliability, appropriateness, and educational value of online content.

## **CONCLUSION**

The study shows that students' performance in English language acquisition is influenced by interconnected instructional, personal, environmental, and family-related factors. Teaching quality and the learning environment may support language development, while limited vocabulary, mother-tongue interference, weak reading comprehension, home issues, and low learning engagement may hinder it. The major challenges identified were weak vocabulary, uncontrolled emotions, pronunciation difficulties, poor grammar construction, and speaking anxiety.

Despite these challenges, students used educational technology, printed and audiovisual learning resources, and online exploration to support their language learning. The findings highlight the importance of sustained teacher guidance, supportive learning environments, regular language practice, and access to appropriate resources in helping Senior High School students develop greater confidence and competence in English.

## **Recommendation**

English teachers should agree on a common set of vocabulary and grammar targets each quarter and use the same simple routines across subjects. Daily, low-stakes speaking and reading practice like quick word reviews, sentence frames, choral reading, and short oral summaries should be built into every class to help students gain accuracy and confidence without feeling pressured.

The school administration should put in place a simple, affordable way to track each student's progress in English. This can be a one-page student language profile or a basic spreadsheet that notes vocabulary growth, reading progress, speaking participation, common grammar mistakes, and follow-up on interventions, updated regularly by the English teacher and homeroom adviser.

The Senior High School Department should make the most of the teachers already in the school by grouping language-heavy classes and assigning at least one trained English teacher per grade level to lead language support. Guidance personnel can join on a scheduled basis so that remediation, monitoring, and psychosocial support stay realistic and manageable.

Clear coordination among English teachers, the guidance office, families, and community partners should be strengthened through short but regular meetings (monthly or every grading period), simple and consistent message templates for parents, and shared use of dependable online and printed materials that work even with limited internet.

Teachers should use calm, structured routines during oral activities so students feel safer speaking in class. Strategies like think-pair-share, giving a few minutes to prepare, choral or partner reading, and focusing feedback first on content and then on accuracy can help normalize mistakes and encourage more students to participate.

Families and community partners should be involved through communication methods that are easy to access, such as printed notes, group chats, or text messages. Short "how to support English at home" sessions can show parents simple ways to encourage daily reading and listening, even if they are not very confident in English themselves.

Future researchers should carry out mixed-methods studies that try out specific, doable classroom interventions in rural Senior High Schools and measure their impact on oral fluency, writing accuracy, and reading comprehension. Using simple pre- and post-tests will make it easier for other rural schools to replicate the study and learn from the results.

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