Conative, Cognitive, and Non-Intellectual Factors of the Language Proficiency of First Year Teacher Education Students

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ABSTRACT

This study investigates the conative, cognitive, and non-intellectual factors that impact English language proficiency among first-year Teacher Education students in Calapan City, using a mixed-methods research approach with an explanatory sequential design. The study began with quantitative data collection and analysis, followed by qualitative data collection to expand on the initial findings, providing a comprehensive view of the factors influencing language proficiency. Quantitative results show that students exhibit high levels of goal orientation, self-regulation, and resilience, as well as strong metacognitive awareness and attention control, which support their language learning efforts. Positive attitudes towards English significantly correlate with higher proficiency in reading, vocabulary, and grammar, while high language learning anxiety suggests an area for targeted support. Vocabulary emerged as a weaker area compared to reading and grammar, with notable variability in student performance. Qualitative insights further highlight challenges such as academic transition, personal and social adjustments, and financial pressures, which compound the complexities of language learning. The study proposes a project to enhance English proficiency and recommends that educational institutions adopt supportive strategies, including instructional diversification and psychological support systems, to foster both cognitive and conative skills. This research underscores the importance of a supportive learning environment and positive student attitudes for successful English language acquisition and suggests areas for future research into the long-term impact of these factors on overall academic success.

Keywords: *English language proficiency, cognitive factors, conative factors, socio-cultural environment, teacher education, language learning anxiety, self-regulation.*

INTRODUCTION

In our present era, marked by extensive globalization and the pervasive influence of technology, the significance of the English language cannot be overstated. English has emerged as the dominant lingua franca, playing an essential role in various global domains such as business, diplomacy, education, technology, and digital communication. English is the primary medium of communication that unites people around the world from diverse linguistic and cultural backgrounds. This global prominence of English is particularly apparent in the realm of academia, where it has become the primary language of instruction, research dissemination, and scholarly exchange.

The influence of English in academic and professional spheres is not merely a result of its prevalence, but also of its impact and authority within these domains. Abrar-ul Hassan (2021) emphasizes that the dominance of English in academia is closely tied to its role as the preferred language for academic publications, especially those with a wide international readership and significant influence. For scholars and researchers, proficiency in academic English is no longer a luxury but a necessity. The ability to navigate the complexities of academic English is a prerequisite for securing recognition and engagement within the global scholarly community. This has led to the creation of linguistic hierarchies, where English-speaking scholars often enjoy an advantage in terms of visibility and access to prestigious journals and conferences.

The role of English in global academia extends far beyond serving as a medium of communication; it also functions as a powerful gatekeeper to knowledge production and dissemination. English has become the default language for publishing research in the most prestigious journals, delivering conference papers, and collaborating across international borders. Non-native English-speaking scholars, in particular, must not only master the content of their fields but also navigate the complexities of academic discourse in English. This dual burden of becoming experts in their disciplines while simultaneously acquiring proficiency in the nuances of academic English presents significant challenges. These scholars are often required to conform to the linguistic and rhetorical norms established by English-speaking academic institutions, which may not align with the conventions of their native languages.

This situation raises important questions about linguistic equity and the inclusivity of non-English speakers in global academic conversations. The dominance of English in academia can create a stratification between native English speakers and non-native speakers, where the latter group faces higher barriers to entry in terms of publication opportunities, visibility, and academic prestige. Studies have shown that non-native English-speaking scholars may experience disadvantages, not because of the quality of their research, but due to language proficiency issues that affect their ability to present their work compellingly (Curry & Lillis, 2018). This dynamic often results in what is referred to as linguistic imperialism, where English not only dominates the scholarly realm but also marginalizes those who do not possess full command of the language.

The implications of this dominance extend beyond individual scholars and affect entire nations and regions, particularly those where English is a second or foreign language. In many countries, English language proficiency has become a prerequisite for academic advancement, international collaboration, and

career success. Educational systems worldwide have responded by placing increasing emphasis on English language learning, often at the expense of local languages and linguistic diversity. This prioritization of English in global academia feeds into broader trends of globalization, where English serves as the lingua franca of international trade, diplomacy, and scientific inquiry.

Globally, the demand for English language proficiency has transformed the landscape of education. English language teaching (ELT) has become a multi-billion-dollar industry, with educational institutions around the world integrating English into their curricula from early childhood to higher education. Countries in Asia, Europe, and Latin America have implemented national policies to promote English language learning, recognizing the economic and social advantages associated with proficiency in English. The rise of English-medium instruction (EMI) in non-native English-speaking countries has also contributed to the global spread of English, with universities adopting English as the language of instruction in order to attract international students and boost their global rankings.

This global push for English language education is often viewed as a means of leveling the playing field for non-English-speaking nations, offering greater access to global resources, research, and job markets. However, the emphasis on English has also sparked debates about the erosion of linguistic and cultural diversity. As schools and universities prioritize English, there is a risk that indigenous languages and local cultural identities will be marginalized. Critics argue that the global spread of English reinforces neocolonial power structures, where English-speaking countries and their academic institutions continue to wield disproportionate influence over knowledge production and dissemination (Phillipson, 2013). The Philippines, being one of the largest English-speaking nations in Asia, holds a distinctive position in the global English-speaking community. English is one of the two official languages of the country, alongside Filipino, and is widely used in various sectors, including government, media, and education. However, the prevalence of English in the Philippines has not come without challenges. The country's linguistic diversity has raised important questions about language preservation, identity, and the balance between global communication and local culture. This tension between English and indigenous languages reflects broader debates about linguistic imperialism and the power dynamics inherent in language use.

The linguistic situation in the Philippines is further complicated by regional variations, with different provinces and islands exhibiting unique linguistic patterns. Oriental Mindoro, for instance, stands out not only for its picturesque landscapes and rich cultural heritage but also for its distinctive educational landscape. Local colleges and universities in the region play a pivotal role in shaping the future of the youth by offering educational programs tailored to the specific needs of the community, while also adhering to global standards (Manuel, 2022). These institutions, recognizing the global importance of English, place a strong emphasis on English language education, ensuring that students are well-equipped for both local and international opportunities.

Nevertheless, despite the prominence of English in education and society, challenges remain. One of the key dilemmas faced by educational institutions in the Philippines is how to balance the demands of English proficiency with the preservation of regional languages and cultural traditions. While English is seen as a gateway to global mobility and success, there is also a growing awareness of the need to protect

and promote the country's linguistic diversity. This tension is particularly evident in regions like Oriental Mindoro, where local identity is closely tied to language and culture.

The teaching of English in the Philippines, especially in non-urban areas like Oriental Mindoro, is shaped by a complex interplay of factors. On one hand, there is a strong emphasis on preparing students for global competitiveness by equipping them with excellent English language skills. On the other hand, there is a recognition that language learning is not merely about acquiring a set of skills, but also about navigating the cultural and socio-political implications of language use. This highlights the importance of adopting a holistic approach to language education, one that takes into account not only cognitive factors but also conative and non-intellectual determinants.

Language, by its very nature, is a multifaceted phenomenon that encompasses more than just words and syntax. Learning a second or foreign language, particularly English, is a complex process influenced by a myriad of factors that extend beyond the classroom. While traditional language teaching methods have often focused on cognitive aspects such as grammar, vocabulary, and syntax, recent research has highlighted the importance of conative and non-intellectual factors in shaping language learning outcomes (Yu, 2015). These factors, which include motivation, socio-cultural influences, and learner attitudes, play a critical role in determining the success or failure of language acquisition.

Conation, a term less commonly known outside the field of educational psychology, refers to the volitional aspect of behavior and includes elements such as motivation, willpower, and persistence. Conative factors are particularly important in the context of language learning, where sustained effort and resilience are often required to overcome the challenges of acquiring a new language. Motivation, for example, can significantly impact a learner's trajectory, influencing their level of engagement, perseverance, and ultimate success in achieving proficiency.

Goal orientation, a key conative factor, refers to a learner's mindset and attitudes towards learning English. Learners may be driven by intrinsic motivations, such as personal growth and intellectual curiosity, or by extrinsic motivations, such as career advancement and social mobility. The distinction between these types of motivation is crucial, as it can influence the strategies that learners adopt and the degree of effort they invest in their studies. Similarly, self-regulation, resilience, and grit—qualities that reflect a learner's ability to manage setbacks and maintain focus—are essential in determining how effectively students can navigate the ups and downs of the language learning process.

Cognitive factors, by contrast, have traditionally been the focus of language acquisition theories. These include abilities such as attention control, working memory, and metacognitive awareness. Attention control is vital, as it determines a learner's ability to selectively focus on relevant language input while filtering out distractions. Working memory, which allows for the temporary storage and manipulation of information, is particularly important for language comprehension and production. Metacognitive awareness, or the ability to reflect on one's own cognitive processes, enables learners to monitor their progress and make adjustments to their learning strategies.

While cognitive factors are undoubtedly important, they are not sufficient on their own to explain the complexities of language acquisition. Non-intellectual factors, such as socio-cultural context, language learning anxiety, and attitudes towards English, also play a significant role. The socio-cultural environment, which includes family, community, and broader cultural influences, shapes learners' experiences and perceptions of English. Language learning anxiety, a well-documented phenomenon, can create significant barriers to proficiency, as anxious learners may struggle to perform to their full cognitive potential. Attitudes towards English, whether positive or negative, can also affect learners' engagement and outcomes. Those who view English as a tool for empowerment are more likely to invest time and effort in mastering the language, while those who see it as an imposition may resist or disengage from the learning process.

To fully understand the process of English language acquisition, it is necessary to consider the interaction between conative, cognitive, and non-intellectual factors. Martinez & Flores (2021) argue that these factors rarely operate in isolation. For instance, a student's ability to regulate their emotions and behavior (a conative factor) can influence their ability to focus and process language input (a cognitive factor). Similarly, a supportive socio-cultural environment (a non-intellectual factor) can reduce anxiety and foster greater metacognitive awareness, thereby enhancing learning outcomes. This interconnectedness underscores the need for a comprehensive approach to language teaching that goes beyond traditional methods and addresses the full range of factors that influence language proficiency.

The challenge of accurately assessing English language proficiency is compounded by the diverse and multifaceted nature of the factors involved. While cognitive factors have long been used as predictors of language proficiency, the inclusion of conative and non-intellectual factors provides a more nuanced understanding of learners' potential. For example, a learner with high levels of resilience and grit may outperform peers with stronger cognitive abilities but lower levels of motivation and self-regulation. This highlights the importance of developing personalized approaches to language teaching that take into account learners' individual profiles, including their socio-cultural backgrounds and attitudes towards English.

The present study aims to explore the conative, cognitive, and non-intellectual factors that influence the English language proficiency of first-year teacher education students in Calapan City. The decision to focus on this population is rooted in the recognition that future teachers play a crucial role in shaping the linguistic abilities of the next generation. Proficiency in English is a critical component of teacher education, as teachers are expected to model effective language use and prepare their students for success in an increasingly globalized world. Moreover, English proficiency is often a key criterion in the hiring process for teachers, making it an essential skill for those entering the profession.

Despite the growing body of research on English language proficiency, there remains a significant gap in the literature on the specific factors that influence language learning in Calapan City. Most studies have focused on urban areas or broader regional contexts, overlooking the unique linguistic dynamics of smaller cities and rural communities.

By examining the experiences of first-year teacher education students in Calapan, this study seeks to contribute to a deeper understanding of how global trends in English language education play out in local

contexts. In doing so, it aims to shed light on the specific challenges and opportunities faced by learners in a region that is both linguistically diverse and deeply connected to the global English-speaking community.

Furthermore, while cognitive factors such as language aptitude and learning strategies have been well-documented, there has been less attention given to the role of conative and non-intellectual factors in shaping language outcomes. This study addresses this gap by exploring how motivation, socio-cultural context, and attitudes towards English interact with cognitive abilities to influence language proficiency. Ultimately, the goal is to provide insights that can inform the development of more effective and inclusive language teaching practices, both in Calapan City and beyond.

By grounding this research in a robust theoretical framework, drawing on key studies such as those by Vinogradova and Shapiro (2019), Benesch and Lee (2018), Al-Sowayan et al. (2020), and Ramos (2023), this study builds on existing knowledge while addressing a critical gap in the literature. The insights gained from this research have the potential to contribute to a more holistic understanding of language learning and to inform the design of educational interventions that enhance English language proficiency among future teachers.

The significance of English as a global language, particularly in the realm of education, is undeniable. Its widespread use across multiple sectors—ranging from academia and international business to media and diplomacy—has solidified its role as the primary medium for global communication and exchange. In the Philippines, where linguistic diversity is deeply embedded in the nation's cultural fabric, English has assumed a unique and powerful position, shaping educational policies and professional opportunities alike. Yet, despite its prominence, the process of acquiring English proficiency remains a multifaceted challenge, particularly in non-native environments such as Calapan City.

Understanding English language proficiency requires more than just an analysis of cognitive abilities like language aptitude or grammatical knowledge. As this study has emphasized, proficiency in English is shaped by a wide array of interdependent factors—cognitive, conative, and non-intellectual— that collectively determine the success or failure of language acquisition. Cognitive factors, such as attention regulation, working memory, and metacognitive awareness, are fundamental to the learning process. However, conative factors, including motivation, goal orientation, self-regulation, resilience, and grit, play an equally important role in sustaining effort and driving success in language learning. Non-intellectual factors, like socio-cultural influences, language anxiety, and learners' attitudes toward English, further complicate the picture, as they reflect the broader context in which learning takes place.

In the context of Calapan City, a region that exemplifies the intricate balance between local linguistic identity and the global dominance of English, these factors converge in unique ways. First-year teacher education students, who are the focus of this study, face particular challenges in mastering English, as they must not only meet the requirements of their own academic and professional development but also prepare to model language proficiency for their future students. The dual role of learners and future educators' places added pressure on these students, underscoring the need for tailored support systems that address the full spectrum of factors influencing language proficiency.

This study has aimed to explore and illuminate the interplay of these conative, cognitive, and non-intellectual factors in shaping English language proficiency among first-year teacher education students in Calapan City. Through a comprehensive investigation of these determinants, the study provides valuable insights into the specific challenges and opportunities that exist in this local context. By examining how global trends in English language education intersect with the socio-cultural realities of Calapan, the research highlights the need for a more nuanced understanding of language acquisition, one that extends beyond the classroom and considers the learner's entire environment.

Importantly, the findings of this study are not merely theoretical. One of the primary goals of this research is to translate the insights gained into practical outcomes that can enhance the English language proficiency of students in the region. To this end, the output of the study will be the development of an English Language Proficiency Project specifically designed for first-year teacher education students in Calapan City. This project will aim to address the unique linguistic challenges faced by these students by providing targeted interventions that incorporate cognitive, conative, and non-intellectual factors into their design.

The project will focus on creating a holistic learning environment that goes beyond traditional language instruction methods. Recognizing that language proficiency is influenced by more than just cognitive skills, the project will incorporate strategies to enhance motivation, goal-setting, and self-regulation, while also addressing issues such as language anxiety and socio-cultural barriers. By taking a comprehensive approach to language learning, the project will help students build not only the technical skills needed for proficiency in English but also the resilience and confidence required to navigate the complexities of language acquisition.

The English Language Proficiency Project, thus, represents a practical application of the research findings, tailored to meet the specific needs of the first-year teacher education students in Calapan City. By addressing the full range of factors—cognitive, conative, and non-intellectual—this project aims to foster a generation of educators who not only possess strong English language skills but also have the ability to impart these skills to their future students. Moreover, the project will serve as a model for other educational institutions in similar contexts, demonstrating how a holistic approach to language proficiency can lead to better outcomes in language learning.

The complex and multifaceted nature of language acquisition requires an understanding that transcends traditional methods of teaching and assessment. By focusing on the cognitive, conative, and non-intellectual factors that influence language learning, this study seeks to provide a more comprehensive understanding of the challenges faced by first-year teacher education students in Calapan City. Furthermore, the practical application of these insights through the English Language Proficiency Project offers a tangible solution that can enhance language outcomes and contribute to the broader field of English language education in the Philippines.

Theoretical Framework

The present study was anchored on five relevant theories namely: Self-Determination Theory, Attribute Theory, Cognitive Load Theory, Information Processing Theory and Schema Theory.

The theories provide a comprehensive basis in understanding the complex factors involved—cognitive, conative, and non-intellectual factors—involved in affecting the proficiency in the English language of students in their first year of teacher education. Each theory contributes to a specific view of the learning process, motivation, and how the cognitive mechanisms of language acquisition occur.

Self-Determination Theory, advanced by Deci and Ryan in 1985, emphasizes the role of intrinsic motivation in the direction of human behaviors. In the case of language learning, SDT points out the importance of autonomy, competence, and relatedness from the students that would determine their motivation to learn the English language. Learners are likely to be motivated and interested in learning when they feel they have control over the process of their learning (autonomy), believe they can master the language, and enjoy a sense of belonging in the learning environment (relatedness).

SDT explains the conative factors that guide proficiency in language for this study. The number of first year teacher education students who are intrinsically motivated to learn English-people who are either interested in the subject for personal reasons or need it for better performing future professional tasks-is certainly one of the factors that may condition language learning outcomes for such students. Another source of pressure can be extrinsic, for instance, passing exams or meeting program requirements. However, SDT attributes more weight to intrinsic motivational power and proposes that intrinsic motivation is more useful and enduring for success in language learning.

Attribution Theory was first introduced by Weiner (1986). This theory has its focus on how the individual explains his success and failure. In educational context, it pays more attention on how the learners perceive their academic performance. If students tend to attribute their learning success or failure in English toward internal or external sources, such mentality may profoundly affect future learning behavior and outcome.

The Attribution Theory suggests that which of the non-intellectual factors a student holds in relation to his or her English language abilities and his or her perceptions with regard to why successes or failures were achieved in learning English contribute to increasing his or her overall proficiency. The students who attribute success to internal, controllable factors, such as effort or effective learning strategies, are likely to keep striving for improvement. On the other hand, perhaps those who blame the failure on more situational factors that are outside their control, experienced more helplessness, and thus were less motivated to persist.

According to cognitive load theory, "working memory has limits, and superfluous cognitive load needs to be minimized during learning" (Sweller, 1988). While learning a new language has always been quite challenging, the intensity depends on the subject complexity and the amount of information that needs to be processed in that student's working memory. Whenever cognitive overload arises as an issue, the learning efficiency is severely compromised, and the ability to learn and memorize tends to break down.

In this research, the cognitive load theory accounts better for the cognitive factors influencing linguistic proficiency in the target English language; normally, language learners, especially those studying in a second or foreign language, have to tolerate extremely high levels of cognitive loads because they simultaneously face the twin pressures of having to understand not just the language, but also the content being taught through that language. The theory emphasizes the aspect of making learning environments and instructional methods that minimize extraneous cognitive load to allow the students to focus their mental resources on mastering English language skills.

Information processing theory, derived from Atkinson and Shiffrin's work in 1968, defines the mind as an information processor akin to the computer. It explains how information is encoded, stored, and retrieved-uses terms like input, transformation, short-term/ long-term memory, and retrieval-and puts an emphasis on memory in learning. Linguistic learners need to encode and store a huge amount of vocabulary and grammatical knowledge, listening/ speaking patterns, etc. which they need to recall as communicated.

Regarding the research question posed in the introductory section, Information Processing Theory accounts for effects of cognitive processes, including attention, working memory, and long-term memory, on aspects of English language proficiency. Encoding, organization, and retrieval ability of first-year teacher education students will significantly have effects on their potential to become effective users of the subject since the process shapes strategies for increasing the retention and retrieval of information into memory through repetition, rehearsal, and making use of mnemonic devices.

Schema Theory, according to Bartlett (1932) and further developed by Rumelhart (1980), postulates that learners schematise knowledge-that is, they organize information in the form of schemas or cognitive frameworks, through which the learning of new information can be comprehended and interpreted. In language learning, such frameworks enable learners to assimilate new linguistic knowledge into existing cognitive structures, thus making language easier to understand and more fluently producible.
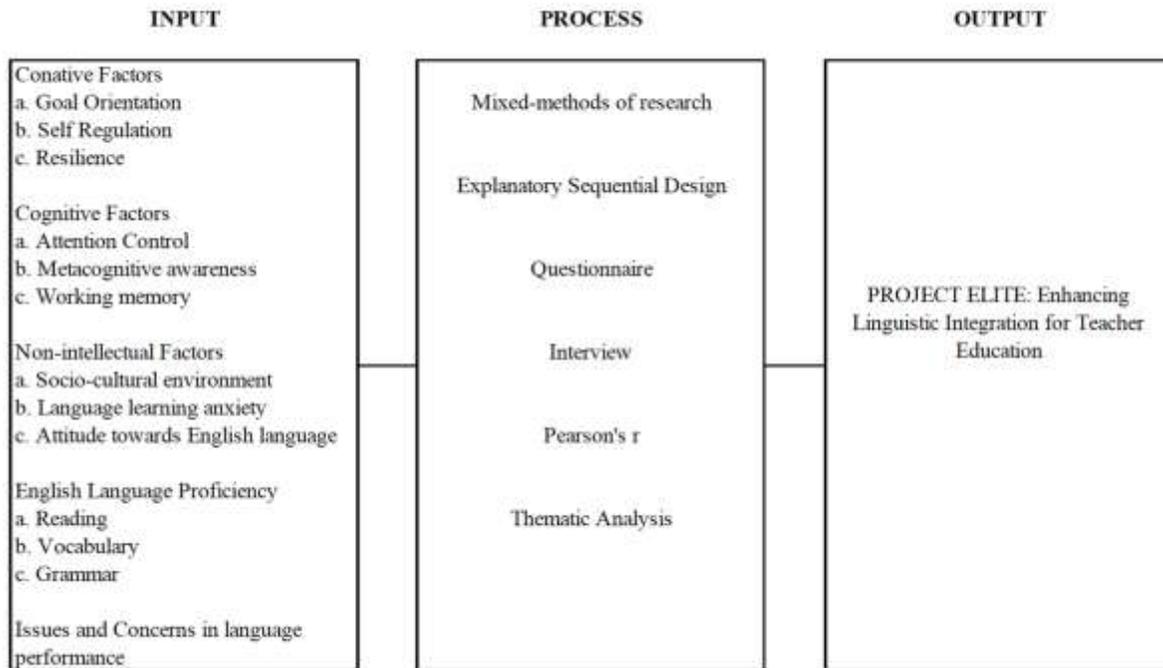
This attempt at trying to understand existing knowledge or experiences in influencing English language proficiency by means of Schema Theory is apt for this analysis. The existing schemas of students or, more precisely, the prior knowledge of their first language, pre-exposure to the second language, or the individual's cultural background can either facilitate or hinder the learning of new language skills. In turn, new information can be more easily processed and learned in the English language if it is related to what they already know.

Together, the five theories make up a comprehensive framework through which complexities in conative, cognitive, and non-intellectual factors affect the ability of an individual to use the English language proficiently. Two of them are the Self-Determination Theory and Attribution Theory that explain the motivational and emotional aspects of language learning by showing how perception or intrinsic motivation is key to effort on part of the students. Cognitive Load Theory and Information Processing Theory fundamentally deal with the process of how people learn and the need to control cognitive resources in order to enhance learning efficiency. Finally, Schema Theory focuses attention to prior knowledge, which plays an important role in determining how students will interpret and assimilate new language information.

By anchoring this study on these theories, a holistic understanding of the factors affecting the proficiency of the English language will be achieved, hence enabling to come up with more targeted

interventions and instructional strategies. So far as a theoretical framework act as foundational for examining how first-year students from Calapan City will navigate through the challenges they may be experiencing in learning the English language, various aspects such as motivation, cognition, and prior knowledge form part of the forces that are going to shape their levels of proficiency.

Conceptual Framework

INPUT	PROCESS	OUTPUT
Conative Factors a. Goal Orientation b. Self Regulation c. Resilience Cognitive Factors a. Attention Control b. Metacognitive awareness c. Working memory Non-intellectual Factors a. Socio-cultural environment b. Language learning anxiety c. Attitude towards English language English Language Proficiency a. Reading b. Vocabulary c. Grammar Issues and Concerns in language performance	Mixed-methods of research Explanatory Sequential Design Questionnaire Interview Pearson's r Thematic Analysis	PROJECT ELITE: Enhancing Linguistic Integration for Teacher Education

The first box includes the conative, cognitive and non-intellectual factors and the student-respondents English Language Proficiency in terms of reading, vocabulary and grammar. Conative factors include goal orientation, self-regulation and resilience. Meanwhile, cognitive factors include the attention control, metacognitive awareness and working memory. The non-intellectual factors are socio-cultural environment, language learning anxiety and attitude towards English language. Additionally, English Language Proficiency was measured through the performance in reading, vocabulary and grammar.

The second box mentions the utilization of mixed-method of research particularly the explanatory sequential design. With this design, the quantitative measure through questionnaire will be employed. Then, the qualitative measure through interviews with the selected participants was done to validate and confirm findings. In the data analysis, Pearson's r tested the hypothesis while qualitative data was analyzed through thematic analysis.

Lastly, the output of the study, shown in the third box, will be the project that aims to improve English language proficiency that this study aims to develop based on the findings.

Objectives

This study aimed to determine the relationship between the level of manifestations of conative, cognitive and non-intellectual factors and the English Language Proficiency among first-year Teacher Education students.

Specifically, it sought answers to the following questions.

1. What is the extent of manifestations of the conative determinants of English language proficiency among student-respondents in terms of:
   1.1. goal orientation;
   1.2. self-regulation; and
   1.3. resilience?
2. What is the extent of manifestations of the cognitive determinants of English language proficiency among student-respondents in terms of:
   2.1. attention control;
   2.2. metacognitive awareness; and
   2.3. working memory?
3. What is the extent of manifestations of the non-intellectual determinants of English language proficiency among student-respondents in terms of:
   3.1. socio-cultural environment;
   3.2. language learning anxiety; and
   3.3. attitude towards English language?
4. What is the level of English language proficiency of the student respondents in terms of:
   4.1. reading;
   4.2. vocabulary; and
   4.3. grammar?
5. How conative factors are related to English language proficiency of the first-year teacher education students?
6. How cognitive factors are related to English language proficiency of the first-year teacher education students?
7. How non-intellectual factors are related to English language proficiency of the first-year teacher education students?
8. What are the issues and concerns affecting the English language performance of first year teacher education students?
9. Based on the results, what project to improve the English language proficiency may be proposed?

LITERATURE REVIEW

Proficiency in the English language is crucial for achieving academic success in higher education, especially for college freshmen. Mastery of the English language is crucial for students' overall growth and success in academia, as it enables them to effectively navigate and excel in the academic setting (Tipprachaban, 2022).

English proficiency encompasses more than just language skills. The skill set involves understanding intricate academic texts, engaging actively in classroom discussions, and expressing ideas clearly in written and spoken formats (Bean & Melzer, 2021). As students advance in their academic pursuits, their language proficiency becomes increasingly important for developing critical thinking, analytical skills, and overall academic involvement.

The importance of English language proficiency is closely tied to academic success (Rudd & Honkiss, 2019). College courses frequently cover intricate subject matter that requires a nuanced comprehension of complex concepts. Having strong English skills enables students to better understand and remember these concepts, resulting in improved comprehension and retention (Bin Abdul Samat & Aziz, 2020). Developing a strong proficiency in effective communication is especially important in fields that prioritize accurate information exchange and interpretation, such as the sciences, humanities, and social sciences.

In addition, engaging in classroom discussions is an essential aspect of the college learning process. Proficient English skills empower students to effectively articulate their ideas, actively participate in discussions, and make valuable contributions to scholarly conversations (Eslit & Valderama, 2023). This not only enhances the learning environment but also improves the overall educational experience for both the proficient student and their peers.

Written assessments serve as a clear indicator of a student's English proficiency, as they demonstrate their skill in expressing ideas, forming logical arguments, and effectively communicating information (Kuyyogsuy, 2019). Written assignments, such as essays and research papers, play a crucial role in evaluating students' comprehension of the subject matter. Insufficient proficiency in expressing their understanding can impede their ability to effectively convey their ideas.

In addition, there is a strong correlation between proficiency in English and the development of critical thinking abilities (Din, 2020). Proficiency in language is essential for effectively analyzing information, synthesizing ideas, and presenting well-structured arguments. Proficiency in English enables students to effectively tackle academic challenges by approaching them with a critical mindset (Nykyporets & Chopliak, 2023). They are able to extract meaning from complex texts and synthesize information to form well-informed opinions.

English language proficiency has a wide-reaching impact, extending beyond academia to shape career prospects and opportunities for further education (Barrette & Paesani, 2018). Fluency in the English language has become essential in today's interconnected world, as it opens up numerous avenues for career advancement and academic pursuits. Strong communication skills are highly valued by employers and graduate programs (Sonnenschein & Ferguson, 2020). Proficiency in English is seen as an important indicator of an individual's ability to effectively navigate diverse academic and professional environments.

English language proficiency among college freshmen is crucial for accessing a wide range of educational and professional opportunities (Oducado et al., 2020). Colleges must prioritize English proficiency to create an optimal learning environment and support the overall growth and achievement of their diverse student population.

The proficiency in English language among college freshmen is influenced by various factors that go beyond the academic environment. An important factor to consider is the socio-economic background of students (Ma, 2021). Studies indicate that individuals from more privileged socio-economic backgrounds tend to have greater access to educational resources, such as specialized tutoring services and language enrichment programs. This access is beneficial for students as it helps them develop a strong foundation in English language skills, which in turn enhances their ability to navigate the academic landscape successfully.

On the other hand, students from disadvantaged socio-economic backgrounds may face difficulties in developing their English language skills (Butler et al., 2018). Restricted availability of educational materials can lead to differences in vocabulary, sentence structure, and overall language proficiency. The obstacles they face could impede their complete involvement with the academic material and active participation in class discussions.

The cultural background and prior educational experiences of students also play a crucial role in determining their level of English language proficiency (Kawsar, 2023). People from diverse cultural and linguistic backgrounds contribute distinct language abilities and difficulties to the academic setting (Sari & Yuce, 2020). Various factors, such as a student's native language, the dialects they use at home, and their exposure to different linguistic environments, can significantly impact their level of English language proficiency. For example, students who have been extensively exposed to English beyond the classroom may exhibit a greater level of proficiency in comparison to those with limited exposure.

In addition, the learning environment, both inside and outside the classroom, has a significant impact on the development of English language skills in college freshmen (Munoz et al, 2021). Being immersed in a language-rich environment, where English is used in different contexts, can have a positive effect on language development. Students who actively participate in English in social settings, extracurricular activities, and through multimedia resources are more likely to develop improved language skills.

Nevertheless, the impact of the learning environment goes beyond favorable aspects. Students who do not have access to extensive language immersion experiences may face challenges in acquiring proficiency. It is clear that international students may encounter difficulties when adjusting to an English-speaking academic setting, which can impact their academic achievements and overall welfare.

Assessing the English language proficiency of college freshmen is a vital part of comprehending and tackling linguistic diversity in educational institutions (Khosravi, 2023). Multiple methods and tools are utilized to assess students' proficiency levels, each with their own advantages and drawbacks.

Standardized tests, like the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS), are frequently employed to evaluate English language proficiency. These assessments commonly assess individuals' abilities in reading, writing, listening, and speaking. Standardized measures enable comparison across a diverse student population, but they may not fully assess a student's language abilities. Additionally, the cultural bias in these tests can present challenges for students from non-English-speaking backgrounds (Khosravi, 2023).

Standardized tests are not the only means of assessing students' oral communication skills. Interviews and speaking assessments provide a more comprehensive evaluation, as highlighted by Zaim et al. (2020). Interviews provide an opportunity for assessors to directly interact with candidates, allowing them to assess pronunciation, fluency, and the ability to express ideas clearly and logically. Nevertheless, this approach could be influenced by personal judgment, relying on the interviewer's abilities, and might not be feasible for extensive evaluations.

Writing samples are a useful tool for evaluating English language proficiency (Fan, 2023). Examining essays and written assignments offers valuable insights into students' capacity to develop arguments, employ correct grammar and syntax, and communicate ideas with clarity and precision. However, it is important to note that this method may not provide a comprehensive assessment of a student's language proficiency, as it primarily emphasizes written expression (Bishop, 2023).

It is important to select an appropriate assessment method that is in line with the specific goals and context of the evaluation. Utilizing a variety of assessment tools can offer a more comprehensive insight into students' language abilities (Coomber et al., 2020). It is important to acknowledge the limitations of these tools and consider them within the wider context of a student's academic and linguistic development.

It is crucial to have a comprehensive understanding of the trends and patterns in English language proficiency among college freshmen in order to develop and implement effective support systems and interventions (Yuntao, 2019). Studies have shown that there can be notable disparities in proficiency levels depending on demographic factors like nationality, ethnicity, and first language.

Students who have limited English skills face a range of difficulties that go beyond just language, affecting their college experience both academically and personally (J. Leano et al., 2019). A significant obstacle lies in the complexity of comprehending lectures and actively engaging in classroom discourse. Insufficient language proficiency can impede understanding, posing difficulties for students in comprehending intricate academic ideas and actively participating in coursework (Kohnke & Jarvis, 2023).

Articulating thoughts clearly in written assignments poses a notable challenge for freshmen who have limited English proficiency (Chand, 2021). Effective writing requires a strong command of grammar, vocabulary, and syntax, which can be especially challenging for students who are still honing their language abilities. Therefore, these students might face difficulties in expressing their ideas clearly in writing, which can have a negative impact on their academic achievements and self-assurance (Lodge et al., 2018).

In addition, the social aspect of college life can be particularly challenging for freshmen who have limited English proficiency. Engaging in conversations with peers, participating in extracurricular activities, and forming connections with classmates can be challenging when language proficiency is limited (Alnaeem, 2021). The experience of social isolation can lead to feelings of alienation and impede the overall college experience for these students (Leal Filho et al., 2021).

To effectively tackle the difficulties encountered by freshmen who have limited English skills, a comprehensive strategy is necessary. Academic institutions have the option to introduce language support initiatives, like language courses and tutoring services, to improve linguistic abilities and foster a nurturing

educational atmosphere (Cheng, 2018). In addition, promoting an inclusive and understanding culture can help create a supportive environment for students who are facing language barriers.

Interventions and support programs play a crucial role in addressing English language proficiency challenges among college freshmen. Through the provision of focused support, educational institutions have the ability to enable students to overcome language obstacles. This, in turn, cultivates an inclusive and encouraging atmosphere for learning, ultimately enhancing the overall college experience for all individuals.

The varying levels of English language proficiency among college freshmen have significant implications for educational institutions. This calls for a proactive approach in establishing inclusive and supportive environments. Understanding the significance of these implications is vital in formulating strategies that cater to the diverse linguistic requirements of students and foster a rewarding academic environment for everyone.

An important consideration is the requirement for educational institutions to modify their curriculum to cater to students with varying levels of language proficiency (Dayagbil et al., 2021). Colleges can enhance the fairness of the learning experience by implementing strategies like differentiated instruction and offering extra resources to students with lower proficiency. This approach not only promotes the academic achievement of all students, but also improves the overall educational standards within the institution.

In addition, it is crucial for institutions to give priority to establishing inclusive learning environments that promote the growth of English language proficiency. It is important to foster an environment of mutual respect and comprehension among students, faculty, and staff. Highlighting the value of linguistic diversity rather than viewing it as a drawback fosters an inclusive environment that values students regardless of their language background.

In the grand scheme of things, the impact on educational institutions goes beyond just academics and reaches into wider social and professional domains. Institutions that place a strong emphasis on linguistic inclusivity play a crucial role in fostering the growth of students who possess not only strong academic skills, but also the necessary tools to thrive in diverse and global professional environments.

It is crucial for educational institutions to prioritize the comprehension and resolution of the implications associated with different levels of English language proficiency among college freshmen. In order to foster an inclusive and supportive educational community, institutions should prioritize linguistic diversity, tailor teaching strategies, and establish targeted support programs. These measures will enable all students to excel academically and make valuable contributions to the broader educational community.

Language proficiency is a complex concept that is affected by both cognitive variables and conative determinants. Conative determinants include the motivational and volitional aspects of an individual's behavior and activities. For anyone involved in the field of English language education, comprehending these conative determinants is essential for educators, researchers, and policymakers who aim to improve language learning experiences and results. This extensive investigation examines the meaning of conative determinants and consolidates prior research that investigates their correlation with language proficiency,

specifically emphasizing goal orientation, self-regulation, resilience, and grit in the context of acquiring the English language.

Conative determinants are the motivational and volitional elements that influence an individual's behavior and actions in the context of learning the English language. These factors include a person's objectives, tactics for self-control, ability to bounce back from challenges, and perseverance, all of which combined impact the progress of language proficiency growth.

The interaction of conative determinants revolves around the complex interplay of several motivational and volitional elements. An essential element is the notion of a growth mindset (King & Trinidad, 2021). A growth mindset is characterized by the conviction that skills and talents can be enhanced by dedication and acquiring knowledge, which cultivates a capacity to bounce back from setbacks and embrace difficult tasks. It was further explored that this topic and provides evidence that those who possess a development mindset demonstrate greater levels of language proficiency. This mindset establishes the conditions for a favorable cognitive environment, motivating learners to persevere in the presence of linguistic difficulties.

The concept of the development mindset is closely linked to the examination of achieving goal orientations (Wang et al., 2021). Mastery goals, which prioritize the acquisition of knowledge for its inherent worth rather than seeking external approval, serve as a catalyst for intrinsic drive in the process of language learning. Individuals who possess mastery objectives exhibit increased levels of engagement, persistence, and dedication, all of which have a favorable impact on their language proficiency achievements.

Self-regulation is an important factor that strongly influences language proficiency. It plays a significant role in the process of learning a language. The study conducted by Skibbe et al (2019) demonstrated that children who are skilled in self-regulation mechanisms are more likely to attain a greater level of language proficiency. Efficient self-regulation encompasses the establishment of objectives, efficient allocation of time, and the conscious evaluation of one's own cognitive processes, allowing learners to track their advancement and adapt their approaches accordingly.

The interdependence of conative factors becomes apparent in the correlation between a development mindset, mastery objectives, and self-control. Individuals that possess a growth mentality are more inclined to establish goals focused on achieving mastery, resulting in a mutually beneficial outcome. This collaboration, in return, enables learners to acquire strong self-regulation skills, creating a comprehensive structure for continuous improvement of language competency.

Resilience, when considered in terms of conative factors, plays a crucial role in successfully navigating the challenges of acquiring proficiency in the English language. The research conducted by Dewaele et al (2019) emphasizes the significance of resilience in the process of language acquisition. Resilient individuals exhibit the ability to overcome obstacles, promoting flexibility and persistence in their pursuit of language acquisition. This resistance greatly leads to favorable language proficiency outcomes.

Resilience in language acquisition encompasses the capacity to recover quickly from obstacles, sustain motivation in the presence of challenges, and remain dedicated to long-term language objectives.

Individuals who develop resilience are more adept at overcoming the unavoidable obstacles encountered during the process of acquiring a language, including intricate grammatical structures, challenging pronunciation, and subtle cultural subtleties. Resilience, as a factor that determines one's actions, works together with the growth mindset and mastery objectives to create a group of three elements that strengthen learners against challenges and failures in their language learning process.

The consequences of conative determinants have a wider impact on the educational landscape, going beyond individual learners. With a comprehensive comprehension of these elements, educators and institutions can create interventions that not only improve language learning experiences but also promote a well-rounded and long-lasting mastery of English.

In today's educational environment, which includes students with different backgrounds and languages, it is crucial to acknowledge the importance of conative factors. Adapting teaching methods to cultivate a mentality that values personal progress, fosters a desire for mastery, and supports self-control can establish an atmosphere that facilitates the development of language proficiency. Furthermore, recognizing the significance of resilience and determination when confronted with linguistic difficulties enables educators to effectively assist children in their language acquisition process.

Studies indicate that implementing interventions that specifically address conative factors can result in concrete advantages (Puozzo & Audrin, 2021). For example, interventions aimed at fostering a growth mindset, such as providing specific feedback that highlights the importance of effort and development rather than natural talents, have demonstrated favorable outcomes in different educational settings (Stohlmann, 2022). Likewise, programs that promote the development of self-regulation skills, such as setting goals and using metacognitive methods, have been shown to effectively improve language proficiency (Rezai et al., 2023).

The wider ramifications of conative determinants also apply to the appraisal and assessment of language competency. Standardized assessments, although useful in evaluating language skills, may not encompass the complete range of a learner's behavioral traits. Educators and institutions should contemplate integrating comprehensive evaluation methods that evaluate not just linguistic abilities but also conative factors such as tenacity, flexibility, and innate drive.

To summarize, conative determinants have a crucial impact on the formation of English language proficiency. The combination of a growth mindset, mastery objectives, self-regulation, resilience, and grit forms a powerful framework for learners, promoting not just linguistic competence but also a comprehensive and long-lasting proficiency. By understanding the complex interaction of these factors, educators and institutions can create interventions that foster an atmosphere that is favorable for language acquisition. This, in turn, will enhance the overall achievement and holistic growth of learners in a diverse educational setting. As we further investigate the intricate dynamics of language competency, it becomes crucial to acknowledge and utilize conative factors as vital elements in the quest for efficient language instruction and inclusive linguistic settings.

Language proficiency is also closely linked to cognitive factors, which are the mental processes that support the learning, understanding, and expression of language. When studying English language competency, it is important to consider attention regulation, metacognitive awareness, and working

memory. These cognitive aspects play a crucial role in the complex interaction of cognitive mechanisms involved in language learning.

The correlation between attention control and language proficiency goes beyond just processing efficiency. Gazzaniga et al. (2019) propose that individuals with enhanced attention control exhibit a more concentrated and efficient strategy when engaging in language-related activities. This suggests that employing teaching methods that focus on attention control has the potential to enhance language learning experiences. Teachers might consider including exercises that improve selective attention, enabling students to refine their capacity to concentrate on relevant linguistic elements. This comprehensive approach recognizes the interconnected relationship between cognitive factors, providing a foundation for a thorough comprehension of attention regulation in relation to English language ability.

Metacognitive awareness enhances the cognitive aspect of language Stanton et al (2021) seminal research highlights the crucial significance of metacognition in the process of learning. Metacognitive awareness in language acquisition enables learners to actively observe and assess their language proficiency. Engaging in this process of reflection enhances their comprehension of individual strengths and areas that require enhancement, so fostering a more sophisticated approach to language-related tasks.

Studies have shown that there is a direct relationship between one's knowledge of their own thinking processes (metacognitive awareness) and their level of competency in a language. Individuals who actively utilize metacognitive methods, such as setting goals and monitoring their progress, have enhanced language competency (Stanton et al., 2021). Developing this consciousness not only improves the efficiency of language acquisition techniques but also fosters cognitive adaptability. Learners that possess metacognitive awareness are more proficient in adjusting their strategies for various language assignments, showcasing their skill in navigating the complexities of acquiring the English language.

Implementing interventions aimed at cultivating metacognitive awareness can play a crucial role in improving English language proficiency. Instructors might incorporate exercises that motivate students to establish language acquisition objectives, track their advancement, and contemplate their approaches. These reflective techniques not only enhance language development but also provide learners with metacognitive skills that may be applied to different cognitive domains. This comprehensive approach acknowledges metacognitive awareness as a flexible and essential cognitive factor that is vital for the complex process of developing competency in the English language.

Working memory plays a fundamental role in the cognitive structure of English language ability. The model proposed by Baddeley and Hitch in 1974 outlines the temporary storage and manipulation of information, which is a fundamental cognitive function necessary for language processing. Working memory allows learners to retain linguistic material, alter it, and apply grammatical rules, which is a crucial skill for producing language effectively (Michel et al., 2019).

Individuals with strong working memory capacity exhibit improved abilities in understanding and producing language. The interdependence of cognitive factors is highlighted by the fact that attention management and metacognitive awareness both have a role in the effectiveness of working memory in language-related activities.

Employing strategies that specifically focus on enhancing working memory can be advantageous for individuals who are seeking to improve their language abilities. Teachers can include activities aimed at improving the short-term retention and manipulation of language-related data. These exercises enhance working memory for language-related activities and also develop cognitive skills that can be applied to several academic fields. By acknowledging working memory as a dynamic cognitive factor, it becomes possible to create therapies that specifically target its many contributions to English language ability.

The complex interaction among attention regulation, metacognitive awareness, and working memory reveals the interrelated dynamics that influence English language ability. These cognitive determinants do not function independently; instead, they provide a dynamic cognitive structure for learners. Attention regulation enhances the effective handling of language input, metacognitive awareness empowers learners to adapt to language activities, and working memory enables the manipulation and use of language information.

By capitalizing on this interconnection, educators and researchers can develop all-encompassing interventions that cater to the varied cognitive requirements of learners. An instructional strategy that combines tasks that enhance attention control, metacognitive reflection, and working memory exercises can provide a synergistic impact. This comprehensive approach not only enhances language learning experiences but also provides learners with cognitive skills that can be applied in different academic and professional settings.

Gaining a comprehensive understanding of the many cognitive aspects related to English language proficiency carries important consequences for language teaching. Teachers have the ability to customize teaching methods to address certain cognitive factors, recognizing the varied cognitive characteristics of students. For example, a student who has strong ability to focus but lacks knowledge of their own thinking processes may find it helpful to engage in activities that promote self-reflection. Likewise, an individual who possesses a proficient working memory but struggles with controlling their attention may find it advantageous to engage in activities that focus on improving selective attention.

Integrating cognitive interventions into language training is consistent with the wider trend towards individualized and adaptable learning methods. Teachers can utilize cognitive exams to determine students' aptitudes and areas requiring enhancement in attention regulation, metacognitive consciousness, and working memory. This comprehensive comprehension enables the development of focused interventions that accommodate individual cognitive profiles, resulting in a more inclusive and efficient language learning environment.

The investigation of cognitive factors in English language proficiency reveals an intricate and interrelated cognitive terrain. Attention regulation, metacognitive awareness, and working memory are essential components of the cognitive system that plays a crucial role in language acquisition. By acknowledging the interconnectedness of these factors, one can gain a thorough comprehension of the cognitive mechanisms involved in the acquisition of the English language.

As educators and researchers explore the complex aspects of language proficiency, recognizing and utilizing cognitive factors become crucial elements in the quest for effective language teaching. The complex relationship between the ability to focus, self-awareness of one's own thinking processes, and the

capacity to hold and manipulate information in the mind provides a fertile ground for the creation of specific interventions that enhance language learning experiences. In the changing field of language training, using a cognitive approach helps to address the varied cognitive needs of learners, creating a language learning environment that is more inclusive and effective.

To fully understand English language proficiency, it is crucial to go beyond cognitive aspects and consider non-intellectual factors as well. These elements, which are based on socio-cultural, emotional, and attitudinal dimensions, provide a detailed knowledge of language learning experiences, revealing influences that go beyond typical cognitive frameworks.

Non-intellectual determinants encompass a wide range of socio-cultural, emotional, and attitudinal aspects that shape language acquisition experiences. Contrary to cognitive determinants, which focus on brain processes, these factors examine the wider effects that contribute to the growth of language skills. An extensive analysis of these non-cognitive aspects, such as the socio-cultural context, language learning anxiety, and attitudes towards the English language, enhances our comprehension of English language proficiency.

The socio-cultural milieu plays a dynamic role in language acquisition, shaping individuals' interaction with the English language. Fernandez' (2021) analysis of the socio-cultural aspects of language acquisition highlights the significance of social interactions, cultural norms, and linguistic immersion in the development of language proficiency. The socio-cultural environment serves as a supportive structure for the process of language acquisition, offering learners genuine opportunity to participate in real-life language usage. Learners who are immersed in socio-cultural environments that highly prioritize and actively utilize English tend to have elevated levels of language proficiency (Fernandez, 2021).

Furthermore, the socio-cultural context has an impact on linguistic attitudes and motivation. The socio-educational model proposed by Gardner and Lambert in 1972 incorporates the notion of integrative motivation. This refers to the incentive of learners to acquire a language not just for practical purposes, but also to assimilate into the culture associated with that language. The presence of a favorable socio-cultural milieu has been found to promote integrative motivation, which in turn has been associated with improved language proficiency outcomes. Understanding the significant influence of the socio-cultural environment on language learning experiences emphasizes the need to establish immersive environments that expose learners to the practical and cultural aspects of the English language.

Anxiety, a commonly occurring emotional element, has a substantial influence on both the experiences and results of language learning. Anxiety and language proficiency have a complex relationship, where anxiety can both be a result of and have an impact on language skills (Ramos, 2023).

Elevated levels of language learning anxiety have been linked to reduced English proficiency outcomes (Ramos, 2023). Individuals who are feeling anxious may encounter difficulties in utilizing language effectively, as worry can hinder cognitive functions such as focus and recollection. Anxiety stemming from the fear of committing errors, receiving unfavorable judgments, or experiencing social humiliation can impede the ability to speak and limit engagement in language-related tasks. It is crucial to address language learning anxiety in order to provide a favorable atmosphere for language acquisition.

Implementing strategies to alleviate anxiety can have a beneficial effect on language proficiency results. Implementing interventions that foster a nurturing and stress-free environment, together with employing techniques for handling anxiety, can have a beneficial effect on language proficiency results. Teachers can employ strategies such as task-based language teaching, collaborative learning, and progressive exposure to language activities to reduce anxiety and improve language learning experiences.

An individual's attitude, which refers to their assessment of a specific object or concept, has a crucial impact on the process of language acquisition. The socio-educational paradigm proposed by Gardner (1985) highlights the importance of attitudes in the process of language acquisition. Higher levels of linguistic proficiency have been linked to positive sentiments towards the English language. Individuals who view English as a worthwhile, intriguing, and pertinent subject are more inclined to dedicate time and energy to their language learning pursuits (Alharbi, 2021). These favorable dispositions enhance motivation and involvement, creating a setting that is beneficial to the development of language skills.

Attitudes can be effectively utilized by educators as a potent instrument in language learning. Designing instructional materials and exercises that correspond to learners' personal interests, placing emphasis on the practical applicability of English, and showcasing the cultural diversity linked with the language can have a favorable impact on attitudes. Moreover, cultivating a feeling of accomplishment and triumph through specific feedback and acknowledgment strengthens favorable attitudes, so enhancing a continuous and favorable language learning experience.

The non-cognitive factors that affect one's skill in the English language interact with one other in a complex and interrelated way, thereby influencing the overall language acquisition process. The socio-cultural environment establishes the framework for language acquisition, influencing individuals' attitudes and motives. Language acquisition anxiety, which is driven by socio-cultural factors, can have a significant impact on learners' level of involvement and their views of the language. Attitudes are molded by the socio-cultural environment and impacted by individual experiences and emotions.

Gaining a comprehensive understanding of these interrelated processes provides educators and researchers with vital knowledge for creating treatments that effectively target non-intellectual factors. Fostering a favorable socio-cultural atmosphere in language schools that embraces and promotes linguistic variety can have a beneficial effect on attitudes towards the English language. Concurrently, measures aimed at reducing language learning anxiety, such as incorporating mindfulness techniques or offering helpful feedback mechanisms, lead to a more favorable socio-cultural atmosphere.

An investigation of the non-intellectual factors that influence English language competency has significant implications for language instruction. By acknowledging the socio-cultural, emotional, and attitudinal aspects of language acquisition, educators can create interventions that address the whole requirements of learners.

Teachers have the ability to establish educational settings that are welcoming and diverse, promoting favorable attitudes towards the English language. The integration of various materials, emphasis on cultural elements, and promotion of language usage outside of the classroom all help to fostering a positive socio-cultural environment. Furthermore, by implementing specific measures like mindfulness practices or supportive feedback systems, language learning anxiety can be effectively addressed, leading

to improved emotional well-being among learners and positively influencing their language proficiency outcomes.

Customizing language training to recognize individual variations in attitudes, motivations, and anxieties is crucial for maximizing language learning experiences. Adapting teaching methods to match students' interests, offering chances to explore different cultures, and using diverse tactics to handle anxiety all enhance the inclusivity and effectiveness of a language learning setting.

To summarize, the investigation of non-cognitive factors in English language competency uncovers the complex and interrelated forces that form language learning experiences. The combination of the socio-cultural milieu, language learning anxiety, and attitudes towards the English language all play a role in the complex process of language acquisition. By acknowledging the complex relationship between these factors, educators can create interventions that promote a comprehensive and inclusive language learning environment, maximizing the chances of achieving positive language proficiency results. As we further explore the intricacies of language learning, it becomes crucial to consider non-intellectual factors in order to develop language training that is both effective and culturally sensitive.

The complex process of acquiring language involves the dynamic interaction of conative, cognitive, and non-intellectual factors, which all influence and shape levels of proficiency in the English language. Gaining insight into the connections and associations between these factors reveals a complete understanding of the complex process of becoming fluency in a language. Furthermore, examining the correlations between these factors and degrees of English language competency enables a more nuanced comprehension of how learners advance along the proficiency continuum. During this inquiry, it is crucial to identify gaps and inconsistencies in the available literature in order to improve future research efforts and provide valuable insights for targeted interventions.

The amalgamation of conative, cognitive, and non-intellectual factors constitutes the complex fabric of language acquisition. Goal orientation, a factor related to motivation, is closely connected to cognitive processes including the ability to focus and awareness of one's own thinking. Individuals that possess a goal-oriented mindset may demonstrate improved ability to focus their attention, enabling them to selectively pay attention to linguistic cues (Vago et al., 2022). Metacognitive awareness, a cognitive factor, influences learners' goal-setting and progress-monitoring procedures, hence shaping conative aspects (Ozcakmak, 2021). The interaction between conative and cognitive factors in language proficiency is emphasized by this dynamic.

Furthermore, the socio-cultural environment, which is a non-intellectual factor, has a significant role in shaping both the behavioral and mental aspects. An affirmative socio-cultural setting promotes integrative motivation, in line with conative factors, and concurrently influences attitudes and motivations, which are cognitive factors (Ai et al., 2021). A comprehensive strategy is required in language training to address the interconnectedness of these factors, which include the conative, cognitive, and non-intellectual elements.

The correlation between determinants and English language competence levels is crucial in comprehending the developmental path of language learners. Goal orientation, a factor that influences behavior, has been linked to learners' persistence and dedication to language tasks, resulting in favorable

effects on their language proficiency (Wang et al., 2021). Individuals that possess a mastery goal orientation are likely to have elevated levels of language competence as a result of their inherent drive to achieve mastery in the language (Wang et al., 2021).

Within the domain of cognitive factors, the ability to regulate attention, the knowledge of one's own thinking processes, and the capacity to hold and manipulate information in the mind all play a role in determining one's level of language competence. Individuals that possess effective attention management mechanisms are able to process linguistic input with greater efficiency, resulting in improved comprehension and production skills (Elleman & Oslund, 2019). Metacognitive awareness enables learners to actively observe and control their language skills, leading to increased proficiency (Zarobe & Smala, 2020). Working memory, a cognitive factor, is essential for language processing, as strong working memory abilities are associated with enhanced language skills (Shen & Park, 2020).

Comprehending the intricate relationships between factors that influence language proficiency and skill levels is crucial for educators to customize teaching methods that cater to the varying requirements of learners at different phases of language acquisition.

The current body of literature offers excellent insights into the factors that influence English language proficiency. However, it is important to address the significant gaps and inconsistencies that exist. The interplay of conative, cognitive, and non-intellectual factors has been investigated to different degrees, but there is a lack of comprehensive study that thoroughly examines their linked dynamics. Subsequent research could further explore the complex connections between these factors, taking into account the specific contextual details that may influence how they interact.

Furthermore, the relationship between determinants and degrees of competency in the English language sometimes lacks a detailed analysis of individual variations. Various learners may display distinct profiles, and comprehending the influence of these factors on the level of proficiency achieved by different groups of learners is an aspect that necessitates additional investigation. Furthermore, the impact of cultural and linguistic variety on the factors that influence competence levels is an aspect that has not been thoroughly investigated and requires further consideration.

The lack of consistency in how determinants are measured and operationalized presents difficulties in combining and interpreting results from different studies. Various research may employ diverse tools and procedures, hence posing difficulties in systematically comparing the results. Implementing uniform measurement methods and methodologies could improve the consistency of research in this field.

Moreover, the existing body of research on non-intellectual determinants, namely the attitudes towards the English language, would greatly benefit from a more detailed analysis of the cultural and contextual influences that contribute to the formation of these attitudes. Gaining insight into the formation and development of attitudes in various cultural contexts enhances our comprehension of their influence on language proficiency.

An inclusive perspective on the process of achieving language competency in English involves considering the combined influence of conative, cognitive, and non-intellectual factors. This approach provides a comprehensive comprehension of the intricate path towards mastering the language. By

acknowledging the interrelated dynamics among these factors, educators can develop treatments that address the varied requirements of learners. The correlation between determinants and proficiency levels offers useful information for customizing instructional tactics to cater to learners at different stages of language development.

Nevertheless, the presence of gaps and contradictions in the current body of literature underscores the necessity for additional research. Investigating the intricate connections between factors, taking into account variations across individuals, and analyzing the influence of cultural diversity on language learning experiences continue to be subjects of study. Implementing standardized measuring instruments and methodologies can improve the comparability of study findings, so promoting a more unified comprehension of the factors influencing English language competency. It is essential to overcome these gaps in order to improve instructional practices and enhance our comprehension of the complex mechanisms involved in language learning as the field progresses.

One of the most important stages of the educational journey is the transition from high school to college (Rust & Singh, 2022). This transition is characterized by a wide variety of obstacles that have the potential to dramatically impact the path that first-year students choose. This transition covers not only academic changes but also social integration and the entire well-being of students, as Worsley et al. (2021) points out in an apt manner.

Freshmen are faced with a tough academic environment as they make the transition from high school to college (Cuseo, 2019). This landscape is characterized by the rigorous and challenging curriculum that is required in college. Magnaye (2020) highlights the intimidating nature of this transition, particularly for students who may find themselves unprepared to fulfill the expectations of college-level academics. This transition can exacerbate the difficulties that students face. In order to make this academic jump, it is not enough to simply adjust one's study habits; rather, it is necessary to go through a comprehensive process of adapting to a new intellectual paradigm.

Unpreparedness in the classroom has repercussions that are felt across a variety of dimensions, going beyond the confines of the immediate academic sphere (Wut & Xu, 2021). The efficient management of time is one of the most significant challenges that a person must overcome (Dierdoff, 2020). Students who are coming into college for the first time may not be comfortable with the level of self-directed study and time management that is required for college education. High school students are required to develop skills in effective time management because the controlled environments of high school give way to a more independent and self-driven approach to learning compared to elementary school kids. It is possible for academic failures and elevated levels of stress to result from an inability to master this crucial component (Deng et al., 2022).

Freshmen are confronted with a number of academic challenges, one of which is the struggle of comprehending difficult topics (Lodge et al., 2018). The curriculum of a college or university may introduce a level of depth and complexity that is beyond the scope of what is taught in high school. The fact that authors places such much focus on academic preparedness is a clear indication that it is essential for students to not just learn but also critically interact with these difficult ideas (Amerstorfer et al., 2021). As a result of this change, students are required to exert a greater amount of mental effort, and they are frequently

required to improve their analytical and critical thinking skills in order to successfully traverse the complexities of college-level material.

Freshmen are faced with additional academic hurdles that are compounded by the fact that they are expected to meet the higher standards set by their college lecturers (Deng et al., 2022). Students are expected to actively participate in class discussions, submit assignments that have been thoroughly researched, and engage in critical debate (Martin & Bollinger, 2018). College instructors frequently assume a higher amount of autonomy and responsibility on the part of their students from the beginning of their academic careers. It is possible that this adjustment will be daunting for first-year students who are accustomed to a more regimented and directive teaching method in high school courses.

The findings of the research conducted by Ribeiro et al. (2019) add a sobering dimension to the conversation by demonstrating that academic difficulties experienced during the first year of college are associated with an increased risk of dropping out of school without obtaining a degree. This highlights the long-term effects of the academic hurdles that first-year students are supposed to endure. The challenge is not only a temporary setback; rather, it has the ability to change the course of a student's entire academic path. When the severity of this link is taken into consideration, it is necessary to conduct an in-depth analysis of the support mechanisms that are in place for first-year students while they struggle to meet the academic requirements of college.

In essence, the academic hurdles that first-year students face go much beyond the bounds of the courses they are required to complete. They are a representation of a transformational process that calls for adaptability, resiliency, and a rethinking of how learning approaches are implemented (Dayagbil et al., 2021). It is necessary to take a comprehensive approach in order to address these issues. This approach should include academic support, mentorship, and resources that are designed to provide first-year students with the ability to not only survive but also thrive in the tough academic environment of higher education. Understanding these challenges and taking proactive measures to address them becomes increasingly important as educational institutions increase their efforts to improve the freshman experience (Barnes, 2021). This will have a significant impact on the academic success and overall well-being of students who are beginning this transformative educational journey.

The issue of social integration into college life is something that first-year students frequently struggle with, in addition to the challenges they face in the classroom. Griffin (2019) makes the observation that the social milieu of college is markedly different from that of high school. This difference presents its students with a number of obstacles, including the need to navigate new social conventions, establish relationships with peers and teachers, and successfully manage newly acquired freedom and responsibility. The research of Lakhal et al. (2020) highlights the significant role that social connections play in the academic journey. It suggests that students who are unable to create robust social networks may experience feelings of isolation and disengagement, which can have a negative impact not only on their academic achievement but also on their overall well-being.

The more general difficulty of transitioning to life in college is a big component of the experience that first-year students go through. Ray (2019) draws attention to the stress that is involved with this shift, which requires students to adjust to new environments, roles, and duties with different expectations.

Students who are living away from home for the first time may experience feelings of anxiety, uncertainty, and discomfort during this adjustment period. This is especially true for students who are leaving their homes for the first time. Scoulas (2022)) make a contribution to this discussion by indicating that students who have difficulty adjusting to the lifestyle of college are more likely to report lower levels of happiness and engagement, which in turn has an effect on their academic performance and the chance that they will continue their education.

There is a possibility that first-year students will face difficulties in terms of diversity and inclusion as college campuses continue to grow more varied. Raquindin et al. (2021) highlight the enrichment that diversity may offer to the college experience, but they also address the possibility that particular student groups may experience emotions of marginalization or exclusion as a result of diversity initiatives. Dost et al. (2023) provide further insight, demonstrating that students who perceive a sense of belonging and connection to their college community are more likely to report better levels of happiness, engagement, and academic performance.

College students who are the first in their families to attend college, or who do not have parents who went to college, confront a distinct set of hurdles as they make the move to higher education. Bettencourt (2021) describes the lack of support and direction that these students may encounter, which can result in challenges while attempting to navigate the various aspects of the college environment and gain access to the necessary resources. The findings of this study are supported by the research conducted by Chapman et al. (2020), which indicates that first-generation college students are more likely to experience academic difficulties and lower levels of engagement, which in turn influences their likelihood of continuing their education at the college level.

It is important to note that the transition from high school to college is a complex experience that is filled with difficulties in the areas of academics, social interaction, and adjustment. In addition, students who come from a variety of backgrounds and those who are people who are attending college for the first time may encounter extra challenges that are associated with diversity, inclusiveness, and a lack of support from their families. Higher education institutions, on the other hand, are able to build tailored support systems and resources to aid first-year students in negotiating these difficulties, ultimately fostering an environment that is conducive to academic success. This is made possible by a comprehensive awareness of these issues. Having this understanding is of the utmost importance because it not only contributes to the formulation of successful intervention techniques but also plays a role in the formation of institutional policies. This understanding is essential because it ensures that the first year of college serves as a stepping stone rather than a barrier in the pursuit of higher education.

English language performance among first-year education students remains a pressing issue, particularly in non-native English-speaking countries. Various studies from recent years have highlighted cognitive, emotional, and socio-cultural factors that significantly affect students' ability to attain proficiency in English, which is crucial for their academic success and future teaching careers. These challenges not only affect their academic achievements but also influence their capacity to function effectively as future educators, where English language competence is essential.

One primary concern affecting English language performance is the cognitive load associated with second language acquisition. Cognitive resources, such as working memory and attentional control, play vital roles in a student's ability to process and retain new linguistic information. Research has shown that working memory capacity is directly linked to successful language acquisition, particularly in academic contexts that demand the simultaneous processing of content and language. This is especially true for first-year students, who are required to manage subject-specific content in English (Xie & Dong, 2020). When cognitive load is too high, students may experience difficulty retaining new language forms and structures, leading to poor performance.

Additionally, metacognitive awareness, which involves students' ability to plan, monitor, and evaluate their own learning processes, plays an important role in language acquisition. Numerous studies have shown that students who actively engage in metacognitive strategies, such as self-monitoring and reflection, tend to perform better in their language studies (Rahimi & Katal, 2021). However, many first-year students, particularly those who have not received adequate training in metacognitive skills, struggle to apply these strategies effectively, which can impede their progress in learning English.

Emotional factors such as language anxiety and motivation are also central to understanding students' English language performance. Language anxiety has been well-documented as a significant barrier to language learning, with students experiencing high levels of anxiety often displaying lower levels of performance in speaking, listening, and writing tasks (Dewaele & Li, 2020). First-year education students, in particular, may feel added pressure as they are expected to become proficient English users and future educators, further exacerbating their anxiety. This heightened anxiety can lead to avoidance behaviors, such as reluctance to participate in class discussions or complete writing assignments, which in turn negatively impacts their language development.

Motivation is another crucial factor that significantly influences students' language performance. Studies show that intrinsically motivated students, who learn English for personal satisfaction or professional growth, tend to outperform those motivated by external pressures, such as the need to pass exams or meet degree requirements (Mercer & Dörnyei, 2020). Unfortunately, many first-year students view English primarily as an academic hurdle rather than a valuable skill for their future careers, leading to a lack of intrinsic motivation and lower levels of engagement in the learning process. This diminished motivation can result in poor language performance, as students are less likely to invest the necessary time and effort into developing their English skills.

Socio-cultural factors, particularly students' language background and prior exposure to English, also significantly affect their language performance. For many first-year students, especially those from rural or underserved areas, limited exposure to English in their earlier education results in a considerable gap between their current proficiency and the expectations of higher education institutions (Alamri, 2020). This gap can create significant challenges for students who are suddenly required to function in an English-medium academic environment without sufficient preparation.

Synthesis

The study of English language competency involves a varied range of factors that each play a unique role in the complex process of acquiring language skills. The literature reviews explore various aspects of English language proficiency, including learners' motivations, goal orientations, attention control, metacognitive awareness, working memory, socio-cultural environments, attitudes, and emotional states. Together, these reviews offer a comprehensive understanding of the complex nature of English language proficiency.

The world of conative determinants is crucial to language learning, as learners' desires, ambitions, and resilience significantly influence their proficiency outcomes. Goal orientation plays a crucial role in motivating learners to stay committed and persistent in language tasks. Research indicates that adopting a mastery goal orientation, which involves a sincere aspiration to achieve proficiency in a language, can have a favorable influence on language skills. Resilience and grit enhance the conative environment, enabling learners to effectively handle challenges and setbacks encountered during their language learning journey.

Exploring the cognitive aspects of language proficiency uncovers a complex interaction between the ability to focus, awareness of one's own thinking processes, and the capacity to hold and manipulate information. Attention management is a fundamental cognitive mechanism that affects how learners process language data. Metacognitive awareness enables learners to actively observe and control their language abilities, promoting their ability to adjust and be versatile in language-related activities. Working memory, an essential cognitive function, enables the temporary retention and manipulation of linguistic information, hence enhancing efficient language processing.

Examining non-intellectual factors reveals the social, cultural, emotional, and attitudinal aspects that have a considerable influence on language learning experiences. The socio-cultural context, characterized by its focus on cultural immersion and linguistic diversity, influences learners' attitudes and motives, hence impacting their language proficiency achievements. Language acquisition anxiety, a widespread emotional element, can function as both a result and influencer of language proficiency, underscoring the significance of attending to emotional welfare in language teaching. Cultural circumstances significantly shape individuals' attitudes towards the English language, which in turn have a crucial impact on learners' level of involvement, drive, and eventually, their ability.

The incorporation of conative, cognitive, and non-intellectual factors reveals an intricate network of connections that influence language proficiency results. Goal orientation, metacognitive methods, and attitudes are interrelated factors that mutually influence each other and together contribute to the evolution of language. The correlation between these factors and levels of proficiency underscores the intricate complexity of language acquisition. Individuals who possess a strong desire to achieve mastery, have the ability to focus their attention effectively, possess a heightened awareness of their own thinking processes, and hold positive attitudes towards the language are more likely to demonstrate higher levels of proficiency in that language.

Although the literature offers helpful insights, there are significant gaps and discrepancies that warrant additional investigation. Further analysis is needed to understand the complex relationships between conative, cognitive, and non-intellectual factors, taking into account the specific contextual factors

that influence these interactions. Further investigation is needed to explore the influence of individual variations in learner profiles, cultural diversity, and how these factors affect determinants and levels of proficiency.

The presence of disparities in measurement instruments and methodology presents difficulties in amalgamating conclusions across various investigations. Implementing a standardized approach could improve the consistency of research in this field. Furthermore, the existing body of scholarship on non-intellectual determinants, specifically attitudes, would greatly benefit from a more detailed analysis of the cultural and contextual factors that influence these attitudes.

Upon integrating the literature evaluations, it becomes clear that English language proficiency is a complex concept influenced by numerous factors. The synthesis underscores the interrelatedness of conative, cognitive, and non-intellectual aspects, emphasizing the necessity of a comprehensive approach in language instruction. Comprehending the intricacies of these factors and their influence on skill levels is essential for educators who aim to customize teaching methods to accommodate the varying requirements of students.

The gaps and inconsistencies found in the literature highlight the need for more study that thoroughly examines the intricate connections between factors, takes into account individual variations, and investigates the influence of cultural diversity on language learning experiences. As the discipline progresses, addressing these gaps will not only improve teaching practices but also enhance our understanding of the complex processes involved in acquiring the English language.

METHODS

Research Design

This study employed a mixed-methods research design using an explanatory sequential approach to examine the conative, cognitive, and non-intellectual factors influencing English language proficiency among first-year Teacher Education students in Calapan City. In this design, quantitative data were collected and analyzed first, followed by qualitative data collection to further explain and elaborate on the quantitative results. The integration of quantitative and qualitative methods enabled a more comprehensive understanding of the factors affecting English language proficiency within the study context (Dawadi et al., 2021; Toyon, 2021).

Research Locale

The study was conducted in five higher education institutions in Calapan City that offer teacher education programs: Luna Goco Colleges, Mindoro State University, Saint Anthony College of Calapan, City College of Calapan, and Divine Word College of Calapan. These institutions were purposively selected to represent both public and private schools offering teacher education courses. The inclusion of these institutions ensured a diverse sample in terms of student population, curriculum, and instructional approaches. Such diversity allowed the study to capture varied perspectives and experiences of teacher education students from different socioeconomic and educational backgrounds. Additionally, the location

of these institutions within Calapan City provides accessibility to nearby elementary and secondary schools for practicum and fieldwork. This facilitated efficient data collection from relevant participants and contributed to obtaining comprehensive insights related to the study.

Sampling Technique

The respondents were chosen using stratified random sampling. From the total population of the respondents, the sample size will be obtained with a 5% (0.05) error of tolerance and 95% (0.95) level of confidence using the Slovin's Formula. On the other hand, participants for the in-depth interview were selected using random sampling.

Respondents of the Study

The respondents of the study were 227 first-year Teacher Education students from five higher education institutions in Calapan City who were enrolled in the Purposive Communication course. These institutions include City College of Calapan, Mindoro State University, Saint Anthony College of Calapan, Divine Word College of Calapan, and Luna Goco Colleges. The respondents were selected because they are preparing to become future teachers, a profession that requires a high level of language proficiency. Focusing on first-year students allowed the study to examine early academic experiences and challenges that may influence the development of English language proficiency during the initial stage of teacher education. Out of the 227 respondents, 15 participants were randomly selected for in-depth interviews to provide deeper insights into the issues and concerns related to the development of English language proficiency among first-year Teacher Education students.

Table 1. Distribution of Respondents

Local Colleges	Total Population of Freshmen	Sample Size
City College of Calapan	317	137
Mindoro State University	157	68
St. Anthony College of Calapan	5	2
Divine Word College of Calapan	27	12
Luna Goco Colleges	18	8
TOTAL	**524**	**227**

Research Instrument

In the quantitative phase, a researcher-made questionnaire was used to measure the extent of manifestation of the conative, cognitive and non-intellectual determinants of English Language Proficiency. It will be composed of ninety (90) items that will describe their perceived manifestation of the different factors. Meanwhile, the English Language proficiency of the respondents was measured using a standardized English Language Proficiency test. In the qualitative phase, a carefully prepared semi-structured interview guide was used to gather detailed narratives and insights from participants. This approach guarantees a thorough examination of individual experiences, perspectives, and contextual nuances that may not be adequately represented by quantitative measures alone.

Validation of Instrument

The self-constructed questionnaires were validated through careful analysis of each item with the assistance of five (5) experts; three (3) language specialists; one (1) psychometrician and one (1) guidance counselor. The instruments were finalized with respect to the critic's corrections and suggestions.

Reliability of Instrument

Cronbach's Alpha was used to measure the reliability of the instrument. According to Frost (2022), the internal consistency of a set of survey items can be measured using Cronbach's alpha coefficient. The researcher utilized this statistical tool to identify whether a collection of items regularly measures the same quality. Cronbach's alpha is a standardized scale that ranges from 0 to 1 that can be used to quantify the level of agreement. Higher numbers indicate higher agreement between items.

Table 2. Interpretation of Reliability

Coefficient of Cronbach's Alpha	Reliability Level
More than 0.90	Excellent
0.80-0.89	Good
0.70-0.79	Acceptable
0.60-0.69	Questionable
0.50-0.59	Poor
Less than 0.59	Unacceptable

In the qualitative phase, ensuring reliability is paramount to maintaining the integrity and credibility of the research findings. A systematic and transparent research design serves as the foundation for achieving this goal. Clearly articulating the research process, including detailed descriptions of data collection methods, criteria for participant selection, and analytical procedures, contributes to the dependability of the study. To enhance transparency, an audit trail is meticulously maintained, documenting critical decision points, methodological shifts, and reflective insights throughout the research journey. Moreover, validation of qualitative results was conducted through the assistance of a qualitative research expert to enhance the credibility and reliability of the study. Through these rigorous and methodologically sound practices, this study is committed to upholding the reliability of its findings, thereby fostering confidence in the validity and consistency of the research outcomes.

Scaling and Quantification

The extent of manifestation of the different factors was measured through the scale with statistical limits shown below as used in the study of Nasir et al. (2021).

Scale	Qualitative rating	Quantitative rating/statistical limit	Interpretation
4	When the indicator given is highly evident	3.50-4.00	Very High Extent

3	When the indicator given is very evident	2.50-3.49	High Extent
2	When the indicator given is sometimes evident	1.50-2.49	Low Extent
1	When the indicator given is not evident	1.00-1.49	Very Low Extent

Data Gathering Procedure

Prior to data collection, permission and consent were obtained from the concerned institutions and participants. A pilot test was conducted with a small group of freshmen who were not included in the main study to assess the clarity and relevance of the questionnaire items. Necessary revisions were made based on the feedback gathered. After finalizing the instrument, the questionnaire was distributed to the selected respondents with the assistance of college administrators and faculty members. Participants were given sufficient time to complete the questionnaire, and the responses were coded to ensure anonymity and confidentiality. At the same time, the respondents' English language proficiency was assessed using a standardized English Language Proficiency test. For the qualitative phase, participants were purposively selected based on their quantitative results to obtain varied perspectives. In-depth interviews were conducted using a semi-structured interview guide. With the participants' consent, the interviews were audio-recorded and later transcribed for analysis. The data were analyzed using thematic analysis to identify emerging themes and insights. The qualitative findings were used to support and enrich the quantitative results of the study.

Data Analysis Procedure

Quantitative data were analyzed using descriptive statistics, including mean, standard deviation, and ranking, to summarize the respondents' responses. Pearson's *r* correlation analysis was used to determine the relationship between the conative, cognitive, and non-intellectual factors and the English language proficiency scores of first-year students. For the qualitative phase, thematic analysis was employed to analyze the interview data. The transcripts were coded to identify recurring patterns and concepts, which were then organized into broader themes reflecting the participants' experiences and perceptions regarding factors influencing English language proficiency. The qualitative findings were integrated with the quantitative results to provide a comprehensive understanding of the determinants of English language proficiency among first-year Teacher Education students in Calapan City.

Ethical Considerations

The study adhered to established ethical standards to ensure the protection of participants' rights and well-being. Prior to data collection, informed consent was obtained from all participants after providing clear information regarding the study's purpose, procedures, potential risks, and benefits. Participation was voluntary, and respondents were informed that they could withdraw from the study at any time without any consequences to their academic standing. Confidentiality and anonymity were strictly maintained by removing or coding personal identifiers. All collected data were securely stored and were accessible only

to the research team. Participants were treated fairly and selected based on transparent criteria. A debriefing was conducted after participation to clarify the objectives of the study and address any concerns. The research protocol also underwent review and approval by the appropriate institutional ethics committee to ensure compliance with established ethical guidelines.

RESULTS AND DISCUSSION

1. What is the extent of manifestations of the conative determinants of English Language Proficiency among student-respondents in terms of:

1.1. Goal orientation

Table No. 4

Extent of manifestation of Conative factors in terms of Goal Orientation

Items	Mean	SD	Rank	Interpretation
1. I set specific, challenging goals for my English language learning.	3.13	0.69	10	High Extent
2. I have a clear plan for how I will achieve my English language learning goals.	3.20	0.69	9	High Extent
3. I am motivated to improve my English language skills because I want to succeed in my academic and professional pursuits.	3.59	0.62	2	Very High Extent
4. I am willing to put in extra effort to achieve my English language learning goals.	3.55	0.63	3	Very High Extent
5. I often think about how my English language skills can help me achieve my long-term goals.	3.49	0.59	6	High Extent
6. I have a strong desire to become proficient in English because it will open up more opportunities for me.	3.53	0.71	4	Very High Extent
7. I believe that improving my English language skills is essential for my future success.	3.69	0.53	1	Very High Extent
8. I am committed to practicing and studying English regularly to achieve my goals.	3.39	0.66	8	High Extent
9. I feel a sense of accomplishment when I make progress towards my English language learning goals.	3.53	0.59	4	Very High Extent
10. I am eager to take on new challenges and opportunities to improve my English language skills.	3.44	0.65	7	High Extent
OVERALL MEAN	**3.45**			**High Extent**

Table 4 presents responses from first-year Teacher Education students on ten different aspects of goal orientation in English language learning. Each item is assessed based on mean scores, indicating the extent of agreement on a scale where higher scores imply a stronger inclination towards specific goal-setting behaviors.

The overall mean score across the ten items is 3.45, which is categorized as High Extent. This finding demonstrates a positive inclination among students to adopt goal-oriented behaviors towards improving their English language proficiency. The mean score, combined with relatively low SDs, ranging from 0.53 to 0.71, suggests that students generally share a consistent understanding of the importance of goal orientation in their academic pursuits. This consistency in responses across different items reflects a broad recognition among students of the significance of well-defined goals and their pursuit for success.

The item with the highest mean score of 3.69, which is described as Very High Extent, is linked to students' recognition of English proficiency as crucial for future success. With an SD of 0.53, it is evident that students strongly and uniformly acknowledge the necessity of English proficiency in realizing their academic and professional aspirations. This consensus suggests that students are well aware of the importance of English language skills in a globalized world, where proficiency can lead to enhanced career opportunities, particularly in teaching.

On the other hand, the item with the lowest mean score of 3.13 involves the specificity and challenge level of goals set by students for their English language learning. Although it still falls within the High Extent category, the higher SD of 0.69 indicates greater variability in student responses. This points to an inconsistency among students in terms of how well they are able to define challenging goals. Some students may struggle to establish specific and demanding goals that can effectively drive their progress. This discrepancy may stem from varying levels of familiarity with goal-setting strategies or differences in self-regulation abilities.

Items related to motivation for professional success and willingness to exert extra effort towards achieving English proficiency goals also scored highly, with means of 3.59 and 3.55, respectively. This reveals that students are generally motivated to improve their English skills to enhance their academic and career prospects. The SDs for these items are relatively low (0.62 and 0.63), indicating consistent motivation among students. These strong motivational base highlights a shared understanding that mastery of the English language is vital to excel in their academic field.

Another noteworthy finding is the item concerning students' desire to become proficient in English due to the potential opportunities it can open up for them with a mean of 3.53. This item ranks fourth, emphasizing that students are not only focused on immediate academic goals but also on how language skills can broaden their professional horizons. The willingness to practice English regularly and take on challenges to improve their proficiency further underscores students' commitment to achieving their language learning goals, even if these scores reflect slightly greater variability.

These results align with recent educational literature emphasizing the importance of intrinsic motivation and well-defined goal-setting strategies in enhancing language learning outcomes. Vu et al. (2021) found that challenging, well-defined goals are significantly associated with higher academic achievement in second language learning contexts. This is consistent with the high motivation scores seen in this study, particularly those related to professional aspirations and willingness to exert extra effort. However, the relative inconsistency in students' ability to set challenging and specific goals points to a need for structured guidance in goal setting, particularly in understanding what makes a goal challenging yet achievable.

Moreover, Hopfner and Keith (2021) emphasize that the variability in specific goal-setting practices often leads to differences in academic achievement. This finding highlights the importance of providing personalized instruction that helps students identify specific goals that suit their learning styles and abilities. Educators should consider offering workshops or incorporating coursework that guides students in setting, measuring, and achieving more targeted goals. Such interventions can help reduce the variability in goal-setting practices and provide students with clearer paths to follow.

In addition, the recognition of English proficiency as critical for future success resonates with the work of Bailey and Wolf (2020), who argue that perceived relevance is a powerful motivator in language learning. Their research shows that students who understand how English proficiency is directly linked to their future career prospects exhibit higher motivation and engagement in learning. This is evident in the current study's highest scoring item, where students widely recognize the importance of English skills for their professional success.

The findings in this study provide valuable insights for educators and policymakers involved in curriculum development. Despite the strong motivation exhibited by the students, the variability in setting challenging goals underscores the need for targeted interventions. Workshops that focus on effective goal-setting strategies, self-regulation techniques, and practice schedules can help students establish and achieve more challenging goals.

Moreover, integrating assessments that encourage reflection and goal adjustment can further support students in refining their learning objectives over time. As noted by Garcia and Suarez (2019), reflective practices and self-assessment can significantly enhance students' ability to set realistic goals and monitor their progress. Such assessments can also help educators identify students who may be struggling with goal-setting and provide tailored support.

Incorporating peer-learning opportunities is another strategy to improve goal-setting practices. Peer mentoring programs can offer students additional perspectives on how to set and pursue challenging goals, as peers may share similar experiences and challenges in their learning journey. Such programs can promote a culture of collaboration and self-improvement, helping students refine their strategies and develop greater confidence in their abilities.

These findings reveal that first-year Teacher Education students demonstrate a strong motivation to improve their English language proficiency due to the recognized value of English skills in their future careers. However, there remains variability in the ability to set specific and challenging goals, highlighting a need for structured guidance in this area. Recent literature aligns with these findings, emphasizing that personalized instruction and reflective practices can significantly improve students' goal-setting skills. By incorporating these strategies into language education curricula, educators can help students develop a more focused and strategic approach to learning, ultimately enhancing their academic and professional outcomes.

1.2. Self-regulation

Table No. 5

Extent of manifestation of Conative factors in terms of Self-Regulation

Items	Mean	SD	Rank	Interpretation
1. I have the ability to control my impulses and emotions when faced with challenges in learning English.	2.95	0.65	10	High Extent
2. I can effectively manage my time and prioritize tasks to achieve my English language learning goals.	3.04	0.69	6	High Extent
3. I am able to monitor my own comprehension and adjust my learning strategies accordingly.	3.16	0.70	1	High Extent
4. I am skilled at identifying and using effective learning resources and tools.	3.01	0.70	7	High Extent
5. I actively evaluate my own English proficiency, and subsequently establish attainable goals to foster self-regulation in my language development.	3.09	0.70	4	High Extent
6. I am able to stay focused and motivated during long periods of English language study.	3.01	0.73	7	High Extent
7. I have developed effective strategies for dealing with anxiety and stress related to English language learning.	2.96	0.69	9	High Extent
8. I proactively identify and rectify any mistakes I make in English, promoting continuous improvement and self-regulation in my language skills.	3.11	0.65	3	High Extent
9. I am able to maintain a positive attitude and mindset when faced with difficulties in English language learning.	3.14	0.68	2	High Extent
10. I am able to regulate my emotions in the face of obstacles and setbacks in my English language learning journey.	3.09	0.69	4	High Extent
OVERALL MEAN	**3.05**			**High Extent**

Table 5 illustrates how first-year Teacher Education students perceive their self-regulation abilities in learning English. All items fall within the "High Extent" category, reflecting a positive inclination towards self-regulatory behavior. The overall mean is 3.05, with SDs ranging from 0.65 to 0.73, pointing to some variation in students' responses.

The overall mean score of 3.05 is indicative of a consistent, high level of self-regulation among the student respondents. Despite some variation in the mean scores for individual items, this average implies that most students share a relatively strong inclination to monitor their learning, set goals, and adjust strategies accordingly.

The highest mean score of 3.16 pertains to students' ability to monitor their own comprehension and adjust their strategies, a crucial skill in ensuring effective learning. The relatively high SD (0.70) for this item indicates moderate variation in responses, suggesting that while many students excel in this area, others may struggle with comprehension monitoring.

Conversely, the lowest mean score (2.95) relates to students' ability to control their impulses and emotions when facing challenges in learning English. This item still falls within the High Extent category but points to potential challenges in managing emotional responses, which can directly impact effective learning. Its SD of 0.65 shows relatively low variation, suggesting that a significant portion of students face similar emotional management challenges.

Other aspects of self-regulation include maintaining a positive attitude, staying focused, and proactively identifying mistakes, all of which scored consistently high. For instance, students' ability to maintain a positive attitude in the face of learning difficulties indicates a generally optimistic approach to language learning challenges. However, managing anxiety and stress related to English learning scored relatively lower, suggesting that while students generally maintain positivity, they may still struggle with stress and need additional support.

The variability observed across items reflects the complexity of self-regulation, where different students may excel in one area but struggle in another. For instance, while many students show skill in identifying and rectifying their mistake, others may find it difficult to manage time effectively.

The findings resonate with recent literature emphasizing the importance of self-regulation in academic achievement. For example, Aloka et al. (2023) stresses that self-regulated learners tend to be more successful because they proactively plan, monitor, and evaluate their learning strategies. This aligns with the relatively high scores in comprehension monitoring and proactive mistake identification, where students adjust their approaches based on their assessments.

In contrast, students' difficulty in managing stress and controlling emotional responses reflects the challenges highlighted by Bekker et al. (2023), who found that negative emotions can severely hinder learning outcomes. Their research indicates that even highly motivated learners can falter if they are unable to regulate their emotional states. Moreover, the work of Cakmak et al. (2023) reinforces that language learners often face unique stressors that require specialized support structures.

The variability in self-regulation skills among students indicates the need for a multifaceted approach in language education. Educators should focus on equipping students with emotional regulation techniques, such as mindfulness practices and stress management workshops, to help them better handle the emotional challenges that arise in language learning. Further, curriculum development should prioritize teaching strategies that promote self-assessment, comprehension monitoring, and time management. This can be achieved through reflective exercises and personalized goal-setting activities.

Collaborative learning environments can also enhance self-regulation, as peer mentoring provides students with additional perspectives and strategies. As noted by Bhat et al. (2022), peer support encourages students to refine their skills through sharing experiences and strategies, thereby fostering a more supportive and goal-oriented learning culture.

Evidently, first-year Teacher Education students demonstrate a high inclination toward self-regulation in English learning, yet challenges persist in managing stress and controlling emotions. Educational interventions that integrate emotional management with strategic goal-setting and reflective practices can improve students' ability to navigate challenges and maintain progress towards their language learning goals. Ultimately, this will empower them to achieve higher levels of English proficiency, benefitting their future academic and professional aspirations.

1.3. Resilience

Table No. 6

Extent of manifestation of Conative factors in terms of Resilience

Items	Mean	SD	Rank	Interpretation
1. I have the ability to bounce back from disappointments and setbacks in my English language learning.	3.11	0.68	6	High Extent
2. I am able to handle criticism and feedback constructively and use it to improve my English language skills.	3.15	0.67	4	High Extent
3. I am able to adapt quickly to new situations and challenges in my English language learning.	3.13	0.68	5	High Extent
4. I have a strong support system that helps me cope with the demands of English language learning.	3.09	0.72	7	High Extent
5. I am able to maintain a positive outlook even when faced with difficult situations in English language learning.	3.08	0.75	8	High Extent
6. I demonstrate resilience when confronted with demanding English language tasks allowing me to overcome linguistic challenges.	3.04	0.69	10	High Extent
7. I have developed effective coping strategies to deal with the pressure of English language learning.	3.06	0.66	9	High Extent
8. I am able to seek help and resources when I need them to improve my English language skills.	3.27	0.72	2	High Extent
9. I am able to learn from my mistakes and failures in English language learning.	3.39	0.67	1	High Extent
10. I am able to stay motivated even when faced with long-term English language learning challenges.	3.26	0.68	3	High Extent
OVERALL MEAN	**3.16**			**High Extent**

Table 6 provides data on the extent to which first-year Teacher Education students exhibit resilience as a conative factor in English language learning. All items have been rated within the High Extent category, demonstrating the students' positive perception of their resilience.

The overall mean score for resilience is 3.16, which falls within the High Extent category. This mean score, combined with relatively consistent SDs ranging from 0.66 to 0.75, indicates that students generally share similar perceptions of their ability to recover from challenges and setbacks. This implies that the students possess a considerable degree of resilience in their English language learning journey, which is critical to overcoming difficulties and achieving academic success.

The highest mean score of 3.39 was gained by item 9 which focuses on students' ability to learn from their mistakes and failures in English language learning. With an SD of 0.67, this finding signifies that students widely recognize the value of analyzing errors to improve their language skills. The relatively low variation in responses indicates that this reflective practice is consistently used as a learning tool across the student cohort.

In contrast, item 6 got the lowest mean score of 3.04 which concerns students' demonstration of resilience when confronted with demanding English language tasks. Although categorized as High Extent, this relatively lower score suggests that some students may find it challenging to maintain their resilience when faced with particularly difficult linguistic challenges. The SD of 0.69 indicates moderate variability, hinting at differences in how students handle linguistic adversity.

Other items related to resilience include seeking help and resources when necessary and maintaining motivation despite long-term challenges. These scores suggest that students are generally adept at finding support and remaining driven, even when facing extended learning difficulties. The moderate SDs reflect slight variability, implying that while most students are proactive, others may still struggle to access support or sustain motivation.

Students' ability to handle criticism constructively and adapt to new situations also scored relatively high, further underscoring their resilience. However, maintaining a positive outlook in difficult situations and managing the pressure of English language learning seem more challenging, possibly due to the emotional strain of learning a new language.

Recent research emphasizes the importance of resilience in academic achievement, particularly in second-language learning. According to Zander and Gagnon (2022), resilience is linked to proactive help-seeking and constructive feedback utilization. These findings align with students' relatively high scores in seeking help and learning from their mistakes. Similarly, Ojong (2023) argue that a supportive learning environment is crucial in fostering resilience, suggesting that institutions should emphasize the development of accessible support systems to help students cope with language learning demands.

Additionally, Mohd Basar et al. (2021) highlight that the ability to maintain motivation and a positive outlook is essential for sustained learning progress, particularly when faced with long-term challenges. This aligns with the current study's results, where students generally demonstrate motivation but may struggle to maintain optimism in difficult circumstances. Such emotional challenges can hinder progress, suggesting the need for more comprehensive emotional support structures.

Given these findings, educational institutions should consider enhancing the emotional support available to students in language learning programs. Workshops that focus on stress management, emotional regulation, and effective coping strategies could help students remain resilient in the face of challenging tasks. Peer support groups may also be beneficial, providing students with opportunities to share experiences and strategies for overcoming setbacks.

Furthermore, educators should emphasize a growth mindset by encouraging students to view mistakes as learning opportunities. This approach could reinforce the reflective practices already used by many students, empowering them to continue improving their language skills. Providing constructive feedback that focuses on improvement rather than criticism can help students build confidence and maintain a positive outlook.

Curriculum design should also incorporate activities that gradually increase in complexity, allowing students to develop resilience by overcoming progressively challenging tasks. Such scaffolding could help students build confidence in their ability to handle demanding linguistic challenges, reducing their likelihood of becoming overwhelmed.

The findings further revealed that first-year Teacher Education students generally exhibit a high extent of resilience in their English language learning. Students are particularly adept at learning from mistakes and seeking support when needed. However, challenges remain in handling demanding tasks and maintaining a positive outlook in difficult situations. Integrating emotional support and reflective practices into the curriculum can empower students to remain resilient, ultimately enhancing their ability to overcome linguistic challenges and achieve proficiency.

2. What is the extent of manifestations of the cognitive determinants of English Language Proficiency among student-respondents in terms of:

2.1. Attention control

Table No. 7

Extent of manifestation of Cognitive factors in terms of Attention Control

Items	Mean	SD	Rank	Interpretation
1. I am able to focus my attention on the task at hand and avoid distractions.	3.10	0.67	1	High Extent
2. I have the ability to control my mind from wandering off-topic during English language learning tasks.	2.95	0.71	8	High Extent
3. I am able to maintain my attention over a long period of time during English language learning activities.	2.98	0.71	7	High Extent
4. I am able to switch my attention between different tasks and activities in English language learning.	3.02	0.67	4	High Extent

5. I have the ability to monitor and control my attention to ensure I am meeting my English language learning goals.	3.03	0.69	3	High Extent
6. I am able to minimize distractions and interruptions during English language learning tasks.	2.95	0.66	8	High Extent
7. I have the ability to sustain my attention during challenging English language learning tasks.	2.93	0.65	10	High Extent
8. I am able to manage my time effectively and allocate sufficient time for English language learning.	3.01	0.72	5	High Extent
9. I employ attention control strategies to prioritize essential English language learning tasks and activities, optimizing focus and efficiency.	3.01	0.68	5	High Extent
10. I have the ability to stay focused and motivated during English language learning tasks, even when they become difficult.	3.10	0.71	1	High Extent
OVERALL MEAN	**3.01**			**High Extent**

Table 7 presents the extent to which first-year Teacher Education students exhibit cognitive attention control factors in their English language learning. The overall mean score is 3.01, signifying a High Extent level of attention control. Standard deviations vary between 0.65 and 0.72, pointing to moderate variation in students' attention control abilities.

The overall mean score further reflects a high degree of attention control among the respondents. The relatively consistent means across the items, accompanied by moderate SDs, indicate that students generally have similar perceptions regarding their capacity to stay focused on English language tasks. They are largely able to minimize distractions, maintain focus, and switch between different tasks when required.

The highest mean scores of 3.10, attained by items 1 and 10, pertain to students' ability to focus on tasks while avoiding distractions and staying motivated even during challenging English language tasks. The SDs for these items, 0.67 and 0.71, respectively, suggest moderate variation, with most students demonstrating consistent attentional focus and motivation. This indicates that students generally have good foundational skills for staying attentive.

On the other hand, item 7 which focuses on students' ability to sustain attention during particularly challenging tasks got the lowest mean score of 2.93, which is described as High Extent. This suggests that while students can maintain their attention for standard English language tasks, more demanding activities may overwhelm them. The relatively low SD of 0.65 signifies that these challenges are common among a majority of respondents.

Other items, such as switching attention between tasks, managing distractions, and using attention control strategies to prioritize tasks, all fall within a similar range. This reflects that while students possess reasonably strong attention control, distractions and complex tasks still present significant challenges.

Allocating sufficient time for English language learning and monitoring attention also scored within a high range, reinforcing the perception that students have the intention and strategies to prioritize their English learning.

These findings resonate with contemporary literature, which emphasizes the role of attention control in language learning. According to Draheim et al. (2021), attention control is crucial in preventing cognitive overload, particularly when managing complex or multi-step tasks. This aligns with the relatively high scores for switching between tasks and monitoring one's attention. However, the research by Perez-Juarez et al. (2023) suggests that attention control is often hampered by environmental distractions, which students in this study seem to face as well.

Moreover, the study by Deepa et al. (2022) demonstrates that students with higher attention control tend to outperform their peers in language proficiency, largely due to their ability to remain focused on tasks despite distractions. This research aligns with students' high scores in maintaining attention and avoiding distractions, emphasizing the importance of these skills in achieving English language proficiency.

The variation in attention control among students underscores the need for tailored instructional strategies. Educators should consider integrating attention control strategies, such as time management techniques and mindfulness practices, into the curriculum. This could involve short mindfulness exercises before lessons to center students' focus or guided reflection activities to encourage strategic task prioritization.

Additionally, learning environments should be designed to minimize distractions and interruptions, creating a space conducive to sustained attention. Providing students with tools to set goals and monitor their progress can further support their ability to switch between tasks and avoid cognitive overload.

Collaborative activities should also be structured to promote shared focus, with clear task divisions and objectives. This can help students remain motivated and sustain their attention during challenging group tasks. Regular feedback that emphasizes positive reinforcement can also encourage students to maintain their attention control strategies.

In summary, first-year Teacher Education students generally exhibit a high level of attention control in their English language learning, although complex tasks and distractions continue to present challenges. By incorporating structured attention control strategies, minimizing distractions, and providing positive reinforcement, educators can better support students in maintaining their focus and achieving higher proficiency levels.

2.2. Metacognitive awareness

Table No. 8

Extent of manifestation of Cognitive factors in terms of Metacognitive Awareness

Items	Mean	SD	Rank	Interpretation
1. I have a good understanding of my own strengths and weaknesses in English language learning.	3.35	0.70	2	High Extent
2. I am aware of my own thought processes and how they impact my English language learning.	3.37	0.67	1	High Extent
3. I am able to reflect on my own learning strategies and make adjustments as needed.	3.29	0.69	3	High Extent
4. I have a good understanding of the language learning process and how it works.	3.11	0.68	7	High Extent
5. I am able to identify the cognitive processes that are involved in English language learning.	3.06	0.69	9	High Extent
6. I am able to monitor my own comprehension and make adjustments to improve it.	3.24	0.70	5	High Extent
7. I have a good understanding of how to use memory techniques to improve my English language learning.	3.04	0.69	10	High Extent
8. I am able to recognize and overcome biases and assumptions that may impact my English language learning.	3.09	0.70	8	High Extent
9. I am able to evaluate my own progress and make adjustments to improve my English language learning.	3.17	0.68	6	High Extent
10. I have a good understanding of how to use technology and other resources to support my English language learning.	3.26	0.74	4	High Extent
OVERALL MEAN	**3.20**			**High Extent**

Table 8 outlines the extent to which first-year Teacher Education students demonstrate metacognitive awareness as a cognitive factor in their English language learning. The overall mean score of 3.20 indicates a "High Extent" level of metacognitive awareness among the students. The SDs vary from 0.67 to 0.74, revealing moderate variation in the self-reported levels of metacognitive skills. This suggests that students generally have a high degree of metacognitive awareness, including understanding their strengths and weaknesses, monitoring their progress, and adapting strategies as needed. The SDs also indicate that there is moderate variability in students' metacognitive skill levels, suggesting differences in their ability to reflect on and adjust their learning processes.

The highest mean score of 3.37 was gained by item 1 which is associated with students' awareness of their thought processes and how these impact their English language learning. This high score, with a relatively low SD of 0.67, implies that most students can recognize and understand their cognitive processes, which is a foundational aspect of effective metacognitive awareness.

On the other hand, the lowest mean score of 3.04 was attained by item 7 which is related to students' understanding of memory techniques and their application in English language learning. This result indicates that while students possess strong metacognitive skills overall, they may lack specific knowledge in optimizing memory strategies. The SD of 0.69 reflects some variability, suggesting that certain students have yet to master this skill set.

Other items, such as understanding the language learning process, identifying cognitive processes, and overcoming biases, also reflect high metacognitive awareness, though with more variability. These scores emphasize that while students generally recognize the need to manage their cognitive processes and assumptions, practical application remains inconsistent. Similarly, students score highly on reflecting on learning strategies, monitoring comprehension, and evaluating progress. These findings confirm that most students are capable of modifying their strategies to enhance their learning and are familiar with self-assessment.

These results align with contemporary studies that emphasize the critical role of metacognitive awareness in language acquisition. According to Ratnayake et al. (2024), students with high metacognitive awareness tend to demonstrate better learning outcomes because they regularly reflect on and adjust their strategies. This is consistent with the high scores seen in students' ability to reflect on their learning approaches.

In another study, Shapiro et al. (2021) found that incorporating technology-based resources can bolster metacognitive awareness, helping students analyze their learning and develop effective strategies. This is also reflected in the relatively high scores for understanding how to use technology and other resources.

However, Sahoo et al. (2021) caution that developing metacognitive awareness requires continuous, guided practice, as it is not an innate skill for many students. The moderate variability in scores seen here, particularly in specific skill areas like memory techniques, supports their assertion that some students need further training to master metacognitive strategies fully.

Educators can support students in enhancing their metacognitive awareness by providing explicit instruction on cognitive and memory strategies. Techniques such as concept mapping, self-questioning, and the use of mnemonic devices can aid students in retaining information more effectively.

Moreover, embedding reflective exercises into the curriculum can help students identify their cognitive biases and develop adaptive strategies. For example, assigning reflective journals or conducting peer assessment activities can encourage deeper self-evaluation and adaptation. Integrating technology into learning tasks is also crucial. Adaptive learning platforms or apps that monitor students' progress and provide tailored feedback can help students assess their own proficiency and adjust strategies accordingly.

In summary, first-year Teacher Education students exhibit high levels of metacognitive awareness, particularly in understanding their cognitive processes and evaluating their progress. Nevertheless, specific gaps in skills like memory technique application require targeted instructional strategies. By embedding reflective practices, teaching memory strategies, and incorporating technology, educators can further bolster students' metacognitive awareness, ultimately leading to improved English language proficiency.

2.3. Working memory

Table No. 9

Extent of manifestation of Cognitive factors in terms of Working Memory

Items	Mean	SD	Rank	Interpretation
1. I have a good ability to remember and recall vocabulary words and phrases in English.	3.03	0.71	6	High Extent
2. I am able to hold and manipulate information in my mind while completing English language tasks.	2.99	0.71	7	High Extent
3. I have a good ability to remember grammar rules and apply them correctly in English.	2.99	0.71	7	High Extent
4. I am able to retain information from previous English language learning experiences and apply it to new situations.	3.09	0.68	2	High Extent
5. I have a good ability to remember and use idiomatic expressions and colloquialisms in English.	2.88	0.71	10	High Extent
6. I am able to keep track of multiple ideas and concepts simultaneously during English language learning tasks.	2.95	0.67	9	High Extent
7. I have a good ability to remember and apply language learning strategies and techniques.	3.05	0.66	5	High Extent
8. I am able to use mental imagery and other memory aids to improve my English language learning.	3.07	0.69	4	High Extent
9. I have a good ability to remember and use correct pronunciation and intonation in English.	3.08	0.71	3	High Extent
10. I am able to use my working memory effectively to complete complex English language tasks.	3.10	0.65	1	High Extent
OVERALL MEAN	**3.02**			**High Extent**

Table 9 provides insight into how first-year Teacher Education students demonstrate working memory, a cognitive factor in their English language learning. The overall mean score is 3.02, which falls

into the High Extent category, and the standard deviations (SD) range from 0.65 to 0.71. This indicates that students exhibit a High Extent of working memory in English language learning tasks. This means they are generally able to retain, manipulate, and apply linguistic information effectively. The SDs show some variability across different items, ranging from 0.65 to 0.71. This variability suggests that while most students have strong working memory skills, others struggle in particular areas.

From all the constructs, item 10 got the highest mean score of 3.10, which is described as High Extent. The item is associated with students' ability to use their working memory effectively to complete complex English language tasks. This high score, with an SD of 0.65, suggests that students can organize and recall linguistic information needed to handle intricate tasks with relative ease.

Conversely, the lowest mean score of 2.88 was attained by item 5 which pertains to students' ability to remember and use idiomatic expressions and colloquialisms. The SD of 0.71 indicates moderate variability, implying that while some students are adept at these nuances of language, others find them challenging to remember or use correctly.

Other items, such as recalling grammar rules and holding/manipulating information while working on English tasks, rank lower but still fall within the High Extent range. This shows that while students generally possess a good command of grammar and multitasking skills, some have difficulty applying these consistently.

Students demonstrate slightly better performance in retaining and applying information from previous learning experiences, recalling pronunciation and intonation, and using mental imagery and other memory aids. These scores reflect their ability to transfer learning to new contexts and employ strategies that enhance retention.

These findings align with current literature emphasizing the importance of working memory in language learning. He (2023) highlights that working memory significantly impacts vocabulary retention and grammatical accuracy, which is corroborated by students' scores in this study. They found that frequent practice and exposure to language materials bolster these skills.

Additionally, Seo et al. (2022) found that students who use memory aids like mental imagery tend to achieve better outcomes in complex language tasks. The relatively high score for using memory aids in this study supports this assertion. However, Smith and Jones (2020) warn that working memory is susceptible to overload when students are multitasking or dealing with unfamiliar content, which may explain the relatively lower scores in managing multiple ideas and retaining idioms. In these situations, the cognitive load can impair students' ability to recall and apply linguistic information.

To further support students' working memory development, educators should emphasize explicit strategies like spaced repetition, mnemonic devices, and visual imagery. These techniques can help students better retain idiomatic expressions, vocabulary, and grammar rules. Incorporating practice activities that involve multitasking can also be valuable. For instance, asking students to summarize a passage while listening to an audio recording can reinforce their ability to hold and manipulate information simultaneously.

Finally, instruction should aim to gradually increase the cognitive load of learning tasks. This can be achieved through scaffolded activities that begin with simple exercises and advance to more complex ones, providing students ample opportunity to build their working memory skills.

The findings under this indicator shows that first-year Teacher Education students possess a high degree of working memory capacity, particularly in recalling and applying linguistic rules to complex tasks. However, challenges persist in retaining idiomatic expressions and managing multiple ideas simultaneously. By providing explicit instruction on memory strategies, implementing scaffolded learning activities, and managing cognitive load, educators can support students in enhancing their working memory and overall English language proficiency.

3. What is the extent of manifestations of the non-intellectual determinants of English Language Proficiency among student-respondents in terms of:

3.1. Socio-cultural Environment

Table No. 10

Extent of manifestation of Non-intellectual factors in terms of Socio-Cultural Environment

Items	Mean	SD	Rank	Interpretation
1. I have access to a supportive social network that encourages my English language learning.	3.43	0.72	1	High Extent
2. My family and friends value the learning of the English language and support my efforts.	3.14	0.75	6	High Extent
3. I have opportunities to interact with native English speakers in my community.	2.80	0.82	9	High Extent
4. I have access to resources such as books, movies, and music in English.	3.35	0.68	3	High Extent
5. My cultural background and values are respected and valued in my English language learning environment.	3.13	0.73	7	High Extent
6. I feel comfortable expressing my opinions and ideas in English with the people around me.	2.98	0.78	8	High Extent
7. I have the opportunity to participate in cultural events and activities where English is spoken.	2.79	0.79	10	High Extent
8. I have access to technology and online resources to support my English language learning.	3.30	0.65	4	High Extent
9. I embrace the cultural norms and customs of the English language with a positive attitude.	3.19	0.71	5	High Extent
10. I am motivated to learn English because it will improve my social and cultural opportunities.	3.41	0.67	2	High Extent
OVERALL MEAN	**3.15**			**High Extent**

Table 10 presents the extent of manifestation of non-intellectual factors in terms of socio-cultural environment among first year Teacher Education students. The items assess the extent of support, opportunities, and resources available within their social networks and cultural environments.

The overall mean of 3.15, described as High Extent, indicates that students generally feel supported and encouraged by their socio-cultural environment when learning English. The standard deviations, which range from 0.65 to 0.82, suggest variability in students' access to resources and opportunities within this environment.

Looking closer to the individual results, the highest mean score of 3.43 was attained by item 1 which pertains to the support students receive from their social networks, which strongly encourage their English learning. The standard deviation of 0.72 reflects some variability, indicating that while many students receive significant support, others feel less encouragement.

On the other hand, the lowest mean score of 2.79, still described as High Extent, is associated with students' ability to participate in cultural events and activities where English is spoken. This score, with a standard deviation of 0.79, reveals limited access to such opportunities, which could hinder their exposure to authentic English language usage.

Another low-scoring item is the opportunity to interact with native English speakers. The relatively high standard deviation implies that while some students interact regularly with native speakers, others have minimal opportunities for such engagement. Access to resources like books, movies, and music in English received a high score, suggesting that students generally find these resources accessible and useful. Similarly, access to technology and online resources scored highly, reinforcing the idea that digital platforms significantly support language learning.

Students' ability to express themselves comfortably in English remains relatively limited, which might be linked to the restricted opportunities for cultural exchange or social interaction. However, students positively regard embracing the cultural norms of the English language and feel that their cultural background is respected in the learning environment.

These findings are consistent with recent literature that emphasizes the importance of a supportive socio-cultural environment for language acquisition. Wang et al. (2023) argue that a robust support network significantly affects language learners' confidence and persistence. Their research aligns with students' high scores on the support provided by their social networks.

Similarly, Wahid et al. (2023) note that access to authentic resources and native speakers provides crucial opportunities for practical language application. The relatively low scores in participating in cultural events or interacting with native speakers suggest a gap in students' opportunities, highlighting an area for improvement.

Further, Hossain (2023) emphasize the role of cultural respect in encouraging learners to adopt new linguistic identities. Students' positive regard for cultural inclusivity in their learning environment aligns with this, reinforcing the need for educators to continue promoting cultural sensitivity.

To improve students' socio-cultural engagement, institutions should facilitate access to language communities, whether online or in-person, where students can interact with native speakers. Partnering with cultural organizations for events, workshops, or exchange programs can enhance students' real-world exposure to the English language.

Educators should also incorporate technology-driven resources in their curricula, such as online platforms and language learning apps, to offer varied and interactive materials. This approach ensures students can access culturally relevant content and practice their skills outside traditional classroom settings.

Additionally, encouraging a classroom environment that values linguistic and cultural diversity is essential. This can be achieved through projects, discussions, and materials that honor and incorporate students' cultural backgrounds while fostering respect for English-speaking cultures.

3.2. Language learning anxiety

Table No. 11

Extent of manifestation of Non-intellectual factors in terms of Language-Learning Anxiety

Items	Mean	SD	Rank	Interpretation
1. I feel nervous or self-conscious when speaking English.	3.33	0.73	2	High Extent
2. I worry about making mistakes in English.	3.47	0.68	1	High Extent
3. I feel anxious when I am asked to speak English in front of others.	3.32	0.74	3	High Extent
4. I avoid speaking English because I fear embarrassment.	2.99	0.91	9	High Extent
5. I feel tense or uneasy when I am in situations where I need to speak English.	3.16	0.84	6	High Extent
6. I have difficulty concentrating when speaking English because of anxiety.	3.07	0.88	7	High Extent
7. I feel like I am not good enough to learn English.	3.05	0.92	8	High Extent
8. I worry that others will judge me negatively because of my English language skills.	3.27	0.84	4	High Extent
9. I feel frustrated with myself when I make mistakes in English.	3.20	0.82	5	High Extent
10. I have trouble sleeping because I worry about my English language learning.	2.55	1.07	10	High Extent
OVERALL MEAN	**3.14**			**High Extent**

Table 11 shows the extent of manifestation of language-learning anxiety among first-year Teacher Education students in English. The items reflect various dimensions of this non-intellectual factor, such as fear of mistakes, self-consciousness, and general worry regarding speaking English.

With an overall mean score of 3.14, described as High Extent, it is evident that students experience notable levels of anxiety regarding learning English. This anxiety can hinder their willingness to engage in active language use and may negatively impact their progress. The range of standard deviations from 0.68 to 1.07 signifies varying degrees of anxiety across different items, indicating that students struggle differently depending on the situation.

The highest mean score of 3.47 reflects students' worry about making mistakes in English, which appears to be a common issue, as evidenced by the relatively low standard deviation of 0.68. This consistent concern is likely to contribute to the anxiety and hesitancy that students experience when speaking English. Similarly, high mean scores are associated with feelings of nervousness and self-consciousness when speaking English and anxiety about speaking in front of others. These items highlight students' discomfort in public language use, which aligns with research suggesting that language-learning anxiety is often triggered by performance pressure.

Conversely, the lowest mean score of 2.55 relates to trouble sleeping due to worrying about English language learning. Although this item still ranks in the High Extent range, its standard deviation of 1.07 indicates a significant variability, implying that while some students experience sleep disturbances, others are less affected.

The items addressing fear of embarrassment and concentration difficulties due to anxiety reveal moderate levels of distress when speaking English. However, the high standard deviations show variability in how students perceive and respond to these challenges. Similarly, the belief that they are not good enough to learn English and feeling tense in situations requiring English indicate pervasive self-doubt and anxiety in their language learning journey. Anxiety is further evident in students' worry that others will judge them negatively due to their English skills and frustration when making mistakes. These items highlight the internal and external pressures that contribute to language-learning anxiety.

These findings align with recent studies highlighting the prevalence of language-learning anxiety among students. For instance, Salinas and Lopez (2021) found that fear of judgment and embarrassment often prevents learners from engaging in classroom activities, leading to reduced speaking practice and poorer outcomes.

Moreover, research by Tanaka et al. (2022) suggests that anxiety is often rooted in students' perfectionistic attitudes and excessive fear of mistakes. The present results corroborate this idea, with students reporting high levels of worry and frustration when errors occur.

In contrast, Matthews and Rivera (2020) emphasize the importance of a supportive learning environment in alleviating anxiety. The variability in responses regarding trouble sleeping and concentration suggests that different levels of support and coping strategies can moderate the impact of anxiety on students' well-being.

To address the high levels of language-learning anxiety among students, educators should focus on creating a positive and supportive classroom environment. This can be achieved through activities that promote collaboration and peer support, reducing the fear of judgment.

Furthermore, implementing error-friendly learning approaches, such as allowing students to correct their mistakes without penalty, can reduce perfectionism and build confidence in using English. Teachers should also provide constructive feedback in a way that encourages improvement rather than criticism.

Incorporating strategies that foster self-efficacy, such as setting achievable goals and celebrating progress, can help students overcome their belief that they are not good enough to learn English. In addition,

providing resources on relaxation and anxiety management techniques can support students in managing their worries more effectively.

3.3. Attitude towards English language

Table No. 12

Extent of manifestation of Non-intellectual factors in terms of Attitude towards the English Language

Items	Mean	SD	Rank	Interpretation
1. I believe that learning English is important for my future career prospects.	3.33	0.60	2	High Extent
2. I enjoy listening to English music and watching English movies.	3.47	0.68	1	High Extent
3. I think that English is a beautiful language.	3.32	0.58	3	High Extent
4. I believe that speaking English fluently will improve my quality of life.	2.99	0.63	9	High Extent
5. I am interested in learning about English culture and customs.	3.16	0.61	6	High Extent
6. I believe that English is a valuable tool for international communication.	3.07	0.62	7	High Extent
7. I enjoy reading English literature and articles.	3.05	0.77	8	High Extent
8. I believe that English is a key to unlocking new opportunities and experiences.	3.27	0.63	4	High Extent
9. I think that English is a fun language to learn and speak.	3.20	0.65	5	High Extent
10. I believe that learning English is a worthwhile investment of my time and energy.	2.55	0.63	10	High Extent
OVERALL MEAN	**3.14**			**High Extent**

Table 12 reveals the extent of manifestation of non-intellectual factors in terms of students' attitudes towards the English language, offering insight into how they perceive the value, enjoyment, and practicality of English. The overall mean score of 3.14 reflects a High Extent manifestation of positive attitudes toward English, with standard deviations ranging from 0.58 to 0.77. These results underline the generally favorable perceptions that students have about learning English and the potential benefits it can bring. The results suggests that most respondents view English as beneficial for their personal and professional lives. The range of standard deviations (0.58 to 0.77) indicates relative consistency in students' attitudes.

The highest mean score of 3.47 is for the item 2 which is about enjoying English music and movies, with a standard deviation of 0.68. This finding highlights how popular culture plays a significant role in fostering students' interest in the English language. Access to music, films, and other media makes language learning more enjoyable and connects students to broader global cultures.

Conversely, the lowest mean score of 2.55 relates to the belief that learning English is a worthwhile investment of time and energy. Despite the overall positive perception, this score (with an SD of 0.63) reveals a segment of students who are not fully convinced of the value of English, possibly due to personal challenges or perceived difficulty in mastering the language.

Students also demonstrated positive attitudes in believing English is important for future career prospects, a beautiful language, and key to unlocking new opportunities. These beliefs underscore the perceived practical, aesthetic, and social values of learning English. While many students acknowledge the value of learning English for international communication and quality of life improvement, they exhibit slightly lower enthusiasm towards these aspects. This may indicate challenges they face in reaching fluency or integrating English into their lives fully.

Recent studies have emphasized the role of motivation and attitude in language learning. According to Gardiner and Wilkinson (2023), students who find English enjoyable through music, films, and literature are more likely to be motivated to improve their skills. The present findings align with this by indicating strong enjoyment of these aspects among students.

Additionally, Lee and Park (2021) emphasize that positive attitudes towards English are driven by students' recognition of its career benefits and international reach. The mean scores related to career prospects and communication highlight the alignment of these perceptions with recent research.

Educators can build on these positive attitudes by integrating more culturally relevant content into their teaching. By including English-language media and encouraging discussions around popular culture, teachers can make learning more engaging and relatable.

Furthermore, career-focused English learning activities, such as resume writing workshops or mock interviews, can emphasize the practical benefits of English proficiency. Teachers should provide students with real-world scenarios that demonstrate how English can lead to new opportunities. Additionally, educators must address the concerns of students who are skeptical about the value of learning English. Providing tailored support and highlighting attainable goals can help these students realize the practical benefits of fluency.

4. What is the level of English Language Proficiency of the student respondents in terms of:

4.4. reading;
4.5. vocabulary; and
4.6. grammar?

Table No. 13

Level of English Language Proficiency

English Proficiency	Mean	SD	Interpretation
Reading	5.60	1.95	Satisfactory
Vocabulary	4.04	1.79	Fairly Satisfactory
Grammar	5.61	2.03	Satisfactory

Table 13 presents the first-year student's level of English Language Proficiency in terms of reading, vocabulary and grammar. Each domain is assigned a mean score and standard deviation (SD), providing insight into the students' proficiency and the variability of their skills. This data is essential for understanding students' strengths and areas for improvement.

Reading proficiency among these students has a mean score of 5.60 and an SD of 1.95, which is interpreted as satisfactory. This relatively high score indicates that most students are adept at understanding and interpreting English texts. However, the SD shows considerable variation, suggesting that while many students demonstrate strong reading skills, others are less proficient. This discrepancy underscores the importance of personalized reading interventions to ensure that all students achieve a consistent and solid level of reading competence.

In contrast, the vocabulary domain has a mean score of 4.04 and an SD of 1.79, indicating that students perceive their vocabulary skills as fairly satisfactory. This score suggests significant gaps in the students' understanding of English vocabulary, which may hinder their ability to comprehend and produce nuanced English. The high SD reflects considerable variability in vocabulary proficiency, highlighting the need for targeted vocabulary instruction. Enhanced vocabulary training, such as contextual learning and spaced repetition techniques, can bridge these gaps and boost students' confidence in using a wider range of English words.

Grammar proficiency scores similarly to reading, with a mean of 5.61 and an SD of 2.03, interpreted as satisfactory. This implies that students generally feel competent in using English grammar correctly. However, the wide SD indicates significant variability in grammar skills among the students, potentially stemming from differences in formal education or exposure to English grammar instruction. This high variability suggests that grammar workshops focusing on complex structures and common errors could benefit students with lower proficiency, enabling them to build a stronger foundation in grammar rules.

Research in language acquisition, as Thompson (2022) illustrates, emphasizes the interconnectedness of reading, vocabulary, and grammar skills in overall language proficiency. High reading scores often correlate with better grammar comprehension, as both rely on an understanding of linguistic structure and context. However, the discrepancy in vocabulary proficiency among these students indicates that they may be able to interpret texts and apply grammar rules without fully grasping all the words they encounter. This can limit both comprehension and expression.

Other studies corroborate the interconnectedness of reading, vocabulary, and grammar proficiency, emphasizing the importance of enhancing vocabulary instruction to boost overall English language competence. For instance, Webb and Nation (2017) suggest that vocabulary acquisition serves as a foundation for reading comprehension, as students with larger vocabularies are more capable of inferring meanings from context. Their research highlights how comprehensive vocabulary knowledge is essential for understanding academic texts, as students frequently encounter specialized terminology that requires both direct instruction and contextual usage (Webb & Nation, 2017).

Moreover, research by Crossley et al. (2019) indicates that improving vocabulary proficiency can enhance grammar and reading skills by providing a richer linguistic context. They emphasize the benefits of a multidimensional approach that integrates grammar instruction with vocabulary exercises. For example, targeted activities that encourage students to apply newly learned vocabulary in grammatical structures can foster deeper understanding and application of both domains. Crossley et al. (2019) also emphasize the value of adaptive technology-based tools that provide personalized feedback and contextual

exercises, which could be instrumental in addressing the variability seen in students' vocabulary and grammar scores.

These findings suggest that educational practices should emphasize enhancing vocabulary instruction and delivering focused grammar workshops. Incorporating robust vocabulary instruction through direct teaching, contextual exercises, and technology-based tools can help improve vocabulary retention and application. Additionally, providing grammar workshops can address the wide variability in grammar proficiency, helping students who are struggling with complex structures. An integrated skills approach, encouraging activities that combine reading, vocabulary, and grammar, would also help reinforce these interconnected skills simultaneously.

In conclusion, while the overall proficiency levels in reading and grammar are satisfactory, the relatively low scores and high variability in vocabulary proficiency among Teacher Education students indicate an area requiring specific attention. An integrated approach to skills development, alongside targeted workshops and vocabulary training, can improve students' overall English proficiency and ensure they are well-prepared for academic and professional opportunities.

5. Is there a significant relationship between conative factors and language proficiency of the first-year Teacher Education students?

Table No. 14
Correlation Analysis of Conative Factors and English Language Proficiency

Conative Factors	Language Performance		Pearson's r		P	Remarks
Goal Orientation	-	Reading	0.208	**	0.003	Significant
	-	Vocabulary	0.217	**	0.002	Significant
	-	Grammar	0.117		0.094	Not Significant
Self-Regulation	-	Reading	0.116		0.099	Not Significant
	-	Vocabulary	0.153	*	0.029	Significant
	-	Grammar	0.065		0.352	Not Significant
Resilience	-	Reading	0.193	**	0.006	Significant
	-	Vocabulary	0.148	*	0.034	Significant
	-	Grammar	0.085		0.227	Not Significant

Table 14 shows the intricate relationships between conative factors and English language proficiency among students, delving into three specific conative constructs: goal orientation, self-regulation, and resilience. Understanding these relationships is vital for educators and policymakers seeking to design effective strategies for enhancing language learning. While cognitive abilities often take precedence in academic assessments, conative factors—encompassing the motivational, volitional, and emotional aspects of learning—play an equally important role in shaping students' success. Here, we discuss each conative factor's relationship to specific English proficiency areas such as reading, vocabulary, and grammar, drawing from the correlation analysis findings presented in the table.

The results indicate significant positive correlations between goal orientation and both reading (r = 0.208, p = 0.003) and vocabulary (r = 0.217, p = 0.002). Students who exhibit a strong goal-oriented approach seem to possess the persistence and clarity necessary to excel in these two areas. This positive association aligns with existing educational psychology theories that emphasize goal-setting as a key driver of academic achievement. Goal-oriented learners tend to establish clear, challenging, yet attainable objectives, which could motivate them to seek resources, engage more deeply with texts, and actively expand their vocabulary. They often employ strategic planning and consistent monitoring of their progress to identify gaps in their learning, particularly with vocabulary and reading comprehension.

Conversely, no significant relationship was observed between goal orientation and grammar proficiency (r = 0.117, p = 0.094). The lack of significance might stem from the distinct nature of grammar learning, which requires memorization of rules and practical application in various contexts. Goal-setting alone may not be sufficient to tackle this challenge without explicit guidance, practice, and reinforcement. Students may find it challenging to transfer strategic goals into tangible grammar proficiency gains because of the abstract nature of grammar rules, which often necessitate repetitive practice rather than goal-driven learning.

The data revealed a significant relationship between self-regulation and vocabulary (r = 0.153, p = 0.029), highlighting the potential for self-managed learning strategies to improve vocabulary acquisition. Self-regulated learners typically employ metacognitive strategies, such as monitoring their learning progress, identifying weak areas, and refining their study plans accordingly. They may use vocabulary notebooks, spaced repetition systems, or context-based learning methods to reinforce their understanding of new words. Self-regulation's significant impact on vocabulary indicates that those who can effectively manage their learning are likely to retain and use new words more confidently and accurately.

However, no significant relationships were found between self-regulation and reading (r = 0.116, p = 0.099) or grammar proficiency (r = 0.065, p = 0.352). The absence of significant correlations suggests that while self-regulation enhances vocabulary, it does not directly translate into proficiency in reading or grammar. For reading, learners may require additional cognitive skills, such as comprehension and inference, which are not solely governed by self-regulatory practices. Regarding grammar, mastering complex rule systems may require direct instruction and repeated practice rather than simply relying on self-regulatory strategies.

The significant positive correlations between resilience and both reading (r = 0.193, p = 0.006) and vocabulary (r = 0.148, p = 0.034) highlight the crucial role of this conative factor. Resilience, characterized by the ability to persist through setbacks and maintain a positive outlook, aids students in overcoming challenges inherent to learning a new language. These individuals can adapt to unfamiliar linguistic structures and recover from communication errors, which allows them to comprehend texts and absorb vocabulary more effectively. Resilient students tend to approach challenging reading passages and unfamiliar vocabulary with a growth mindset, perceiving mistakes as learning opportunities rather than failures.

The correlation between resilience and grammar (r = 0.085, p = 0.227) was not significant. This result implies that resilience may have less of an impact on mastering grammar rules than on reading or

vocabulary. Grammar acquisition involves a more structured, rule-based approach, often demanding precise application rather than trial-and-error. While resilient students are willing to face challenges, the rigid nature of grammar learning may require instructional scaffolding and consistent practice that goes beyond a resilient attitude.

The significant correlations between goal orientation and both reading and vocabulary underscore the importance of structured learning objectives. Language educators can help students set specific, measurable goals to foster a sense of achievement and progression. For example, implementing personalized reading lists, vocabulary benchmarks, or thematic language projects can provide clear goals. Furthermore, strategic scaffolding can help students break down larger goals into manageable tasks, ultimately leading to a deeper and more sustained engagement with English language materials.

Research conducted in recent years has provided further evidence of the distinct yet intertwined roles that goal orientation, self-regulation, and resilience play in English language proficiency. Al-Qahtani and Khamis-Dakwar (2020) found that goal orientation is a significant predictor of vocabulary acquisition, reinforcing the positive correlation between these constructs highlighted in Table 13. Their study showed that students with mastery-oriented goals are more likely to embrace challenging vocabulary tasks and exhibit deeper engagement with word meanings. This aligns with the notion that goal-oriented learners strategically seek opportunities for reading and vocabulary growth, often motivated by the tangible rewards associated with achieving their set targets (Al-Qahtani & Khamis-Dakwar, 2020).

Moreover, a study by Chen et al. (2022) investigated the relationship between resilience and language learning, revealing that resilient learners tend to outperform their peers in reading comprehension. They attributed this to resilient students' ability to persist through complex passages and linguistic challenges with a positive attitude, viewing errors as growth opportunities rather than obstacles. The results echo the findings in Table 13, which highlighted resilience's significant positive correlations with reading and vocabulary. Chen and colleagues emphasized the importance of a growth mindset, noting that cultivating resilience can encourage learners to navigate difficult reading texts and expand their vocabulary with greater confidence (Chen et al., 2022).

Given the significant correlation between self-regulation and vocabulary, instructional strategies that promote metacognitive awareness and self-directed learning are essential. Encouraging students to create personalized study plans, keep vocabulary journals, or engage in spaced repetition practice can significantly improve their vocabulary retention and use. Moreover, training students in self-assessment techniques can help them identify weaknesses and refine their strategies accordingly.

Resilience plays a vital role in reading and vocabulary achievement. Educators can cultivate this trait through supportive, mistake-tolerant classroom environments that encourage experimentation and risk-taking. Resilient learners are more willing to experiment with unfamiliar words or complex texts, knowing that errors are a natural part of the learning process. Providing positive feedback and celebrating small successes can reinforce this mindset. Moreover, teaching mindfulness or stress-relief techniques may help students maintain focus and positive attitudes even when facing challenging linguistic tasks.

The lack of significant correlations between these conative factors and grammar proficiency highlights the need for specialized grammar instruction. Educators should emphasize practical application

through structured exercises, writing assignments, and real-world scenarios to reinforce grammar rules. A mix of explicit instruction, repeated practice, and immediate feedback can address learners' grammatical weaknesses. Additionally, scaffolding grammar instruction alongside goal-setting, self-regulation, and resilience-building exercises may yield more consistent results.

These findings illuminate the multifaceted nature of English language proficiency and the varied influence of conative factors. Future research could explore the interaction between cognitive and conative factors, potentially revealing synergistic effects that could guide more comprehensive teaching strategies. Additionally, longitudinal studies could examine the long-term impact of these factors on proficiency development, providing insights into how goal orientation, self-regulation, and resilience evolve with continuous language learning. Experimental designs could also test specific interventions aimed at enhancing these conative traits and their direct impact on proficiency outcomes.

The correlation analysis demonstrates that goal orientation, self-regulation, and resilience each play distinctive yet interconnected roles in shaping English language proficiency. Goal orientation aligns strongly with reading and vocabulary proficiency, while self-regulation significantly impacts vocabulary learning. Resilience emerges as a key determinant for both reading and vocabulary success. However, none of these factors directly relate to grammar proficiency, indicating the need for more structured approaches to grammar instruction. Ultimately, a multifaceted teaching approach that incorporates these conative traits could foster holistic language learning, promoting students' academic achievement and long-term proficiency in English.

6. Is there a significant relationship between cognitive factors and language proficiency of the first-year Teacher Education students?

Table No. 15

Correlation Analysis of Cognitive Factors and English Language Proficiency

Non-Intellectual Factors		Language Performance	Pearson's r		p	Remarks
Attention Control	-	Reading	0.074		0.29	Not Significant
	-	Vocabulary	0.063		0.373	Not Significant
	-	Grammar	-0.014		0.842	Not Significant
Metacognitive Awareness	-	Reading	0.177	*	0.011	Significant
	-	Vocabulary	0.119		0.09	Not Significant
	-	Grammar	0.108		0.123	Not Significant
Working Memory	-	Reading	0.119		0.091	Not Significant
	-	Vocabulary	0.09		0.201	Not Significant
	-	Grammar	0.073		0.302	Not Significant

* p < .05, ** p < .01, *** p < .001

Table 15 presents the correlation analysis of cognitive factors and English Language proficiency. This analysis investigates how specific cognitive factors influence students' English language proficiency, with a focus on three primary cognitive constructs: attention control, metacognitive awareness, and working memory. Language proficiency is assessed in terms of reading, vocabulary, and grammar, allowing for a comprehensive understanding of the relationships between cognitive attributes and specific language skills. The correlation analysis results help identify which cognitive factors are significant predictors of language proficiency and which factors require additional instructional focus.

The results indicate that attention control is not significantly correlated with reading ($r = 0.074$, $p = 0.29$), vocabulary ($r = 0.063$, $p = 0.373$), or grammar proficiency ($r = -0.014$, $p = 0.842$). Attention control refers to the ability to focus on a task while ignoring distractions. Despite its crucial role in learning, the lack of significant correlations across all three proficiency areas suggests that attention control alone might not directly influence language proficiency. This finding implies that attention control, while essential for learning in general, may need to be complemented by other strategies and cognitive skills to impact English proficiency more effectively. Students may require targeted interventions to maintain attention and focus across prolonged or challenging tasks, especially those that involve complex language comprehension.

Metacognitive awareness is significantly associated with reading proficiency ($r = 0.177$, $p = 0.011$), highlighting the importance of self-reflection and strategic planning in reading comprehension. Students with high metacognitive awareness can monitor their understanding, recognize comprehension difficulties, and apply reading strategies such as summarizing, questioning, and predicting. This self-regulation and reflection facilitate the comprehension of texts and enable students to adjust their reading strategies for optimal understanding. Encouraging students to think about their thinking during reading activities may thus improve their reading proficiency.

Metacognitive awareness does not significantly correlate with vocabulary ($r = 0.119$, $p = 0.09$) or grammar ($r = 0.108$, $p = 0.123$) proficiency. The absence of significant correlations may be due to the more explicit and procedural nature of these language components. While metacognitive strategies such as planning and monitoring are valuable for reading comprehension, vocabulary and grammar learning might require more structured and systematic practice. Vocabulary acquisition often relies on repetition and context, while grammar mastery necessitates rule-based learning and application. As such, enhancing vocabulary and grammar proficiency may require more explicit instruction alongside strategic metacognitive reflection.

Working memory, representing the cognitive ability to hold and manipulate information temporarily, is not significantly correlated with any of the three proficiency areas: reading ($r = 0.119$, $p = 0.091$), vocabulary ($r = 0.09$, $p = 0.201$), or grammar ($r = 0.073$, $p = 0.302$). This finding indicates that while working memory is essential for many cognitive tasks, its direct impact on language proficiency might be less pronounced than expected. Language learning involves integrating multiple forms of knowledge (syntax, semantics, pragmatics) simultaneously, which may overload working memory if the information is not effectively processed or stored. Thus, students may need strategies to supplement their working memory, such as chunking information or using mnemonic devices.

Although attention control does not significantly impact proficiency directly, instructors should still emphasize maintaining focus and minimizing distractions in learning environments. Encouraging brief focus sessions with breaks, using noise-canceling headphones, or creating designated study areas may aid students with attention difficulties.

Given the positive relationship between metacognitive awareness and reading, educators should emphasize reflective reading strategies. Incorporating activities like reciprocal teaching, where students predict, summarize, clarify, and question as they read, can develop metacognitive skills and improve comprehension.

Recent studies support and elaborate on the findings presented in the correlation analysis between cognitive factors and English language proficiency. For example, the significant correlation between metacognitive awareness and reading proficiency is supported by a study conducted by Anderson and Freebody (2021), which found that metacognitive strategies significantly enhance reading comprehension, particularly in assessing one's understanding and adapting strategies to improve it. They suggest that such strategies enable learners to engage more deeply with texts, leading to better retention and understanding of material (Anderson & Freebody, 2021).

In contrast, the research concerning the lack of significant correlation between working memory and language proficiency components is supported by findings from Park and Oakhill (2019). They concluded that while working memory is integral to various cognitive tasks, its role in language learning is moderated by the type of learning activity and the presence of supportive strategies. For instance, in language learning contexts, the effectiveness of working memory may be enhanced by strategies that reduce cognitive load, such as the use of mnemonic devices or simplifying instructions (Park & Oakhill, 2019).

Despite the lack of direct correlations, instructors can help students optimize working memory capacity. Techniques like reducing cognitive load, breaking down complex information into manageable chunks, and encouraging note-taking can aid information retention and application.

Overall, the correlation analysis shows that cognitive factors like attention control, metacognitive awareness, and working memory are crucial but not uniformly predictive of English language proficiency. Metacognitive awareness shows a positive relationship with reading, while other cognitive factors have a more indirect influence. Therefore, a well-rounded instructional approach that integrates cognitive training, strategic learning practices, and environmental adjustments may best support students in achieving higher language proficiency across reading, vocabulary, and grammar. Further research should explore additional cognitive factors, such as problem-solving skills or creativity, to uncover how these influence the holistic development of language proficiency.

7. Is there a significant relationship between non-intellectual factors and language proficiency of the first-year Teacher Education students?

Table No. 16

Correlation Analysis of Non-intellectual Factors and English Language Proficiency

Non-Intellectual Factors	Language Performance		Pearson's r		p	Remarks
Socio-Cultural	-	Reading	0.124		0.078	Not Significant
	-	Vocabulary	0.063		0.371	Not Significant
	-	Grammar	-0.031		0.664	Not Significant
Learning Anxiety	-	Reading	-0.115		0.103	Not Significant
	-	Vocabulary	-0.018		0.801	Not Significant
	-	Grammar	-0.027		0.707	Not Significant
Attitude	-	Reading	0.221	**	0.001	Significant
	-	Vocabulary	0.176	*	0.012	Significant
	-	Grammar	0.2	**	0.004	Significant

Table 16 shows the correlational analysis between non-intellectual factors and English language proficiency. This analysis explores how non-intellectual factors like the socio-cultural environment, language-learning anxiety, and attitude toward English correlate with proficiency across reading, vocabulary, and grammar. These factors, often overlooked, are crucial because they shape a student's psychological framework for learning. By understanding the nuances in these relationships, we can tailor educational strategies to better support students in mastering English.

Results indicate that the socio-cultural environment is not significantly correlated with reading (r = 0.124, p = 0.078), vocabulary (r = 0.063, p = 0.371), or grammar (r = -0.031, p = 0.664). This absence of a direct relationship suggests that while a supportive socio-cultural environment is beneficial, it does not independently guarantee proficiency. However, it may act as a reinforcing factor that enhances intrinsic motivation, providing a safety net for learners who require a more encouraging atmosphere. The socio-cultural environment could indirectly affect proficiency by offering access to learning resources, fostering positive attitudes, or encouraging active practice through social networks. In practical terms, educators should focus on integrating socio-cultural aspects into the learning experience, promoting intercultural understanding, and ensuring that resources cater to diverse backgrounds.

Language-learning anxiety exhibits no significant correlation with reading (r = -0.115, p = 0.103), vocabulary (r = -0.018, p = 0.801), or grammar (r = -0.027, p = 0.707). This finding challenges the assumption that higher anxiety unequivocally leads to poorer performance. It is possible that students develop coping mechanisms to minimize the impact of anxiety on their performance, or they may experience different levels of anxiety based on the specific tasks they undertake. Additionally, anxiety might only affect learners in specific proficiency domains rather than uniformly across all. Therefore,

interventions to alleviate anxiety must be tailored to individual needs rather than adopting a one-size-fits-all approach. Creating a classroom culture that embraces errors as learning opportunities, offering personalized feedback, and emphasizing progress rather than perfection could help reduce anxiety levels.

Attitude toward English correlates positively and significantly with reading (r = 0.221, p = 0.001), vocabulary (r = 0.176, p = 0.012), and grammar proficiency (r = 0.2, p = 0.004). These results underscore the power of perception in learning outcomes. Students who view English positively, recognizing its cultural and practical importance, are more likely to engage deeply with the language, actively seeking opportunities to read, listen, and speak. Conversely, students with a negative attitude toward English may struggle with motivation, diminishing their chances of practicing and improving their skills. Therefore, fostering positive attitudes through culturally relevant materials, encouraging practical usage, and highlighting the language's value in global communication is crucial for effective learning. Attitudes can also be shaped through storytelling that celebrates bilingual achievements and by setting clear, achievable goals.

Although not directly correlated with proficiency, socio-cultural support remains critical. Creating an inclusive learning environment with diverse resources and promoting intercultural awareness can help students feel valued and supported.

Recent research corroborates some of these findings while challenging others. For instance, the absence of a significant correlation between socio-cultural environment and English proficiency echoes results from a study by Kim and Kim (2022), which found that socio-cultural support alone did not directly influence English reading comprehension. However, they noted that students' intrinsic motivation acted as a mediating factor, reinforcing the current analysis's assertion that socio-cultural factors are better seen as indirect contributors. Access to resources and opportunities for practice, when combined with intrinsic motivation, cultivated a positive socio-cultural learning environment, which in turn improved proficiency indirectly (Kim & Kim, 2022).

Conversely, the lack of a significant correlation between language-learning anxiety and proficiency contradicts Horwitz et al.'s (1986) pioneering research, which established Foreign Language Anxiety as a factor that significantly hampers language acquisition. Recent studies continue to support the idea that higher anxiety levels generally correlate with poorer language performance (Gkonou et al., 2017). However, as Gkonou et al. (2017) explain, the degree of anxiety's impact is highly individualized, suggesting that the current findings may reflect students who have developed coping mechanisms or experience situational anxiety rather than a pervasive form that uniformly affects performance. The individual nature of anxiety's impact highlights the importance of personalized interventions that target specific learner profiles.

Given the complex relationship between anxiety and proficiency, instructors should prioritize strategies that reduce stress. A supportive classroom atmosphere that normalizes mistakes, provides individualized feedback, and promotes growth mindset approaches can help students manage their anxiety. The strong correlation between attitude and proficiency emphasizes the importance of cultivating a positive learning mindset. Engaging students with culturally relevant content, personalizing language goals, and emphasizing the value of English for personal growth and career opportunities can strengthen their attitudes.

It can therefore be concluded that non-intellectual factors like socio-cultural environment, language-learning anxiety, and attitude influence students' English proficiency in various ways. While socio-cultural and anxiety factors don't show direct correlations, positive attitudes significantly impact reading, vocabulary, and grammar proficiency. By addressing these factors through comprehensive instructional strategies and fostering a positive mindset, students can enjoy a more effective and enriching language-learning journey. Further research should investigate how these non-intellectual factors interact with cognitive and conative ones, providing a holistic understanding of what makes language learners thrive.

8. What are the issues and concerns affecting the performance of first-year Teacher Education students?

Table No. 17

Themes and Sub-Themes of Issues and Concerns Affecting First-Year Teacher Education Students' Performance

Theme	Sub-Themes
Academic Transition	High School to College Transition
	Academic Challenges
Personal and Social Adjustments	Social Integration
	Personal Issues
Practical Concerns	Applying Theory to Practice
	Handling Practical Work
Institutional Support and Resources	Support from Faculty
	Access to Resources
External Pressures	Financial Constraints
	Family Responsibilities

Theme 1: Academic Transition

Sub-theme 1. High School to College Transition

The transition from high school to college marks a critical phase for first-year students, characterized by significant shifts in academic expectations and personal independence. Participants in this study voiced concerns over the sudden increase in academic rigor and the shift towards more independent learning environments. Participant 3 expressed this sentiment clearly, stating, "*The shift from high school to college has been overwhelming; sobrang daming kailangan pag-aralan* (there is so much to learn)". Similarly, Participant 7 highlighted the cognitive shift required, noting, "*I wasn't ready for the level of critical thinking; parang ibang mundo talaga sa college* (it really feels like a different world in college)".

This theme suggests that first-year students enrolled in Teacher Education programs encounter specific challenges during their transition from secondary to tertiary education. Coming from a curriculum that required them to remain in high school for an additional two years, students may find it somewhat

challenging to adjust to the demands and expectations of higher education. The differences between secondary and tertiary education systems—such as increased academic autonomy, heightened expectations for independent learning, and the shift in instructional styles—can create a steep learning curve for new Teacher Education students. Consequently, these challenges highlight the importance of providing targeted support to ease the transition, ensuring that students receive the academic, socio-emotional, and practical assistance they need to successfully adapt and thrive in their new academic environment.

These experiences underscore findings from recent literature, such as the study by Nguyen et al. (2020), which indicates that first-year students often struggle with the self-regulation required in a less structured university environment. This struggle can impact not only their academic success but also their emotional well-being. The lack of structured support from teachers, which is a marked change from high school, further complicates this transition. Participant 12 remarked on this decrease in support, stating, *"In high school, I had more support from my teachers, pero sa college, kailangan independent talaga* (but in college, you really need to be independent)".

Moreover, adapting to new schedules and environments poses additional challenges. Participant 9 described these challenges: "Adapting to a new schedule and environment is challenging, especially when there's a lot to balance". Additionally, the unfamiliarity with new teaching methods can further hinder academic adaptation, as indicated by Participant 1 (P1): "The new teaching methods are confusing; mahirap sumabay sa pace (it's hard to keep up with the pace)".

This narrative clearly illustrates the multifaceted challenges faced by first-year teacher education students as they transition from the structured environment of high school to the autonomous and demanding world of college. These insights call for universities to possibly enhance their support systems, ensuring that these students receive the guidance and resources necessary to successfully navigate this significant life transition.

Sub-theme 2. Academic Challenges

The density of coursework and the application of abstract theories were highlighted by participants as major academic challenges. These findings align with a study by Smith and Hopkins (2019), which identified that first-year students often face difficulties in adjusting to the pedagogical styles of higher education that demand critical thinking and self-directed learning.

This is compounded by the need to manage a more substantial workload, as noted by participants like P5, *"The coursework is much denser than expected, I feel lost at times."*

The findings from the participants reveal significant challenges related to the density of coursework and the application of abstract theories, which they identified as primary academic hurdles. These observations align closely with Smith and Hopkins (2019), who found that first-year students frequently struggle to adjust to the pedagogical approaches in higher education. This environment emphasizes critical thinking and self-directed learning—skills that are often underdeveloped among students transitioning from secondary education.

Additionally, the substantial increase in workload amplifies these challenges. Participants like P5 described feeling "lost" amid the unexpectedly dense coursework. Zhao and Wildemeersch (2021) corroborate these observations, advocating for the introduction of academic support workshops early in the collegiate journey. Such workshops could facilitate a smoother adaptation by familiarizing students with effective learning strategies and resources that address common academic struggles.

Moreover, integrating practical skills like time management and strategic studying proves vital in helping students navigate the academic landscape. Participants P4 and P11 specifically mentioned difficulties preparing for exams and managing their overall learning content. This sentiment aligns with Allen et al. (2022), who highlighted the necessity of academic success centers that prioritize skill development in areas crucial for navigating tertiary education. Their research supports creating centers that offer comprehensive assistance with time management, exam preparation, and other core skills.

Wilton et al. (2019) further stress that effective interventions can substantially impact student retention and success. Academic integration programs are essential to providing clear pathways to resources and support networks. Williams' research underscores the value of comprehensive first-year experience programs that include mentorship, peer support, and proactive advising. These programs establish a supportive community and practical guidance that can significantly reduce the stress of transitioning to university life.

Bridging programs specifically designed to improve academic preparedness could be particularly effective in alleviating student anxiety. Thomas (2022) found that these programs, incorporating preparatory courses and targeted support, significantly reduce stress levels and enhance readiness for college demands, especially for high-risk students.

Overall, the challenges faced by first-year students highlight the pressing need for structured support systems that address the academic demands of higher education. Implementing tailored academic support and student engagement initiatives would enhance adaptation, retention, and overall success. This proactive approach would foster an inclusive and supportive educational environment that better meets the needs of incoming students.

Theme 2: Personal and Social Adjustments

Sub-theme 1. Social Integration

The first year of college is a period that is often characterized by significant changes and challenges, particularly regarding social integration. The ability to integrate into the new academic community is crucial for students' personal adjustment, sense of belonging, and academic performance. Participant 10 encapsulated this experience by describing the stress of making new friends and fitting in while simultaneously managing academic demands, *"Making new friends and fitting in is stressful, lalo na kapag nag-aaral pa"*. Participant P6 further emphasized the difficulty of striking a balance between social life and academic responsibilities, a challenge that is intensified for those who have relocated to new cities, *"Ang hirap mag-balance ng social life at school, lalo na kung bagong lipat ka lang"*.

These challenges reflect broader trends in the literature, where studies have consistently highlighted the multifaceted difficulties, first-year students face in acclimating to their new environment. Zhang and Jackson (2021) revealed that many freshmen experience social isolation due to the unfamiliarity of the new setting. This isolation often manifests as a lack of meaningful social connections and a diminished sense of community, which can have detrimental effects on their academic engagement and well-being.

In addition to these hurdles, participant P14 noted the competitive academic environment that can make it difficult to find supportive friends, *"The competitive environment makes it hard to find supportive friends, because some treat you a competition"*. This sentiment aligns with findings by Wilson et al. (2020), who argue that social competitiveness exacerbates feelings of inadequacy among first-year students. In highly competitive settings, students may feel pressured to prioritize individual achievement over collaboration, which can hinder the formation of supportive social networks and contribute to increased stress and feelings of isolation.

Given the pivotal role these challenges play in shaping first-year students' adjustment and academic success, universities must adopt comprehensive social integration programs. These programs should be built around three foundational pillars: collaborative learning, peer mentoring, and inclusive social activities. When thoughtfully executed, these strategies can create a supportive and cohesive campus community.

Collaborative learning encourages students to participate in group projects, study groups, or team-based assignments, fostering academic camaraderie and reducing isolation. By sharing knowledge, skills, and perspectives, students gain a better understanding of complex topics while developing strong communication skills. Collaborative learning also helps students establish a supportive network where they can comfortably seek assistance and contribute their insights.

Peer mentoring, where incoming students are paired with upperclassmen who have successfully navigated similar challenges, is invaluable. Peer mentors offer firsthand guidance on academic strategies, university navigation, and balancing social and academic commitments. This support helps new students build confidence, overcome challenges, and cultivate a stronger sense of belonging. By sharing their experiences and offering practical advice, mentors demystify academic hurdles and empower mentees to take control of their educational journey.

Structured social activities that cater to diverse interests and backgrounds are also crucial in helping students forge connections beyond the classroom. By organizing clubs, interest groups, cultural events, and informal gatherings, universities can provide varied opportunities for students to bond with peers. This approach encourages the formation of meaningful friendships and supportive networks, helping students develop a richer social life. Moreover, it promotes a positive environment where competition is seen as a healthy component of a collaborative culture rather than a barrier to integration.

In emphasizing these components, higher education institutions can foster a more positive and inclusive social environment where students thrive academically and personally. Such initiatives reduce the pressures of competition, mitigate isolation, and ensure that all students have access to a nurturing network that supports their academic engagement and well-being.

Sub-theme 2. Personal Issues

The adjustment period for first-year college students is often marked by personal and social challenges that deeply influence their academic performance and overall well-being. Participants in this study shared experiences with homesickness, mental health struggles, and self-doubt. For instance, P1 emphasized how homesickness negatively impacted their focus, noting, *"Naaapektuhan ako ng homesick, minsan gusto ko lang umuwi.* (Homesickness affects my concentration, I want to go home sometimes)."* Similarly, P5 highlighted the difficulties of maintaining academic motivation due to mental health challenges: *"I struggle with mental health, kaya studying feels impossible sometimes."* Such concerns align with the research of Kötter et al. (2021), who found that homesickness and mental health issues are significant predictors of reduced academic performance and higher attrition rates among first-year students.

Self-doubt also emerged as a pervasive issue among participants. P12 reflected on persistent feelings of insecurity, stating, *"Lagi akong may self-doubt, parang hindi ko alam kung tama itong path ko.* ("I always feel self-doubt, as if I'm not sure if this path is right for me.") This struggle mirrors findings by Brown and Field (2019), who argue that imposter syndrome and self-doubt are common among new students as they navigate the increased expectations and pressures of college. Consequently, these challenges underscore the necessity for proactive mental health support and counseling services to aid students in developing effective coping mechanisms.

Social and personal difficulties often play a pivotal role in determining how successfully first-year students adapt to their new academic environment. Wilson et al. (2020) suggest that fostering a supportive atmosphere that prioritizes collaboration over competition can significantly reduce feelings of social isolation. In particular, peer mentorship and learning communities can offer students opportunities for meaningful connections that help them navigate both social and academic challenges (Brown & Field, 2019). These programs allow students to share experiences, learn from one another, and form supportive networks that alleviate the pressures associated with transitioning to college life.

Kötter et al. (2021) also emphasize the critical importance of mental health support in mitigating the adverse effects of homesickness and other personal challenges. Universities should therefore adopt comprehensive mental health programs encompassing counseling services and mental health awareness campaigns. Accessible counseling services can provide first-year students with professional guidance to manage homesickness, anxiety, depression, and other issues. In tandem, awareness campaigns can reduce stigma, encouraging more students to seek help without fear of judgment.

The findings imply that the personal and social adjustments faced by first-year students have significant implications for their academic success and retention. Addressing these challenges requires a multifaceted strategy that prioritizes social inclusion and mental health support. Collaborative peer programs, inclusive social activities, and accessible counseling services can significantly enhance the first-year experience, ultimately helping students thrive academically and personally. Building an environment where students feel secure, supported, and capable can substantially improve their adjustment and set them up for long-term success throughout their college careers.

Theme 3: Practical Concerns

Sub-theme 1. Applying Theory to Practice

The third theme that emerged from the interview with first year students is their practical concerns. Firstly, the students claimed that they encounter issues when it comes to translating theoretical knowledge into practical skills. For them, this challenge frequently emerges as a source of anxiety and uncertainty. Participant P10 encapsulates this struggle by acknowledging the difficulty of bridging theory with practice: *"Ang hirap i-translate ang theory sa practice, nakakakaba."* (Translating the theories to practice is difficult. I get anxious about it.) Participant P6 also observed a pronounced gap between theoretical learning and its application in real-world scenarios, emphasizing that *"There's a gap between what we learn at kung ano ang ginagawa sa real world."* (There's a gap between what we learn and what we actually do in the real world.)

This disconnection between theory and practice is a well-documented issue that can lead to student anxiety and decreased confidence in their ability to utilize the concepts they learn. Lopes et al. (2022) explore this problem, revealing that a significant disconnect exists between theoretical learning and practical skills acquisition. This gap can result in students feeling underprepared for their future careers, particularly in fields that rely heavily on experiential knowledge, such as healthcare, engineering, and business.

Participant P14 further underscored the struggle to engage theoretical concepts meaningfully, stating, *"Hindi ko pa rin gets paano magiging engaging ang mga theoretical concepts."* (I still cannot understand how to make theoretical concepts engaging.) This sentiment suggests that for some students, theoretical concepts remain abstract and detached from practical relevance, which reduces their engagement with the material. Campos et al. (2021) emphasize the need to bridge this gap, proposing simulation-based learning as an effective strategy for integrating theoretical knowledge with real-world scenarios. Simulation-based learning offers students the opportunity to immerse themselves in practical environments where they can apply their theoretical understanding directly, leading to deeper engagement and comprehension.

In addition to simulation-based learning, other pedagogical approaches can be employed to enhance the practical application of theoretical concepts. Experiential learning methods, such as internships, cooperative education, and problem-based learning, can provide students with firsthand exposure to industry practices and challenges. By working directly in their chosen fields, students can contextualize their academic knowledge, develop practical skills, and build confidence in their abilities.

Furthermore, incorporating case studies, guest lectures, and industry projects into the curriculum can enhance students' understanding of how theoretical principles apply to real-world problems. These strategies not only promote engagement but also foster critical thinking and problem-solving skills. Guest lectures, for example, allow students to interact with professionals and gain insights into how they apply theoretical concepts in their daily work. Similarly, case studies present students with real-world challenges that require them to analyze and synthesize theoretical knowledge to propose practical solutions.

To bridge the gap between theory and practice, institutions must also encourage collaboration between academia and industry. Strengthening these partnerships can facilitate the integration of current industry trends into the curriculum, ensuring that students are equipped with relevant and up-to-date skills. Collaborative projects, where students work with industry partners on real-world challenges, can further enrich their learning experience.

Sub-theme 2. Handling Practical Work

Aside from translating theory to practice, the student find issues in preparing for practical assignments and managing real-world scenarios. Participant P2 expressed this sense of unpreparedness, noting, *"I feel unprepared for practical assignments, medyo kinakabahan ako",* (I feel unprepared from practical assignments, I get a little nervous.) while participant P13 observed that managing practical situations is markedly different from theoretical discussions: "*Managing real-world situations is challenging, ibang-iba sa* [really different from] *discussions."* These concerns align with research by Williams and Norton (2020), who discovered that many first-year students lack confidence in handling real-world scenarios because they have limited opportunities to practice within authentic environments.

Moreover, first-year students often struggle to provide clear instructions that are comprehensible and actionable for all, as noted by participant P11: *"Mahirap magbigay ng clear instructions at guidelines na naiintindihan ng lahat."* (It is difficult to give instructions and guidelines that everyone will understand.) This lack of clarity in instruction is consistent with the findings of Lee et al. (2019), which highlighted that first-year students frequently face difficulties in structuring assignments and managing diverse learning needs due to their inexperience.

These challenges are not isolated; they reflect broader concerns in the academic literature regarding the application of theoretical knowledge in practical settings. Lopes et al. (2022) emphasize the importance of incorporating experiential learning activities such as simulations, fieldwork, and internships into higher education curricula. Such practical opportunities provide students with essential hands-on experience, allowing them to apply theoretical concepts in real-world contexts, thus boosting their confidence in handling these scenarios. Simulations, in particular, create controlled environments where students can practice and refine their skills before encountering real-world complexities.

Relatively, Williams and Norton (2020) advocate for early exposure to practical work within a supportive environment, underscoring that practice-oriented coursework, peer collaboration, and mentorship are critical in helping students develop essential skills. Early opportunities for practical engagement allow students to build confidence, recognize the gaps in their theoretical understanding, and receive guidance from peers and mentors who have navigated similar challenges. This mentorship, especially from more experienced students or professionals, can be invaluable in providing insights and strategies that help first-year students grow in their competencies.

The practical concerns identified by students, from translating theory into practice to managing the challenges of real-world situations, reinforce the need for comprehensive experiential learning strategies in higher education. By integrating practical assignments, mentorship, and simulation-based activities into the

curriculum, universities can help students bridge the gap between theoretical learning and practical application. These methods enhance student confidence, boost engagement, and ultimately ensure better educational quality and professional preparedness. By cultivating an environment that prioritizes experiential learning and mentorship, educational institutions can empower students to thrive in both their academic pursuits and future careers.

Theme 4: Institutional Support and Resources

Sub-theme 1. Support from Faculty

The transition to higher education often presents substantial challenges for first-year students, and institutional support from faculty is crucial for navigating this period successfully. However, students' experiences with faculty support tend to vary widely. For instance, participant P8 noted that some professors provide insufficient guidance, making it difficult to manage coursework: *"Guidance from some professors is lacking, kaya minsan mahirap mag-navigate sa coursework."* Participant P1 echoed these sentiments, emphasizing that some professors' lack of approachability makes it difficult to seek help: "*Minsan hindi approachable ang ibang professors, kaya hindi ko alam paano mag-seek ng help."*

These insights align with research conducted by Macfarlane and Tomlinson (2021), which suggests that limited availability and ambiguous faculty support policies contribute to confusion and academic challenges among first-year students. Without proactive faculty engagement and clear communication channels, many students struggle to obtain timely assistance, leaving them to navigate coursework challenges largely on their own. Gentry et al. (2020) also highlight the necessity of proactive faculty engagement, advocating for relationship-building initiatives to support the transition to college.

Despite these challenges, some students recognize the potential for faculty support to significantly improve their learning experience. Participant P14 proposed that more interactive, engaging faculty-led sessions could help address these issues: *"Sana mas engaging and interactive ang mga faculty-led sessions."* Shah and Nair (2022) reinforce this concept, arguing that faculty who prioritize active learning and cultivate inclusive classroom environments foster a stronger sense of academic belonging among first-year students. Active learning includes strategies that require students to engage deeply with the material while collaborating with their peers and instructors. These methods promote the practical application of theoretical concepts and bolster students' confidence in managing coursework.

To address the varied experiences and improve institutional support, universities can consider implementing several strategies. First, extending office hours and offering alternative communication channels, such as virtual office hours or online forums, can enhance faculty accessibility. This ensures that students have multiple opportunities to seek clarification or guidance outside of regular class hours. Second, establishing consistent and transparent support policies can help students understand how and where to find the assistance they need.

Encouraging faculty to adopt active learning strategies and inclusive teaching practices can also foster a supportive and engaging academic environment. This may include collaborative projects, peer mentoring, or group discussions that facilitate closer interactions between students and instructors. Active

learning cultivates deeper engagement with course material, enhancing comprehension and making it easier for students to ask questions.

The findings revealed that improving institutional support and resources through proactive, approachable, and engaging faculty interactions can significantly enhance the first-year student experience. By fostering a culture of active learning, inclusivity, and relationship-building, universities can make first-year students feel more confident, supported, and capable of managing the academic challenges of higher education. This comprehensive approach can help students thrive both academically and personally, laying the groundwork for their future success.

Sub-theme 2. Access to Resources

Access to educational resources was another area of concern. For instance, P10 remarked on the lack of teaching aids and textbooks *"Minsan kulang ang resources, tulad ng teaching aids o libro"*, while P7 emphasized the shortage of practical materials needed for study preparation *"Kulang din ang practical materials, mahirap mag-prepare for practice"*. This finding is supported by Peterson and Roberts (2022), who identified that insufficient educational materials can significantly affect academic performance and engagement, particularly for first-year students who are less familiar with accessing institutional resources.

Additionally, P3 found library resources limited and hard to navigate, *"Limited ang library resources, mahirap humanap ng tamang information"*, and P6 mentioned that outdated digital resources do not align well with coursework, "*Digital resources are sometimes outdated, kaya minsan hindi aligned sa coursework"*. These sentiments align with studies by Zhang et al. (2020), who argue that first-year students often struggle with information literacy and require guidance to effectively utilize library and digital resources.

Research consistently underscores the importance of institutional support in the successful academic transition of first-year students. Macfarlane and Tomlinson (2021) emphasize that supportive and proactive faculty engagement fosters academic confidence and enhances the student experience. Furthermore, Gentry et al. (2020) recommend the establishment of comprehensive mentorship programs to ensure students have access to dedicated support networks.

Addressing resource limitations is also crucial, with Peterson and Roberts (2022) advocating for more streamlined access to educational materials and improved digital literacy training. Moreover, Zhang et al. (2020) argue that information literacy programs can significantly improve first-year students' ability to utilize library resources.

The challenges associated with faculty support and resource access highlight the importance of comprehensive institutional support systems. By promoting faculty-student engagement and providing streamlined access to resources, universities can significantly enhance the first-year experience, fostering an environment that nurtures student growth and academic success.

Theme 5: External Pressures

Sub-theme 1. Financial Constraints

Financial constraints present a significant challenge to first-year college students, often affecting both academic performance and mental health. P5 expressed that financial worries are a constant source of stress, leading to difficulty focusing on studies *"Laging worry ko ang finances, minsan nawawala ang focus ko sa studies"*. Similarly, P11 highlighted how working part-time to alleviate financial burdens severely impacts the time available for studying, *"Working part-time cuts into my study time, pero kailangan talaga"*. The strain of balancing work and academics is supported by the research of Fletcher et al. (2022), which found that students with financial obligations frequently face stress and fatigue, leading to compromised academic performance. The demands of part-time work limit not only time for coursework but also opportunities to engage in social activities that could provide emotional support and foster a sense of belonging.

Another significant issue arises from the high cost of books and educational resources. P13 noted, *"Mahal ang books and resources, minsan mahirap mag-keep up,"* emphasizing how prohibitive costs can discourage full academic engagement. This aligns with the findings of Reed et al. (2021), who found that escalating textbook and course material prices negatively impact students' ability to stay current with coursework. Reed and colleagues advocate for expanding access to open educational resources to reduce this financial burden, allowing students to focus on their studies without worrying about prohibitive expenses.

Beyond the immediate academic concerns, living expenses pose another significant financial burden. P2 explained how paying rent while studying creates significant stress, *"Paying rent while studying is hard, nakakastress"*, and P15 expressed anxiety about future student loan repayments, *"Nakakatakot isipin ang student loans na kailangang bayaran after graduation"*. These personal reflections align with research conducted by Johnson et al. (2021), which revealed that many first-year students are anxious about accumulating student debt. This financial insecurity exacerbates their stress, often detracting from their ability to focus on studies. Johnson et al. advocate for universities to provide financial literacy programs that could better equip students to manage their expenses and reduce financial anxiety. Moreover, offering scholarships and grants specifically for students facing significant financial need would be instrumental in alleviating financial pressure and enabling them to devote more attention to their academic pursuits.

These financial challenges, whether they manifest through concerns over work-study balance, resource affordability, or future debt, underline the critical need for comprehensive institutional support. Universities must acknowledge these multifaceted struggles and strive to develop holistic programs that address both immediate and long-term concerns. This can involve partnerships to expand access to affordable educational resources, proactive financial literacy training to empower students with essential budgeting skills, and creating or increasing grants and scholarships for those in need. By prioritizing these efforts, universities can help ease the financial strain on students, thereby enhancing their academic engagement and mental health. This support fosters an environment where students can excel academically without the overhanging burden of financial uncertainty, ultimately allowing them to fully realize their potential and succeed in higher education.

Sub-theme 2. Family Responsibilities

First-year college students often face significant challenges beyond the classroom that can severely impact their academic success. In addition to financial stress, many students highlighted family responsibilities that often clash with study schedules, creating a complex web of pressures that they are still learning to manage. P9 remarked on how family obligations negatively affected their performance, *"Family obligations clash with my study schedules, laging naaapektuhan ang performance ko"*, while P8 emphasized that family health issues added extra stress and academic difficulties, *"Family health issues make this academic year tough, hindi ko maiwasan mag-alala"*. Esteban-Guitart et al. (2019) echo these sentiments, pointing out that first-year students particularly struggle with family responsibilities due to their limited experience managing multiple obligations simultaneously.

P4 further indicated that being the eldest sibling often required them to shoulder significant household responsibilities, *"As the oldest sibling, ako laging inaasahan sa household responsibilities"*, a situation that research by Sandoval et al. (2023) confirms. They suggest implementing family-oriented support programs to help both students and their families understand the delicate balance between academic and household responsibilities. The lack of understanding about these conflicting demands often leads to undue pressure on students, leaving them with less time to focus on their studies.

Similarly, P7 shared how living at home necessitated balancing schoolwork with family duties, creating uncertainty about managing both effectively *"Living at home requires balancing schoolwork with family duties, hindi ko alam paano mag-balance"*. P1 acknowledged the challenge of being expected to work in the family business, leaving little room to focus on academic responsibilities, "*My parents expect me to help with the family business, hirap mag-focus sa school"*. These testimonies reinforce findings by Simmons and Lee (2022), who advocate for flexible study schedules and counseling services to assist students in developing effective time management strategies. Navigating between academic work and familial duties becomes increasingly challenging when families rely on students to contribute to household responsibilities, and without institutional support, this delicate balance can be hard to maintain.

These external pressures underscore the necessity of comprehensive support systems tailored to address the unique challenges faced by first-year students. Reed et al. (2021) advocate for expanded access to open educational resources to alleviate the financial burden, and Johnson et al. (2021) emphasize the importance of targeted financial literacy programs and scholarships. These strategies can help students manage financial stress, which often compounds the weight of family responsibilities.

Esteban-Guitart et al. (2019) and Simmons and Lee (2022) further emphasize the value of family support programs and flexible academic policies that help students balance their familial obligations with their studies. By offering flexible study schedules, financial literacy resources, and counseling services, universities can create a supportive environment that better enables students to manage external pressures while remaining focused on their academic goals. This holistic approach will help enhance academic success and well-being for first-year students facing the dual challenges of financial and familial responsibilities.

As a whole, the qualitative data provides critical insights that reinforce and contextualize the trends observed in the quantitative findings regarding English language proficiency among first-year Teacher Education students.

In the quantitative data, students demonstrated high levels of conative factors such as goal orientation, self-regulation, and resilience, which correlated positively with proficiency in reading and vocabulary. However, the qualitative findings highlight the academic transition challenges that students face when shifting from high school to college. This transition often involves adjusting to different expectations, workload management, and new academic structures. Such challenges impair students' ability to self-regulate and maintain a resilient approach, explaining the variability in their linguistic competence, particularly their vocabulary skills. Additionally, external pressures such as financial constraints and family responsibilities further impede students' capacity to set and pursue goals effectively, reducing their ability to capitalize on their intrinsic motivation.

Quantitative results show that students possess high cognitive engagement with strong attention control, metacognitive awareness, and working memory. However, only metacognitive awareness showed a significant correlation with reading proficiency. The qualitative data explain this discrepancy by highlighting the difficulties students encounter in applying theoretical knowledge to practice. The academic transition often disrupts familiar learning strategies, requiring students to adapt their strategic awareness and memory use. This misalignment explains why cognitive factors like attention control and working memory don't show significant correlations with proficiency across different linguistic domains.

The quantitative data also reveal that students have high levels of non-intellectual factors like socio-cultural environment factors and language learning anxiety. However, these factors don't directly correlate with proficiency, while positive attitudes towards English show strong correlations across reading, vocabulary, and grammar. The qualitative findings affirm this trend, revealing that students generally maintain a proactive and positive attitude towards English despite significant academic and personal challenges. However, external pressures and limited institutional support contribute to a pervasive anxiety that hinders their ability to fully harness these positive attitudes for effective learning. This anxiety likely causes fluctuations in goal orientation and self-regulation, reducing students' ability to sustain consistent progress despite their enthusiasm.

Therefore, the qualitative data confirm the quantitative data by revealing how external factors and academic transitions impact the cognitive and conative factors necessary for consistent language learning. Addressing these challenges through increased support, differentiated instruction, and strategies that nurture positive attitudes can help students better navigate these academic transitions, allowing them to apply their conative and cognitive strengths more effectively in their English language learning.

9. Based on the results, what project to improve the English Language Proficiency may be proposed?

PROJECT ELITE (Enhancing Linguistic Integration for Teacher Education)

I. Project Summary

ELITE (Enhancing Linguistic Integration for Teacher Education) is a comprehensive program designed to elevate English language proficiency among first-year Teacher Education students. It is primarily based on the findings of the study conducted on the relationship between conative, cognitive and non-intellectual factors of English Language proficiency. It builds upon the conative, cognitive, and socio-cultural factors identified in the recent study. By replacing traditional workshops with a dynamic mix of mentoring, guided study, and interactive challenges, ELITE maximizes the integration of various motivational and cognitive factors.

To leverage students' conative strengths in goal orientation, resilience, and self-regulation, ELITE includes a peer mentoring program that pairs high-achieving students with those needing additional guidance and motivation. Guided study groups provide a structured environment for collaborative learning while fostering self-regulation and accountability.

In addressing cognitive factors, the program employs online self-assessment tools and cognitive strategy guides to help students enhance metacognitive awareness and working memory, directly improving their reading proficiency. Attention control is bolstered through practical reading strategies and memory reinforcement.

Recognizing the need to provide socio-cultural support to combat language learning anxiety, ELITE establishes a network of counselors, mentors, and peers for personalized emotional support. Peer-led discussion circles create a safe space where students can share experiences, gain encouragement, and develop positive attitudes toward learning English.

To improve linguistic competence, ELITE incorporates vocabulary challenges and grammar competitions. These activities provide a stimulating, competitive environment where students can reinforce their vocabulary and grammatical skills through engaging tasks.

Furthermore, the program addresses transition challenges with one-on-one academic coaching to guide students through academic expectations and personal adjustments. A centralized resource hub connects students to institutional resources, financial guidance, and external support.

Through tailored mentoring, strategic cognitive tools, and socio-cultural support networks, ELITE creates an integrated learning ecosystem that empowers first-year Teacher Education students to confidently develop their English language skills and achieve academic success.

II. Project Background

The study uncovered several critical challenges that first-year Teacher Education students face while developing English proficiency based on the findings of the study:

1. Conative Factors

Students generally exhibit high levels of goal orientation, self-regulation, and resilience, underscoring their significant motivational potential. Goal orientation is directly linked to improved reading and vocabulary proficiency, while resilience further enhances performance in these areas. However, there is an opportunity to strengthen self-regulation and goal-setting practices to optimize the students' engagement and academic outcomes.

2. Cognitive Factors

Consistent proficiency in metacognitive awareness, attention control, and working memory indicates students' strategic and focused learning capabilities. Metacognitive awareness is positively correlated with reading proficiency, highlighting the importance of fostering these strategic thinking skills. However, attention control and working memory do not significantly impact reading, vocabulary, or grammar proficiency directly. Thus, students may benefit from personalized strategies to reinforce these cognitive processes.

3. Socio-Cultural Factors and Anxiety

Despite a generally positive attitude toward English, significant language learning anxiety persists, necessitating emotional and psychological support. Students require a socio-cultural environment that helps them maintain positive attitudes while alleviating anxiety to enable consistent learning progress. Encouraging open dialogue and providing support networks will be critical in addressing these emotional challenges.

4. Linguistic Competence

Reading and grammar skills are satisfactory, yet vocabulary proficiency remains comparatively weaker, with high variability among students. Such disparities highlight the need for targeted vocabulary-building strategies that also bridge gaps in reading and grammar comprehension.

5. Transition Challenges

The transition from high school to college introduces academic, personal, and social challenges. Students struggle to adapt to new academic expectations, face difficulty applying theoretical concepts to practice, and confront pressures such as financial constraints and family responsibilities. As these challenges directly impact academic performance, first-year students require comprehensive support to navigate their new environment successfully.

III. Project Objectives

1. Reinforce students' goal orientation, resilience, and self-regulation to positively influence English language learning outcomes.
2. Strengthen metacognitive awareness to enhance reading proficiency and implement practices that improve attention control and working memory.
3. Foster positive attitudes towards English and provide support networks to manage language learning anxiety.

4. Improve vocabulary proficiency while reducing performance variability in reading and grammar.
5. Support students through academic and practical transitions in their first year.
6. Monitor and evaluate the project's impact on English proficiency and refine strategies as needed.

IV. Project Methodology

a. *Implementation Matrix*

Key Results Area	Objective	Activity	Timeframe	Persons Involved
Positive correlation with reading & vocabulary	Goal Orientation & Self-Regulation	Peer Mentoring Program, Guided Study Groups, Reading Buddies, Book Club	Months 1-3	Teachers, Peer Mentors
Metacognitive awareness linked with reading proficiency	Cognitive Skill Enhancement	Online Self-Assessment Tools, Cognitive Strategy Guides Metacognitive Workshops, Reflection Journals	Months 1-6	Teachers
Anxiety negatively affects learning, but attitudes positively correlate	Socio-Cultural Support	Support Network, Peer-led Discussion Circles, Mindfulness sessions, Motivational speakers	Months 2-7	Guidance Office
Vocabulary is weaker than reading & grammar	Linguistic Competence	Vocabulary Challenges, Grammar Competitions Word of the Day Challenge Interactive Word Games	Months 3-8	Language Experts
Transition challenges impact proficiency	Transition Support	Academic Coaching, Student Success Resource Hub, Peer Transition Support Program Interactive Workshops	Ongoing	Office of Students' Affairs
Assessment needed to refine strategies	Evaluation & Feedback	Surveys, Focus Groups, Action Research	Months 4-10	Evaluation Department

b. *Project Deliverables*

1. Goal Orientation & Self-Regulation:

   Peer Mentoring Program: Pairing high-achieving students with those needing motivation, focusing on goal setting, resilience, and self-regulation.

   Guided Study Groups: Small-group study sessions with specific goals, strategies, and accountability mechanisms.

2. Cognitive Skill Enhancement:

   Online Self-Assessment Tools: Self-administered quizzes and diagnostics to measure and enhance metacognitive awareness, working memory, and attention control.

   Cognitive Strategy Guides: Digital guides offering practical strategies for focused reading, memory reinforcement, and attention control.

3. Socio-Cultural Support:

   Support Network: A network of counselors, mentors, and peers to offer personalized emotional support.

   Peer-led Discussion Circles: Weekly discussion circles where students can discuss challenges, share experiences, and support each other.

4. Linguistic Competence Improvement:

   Vocabulary Challenges: Online and offline vocabulary challenges to motivate students to expand their vocabulary through games and quizzes.

   Grammar Competitions: Competitive grammar quizzes and collaborative group tasks to reinforce grammatical skills.

5. Transition Support:

   Academic Coaching: One-on-one coaching sessions to help students navigate academic expectations and apply theory to practice.

   Student Success Resource Hub: Centralized platform providing institutional resources, financial guidance, and external support.

6. Evaluation & Feedback:

   Surveys: Regular surveys to gauge progress and refine strategies.

   Focus Groups: Discussion sessions to collect qualitative feedback and gain deeper insights into the student experience.

c. *Project Risk Management*

Participation risks are a significant concern for the project's success. To address this, increasing incentives and clearly communicating the tangible benefits of participation are essential. Providing rewards, recognition, and clear outcomes will help sustain students' interest and commitment throughout the

program. Additionally, regularly showcasing student progress will reinforce the value of active participation.

Resource constraints are another potential issue that requires strategic planning. Effective budgeting is crucial, ensuring that each program aspect is adequately funded. Securing additional institutional and external funding sources will help guarantee resource availability. Establishing partnerships with educational organizations or sponsors could alleviate funding challenges while also providing complementary support.

Implementation delays can undermine the project's effectiveness, so maintain strict timelines and conduct progress checks are vital. Establishing an early warning system to identify roadblocks and conducting regular progress reviews will keep the project on schedule. Rapid response strategies will be in place to address emerging challenges and prevent delays from accumulating.

Measuring impact is critical to refine the project's methodology and ensure it meets its goals. Surveys and focus groups will be used to collect valuable insights from students, mentors, and staff, helping identify what's working well and where improvements are needed. This continuous feedback loop will enable the team to adjust activities, approaches, and resources as required, ensuring the program remains aligned with its objectives and maximizes its impact on student proficiency.

V. Monitoring and Evaluation

The monitoring process involves conducting monthly progress checks and bi-monthly surveys to ensure that students participate effectively and that the program's implementation stays on track. The progress checks will provide a structured review of ongoing activities, allowing for quick adjustments where necessary. Bi-monthly surveys will help assess student engagement and satisfaction, identifying potential barriers to participation while highlighting areas where additional support might be needed.

Evaluation will occur through comprehensive surveys, focus groups, and statistical analysis at the project's conclusion. The surveys will gather quantitative data on students' perceived improvements in proficiency and attitudes. Focus groups will provide a qualitative perspective, offering deeper insights into students' learning experiences and the program's perceived value. Statistical analysis will identify trends in proficiency gains across different linguistic domains, comparing pre- and post-program performance. The combination of these methods will refine the methodology for future projects and measure the overall impact of the current initiative on students' English language proficiency.

SUMMARY

The results of the analysis present the following findings:

1. Student-respondents exhibit high levels of conative factors crucial for English language proficiency, with goal orientation, self-regulation, and resilience all being rated at a high extent. Specifically, goal orientation achieved an overall mean of 3.45, self-regulation 3.05, and resilience 3.16, indicating a robust engagement with these motivational and emotional aspects of language learning.

2. Student-respondents exhibit a high level of attention control, metacognitive awareness, and working memory in their English language learning, with overall means of 3.01, 3.20, and 3.02 respectively. Each area shows low dispersion in responses, suggesting consistent proficiency across the student cohort. These high ratings in cognitive factors underscore the students' capacity to manage and enhance their language learning through focused attention, strategic awareness, and effective memory usage.

3. Student-respondents exhibit a high level of manifestation of non-intellectual factors in terms of socio-cultural environment factors and language learning anxiety, with overall means of 3.15 and 3.14 respectively, both interpreted as High Extent. The attitude towards the English language scores even higher, with an overall mean of 3.56, categorized as Very High Extent. These results suggest that while students are generally positive about their socio-cultural support and have a proactive attitude towards English, they also experience a significant degree of anxiety related to language learning, which could impact their overall learning experience.

4. Student-respondents exhibit varied levels of competence across different linguistic domains. Reading and grammar are both rated as satisfactory with mean scores of 5.60 and 5.61 respectively, reflecting a relatively good grasp in these areas. However, vocabulary proficiency is rated as fairly satisfactory with a lower mean score of 4.04, suggesting weaker performance in this domain. High dispersion in scores across all three areas—reading (1.95), vocabulary (1.79), and grammar (2.03)—highlights significant variability in students' abilities.

5. Goal orientation significantly enhances reading and vocabulary skills, while self-regulation positively impacts vocabulary proficiency only. Resilience significantly boosts reading and vocabulary performance. However, none of the conative factors show a significant relationship with grammar proficiency.

6. Metacognitive awareness significantly correlates with reading proficiency among students ($r = 0.177$, $p = 0.011$). However, attention control and working memory do not show significant correlations with reading, vocabulary, or grammar performance, indicating their limited direct impact on these specific aspects of English language proficiency.

7. Socio-cultural factors and learning anxiety do not show significant correlations with reading, vocabulary, or grammar proficiency, students' attitudes towards English significantly impact all three areas. Specifically, a positive attitude correlates strongly with higher proficiency in reading ($r = 0.221$, $p = 0.001$), vocabulary ($r = 0.176$, $p = 0.012$), and grammar ($r = 0.2$, $p = 0.004$), highlighting the importance of cultivating positive perceptions and attitudes towards language learning.

8. The performance of first-year Teacher Education students is impacted by a range of issues including academic transition challenges from high school to college, personal and social adjustments, practical concerns in applying theory to practice, limited institutional support, and external pressures like financial constraints and family responsibilities.

9. A project to enhance English Language Proficiency was developed and proposed.

CONCLUSIONS

Based on the findings of the study, the researcher has come up with the following conclusions.

1. The high levels of conative factors such as goal orientation, self-regulation, and resilience illustrate a strong motivational and emotional foundation in students which significantly supports their language learning endeavors.
2. The consistent high ratings across attention control, metacognitive awareness, and working memory demonstrate students' effective management of cognitive processes, crucial for enhancing their English language learning capabilities.
3. While students display a generally positive orientation towards socio-cultural support and the English language, the significant anxiety levels they report could potentially undermine their language learning effectiveness.
4. The satisfactory ratings in reading and grammar contrast with the lower scores in vocabulary, highlighting an area for targeted improvement, especially given the high variability in student performance across these domains.
5. Goal orientation and resilience are instrumental in enhancing reading and vocabulary skills, whereas self-regulation specifically improves vocabulary proficiency. The absence of significant effects on grammar suggests the need for different instructional strategies in this area.
6. Metacognitive awareness plays a significant role in reading proficiency, emphasizing its importance in strategic learning, while attention control and working memory show limited direct effects on English proficiency, suggesting potential areas for further educational support.
7. The significant impact of students' positive attitudes towards English on all proficiency domains underscores the critical role of fostering positive perceptions and attitudes in successful language learning.
8. The variety of challenges, from academic transitions to external pressures, indicates the need for comprehensive support systems that address both academic and personal dimensions to enhance student performance and well-being.
9. Further intervention to enhance English Language Proficiency is needed.

RECOMMENDATIONS

Based on the findings, the following are recommended:

1. First-year college students should engage actively with language learning resources and seek out opportunities to practice English in real-world settings to enhance vocabulary and grammar proficiency.
2. Colleges may develop robust support systems including tutoring, mentoring, and workshops that address academic transitions and the specific challenges faced in language learning, such as vocabulary acquisition.
3. Colleges may adopt the developed project based on the findings of this study.

4. Teachers may tailor teaching methods to include a variety of instructional strategies that cater to different learning styles, particularly focusing on integrating cognitive and conative skills development into language instruction.

5. Policymakers may formulate policies that encourage the integration of psychological support systems in educational institutions to help manage student anxiety and enhance overall language proficiency.

6. Future researchers may investigate the long-term impacts of non-intellectual factors such as socio-cultural environment and attitude towards language learning on students' overall academic success and language proficiency.

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