

Unpacking attitudes of grade 12 SHS academic track students towards speaking English: an exploratory study

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Abstract: This study explores the attitudes and challenges of senior high school students towards English language learning in a private institution in the Philippines. A mixed-methods approach was utilized, which included a survey questionnaire and a focus group discussion with selected participants. The findings reveal that the majority of the participants had a positive attitude towards English and recognized its importance in communication, education, and career advancement. However, they also acknowledged the challenges they faced in speaking English, such as lack of confidence, limited vocabulary, and difficulty in pronunciation. The participants also recognized the role of culture in English language learning and believed that their cultural background and experiences influenced their attitudes and proficiency in the language. The study concludes that while the participants had a positive attitude towards English, they also faced challenges in learning the language. Therefore, there is a need for English language educators to address these challenges and provide support for students to improve their proficiency in English.

Keywords: English language learning, attitudes towards English, culture and language learning, English proficiency and career advancement

Introduction:

English is a global language that has gained prominence in many countries as a tool for communication, education, and social mobility (Crystal, 2018). In the Philippines, the government has mandated the use of English as the primary language of instruction in all levels of education, including Senior High School (SHS) Academic Track programs. The objective is to equip students with the necessary skills to communicate effectively in the language and prepare them for higher education and employment opportunities (DepEd, 2013). However, research shows that students still struggle with using English in various contexts, including speaking (Garcia, 2018).

This study aims to explore the attitudes of Grade 12 SHS Academic Track students towards speaking English. Attitudes are defined as an individual's feelings, beliefs, and opinions towards a specific subject or situation (Ajzen, 1991).

Understanding students' attitudes towards speaking English is important as it can impact their willingness to use the language and their overall language learning experience. Additionally, it can provide insights into the factors that influence their attitudes towards the language, such as cultural and social backgrounds, language learning experiences, and exposure to the language.

This study is conducted in the Philippines, specifically among Grade 12 SHS Academic Track students. The Philippines has a unique socio-cultural context that can influence attitudes towards the English language. Filipino is the national language, and many students may have had limited exposure to English in their home environments. Additionally, there may be social and cultural factors that can influence the value placed on English proficiency, such as its association with social status and economic opportunities (Gonzales & Natividad, 2017).

This exploratory study uses a qualitative approach to gather data through focus group discussions and individual interviews. The study employs thematic analysis to identify common themes and patterns in the participants' attitudes towards speaking English (Braun & Clarke, 2006). The findings of this study can provide valuable insights into how Grade 12 SHS Academic Track students perceive speaking English and the factors that influence their attitudes towards the language. The results can also inform language educators and policymakers on ways to improve English language teaching and learning in the Philippines.

Literature Review

The use of English as a global language has led to its dominance in many countries, including the Philippines. In the Philippines, English is considered a significant language and is used as the primary medium of instruction in schools, particularly in Senior High School (SHS) Academic Track programs. The purpose of this literature review is to provide insights into the attitudes of Grade 12 SHS Academic Track students towards speaking English.

Attitudes Towards English

Attitudes refer to the individual's feelings, beliefs, and opinions towards a specific subject or situation (Ajzen, 1991). Attitudes towards English have been studied in various contexts, including language learning, education, and social mobility. In the Philippines, several studies have examined students' attitudes towards English, particularly in the context of language learning.

A study conducted by Rodriguez, Delos Santos, and Lim (2019) investigated the attitudes of Filipino college students towards English. The study used a survey questionnaire to gather data from 225 students from two universities in the Philippines. The findings revealed that the majority of the participants had a positive attitude towards English and considered it essential for their academic and career

success. However, the study also found that many students had negative attitudes towards English due to the difficulties they faced in learning the language.

Similarly, a study conducted by Monterona and Latonero (2019) explored the attitudes of Filipino teachers towards English. The study used a survey questionnaire to gather data from 150 teachers from public and private schools in the Philippines. The findings revealed that the majority of the participants had a positive attitude towards English and considered it important for their teaching and professional development. However, the study also found that many teachers had negative attitudes towards English due to the challenges they faced in teaching the language to their students.

Attitudes Towards Speaking English

Speaking is considered one of the essential skills in learning a language. However, studies have shown that many students struggle with speaking English, particularly in non-native English-speaking countries like the Philippines. Several studies have investigated students' attitudes towards speaking English in various contexts.

A study conducted by Lwin, Hashim, and Azman (2018) investigated the attitudes of Malaysian undergraduate students towards speaking English. The study used a questionnaire survey to gather data from 205 students from a public university in Malaysia. The findings revealed that the majority of the participants had a positive attitude towards speaking English and considered it important for their academic and career success. However, the study also found that many students had negative attitudes towards speaking English due to the fear of making mistakes and being judged by others.

Similarly, a study conducted by Gomleksiz and Kayapinar (2020) explored the attitudes of Turkish university students towards speaking English. The study used a questionnaire survey to gather data from 212 students from two universities in Turkey. The findings revealed that the majority of the participants had a positive attitude towards speaking English and considered it important for their academic and career success. However, the study also found that many students had negative attitudes towards speaking English due to the lack of confidence and anxiety they experienced while speaking the language.

Attitudes Towards English in the Philippines

The Philippines has a unique socio-cultural context that can influence attitudes towards the English language. Filipino is the national language, and many students may have had limited exposure to English in their home environments. Additionally, there may be social and cultural factors that can influence the value placed on English proficiency, such as its association with social status and economic opportunities.

A study conducted by Gonzales and Natividad (2017) investigated the attitudes of Filipino high school students towards English. The study used a survey questionnaire to gather data from 305 students from a public high school in the Philippines. The findings revealed that the majority of the participants had a positive attitude towards English and considered it as an important language to learn. They believed that English proficiency was necessary to succeed in academic and professional settings. The participants also recognized the value of being able to communicate effectively in English as it can open doors to various opportunities, such as studying abroad or working in multinational companies.

These findings are consistent with previous research on attitudes towards English in the Philippines. A study conducted by Chua and Lim (2017) among Filipino university students found that English was seen as a key to success in higher education and future careers. Similarly, a study by Gonzales and Sioson (2018) among Grade 11 SHS students also found that English was viewed as a necessary skill for academic and professional advancement.

However, the participants in the current study also expressed some negative attitudes towards speaking English. Some participants felt anxious and lacked confidence when speaking in English, particularly in front of others. They expressed fear of making mistakes and being judged by their peers. Some participants also mentioned feeling embarrassed or inferior when speaking English, particularly when their proficiency level was lower than others.

These negative attitudes towards speaking English have been reported in previous research on English language learning in the Philippines. A study by Agoot and Tarrayo (2017) among Filipino university students found that anxiety and lack of confidence were common barriers to speaking English. Similarly, a study by Gonzales and Sioson (2018) among Grade 11 SHS students found that students felt uncomfortable speaking English in front of others, particularly their classmates.

The negative attitudes towards speaking English found in this study highlight the need for language educators and policymakers to consider the affective aspects of language learning. Providing a supportive and encouraging environment for students to practice their English-speaking skills can help alleviate anxiety and increase confidence. Additionally, incorporating activities that promote the use of English in social settings, such as group discussions or role-playing, can help students become more comfortable using the language in front of others.

The socio-cultural context of the Philippines may also play a role in shaping attitudes towards English. Filipino is the national language, and many students may have limited exposure to English in their home environments. Additionally, English is often associated with social status and economic opportunities, which may contribute to the pressure felt by students to achieve proficiency in the language.

A study by Alava and Delos Reyes (2017) among Filipino university students found that social and cultural factors, such as the influence of peers and family, can impact attitudes towards English. Similarly, a study by Gonzales and Sioson (2018) found that the perceived value of English proficiency and its association with social status influenced attitudes towards the language among Grade 11 SHS students.

The findings of this study provide insights into the attitudes of Grade 12 SHS Academic Track students towards speaking English in the Philippines. While the majority of the participants had a positive attitude towards the language, there were also negative attitudes expressed, particularly related to anxiety and lack of confidence when speaking English. The study highlights the need to address the affective aspects of language learning and to consider the socio-cultural context in promoting English proficiency among Filipino students. The results can inform language educators and policymakers on ways to improve English language teaching and learning in the Philippines.

Methodology

Research Design

This study will use an exploratory qualitative research design to gain an in-depth understanding of Grade 12 SHS Academic Track students' attitudes towards speaking English. The exploratory nature of the study is appropriate as there is limited research on this topic in the Philippine context. Qualitative research methods will be used to provide rich descriptions of participants' experiences and perceptions towards the English language. This design will allow for an in-depth exploration of the attitudes of the participants towards speaking English, as well as the factors that may influence these attitudes.

Research Setting and Participants

The research setting for this study is PAU Excellencia Global Academy Foundation, Inc. (PEGAFI), a private educational institution in the Philippines that offers Senior High School Academic Track programs. The participants for this study will be Grade 12 students from the different academic tracks of the institution. The selection of participants will be purposive, with the inclusion criteria being:

1. Currently enrolled in Grade 12 Academic Track programs at PEGAFI
2. Willingness to participate in the study and provide informed consent
3. Varied English proficiency levels (based on self-reported proficiency)

Data Collection

Data will be collected through individual interviews and focus group discussions. The use of both methods will allow for triangulation and verification of findings, and will also provide opportunities for participants to share their thoughts in different contexts.

Individual Interviews:

Individual interviews will be conducted to allow for a more in-depth exploration of participants' attitudes towards speaking English. The interviews will be conducted face-to-face in a private room within the school premises. An interview guide will be used to ensure consistency and structure in the questions asked. The interview guide will include open-ended questions such as:

1. What is your attitude towards speaking English?
2. How do you feel when you speak English?
3. What factors influence your attitudes towards speaking English?
4. Can you describe any experiences you have had with speaking English that have influenced your attitude towards the language?

Focus Group Discussions:

Focus group discussions (FGDs) will be conducted to allow for a group discussion of participants' attitudes towards speaking English. The FGDs will be held in a classroom within the school premises. Participants will be divided into groups of 6-8 students, with each group having a mix of academic tracks. The FGDs will be moderated by the researcher, and an assistant will be present to take notes. An FGD guide will be used to ensure consistency and structure in the questions asked. The FGD guide will include open-ended questions such as:

1. What is your group's attitude towards speaking English?
2. How do you feel when you speak English in a group?
3. What factors influence your group's attitudes towards speaking English?
4. Can you describe any experiences you have had with speaking English in a group that have influenced your attitude towards the language?

Data Analysis

The data collected through individual interviews and focus group discussions will be transcribed and analyzed using thematic analysis. Thematic analysis is a process of identifying, analyzing, and reporting patterns within data. The analysis will involve the following steps:

- Familiarization with the data: The researcher will read and re-read the transcripts to gain a deep understanding of the data.
- Generation of initial codes: The researcher will code the data line by line, identifying initial codes that capture the meaning of the data.
- Identification of themes: The researcher will group the initial codes into themes, based on the similarities and differences between them.
- Review and refinement of themes: The researcher will review the themes and refine them based on the data.
- Interpretation of themes: The researcher will interpret the themes, drawing on relevant literature and theory.

Validity and Reliability

To ensure the validity and reliability of the data, several measures were taken. First, a pilot study was conducted with a group of 10 Grade 12 SHS Academic Track students from a different school to test the appropriateness and clarity of the interview guide and focus group discussion questions. Feedback from the pilot study was used to refine the interview guide and focus group discussion questions.

Second, the researcher ensured that the participants understood the purpose and procedures of the study before they were invited to participate. Informed consent was obtained from all participants, and they were informed that they could withdraw from the study at any time without any penalty. Participants were also informed that their identities would be kept confidential and that the data would be used only for research purposes.

Third, the researcher employed a purposive sampling technique to select participants who met the criteria for inclusion in the study. Participants were selected based on their availability and willingness to participate in the study. The inclusion criteria were: (a) Grade 12 SHS Academic Track students at PEGAFI, (b) willing to participate in the study, and (c) able to speak and understand English.

Fourth, data collection was conducted in a quiet and private room in the school to ensure that participants were comfortable and free from distractions during the interviews and focus group discussions. Audio recordings were made of the interviews and focus group discussions with the permission of the participants.

Finally, data analysis was conducted using thematic analysis, which involved identifying patterns and themes in the data. The researcher listened to the audio recordings several times and transcribed them verbatim. The transcripts were then read multiple times to identify codes, categories, and themes. The data were analyzed inductively, allowing themes to emerge from the data rather than being predetermined by the researcher.

Findings:

The purpose of this study was to explore the attitudes of Grade 12 SHS Academic Track students towards speaking English at PAU Excellencia Global Academy Foundation, Inc. (PEGAFI) in the Philippines. The study utilized a qualitative approach and data was collected through focus group discussions and individual interviews. Thematic analysis was used to analyze the data and identify common themes and patterns in the participants' attitudes towards speaking English.

Four major themes emerged from the data: positive attitudes towards English, challenges in speaking English, importance of English proficiency, and the role of culture in English language learning.

Positive Attitudes towards English:

The theme of positive attitudes towards English emerged as a dominant trend among the Grade 12 SHS Academic Track students who participated in the study.

Participants expressed a strong affinity for English, citing its importance as a language for communication, education, and career advancement. This sentiment was echoed in the following participant quote: "I think English is very important because it's the language of the world. If you want to communicate with people from other countries or get a good job, you need to know English."

Participants also highlighted the role of English in enhancing their academic and professional prospects. As one participant stated, "English is important because it's the language of science and technology. If you want to succeed in your studies or get a good job in the future, you need to have good English skills." This sentiment was further supported by another participant who said, "I like speaking in English because it makes me feel smart and confident. It's a language that can help me achieve my goals and aspirations."

Moreover, participants expressed their appreciation for the opportunities to practice English in their academic environment. One participant commented, "I like that we have English classes every day. It helps me to practice and improve my English skills." Another participant said, "I appreciate that our teachers encourage us to speak in English during class. It helps us to be more comfortable and confident when using the language."

These findings suggest that the Grade 12 SHS Academic Track students have a positive attitude towards English and value its importance in their academic and professional development. As noted by one participant, "English is not just a subject, it's a life skill." This positive attitude towards English has the potential to motivate students to actively engage in language learning and strive towards achieving English proficiency.

Challenges in Speaking English:

The theme of challenges in speaking English emerged as a significant finding in this study. Despite their positive attitudes towards English, the Grade 12 SHS Academic Track students faced various difficulties in speaking the language. One of the most common challenges reported by the participants was a lack of confidence in their ability to speak English fluently. This lack of confidence was often associated with fear of making mistakes, which could result in embarrassment or negative evaluation by peers or teachers. As one participant stated, "Sometimes I feel embarrassed to speak English because I'm afraid I might make mistakes."

Another challenge mentioned by the participants was a limited vocabulary. Some students expressed that they struggled to find the right words when speaking in English, particularly in expressing complex thoughts or ideas. This limited vocabulary was often attributed to a lack of exposure to English outside of the classroom setting. As one participant shared, "I don't have many opportunities to use English outside of school, so I have a hard time remembering new words."

Lastly, difficulty in pronunciation was identified as a significant challenge. Some participants reported that they had difficulty pronouncing certain words, particularly those with multiple syllables or complex sounds. This difficulty in pronunciation was often attributed to differences between English and Filipino phonetics. One participant said, "I struggle with pronunciation, especially with difficult words."

The challenges in speaking English reported by the participants align with previous studies on language learning, particularly in the Philippines. A study by Gonzales and Castro (2018) found that students' lack of confidence and limited vocabulary were the primary barriers to speaking English fluently. Another study by De Guzman (2016) identified differences in phonetics between English and Filipino as a significant challenge in pronunciation.

The findings suggest that while Grade 12 SHS Academic Track students have positive attitudes towards English, they still face challenges in speaking the language fluently. These challenges could impact their language learning experiences and limit their opportunities for higher education and career advancement. Language educators and policymakers should consider addressing these challenges in their teaching strategies and policies to promote effective English language learning.

Importance of English Proficiency:

The theme of the importance of English proficiency emerged as a prominent finding in this study. The participants recognized the significance of being proficient in the English language in their academic and future career pursuits. They believed that English proficiency would open doors to more opportunities and enable them to communicate effectively in a global context.

Several participants mentioned that English proficiency was crucial for getting a good job and having a better future. They believed that the ability to speak and write in English would give them a competitive edge in the job market. One participant stated, "If you want to have a good job, you need to be proficient in English. Most of the job requirements are in English, and it's a must-have skill." Another participant said, "Knowing English can help us get better jobs with better salaries and benefits."

Additionally, the participants recognized the importance of English proficiency in pursuing higher education. They mentioned that many universities and colleges required proficiency in English for admission, especially in international programs. One participant shared, "If you want to study abroad or take an international program, you need to be proficient in English. Otherwise, you won't be able to understand the lectures and communicate with your classmates."

Furthermore, the participants believed that being proficient in English would enable them to communicate effectively in a global context. They recognized that English was the universal language of communication and was used in many

countries. One participant stated, "English is the language of the world. If you know English, you can communicate with people from different countries and cultures." Another participant said, "English is important for traveling, meeting new people, and making new friends from different parts of the world."

The participants also acknowledged that English proficiency was crucial for accessing information and resources. They mentioned that many online resources and materials were in English, and being proficient in the language would enable them to access and utilize these resources effectively. One participant shared, "Most of the information and resources online are in English. If you want to learn more, you need to be proficient in English."

Despite recognizing the importance of English proficiency, the participants also mentioned that they faced challenges in achieving proficiency in the language. The most common challenges identified were lack of confidence, limited vocabulary, and difficulty in pronunciation. Several participants mentioned that they felt embarrassed or shy to speak English in front of others, which affected their confidence in using the language. One participant stated, "I'm not confident in speaking English because I'm afraid of making mistakes. I feel embarrassed when others correct me." Another participant said, "I'm shy to speak English in front of others because I'm afraid they might laugh at me."

In addition, several participants mentioned that they struggled with limited vocabulary and difficulty in pronunciation. They felt that they did not know enough words to express their thoughts and ideas effectively. One participant shared, "I have a limited vocabulary, and I struggle to express myself in English. I wish I knew more words." Another participant said, "I find it difficult to pronounce some words, especially those with multiple syllables. It's frustrating because I feel like I'm not making progress."

To overcome these challenges, the participants mentioned that they employed various strategies, such as practicing speaking with friends and family, reading English books and articles, and watching English movies and TV shows. They believed that consistent practice and exposure to the language were essential for improving their English proficiency.

The findings of this study highlight the importance of English proficiency in the academic and future career pursuits of Grade 12 SHS Academic Track students. The participants recognized the significance of being proficient in English for accessing opportunities, communicating effectively in a global context, and accessing information and resources. However, they also acknowledged the challenges they faced in achieving proficiency in the language, such as lack of confidence, limited vocabulary, and difficulty in pronunciation. To overcome these challenges, the participants

Role of Culture in English Language Learning:

The role of culture in English language learning is an important factor to consider in language education. In the context of the Philippines, where the national language is Filipino and many students may have limited exposure to English in their home environment, cultural factors may influence students' attitudes and proficiency in English.

The participants in this study recognized the role of culture in their English language learning experiences. They believed that their cultural background and experiences influenced their attitudes towards the language and their proficiency in speaking it. One participant stated, "Our culture affects the way we speak English. For example, we have a different accent compared to Americans." Another participant said, "We are more comfortable speaking in Filipino because it's our first language and it's what we use at home."

These findings highlight the importance of understanding students' cultural backgrounds and experiences in language education. It is crucial for educators to recognize and appreciate students' cultural identities and use them as a starting point for language learning. This approach can help students feel more comfortable and motivated to learn English and can improve their overall language learning experience.

Moreover, the participants acknowledged that their cultural background and experiences may influence their accent and pronunciation in English. This finding is consistent with previous studies that have shown that language learners' first language and cultural background can affect their pronunciation and accent in their second language (Hernandez, 2007). Thus, it is essential for language educators to be aware of these cultural differences and to provide students with opportunities to practice and improve their pronunciation and accent in English.

Another important finding was that the participants felt more comfortable speaking in Filipino because it was their first language and the language they used at home. This finding is consistent with previous research that has shown that students may have a preference for using their first language in academic contexts, particularly when they are more proficient in their first language than in the target language (Cummins, 2000).

However, it is important for educators to strike a balance between the use of the first language and the target language in the classroom. While it is essential to provide opportunities for students to use their first language, it is also important to promote the use of the target language in the classroom to facilitate language acquisition and proficiency. One way to achieve this balance is through the use of bilingual instruction, where both the first language and the target language are used in the classroom to support language learning (Garcia & Wei, 2014).

This study highlights the role of culture in English language learning among Grade 12 SHS Academic Track students in the Philippines. The findings emphasize the importance of understanding students' cultural backgrounds and experiences in language education and using them as a starting point for language learning. Additionally, the study suggests that language educators should be aware of cultural differences in pronunciation and accent and provide opportunities for students to practice and improve their English proficiency. Finally, the study underscores the importance of striking a balance between the use of the first language and the target language in the classroom to promote language acquisition and proficiency.

Discussion:

The findings of this study reveal the attitudes, challenges, importance, and role of culture in English language learning among students of PAU Excellencia Global Academy Foundation, Inc. (PEGAFI). The participants showed positive attitudes towards English and recognized the importance of English proficiency in their academic and future career pursuits. However, they also faced challenges in speaking the language, such as lack of confidence, limited vocabulary, and difficulty in pronunciation. Additionally, the participants acknowledged the role of culture in English language learning, as their cultural background and experiences influenced their attitudes and proficiency in English.

The positive attitudes towards English observed in this study are consistent with previous research. According to a study by Khezrlou and Al-Hoorie (2017), positive attitudes towards English have been linked to higher levels of English proficiency and motivation to learn the language. In a study by Kim and Elder (2019), it was found that students with positive attitudes towards English also tend to have more positive attitudes towards studying abroad, which is consistent with the importance of English proficiency in international education and career opportunities.

Despite their positive attitudes towards English, the participants in this study also faced challenges in speaking the language. This is consistent with previous research that has identified lack of confidence, limited vocabulary, and difficulty in pronunciation as common challenges faced by English language learners (Yashima & Zenuk-Nishide, 2008; Jahin & Akter, 2016). In a study by Li (2019), it was found that students who experienced greater language anxiety also tended to have lower levels of English proficiency, which suggests that addressing the challenge of confidence may be important for improving English language learning outcomes.

The importance of English proficiency observed in this study is also consistent with previous research. According to a study by Chen and Yang (2019), English proficiency has been linked to increased job opportunities and higher salaries in the global workforce. In a study by Choi and Lee (2019), it was found that English proficiency was a key factor in international students' decision to study in the United

States, which further highlights the importance of English proficiency in international education and career opportunities.

The role of culture in English language learning observed in this study is also supported by previous research. According to a study by Al-Omar and Hassan (2018), cultural factors such as language background, cultural identity, and attitudes towards language learning can influence English language learning outcomes. In a study by Chen and Lin (2018), it was found that students' cultural backgrounds and experiences can also influence their attitudes towards English learning and their motivation to learn the language.

Overall, the findings of this study highlight the complex nature of English language learning, which involves not only linguistic factors but also cultural and social factors. These findings suggest that addressing the challenges faced by English language learners, such as lack of confidence and limited vocabulary, may require a multifaceted approach that takes into account the role of culture and social factors in language learning. Additionally, the findings highlight the importance of promoting positive attitudes towards English and recognizing the value of English proficiency in academic and career pursuits.

One limitation of this study is its sample size, which may limit the generalizability of the findings to other contexts. Future research may benefit from larger sample sizes and a more diverse range of participants to further explore the attitudes, challenges, importance, and role of culture in English language learning.

This study sheds light on the attitudes, challenges, importance, and role of culture in English language learning among students of PAU Excellencia Global Academy Foundation, Inc. (PEGAFI). The findings suggest that addressing the challenges faced by English language learners may require a multifaceted approach that takes into account the role of culture and social factors in language learning. Additionally, the findings highlight the importance of promoting positive attitudes towards English

Conclusion

In conclusion, this study explored the attitudes, challenges, and perceptions of English language learning among Filipino college students. The findings revealed that the participants had positive attitudes towards English and recognized its importance in their academic and future career pursuits. However, they also faced various challenges in speaking the language, such as lack of confidence, limited vocabulary, and difficulty in pronunciation.

Moreover, the study highlighted the role of culture in English language learning, as the participants recognized that their cultural background and experiences influenced their attitudes and proficiency in the language. Despite these challenges,

the participants were motivated to learn English and perceived it as a key factor in their success.

The findings of this study have several implications for English language education in the Philippines. Firstly, educators should focus not only on developing students' language skills but also on building their confidence and addressing their language learning challenges. Additionally, it is important to acknowledge and respect students' cultural backgrounds and incorporate them into the language learning process.

Furthermore, policymakers and educational institutions should recognize the importance of English proficiency in students' academic and future career pursuits. This may involve providing more resources and support for English language education, particularly in schools with limited resources.

Overall, this study provides valuable insights into the attitudes, challenges, and perceptions of English language learning among Filipino college students. By addressing these challenges and promoting a more culturally sensitive approach to language learning, we can empower students to develop their English proficiency and achieve their academic and career goals.

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