

ENGLISH Language Exposure and Learning of English as Predictors of Oral Performances among Senior High School STUDENTS

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ABSTRACT

This research aimed to investigate the significant influence of English language exposure and English language learning as predictors of oral performance among senior high school students. The researcher employed a quantitative descriptive-correlational design, which involved 250 respondents from three secondary public schools in Davao Oriental, selected through stratified random sampling. The statistical tools used were weighted mean, standard deviation, and Pearson's r moment correlation. The study's findings revealed that the senior high school students' English language exposure in terms of home, friends, school, and social media is at a moderate level. It also found that learning English, in terms of improving the general level of English, including vocabulary learning, studying grammar, reading in English, writing in English, and speaking in English, has a high level. Furthermore, the senior high school students' oral performances, in terms of grammar, vocabulary, fluency, and pronunciation, are at a high level. Moreover, the correlation between English language exposure, English language learning, and oral performances is not significant. Therefore, no correlation is found between English language exposure and the oral performances of senior high school students, nor between the learning of English and the oral performances of senior high school students.

KEYWORDS: *English language exposure, learning of English, oral performances, senior high school, Davao Oriental, Philippines*

INTRODUCTION

All speakers of English aspire to communicate in the language with accuracy, fluency, and consistency. Oral performance is the process of building

and sharing meanings using verbal and non-verbal symbols in different contexts (Osama, 2019). It is noted that oral performance is one of the most crucial language components that must be practiced thoroughly, as individuals with the ability to speak will be better equipped to send and receive messages to one another (Karimy & Pishkar, 2018). Nonetheless, although students are exposed to the English language, English learners still struggle to develop their English language skills, especially in oral performance. In fact, a global controversy surrounds the language proficiency of most high school graduates (Gudu, 2015), primarily centered on the generally low English language proficiency among senior high school students.

In the global context, Amiruddin (2019) conducted a study involving 20 student respondents registered in a Public Speaking Course and revealed that their oral performance was very low. These errors were identified as having been caused by an interlanguage factor affecting the student's grammar, pronunciation, vocabulary, confidence, and comprehension. Moreover, in the study of Helmanda and Nisa (2019), they analyzed their students' OP ability in speaking class by using a scoring rubric in order to evaluate their students' speaking ability. The results showed that only one student fell into the perfect category, while the rest were categorized as good, average, or bad.

In the Philippines, a study by Daymiel et al. (2022) found that students performed less satisfactorily in OP and were moderately worried. This is attributed to error-causing factors such as the impact of the native language on the second language, a lack of confidence, anxiety about communicating, and fear of evaluation. Their study concluded that oral performances could be predicted using linguistic anxiety, particularly in understanding vocabulary, as learners who were worried performed worse than native speakers when speaking in English.

Locally, a study by Orbeta and San Jose (2013) at the University of Mindanao revealed that their OP in pronunciation, grammar, comprehension, fluency, and vocabulary had been greatly affected due to students' language anxiety, specifically apprehension.

Considering the above issues, language experts have taken into account various factors that may be related to OP. The study by Mansour (2018) highlighted the significance of English Language Education (ELE) in affecting students' English proficiency at all ages and levels of education. Additionally,

Sukying (2021) claimed that the Level of Education (LoE) is a critical factor in facilitating the successful learning of a second or foreign language, allowing students to improve their OP.

The aforementioned studies examine the three variables separately: English language exposure, English language learning, and oral performance. The researcher was inspired to correlate these variables because he had not found any previous studies examining the three variables with senior high school students as respondents, who were expected to have mastered the fundamentals of oral performance. In this study, the researcher investigated whether language exposure and English language learning predict the oral performances of senior high school students. The researcher conducted the study with the hope that, based on its findings, language teachers would gain confidence in igniting students' enthusiasm through exposure to English-related tasks and learning English, which would, in turn, develop their oral performance. The results of this study might be used as an aid in crafting policies to address students' declining oral performances in connection with exposure to and learning of the English language. Specifically, these findings could benefit by reminding language teachers of the significance of the relationship between the variables above and the need to take them into account in the classroom. To reach a larger audience, the study's findings might also be disseminated to other academic institutions and the Department of Education, with which the researcher is currently affiliated. Furthermore, this study is meant to be presented at an academic forum, conference, or congress. Ultimately, the researcher's goal is to publish the findings of this study in a peer-reviewed academic publication, either local, national, or international in scope.

METHODS

Research Design

This study employed the quantitative research method, specifically the descriptive-correlational research design. To arrive at conclusions, quantitative research focuses on assessing and quantifying variables. It involves analyzing numerical data using statistical methods to provide quantitative answers to questions. Additionally, it covers how to gather numerical data to describe a phenomenon or problem (Apuke, 2017). To benefit both teachers and students, this design aims to provide a comprehensive understanding of the relationship between English language exposure and learning, as well as their impact on oral performance, among senior high school students in Lupon, Davao Oriental.

Research Locale

This research was carried out in Lupon, Davao Oriental. Three secondary public schools in Lupon, Davao Oriental, designated explicitly as School A, School B, and School C, serve as the primary sites of research for this study. Each school is assigned a code to maintain its anonymity and privacy. These educational institutions were selected due to the fulfillment of the same inclusion criteria. Situated within Lupon, Davao Oriental, which is home to multiple closely spaced populations, are these three public secondary schools.

Research Respondents

The respondents of the study were senior high school students from three public secondary schools in Lupon, Davao Oriental. For the academic year 2023–2024, these students were formally enrolled. Through statistical computations, 292 senior high school students were assigned as respondents for this study; 135, 87, and 70 respondents were taken from schools A, B, and C, respectively.

Research Instruments

This study employed three adapted questionnaires, validated by experts, pilot-tested, and analyzed for reliability. The first was the ELE questionnaire by Magno et al. (2009), which showed high reliability (Cronbach's alpha = .91) and used a five-point Likert scale ranging from 1 ("never or rarely true of me") to 5 ("always, or almost always true of me"). The second was the Learning of English Questionnaire from the University of Barcelona (Vernet Pons, 2009), used by Ahmed (2015), which features 73 items on a six-point Likert scale and a reported Cronbach's alpha of .80. The third was an Oral Performances Assessment Rubric, where respondents described an image orally. Three raters scored their pronunciation, fluency, vocabulary, and grammar on a scale from 1 (lowest) to 5 (highest).

Data analysis

Before conducting the study, the researcher asked for ethical clearance from the Research Ethics Committee. After granting the certification, the graduate school dean permitted the researcher to conduct the study. Upon

approval from the graduate school dean, the researcher requested permission from the Division Office of Davao Oriental to conduct the study. Upon completing the first three steps, the researcher sought approval from the principals of the selected school. Upon receiving the permissions and approvals, the researcher allowed the respondents' parents to read and sign the informed consent form (ICF) to carry out the study in accordance with the proper protocol and guidelines, as outlined in Range Descriptive Equivalent Interpretation 4.20 – 5.00, which indicates that the oral performances of the students are excellent. 3.40 – 4.19 High The oral performances of the students are outstanding. 2.60 – 3.39 Average. The students' oral performances are good. 1.80 – 2.59 Low. The oral performances of the students are developing. 1.00 – 1.79 Very Low The oral performances of the students need improvement—60 Division Office of Davao Oriental. The respondents were informed that their participation in the data gathering would be voluntary and that they would be free to withdraw from the study at any time if they felt uncomfortable. When everything was cleared, the researcher administered the survey questionnaire and assisted the respondents in answering the research instrument.

RESULTS

Level of ELE among SHS Students.

Table 1

Level of English Language Education among Senior High School Students

INDICATORS/STATEMENTS	Mean	SD	DESCRIPTION
1.1 At Home			
1. Having parents talk in English.	2.30	1.03	Low
2. Speaking English at home	2.33	1.02	Low
3. Conversing in English among my family.	2.44	1.08	Low
4. Engaging in activities where English is used.	2.38	1.07	Low
Category Mean	2.43	0.74	Low
1.2 With Friends			
5. Speaking English with my friends	2.90	0.95	Moderate
6. Attending social gatherings where English is spoken.	2.67	1.16	Moderate
7. Talking English with my friends.	3.12	1.31	Moderate

INDICATORS/STATEMENTS	Mean	SD	DESCRIPTION
Category Mean	2.99	0.81	Moderate
1.3 In School			
8. Speaking English with my teachers.	3.89	0.99	High
9. Conducting activities in my school using English.	3.92	1.03	High
10. Speaking English with my classmates.	3.28	1.04	Moderate
11. Encouraging students to speak in English in school.	3.45	1.05	High
12. Speaking English as the medium of instruction in the classroom.	3.41	1.16	High
Category Mean	3.59	0.64	High
1.4 On Social Media			
13. Chatting online in English.	3.08	0.99	Moderate
14. Sending text messages in English.	3.34	1.11	Moderate
15. Receiving text messages in English.	3.46	1.21	High
16. Browsing webpages that are written in English.	4.03	1.15	High
17. Listening to songs in English.	4.15	1.07	High
18. Watching movies in English.	3.84	1.23	High
19. Watching TV shows in English.	3.61	1.12	High
20. Reading magazines written in English.	3.64	1.22	High
21. Reading newspapers written in English.	3.54	1.31	High
22. Reading books written in English.	3.85	1.10	High
23. Reading information around in English.	3.75	1.08	High
Category Mean	3.66	0.67	High
Overall Mean	3.17	0.48	Moderate

Table 1 shows the level of English language exposure among senior high school students. The overall mean of English language exposure is 3.17, which is described as moderate. It also has a standard deviation of 0.48, which is less than one, indicating that the respondent's responses are consistent. This can be

interpreted as meaning that English language exposure is quite extensive. This implies that the respondents are exposed to English in various settings, including at home, with friends, in school, and on social media. The result confirmed the study of Domingo (2020), which stated that students demonstrate an average level of English language exposure. This suggests that one of the factors affecting students' learning of a second language, such as English, is their exposure to it. This finding is also consistent with the study by Mallillin and Villareal (2016), who revealed that some students are greatly assisted and affected by exposure to the English language. Additionally, in the study of Magno et al. (2009), English learners within an English-speaking context are more exposed to the language at home, with friends, in school, and on social media, which enables them to imbibe and internalize the English language through communication.

Also, the findings align with the study of Muñoz and Cadierno (2021), which presented that the potential influence of exposure to out-of-school activities, such as talking with friends and being at home, on different language aspects is related to the particular context in which the target language is learned and to the language proficiency of the learner. Meanwhile, social media had the highest mean among the indicators of English language exposure, at 3.66, which is described as high, with a standard deviation of 0.67. This means that the exposure to the English language is extensive. Social media is a platform where students can be exposed to using and learning English. This supports the study by Soriano and Garcia (2021), which found that activities such as chatting online in English and sending and receiving text messages in English contribute to the acquisition of the English language.

The item "Listening to songs in English" got the highest mean of 4.15 with a standard deviation of 1.07 in this indicator. This finding is consistent with the work of Mailawati and Anita (2022), who confirmed that songs have a positive impact on improving a student's language learning. Among all the calculated means of the four indicators, it is evident that at home has the lowest weighted mean of 2.43 with a standard deviation of 0.74, which is described as low. Home is the first place where informal education occurs. It is a place where one could be exposed to learning and using the 72 English language.

Level of LoE among SHS Students**Table 2***Level of English among Senior High School Students*

INDICATORS/ STATEMENTS	Mean	SD	DESCRIPTION
2.1 Improving the General Level of English			
1. Trying to understand songs in English.	3.88	1.12	High
2. Reviewing what we have done in class, or I test myself on my own.	3.70	1.01	High
3. Paying attention to new words or structures when I read or listen to English.	3.61	1.15	High
4. Asking someone who knows more than I do to correct me.	3.70	1.26	High
5. Figuring out the meaning when I see short texts in English.	3.45	1.30	High
6. Seeking occasions to use English outside class such as talking to people, using Internet, writing letters to foreign friends, etc., on my own initiative	3.08	1.08	Moderate
7. Trying to do homework or study English together with someone.	3.39	1.12	Moderate
8. Writing or speaking in English by using words and structures that we have recently learnt.	3.37	1.03	Moderate
9. Reading aloud to improve my pronunciation.	3.52	1.21	High
10. Trying to participate as much as I can when we do speaking activities in the English class,	3.57	1.09	High
11. Make an effort to see what I can understand when I hear someone speak in English.	3.64	1.08	High
12. Looking up dictionaries and	3.45	1.05	High

textbooks to learn new English words and sentences on my own initiative.			
13. Paying attention to the errors that I make when I write or speak in English.	3.61	1.18	High
14. Doing English exercises, sentences, or dictations to practice on my own.	3.47	1.11	High
15. Doing other more creative things to practice English.	3.21	1.14	Moderate
16. Trying to remember English words, expressions and sentences from songs, movies, readings, etc.	3.50	1.19	High
Category Mean	3.51	0.68	High
2.2 Vocabulary Learning			
17. Making lists of English words and I study them at home.	3.23	1.13	Moderate
18. Writing down the English word as it sounds or make some annotation to remember its pronunciation.	3.06	1.14	Moderate
19. Writing the translation next to the English word I would like to learn on my own initiative.	3.27	1.17	Moderate
20. Relating the English word to other words that are written or sound similarly.	3.29	0.98	Moderate
21. Writing down the English word together with an example sentence.	3.08	1.04	Moderate
22. Creating my own English dictionary.	3.02	1.24	Moderate
23. Relating the word in English with an image, a drawing, or a scheme.	3.23	1.13	Moderate
24. Repeating the words out loud several times.	3.65	1.01	High
Category Mean	3.25	0.62	Moderate
2.3 Studying Grammar			
25. Writing summaries or outlines of	3.45	1.07	High

	the structures that we are learning in the English class			
26.	Reviewing the English grammar mentally or out loud	3.66	1.12	High
27.	Translating English grammar that are similar to Filipino	3.67	0.99	High
28.	Writing down the English grammar that I would like to learn.	3.19	1.03	Moderate
29.	Memorizing example English sentences in order to remember some grammar points.	3.43	1.03	High
	Category Mean	3.48	0.69	High
	2.4 Reading in English			
30.	Looking at what the English text is about before I start reading.	3.63	1.09	High
31.	Translating mentally while I read an English text.	3.64	1.02	High
32.	Trying hard to understand the English text word by word.	3.29	1.26	Moderate
33.	Relating what I know about the topic with what the English text is about.	3.49	1.12	High
34.	Trying to guess word meanings by drawing relationships with Filipino or my dialect or other words in English.	3.52	1.06	High
35.	Looking up the English words of almost all new words in the dictionary.	3.44	0.98	High
36.	Paying attention to the English words that appear next to what I do not understand in a text.	3.56	0.98	High
37.	Trying to understand the structure of the English sentence.	3.62	1.14	High
38.	Ignorning it and continue reading.	3.15	1.30	Moderate
39.	Asking someone the meaning of what I do not understand in English.	3.69	1.08	High
40.	Paying attention to the key	3.57	1.03	High

	English words or the words that I already know.			
41.	Using my intuition when reading English texts.	3.57	1.04	High
42.	Analyzing the word segments (prefixes and suffixes) of what I do not understand in order to find out the meaning of the English word (example: policeman).	3.58	1.10	High
Category Mean		3.52	0.59	High
2.5	Writing in English			
43.	Thinking first about what I want to say before I start writing an English essay/article.	3.97	1.10	High
44.	Writing first the text in Filipino or in my mother tongue, and then I translate it to English.	3.43	1.21	High
45.	Paying attention to the English grammar when I write.	3.84	1.12	High
46.	Writing new English sentences based on structures or set phrases that I have memorized.	3.49	1.21	High
47.	Looking up the textbook and using English sentences that are similar to the ones there.	3.38	1.15	Moderate
48.	Using easy English words and structures, which I know for sure are correct.	3.61	1.19	High
49.	Rereading what I have written before I go on writing in English.	3.76	1.13	High
50.	Reviewing what I have written carefully in English.	3.72	1.20	High
51.	Using my intuition when writing an essay/article in English.	3.76	1.13	High
52.	Making up a word that looks English.	3.46	1.25	High
53.	Asking someone how to say in English what I do not know.	3.85	1.13	High
54.	Applying some English rules that I	3.49	1.16	High

know.			
55. Using some English books or the class notebook.	3.44	1.21	High
Category Mean	3.63	0.70	High
2.6 Speaking in English			
56. Thinking about what I want to say in my mother tongue, and then I translate it before speaking in English.	3.70	1.13	High
57. Think about what I am going to say in English before speaking in English.	3.90	1.09	High
58. Listening with attention when speaking with others in English.	3.88	1.06	High
59. Paying attention to intonation when conversing with others in English.	3.62	1.11	High
60. Trying to translate what is being said to me at the very moment when conversing with others in English.	3.47	1.07	High
61. Using English words that I have heard in songs or in class when I talk.	3.39	1.26	Moderate
62. Speaking slowly in English to be better understood.	3.69	1.14	High
63. Paying attention to the grammar I use when I speak in English.	3.90	1.10	High
64. Paying more attention to the gestures used by the person who is speaking in English.	3.70	1.03	High
65. Trying to deduce what is being said from the context.	3.74	0.95	High
66. Asking the person who is speaking in English to repeat or explain to me.	3.61	1.14	High
67. Pretending I understand the English in a conversation.	3.10	1.30	Moderate
68. Asking the other person to speak	3.25	1.14	Moderate

more slowly in English.			
69. Trying to guess what is being said to me from the key English words.	3.37	1.06	Moderate
70. Saying the English sentence in another way if I get stuck.	3.56	1.05	High
71. Saying it in Filipino or in my mother tongue if I get stuck in speaking English.	3.71	1.12	High
72. Making up sentences in my head before uttering.	3.09	1.26	Moderate
Category Mean	3.51	0.53	High
Overall Mean	3.48	0.48	High

As reflected in Table 2, the respondents' level of learning English yields a general mean score of 3.48, which is described as high, with a standard deviation of 0.48, indicating a low level of variation and few significant differences in the respondents' consistency of answers. The mean is described as high and interpreted as indicating that learning English is often practiced among the respondents. It implies that students' Learning of English is greatly affected by their desire to improve their general level of English, vocabulary learning, studying grammar, reading English, writing in English, and speaking in English. This result is consistent with the study of Tudy and Villasor (2017), which revealed that the levels of language learning among their respondents were relatively high. In the same vein, the findings further support the study results of Jabarani (2019) regarding the effective learning of the English language. It is essential to have a high level of exposure to the target language daily to apply their learning in grammar lessons, expand their vocabulary, and refine their pronunciation skills. However, this contradicts Souriyavongsa et al. (2013), who suggested that there is an issue with the students' performance in learning English. Similarly, it contradicts Abidin et al. (2012), who revealed in their study that their participants showed negative attitudes towards learning English.

Furthermore, among the six indicators of learning English, writing in English had the highest mean of 3.63, which is described as high, with a standard deviation of 0.70. This implies that the respondents made a personal effort and exerted initiative to improve their English writing skills. Writing is a fundamental aspect of language that conveys precise concepts, ideas, and information accurately and effectively. This finding is consistent with the study by Urbano et al. (2021), which revealed that writing in English is significant, as

it plays a crucial role in learning the Language. Writing in English helps reinforce what students have learned, develops critical thinking and analytical skills, and enables effective communication in the language.

On the other hand, among all the calculated means of the six indicators, it is evident that Vocabulary Learning has the lowest weighted mean of 3.25 with a standard deviation of 0.62. This signifies that learners' efforts and initiative in vocabulary learning are sometimes put into practice. Vocabulary is essential to any attempt to learn a new language learning. This supports the study by Kilic (2019), who claimed that several outcomes, such as enhanced reading performance, expanded communication capacity, and improved ability and skill, have been linked to successful vocabulary development.

Level of OP among SHS Students

Table 3

Level of Oral Performances among Senior High School Students

INDICATORS	Mean	SD	DESCRIPTION
Pronunciation	4.05	0.417	High
Fluency	3.92	0.533	High
Grammar	3.78	0.508	High
Vocabulary	3.85	0.455	High
Overall Mean	3.90	0.312	High

Table 3 presents the level of the OP of the SHS students per indicator. There are four indicators measured in this variable: pronunciation, fluency, grammar, and vocabulary. The indicators' mean ranges from 3.78 to 4.05. The overall mean score obtained is 3.90, with a standard deviation of 0.312, which is considered high. This data indicates that the respondents' oral performance level is above average. This aligns with the study by Sioco et al. (2018), which concluded that the speaking competence among Grade 11 students at Barista National High School is at a "good level of performance". The result of their speaking competence is based on the grade they obtained in a separate speaking performance test administered to them by the researcher.

Among the four indicators of OP, Pronunciation has the highest mean of 4.05, accompanied by a standard deviation of 0.417, which is considered high.

This implies that students' pronunciation is clear and quite understandable for their level. This confirms the finding of Couper's study (2017), which states that pronunciation is a crucial aspect of learning the English language, enabling learners to achieve success in communicative scenarios.

Meanwhile, Grammar obtained the lowest mean of 3.78 and a standard deviation of 0.508, which is still relatively high. The study's results are described as high, implying that students rarely commit grammatical errors. Moreover, this confirms the study by Abbaspour (2016), which stated that high grammatical competence helps speakers use and understand the English language structure accurately and immediately, thereby facilitating their fluency.

Moreover, this confirms the study of Abbaspour (2016), which stated that high grammatical competence helps speakers use and understand English language structures accurately and immediately, facilitating their fluency. However, it contradicts the study of Sioco (2018), which revealed that most high school students have an average level of grammatical competence, and only 9.6% have reached the "moving to mastery" level.

Correlation of Variables

Table 4

Correlation of Variables

Variables paired with Oral Performances among Senior High School Students	r	p-value	Remarks
English Language Exposure	- 0.028	0.654	Not Significant
Learning of English	- 0.017	0.787	Not Significant

**Significant at 0.05*

Table 4 showcases the correlation result of the study. ELE and LoE do not have a significant relationship with the dependent variable, OP. As seen in the table, the p-values of the independent variables are 0.654 and 0.787, respectively, which are higher than the alpha level of 0.05. ELE has an r-value of -0.028 with the OP, while LoE has an r-value of -0.017 with the OP. This implies

that neither ELE nor LoE has a significant correlation with the OP of the SHS students. The ELE and LoE do not contribute to the increased level of OP of SHS students.

The findings of this study contradict those of Munoz and Cadierno (2021), who conducted a study on Danish and Spanish teenagers, revealing a significant relationship between exposure to the target language and English language learning, as well as the speaking proficiency of the learners.

Additionally, it also negates the idea presented by Al-Zoubi (2018) in his study, which involved 42 EFL students, who revealed a statistically significant correlation between exposure to language and the development of the four language skills, including speaking skills. High exposure to the language gives learners greater chances to speak and become proficient in the target language. Furthermore, the study states that activities such as chatting online in English, sending and receiving text messages in English, browsing webpages that are written in English, listening to songs in English, watching movies and TV shows in English, reading magazines, books, and newspapers in English, and reading any information around written in English extensively contribute to the acquisition of the English language. Moreover, the results revealed that learning English also does not contribute to the increased level of oral performances of senior high school students.

The result contradicts the study by Sukying (2021), who claimed that learning English is a critical factor in facilitating the successful acquisition of a second or foreign language, enabling students to improve their oral performance. Furthermore, Ramlakshmi (2013) also stated that learning English will lead to improved oral performance and mastery of the language.

Generally, English language exposure and learning of English have not been found to have a significant influence on the oral performances of students, which negates with Stephen Krashen (1982) theory on Input Hypothesis that states when second language learners encounter material that is one linguistic level above where they are at the moment, their language proficiency increases and Second Language Acquisition that states language can be acquired through reading, watching movies or videos, listening to conversing people, and interaction in the target language.

CONCLUSION

The level of English language exposure among senior high school students is moderate, indicating that their English language exposure is fairly extensive. This suggests that these students possess a desire and drive to learn English; exposure to social media, both in and out of school, with friends, and at home, may positively impact their oral performances and engagement in language learning activities. While the level of English learning among senior high school students is high, this implies that senior high school learners' English learning is often practiced. This connotes that these students have developed a strong desire for learning English and demonstrate a solid understanding of the language. The level of oral performances among senior high school students is high, implying that the oral performances of senior high school learners are very good. This connotes that these students have a good grasp of pronunciation, vocabulary, grammar, and fluency. There is no significant relationship between English language exposure and oral performances, as well as between learning English and oral performances. This suggests that students who exhibit a moderate level of English language exposure and those who exhibit a high level of English language proficiency do not contribute equally to the level of their oral performances.

Recommendations

Since the at-home category had the lowest mean score, English language teachers may take advantage by exposing students to language in all its forms, including spoken, written, formal, and informal ways of communication. Offering a variety of engaging and relevant learning materials and capitalizing on students' exposure to the English language. Since vocabulary learning was the indicator with the lowest category mean score, English language teachers may engage students to read extensively in the target language through the implementation of reading programs that provide students access to a wide range of reading materials, including graded readings, authentic texts, and online resources; and encourage students to use new vocabulary in meaningful and authentic contexts. Since grammar was the indicator with the lowest category mean, English language teachers may implement a multifaceted approach that includes explicit instruction of grammar rules, integration of grammar into reading and writing activities, and the use of supportive resources such as grammar workbooks and educational apps. Since there was no significant relationship between ELE and OP, and LoE and OP, English language teachers may explore alternative methods to enhance OP. These could include focused speaking practice through structured activities such as debates, presentations,

and role-playing exercises that specifically target oral skills. Incorporating interactive technologies like language learning apps and virtual conversation partners, along with providing frequent, constructive feedback.

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