

English Language Proficiency among Grade 12 Students in Private and Public Schools

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ABSTRACT

English language proficiency remains a critical competency for senior high school students in the Philippines, yet disparities persist across educational contexts. This quantitative comparative study examined and contrasted the English language proficiency of Grade 12 students from one private and one public senior high school in a component city in Negros Occidental, Philippines. Using stratified random sampling, 218 students ($n = 137$ private, $n = 81$ public) completed a validated English Proficiency Test measuring listening, reading, speaking, and writing. Independent-samples t -tests were used to compare proficiency levels across school types, and descriptive statistics identified contributing factors and preferred improvement strategies.

Results indicated that students overall were Proficient in receptive skills—listening ($M = 3.90$, $SD = 0.62$) and reading ($M = 3.83$, $SD = 0.68$)—but only Moderately Proficient in productive skills—speaking ($M = 3.47$, $SD = 0.75$) and writing ($M = 3.46$, $SD = 0.71$). Private school students scored significantly higher than public school students in reading, writing, and speaking, with large effect sizes ($d = 0.79$ – 0.91), though no significant difference emerged in listening. Students identified access to English media and teacher quality as the strongest contributors to proficiency. They expressed the strongest preference for speaking and listening practice and technology-supported instruction as improvement strategies.

The findings suggest that school type is associated with substantial differences in productive English skills, likely due to variations in class size, resources, and scaffolded interaction consistent with Vygotsky's Sociocultural Theory. Limited out-of-school English use and moderate proficiency in speaking and writing highlight the need for communicative, technology-enhanced, and learner-centered pedagogies. Recommendations include increasing interactive practice, integrating digital platforms, and addressing resource disparities between public and private schools to reduce the gap in English language outcomes.

Keywords: English language proficiency, private school, public school, senior high school, comparative study, productive skills, Sociocultural Theory, Philippines

INTRODUCTION

Background of the Study

English language proficiency is a critical skill in a globalized world. It supports communication, academic achievement, and career mobility. For senior high school students preparing for higher education and employment, functional English skills are particularly important. In the Philippines, English is an official language and the primary medium of instruction from basic to tertiary education. Despite its institutional status, proficiency levels among Filipino learners vary considerably across educational contexts.

English as a lingua franca (ELF) refers to the use of English as a shared means of communication among speakers of different first languages (Chen et al., 2019). English now functions as the global lingua franca in education, research, industry, and media, making it essential for international engagement and professional advancement (Jabbar & Mubarak, 2023; Shenbagam, 2024). In the Philippines, English predominates in education, government, and the judiciary (Esteron, 2021). To develop communicative competence, English instruction

begins in the early grades and continues through senior high school. Nevertheless, many Filipino learners still encounter difficulties attaining functional proficiency, which can limit academic performance and future opportunities (Salvador, 2023).

Senior high school students face multifaceted challenges in learning English. Difficulties span socio-cultural, educational, and psychological domains (Usop, 2024) and include grammar, vocabulary, pronunciation, and fluency (Apichat & Fatimah, 2022; Wilang, 2022). Psychological factors such as anxiety, low self-esteem, and a lack of motivation are key barriers to second-language acquisition, particularly in speaking (Nguyen, 2022). Classroom environment, including teacher-student interaction and peer relationships, further influences language anxiety (Zhang, 2024).

School type may mediate these challenges. Private schools often have smaller class sizes, greater instructional resources, and more consistent exposure to English, factors that may facilitate higher proficiency. Public schools, in contrast, frequently operate with larger class sizes, limited materials, and heterogeneous student populations, which may constrain language development.

Although English proficiency among Filipino students has been widely studied, few investigations have directly compared the contexts of private and public schools using localized data. Existing research typically examines general predictors of proficiency but does not sufficiently account for institutional differences in environment, pedagogy, and resource allocation. For instance, Manuel (2022) assessed Grade 12 students at a public senior high school. He reported strengths in the use of adverbs, prepositions, and interjections, but weaknesses in verbs and in higher-order reading comprehension. While informative, that study was limited to one public school setting. This gap highlights the need for comparative, context-specific research that evaluates how school type relates to student outcomes.

To address this gap, the present study examines and compares the English language proficiency of Grade 12 students in one private and one public senior high school located in the same component city in Negros Occidental, Philippines. It identifies factors associated with proficiency differences and proposes strategies to strengthen English instruction across both sectors.

Objectives of the Study

This study determined the English language proficiency of Grade 12 students in private and public schools' contexts. Specifically, it sought to:

1. Describe the profile of the respondents in terms of age, sex, academic strand, and school type.
2. Assess the level of English language proficiency of Grade 12 students in a private school and a public school.
3. Determine whether a significant difference exists in English language proficiency between students from private and public schools.
4. Examine factors associated with differences in proficiency, including socioeconomic background, teaching methods, and out-of-school English exposure.
5. Propose strategies to improve English language proficiency among Grade 12 students in both private and public schools.

Hypothesis

H₀: There is no significant difference in English language proficiency between Grade 12 students from private and public schools.

Theoretical Framework

This study is grounded in Vygotsky's Sociocultural Theory, which posits that cognitive development, including language acquisition, is mediated by social interaction and cultural tools (Vygotsky, 1978). Language is both a

psychological tool and a product of social activity. Learning occurs within the Zone of Proximal Development (ZPD) through scaffolding provided by more knowledgeable others, such as teachers and peers.

Applied to the present study, Sociocultural Theory suggests that differences in classroom interaction, teacher support, peer collaboration, and access to linguistic resources may explain proficiency differences between private and public schools. The framework guides the examination of how social and instructional contexts shape language learning outcomes.

Conceptual Framework

This study examines the English language proficiency of Grade 12 students through an Input-Process-Output (IPO) framework. **Input variables** include contextual and learner factors: school type (private vs public), teaching strategies, learning environment, student background, and motivation and attitude toward English. **Process variables** capture students’ engagement with English: study habits, frequency and methods of practice, extent of out-of-school exposure, and language anxiety (including confidence and comfort in using English). The **Output** is students’ measured proficiency across four macro-skills: speaking, writing, reading, and listening. The framework posits that input factors shape learning processes, which in turn influence proficiency outcomes. Findings will inform the development of a targeted intervention program to enhance language development. The hypothesized relationships are illustrated in Figure 1.

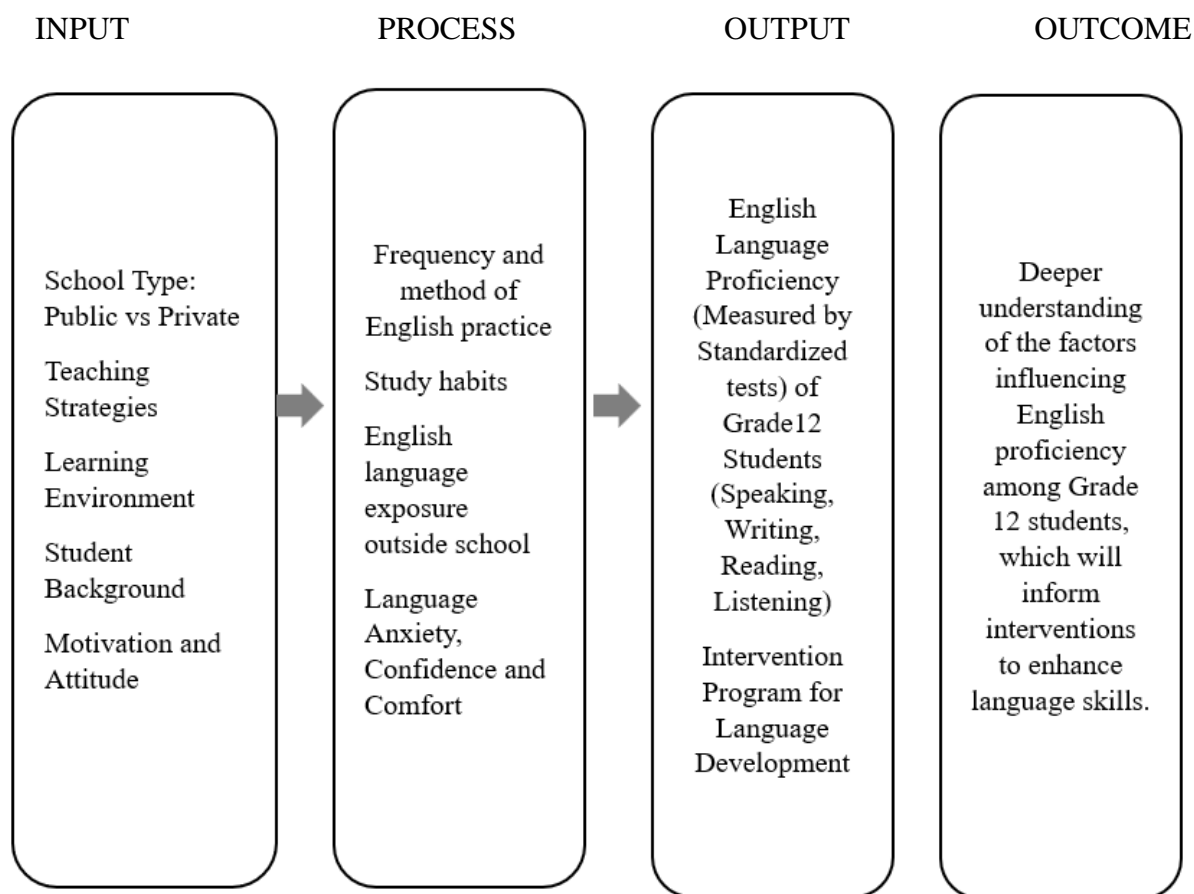


Figure 1: Conceptual Framework of the Study

Note. Inputs influence learning processes, which, in turn, affect English language proficiency as the output. Feedback from output informs intervention program development. Adapted from Vygotsky’s Sociocultural Theory (1978).

Significance of the Study

This study provides empirical evidence on English language proficiency among Grade 12 students in both private and public school contexts. The findings are expected to benefit the following stakeholders:

Students. Knowledge of their proficiency levels can help learners identify specific areas of weakness and adopt targeted strategies to improve their English skills.

Parents. Results provide information on their children's English proficiency, enabling parents to offer appropriate academic support and encouragement at home.

Teachers. Findings provide data on proficiency gaps and associated factors that can inform adjustments in instructional strategies, materials selection, and classroom assessment practices.

School Administrators. The study offers evidence for evaluating the effectiveness of existing English language programs and for planning curriculum enhancements, professional development, and resource allocation.

Policymakers and Curriculum Developers. Comparative data between school types can inform policy decisions and reforms aimed at reducing disparities in English instruction, particularly in public schools. Results may support the design of interventions aligned with the Department of Education's language programs.

Researchers. The study provides a localized, comparative dataset that can serve as a baseline for future investigations on school-type differences in language outcomes.

Scope and Limitations

This study evaluated the English language proficiency of Grade 12 students from two senior high schools located in the same component city in Negros Occidental, Philippines: one private sectarian school and one Department of Education–managed public school. Proficiency was assessed across four domains: reading, writing, speaking, and listening.

The scope was delimited to currently enrolled Grade 12 students for School Year 2025–2026. Teachers, administrators, parents, and students from other grade levels or schools were excluded. Other public and private schools, both within and outside the locality, were not included.

The inclusion of only two schools limits the generalizability of findings to all private and public schools in the Philippines. However, results provide context-specific evidence on comparative proficiency and may inform practice in schools with similar demographic and institutional characteristics.

The study focused exclusively on English language proficiency as measured by a researcher-developed English Proficiency Test and a standardized speaking rubric. Non-linguistic variables such as general intelligence, psychological traits beyond language anxiety, and other academic skills were not examined. Data were collected at one point in time; thus, causal inferences cannot be made. Self-report items on study habits and exposure were subject to social desirability bias.

METHOD

Research Design

This study employed a quantitative comparative research design to systematically compare English language proficiency between two independent groups of Grade 12 students: those enrolled in a private school and those in a public school. This design is appropriate when the objective is to quantify and contrast group performance on a specific variable without manipulating conditions or establishing causality (Creswell & Creswell, 2018). Data were collected using a structured instrument to enable objective measurement, statistical comparison, and identification of patterns and differences between groups.

Research Locale

The study was conducted in two senior high schools located in the same component city in Negros Occidental, Philippines. To maintain institutional anonymity during peer review, the schools are referred to as School A and School B.

School A is a private sectarian senior high school that uses English as the medium of instruction across disciplines. The school maintains an average class size of 30 students, modern instructional facilities, and curricular and extracurricular programs intended to strengthen English proficiency.

School B is a public senior high school managed by the Department of Education. It implements the K to 12 Basic Education Curriculum with English as the medium of instruction in core learning areas. Although School B operates under constraints typical of public schools, including an average class size of 45 students and limited resources, it provides structured English lessons, reading programs, and language-related activities.

The selection of one private and one public school within the same locality controlled for geographic and community variables while allowing comparison of institutional contexts.

Participants and Sampling

The target population comprised all Grade 12 students enrolled in the two participating schools for School Year 2025–2026. Stratified random sampling was used to ensure proportional representation across academic strands: Science, Technology, Engineering, and Mathematics (STEM); Humanities and Social Sciences (HUMSS); and Accountancy, Business, and Management (ABM).

Inclusion criteria were: (a) currently enrolled as a Grade 12 student at the participating school; (b) enrolled in the same school for at least one academic year to ensure exposure to the institution's English curriculum; and (c) provision of written informed consent and parental consent for participants below 18 years of age.

Using Slovin's formula with a 5% margin of error, the minimum required sample was 196 students. The final sample consisted of $N = 210$ students, with $n = 105$ from the private school and $n = 105$ from the public school. English subject teachers from both schools served as key informants on instructional practices; however, only student data were included in the statistical analysis of proficiency.

Research Instrument

Data were collected using a researcher-developed English Proficiency Test (EPT). The EPT measured proficiency in four domains: reading, writing, listening, and speaking. Items were aligned with the Department of Education's Most Essential Learning Competencies for Grade 12 English.

The test consisted of 60 items: 15 items per domain. Reading and listening used multiple-choice formats; writing required short constructed responses; speaking was assessed through a 5-minute structured interview scored with an analytic rubric. The rubric evaluated grammar, vocabulary, fluency, pronunciation, and task completion on a 4-point scale.

Content validity was established through evaluation by three experts in English language education and assessment. Items were revised based on expert feedback for clarity, relevance, and construct alignment.

A pilot test was administered to 30 Grade 12 students who were not part of the final sample. Internal consistency was computed using Cronbach's alpha. The overall EPT yielded $\alpha = .78$, indicating acceptable reliability for research purposes (Taber, 2018). Item-total correlations were examined, and items below .30 were revised or removed.

Data Gathering Procedure

Prior to data collection, written permission was secured from the school heads of both participating institutions. The request letter outlined the study's purpose, procedures, and ethical safeguards.

Informed consent and assent were obtained from all participants. Students and their parents or guardians received consent forms explaining the voluntary nature of participation, confidentiality measures, and the right to withdraw at any time without penalty. Only students who returned signed consent forms were included.

The EPT was administered face-to-face during regular class periods over two consecutive weeks to minimize disruption. Standardized instructions were read to all examinees. Students were given 90 minutes for the written components. Speaking and listening assessments were conducted in groups of five in a separate room to ensure audio quality. The researcher and two trained research assistants proctored all sessions to maintain consistency.

No personally identifiable information was collected on test booklets. Completed instruments were assigned numeric codes. All materials were stored in a locked cabinet accessible only to the researcher. Data were entered into Microsoft Excel and analysed using IBM SPSS Statistics version 27.

Data Analysis

Data were screened for missing values and outliers. Questionnaires with more than 10% missing responses were excluded from analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were computed to describe participant demographics and proficiency scores by school and domain.

To test the null hypothesis that there is no significant difference in English language proficiency between private and public school students, an independent-samples t-test was performed on total EPT scores and each domain subscore. Prior to analysis, assumptions of normality and homogeneity of variance were assessed using the Shapiro-Wilk test and Levene's test, respectively. Effect sizes were reported using Cohen's *d*, with .20, .50, and .80 interpreted as small, medium, and large effects, respectively.

Cross-tabulations and chi-square tests of independence were used to examine associations between proficiency levels and categorical variables such as sex and academic strand. The level of significance was set at $\alpha = .05$ for all inferential tests.

Ethical Considerations

The study adhered to ethical standards for research involving human participants. Approval to conduct the study was obtained from the administrators of both schools before data collection. Participation was voluntary, and informed consent and parental consent were secured from all respondents. Participants were informed of their right to withdraw at any stage without academic or personal consequences.

Anonymity and confidentiality were maintained throughout the study. No school names or personally identifiable information appear in any research report. All data were coded, stored securely, and used solely for research purposes. Results are presented in aggregate form to prevent identification of individuals or institutions. The research procedures posed minimal risk to participants and were scheduled to avoid interference with regular classes.

RESULTS AND DISCUSSION

This chapter presents the data on the English language proficiency of Grade 12 students from a public and a private senior high school in a component city in Negros Occidental, Philippines. Data were collected using a validated English Proficiency Test and analyzed using descriptive and inferential statistics. Tables are presented with corresponding interpretations and discussion in relation to related literature.

Demographic Profile of the Respondents

Table 1 Age Distribution of Respondents

Age	f	%
16–17 years	83	38.1
18–19 years	128	58.7

20–21 years	7	3.2
Total	218	100.0

Note. f = frequency.

Table 1 shows that the majority of respondents (58.7%) were 18–19 years old, the typical age for Grade 12 students in the Philippines (Lopez & Malay, 2019). Students aged 16–17 comprised 38.1%, while 3.2% were 20–21 years old, possibly due to academic delay or late school entry (Kim, 2021). This age distribution reflects the expected demographic of senior high school learners and provides context for interpreting proficiency outcomes (Cebu et al., 2023).

Table 2 Sex of Respondents

Sex	f	%
Female	139	63.8
Male	75	34.4
Non-binary	3	1.4
Prefer not to say	1	0.5
Total	218	

Table 2 indicates that 63.8% of respondents were female, 34.4% were male, 1.4% identified as non-binary, and 0.5% preferred not to disclose their gender. Previous studies suggest that sex may relate to language outcomes, particularly in speaking confidence and social language use (Hassan & Zahid, 2024). However, other research reports no significant sex differences in speaking self-efficacy among senior high school learners (Hoesny et al., 2023). Thus, sex was included as a descriptive variable but not hypothesized as a primary factor in proficiency differences.

Table 3 School Type of Respondents

School Type	f	%
Private School	137	62.8
Public School	81	37.2
Total	218	100

Table 3 shows that 62.8% of respondents were from private schools and 37.2% from public schools. While public school enrollment is generally higher nationally, the private school’s greater representation here reflects its larger Grade 12 population and higher voluntary participation rate. Prior research indicates that school type is associated with differences in English proficiency due to variations in resources, class size, and instructional practices (Bernardo et al., 2022; Cadiz-Gabejan, 2022). The unequal sample sizes were addressed statistically using independent-samples t-tests, which are robust to unequal sample sizes when the variances are equal.

Table 4 Use of English at Home

Response	f	%
No	124	56.9

Yes	94	43.1
Total	218	100.0

As shown in Table 4, 56.9% of respondents reported not using English at home, whereas 43.1% reported using it. Limited home use may reduce opportunities for natural acquisition, particularly in conversational fluency (Romeo et al., 2020; Wenz et al., 2020). Home exposure is therefore considered a relevant contextual variable in interpreting proficiency scores.

Table 5 Frequency of Using English Outside the Classroom

Frequency	f	%
Sometimes	131	60.1
Rarely	57	26.1
Always	22	10.1
Never	8	3.7
Total	218	100.0

Table 6 Context of English Use Outside the Classroom

Context	f	%
With friends	104	47.7
Online	88	40.4
At home	23	10.6
Others	3	1.4
Total	218	100.0

Table 6 shows that English is used most often with friends (47.7%) and online (40.4%). These informal, interactive contexts provide authentic opportunities for conversational practice and are recognized as significant contributors to functional language development (Bin-Hady & Al-Tamimi, 2021; Fauziah & Diana, 2023). Home use accounted for 10.6%, consistent with Table 4.

English Language Proficiency Levels

Table 7 Mean Scores in English Language Proficiency Domains

Domain	M	SD	Interpretation
Listening	3.90	0.62	Proficient
Reading	3.83	0.68	Proficient
Speaking	3.47	0.75	Moderately

			Proficient
Writing	3.46	0.71	Moderately Proficient

Note. N = 218. Scale: 1.00–1.75 = Beginning; 1.76–2.50 = Developing; 2.51–3.25 = Moderately Proficient; 3.26–4.00 = Proficient.

Table 7 indicates that students reported the highest proficiency in listening (M = 3.90, SD = 0.62) and reading (M = 3.83, SD = 0.68), both of which were interpreted as Proficient. Speaking (M = 3.47, SD = 0.75) and writing (M = 3.46, SD = 0.71) were rated as Moderately Proficient. This pattern—higher receptive than productive skills—aligns with previous findings that passive exposure through lectures, texts, and media supports comprehension more readily than production (Aisyah et al., 2024; Palma et al., 2020). The results suggest a need for increased instructional emphasis on expressive skills.

Comparison Between Public and Private School Students

Table 8 Comparison of English Proficiency by School Type

Domain	Private (M, SD)	Public (M, SD)	t	df	p	Cohen’s d
Reading	4.02 (0.58)	3.51 (0.71)	5.67	216	<.001	0.79
Writing	3.68 (0.65)	3.09 (0.69)	6.24	216	<.001	0.88
Speaking	3.71 (0.70)	3.06 (0.72)	6.52	216	<.001	0.91
Listening	3.95 (0.60)	3.82 (0.65)	1.48	216	.140	0.21
Overall	3.84 (0.52)	3.37 (0.59)	6.09	216	<.001	0.85

Note. n private = 137, n public = 81. Levene’s test indicated equal variances across all domains (p > .05).

Table 8 shows that private school students scored significantly higher than public school students in reading, writing, and speaking, with large effect sizes (d = 0.79–0.91). No significant difference was found in listening, $t(216) = 1.48, p = .140$. These results are consistent with studies reporting private school advantages in literacy and productive skills, attributed to smaller class sizes, greater resources, and more structured instruction (Gurunathan & Sahayaraj, 2024; Rabidas, 2022). Comparable listening scores suggest that both groups benefit from similar passive exposure through classroom instruction and media. From a Sociocultural Theory perspective, smaller classes in the private school may afford more frequent teacher-student interaction and scaffolding within learners’ ZPD, facilitating productive skill development.

Factors Contributing to English Proficiency

Table 9 Top Self-Reported Factors Contributing to English Proficiency

Factor	M	SD	Interpretation
Access to English media	4.52	0.61	Strongly Agree
Quality of English teachers	4.48	0.64	Strongly Agree
Peer interaction in English	4.15	0.72	Agree

School resources	\4.02	\ 0.78	\Agree
Family background	\3.38	\ 1.05	\Neutral

Note. Scale: 1 = Strongly Disagree to 5 = Strongly Agree.

Table 9 indicates that students perceived access to English media ($M = 4.52$) and teacher quality ($M = 4.48$) as the strongest contributors to proficiency. Peer interaction and school resources were also rated positively. Family background received a neutral rating with higher variability, suggesting mixed influence. These findings support research emphasizing that both in-school instruction and out-of-school exposure contribute to language development (Azzolini et al., 2020; Muñoz & Cadierno, 2021), with teacher competence and media input being particularly salient. The results align with Vygotsky’s view that social interaction and cultural tools, including digital media and expert guidance, mediate language learning.

Strategies for Improving English Proficiency

Table 10 Preferred Strategies for Improving English Proficiency

Strategy	M	SD	Interpretation
Speaking and listening practice	4.61	0.58	Strongly Agree
Use of technology and online platforms	4.53	0.63	Strongly Agree
Increased exposure outside the classroom	4.28	0.71	Agree
Access to more English-language reading materials	4.19	0.75	Agree
Individualized or small-group instruction	4.11	0.82	Agree

Note. $N = 218$. Scale: 1 = Strongly Disagree to 5 = Strongly Agree. Higher means indicate a stronger preference.

Table 10 shows that respondents expressed the strongest preference for speaking and listening practice ($M = 4.61$, $SD = 0.58$) and for the use of technology and online platforms ($M = 4.53$, $SD = 0.63$), both interpreted as Strongly Agree. Increased exposure outside the classroom, access to English-language reading materials, and individualized or small-group instruction were also rated favorably.

These findings suggest that students value interactive, technology-supported, and contextualized approaches to language learning over traditional, lecture-based methods. The preference for speaking and listening practice indicates recognition of the need to develop productive oral skills, which were rated lower than receptive skills in Table 7. Strong endorsement of technology and online platforms reflects the role of digital tools in providing accessible, engaging, and authentic input (Karhina, 2023). The desire for greater real-world exposure and varied reading materials underscores the importance of immersive, learner-centered environments for proficiency development (Alisoy, 2024). Collectively, the results support a shift toward pedagogies that integrate communicative practice, digital resources, and personalized support to address the gap between receptive and productive skills.

SUMMARY OF FINDINGS

This study compared the English language proficiency of Grade 12 students from a private and a public senior high school in a component city in Negros Occidental, Philippines. Based on data from 218 respondents, the following findings emerged:

1. **Demographic Profile.** Most respondents were 18–19 years old (58.7%) and female (63.8%). The sample comprised 62.8% students from the private school and 37.2% from the public school. More than half (56.9%)

reported not using English at home. Only 10.1% used English “always” outside the classroom, while 60.1% used it “sometimes.” English was used most often with friends (47.7%) and online (40.4%).

- English Language Proficiency Levels.** Students were overall proficient in receptive skills: listening ($M = 3.90$, $SD = 0.62$) and reading ($M = 3.83$, $SD = 0.68$). They were Moderately Proficient in productive skills: speaking ($M = 3.47$, $SD = 0.75$) and writing ($M = 3.46$, $SD = 0.71$).
- Comparison by School Type.** Independent samples t-tests revealed that private school students scored significantly higher than public school students in reading, $t(216) = 5.67$, $p < .001$, $d = 0.79$; writing, $t(216) = 6.24$, $p < .001$, $d = 0.88$; and speaking, $t(216) = 6.52$, $p < .001$, $d = 0.91$. No significant difference was found in listening, $t(216) = 1.48$, $p = .140$. Overall proficiency was significantly higher in the private school, $t(216) = 6.09$, $p < .001$, $d = 0.85$.
- Contributing Factors.** Students identified access to English media ($M = 4.52$) and quality of English teachers ($M = 4.48$) as the strongest contributors to proficiency. Peer interaction ($M = 4.15$) and school resources ($M = 4.02$) were also rated positively. Family background received a neutral rating ($M = 3.38$).
- Preferred Improvement Strategies.** Respondents expressed the strongest preferences for speaking and listening practice ($M = 4.61$) and for using technology and online platforms ($M = 4.53$). Increased exposure outside the classroom ($M = 4.28$), access to English-language reading materials ($M = 4.19$), and individualized or small-group instruction ($M = 4.11$) were also favored.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

- . the productive skills gap through authentic, learner-centred approaches.

Therefore, the null hypothesis that there is no significant difference in English language proficiency between Grade 12 students from private and public schools is rejected for reading, writing, speaking, and overall proficiency.

RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations are offered:

For Students

- Actively seek opportunities to use English outside the classroom through peer conversations, online communities, and English media.
- Engage in deliberate practice of speaking and writing by joining debate clubs, speech activities, and journal writing to strengthen productive skills.

For English Teachers

- Increase communicative language teaching activities that prioritize speaking and writing, such as presentations, interviews, and process writing.
- Integrate technology and online platforms (e.g., podcasts, language apps, collaborative documents) to provide authentic input and interactive practice.
- Implement differentiated instruction and small-group sessions to provide scaffolding within students' Zone of Proximal Development, especially for learners with limited home exposure.

For School Administrators

1. Reduce class sizes or implement team teaching in public schools to increase opportunities for teacher-student interaction and oral practice.
2. Invest in English-language reading materials, multimedia resources, and internet access to support both receptive and productive skill development.
3. Organize school-wide English programs such as English corners, reading campaigns, and contests to normalize English use in non-academic settings.

For Policymakers and Curriculum Developers

1. Review the K to 12 English curriculum to ensure balanced emphasis on all four macro-skills, with explicit performance standards for speaking and writing.
2. Provide professional development for public school teachers focused on communicative and technology-enhanced pedagogy.
3. Allocate resources to address disparities between public and private schools in instructional materials, teacher-student ratios, and language laboratory facilities.

For Future Researchers

1. Replicate this study with larger, multi-site samples to improve generalizability across regions and school types.
2. Employ longitudinal or experimental designs to examine causal effects of specific interventions on productive skills.
3. Investigate the role of digital literacy, socioeconomic status, and teacher training in mediating the relationship between school type and proficiency

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