

Factors Influencing the Spoken English Competence of Grade 7 Junior High School Students in the Practical Spoken English Program of La Salette of Ramon

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DOI: <https://doi.org/10.47772/IJRISS.2026.100601149>

Received: 18 June 2026; Accepted: 23 June 2026; Published: 14 July 2026

ABSTRACT

This study examined the factors influencing spoken English competence among Grade 7 Junior High School students enrolled in the Practical Spoken English Program at La Salette of Ramon. It focused on teacher and school-related factors, home environment, parental support and involvement, physiological and mental health, and student interest and motivation. Using a quantitative descriptive-correlational design, data were gathered through a researcher-made questionnaire and the students' Practical Spoken English Program performance results. Pearson's r correlation was used to determine relationships between the identified factors and spoken English competence. Findings showed that teacher and school-related factors had a very strong positive correlation with spoken English competence, making them the only statistically significant predictor in the study. Home environment, parental support and involvement, physiological and mental health, and student interest and motivation showed weak or no correlation and were not statistically significant. The competence profile of the 98 respondents showed that most students were at the developing level, while fewer were at the beginning and proficient levels. The study points to the central role of teachers, instructional strategies, school resources, and structured speaking opportunities in strengthening oral English performance. It is recommended that the school continue enriching teacher support, speaking activities, and program resources while providing targeted intervention for students who still need guided oral practice.

Keywords: Spoken English Competence, Grade 7 Students, Practical Spoken English Program (PSEP), Teacher Influence, School Resources, Parental Involvement

INTRODUCTION

Spoken English competence is not simply a classroom requirement for Grade 7 learners; it is a skill they rely on when answering questions, joining discussions, giving reports, and working with classmates. In the Philippine context, this matters because students may understand English in written form yet still hesitate when they are asked to speak it in front of others. Recent local studies continue to show that oral performance among Filipino learners varies across pronunciation, vocabulary, interaction, and discourse, which means speaking growth still requires careful and sustained support in school (Eslit & Valderama, 2023; Salvador et al., 2023).

Junior high school is a particularly important stage for this growth. At this point, learners are no longer only being introduced to English; they are expected to use it more purposefully and more publicly. They are asked to explain ideas, respond spontaneously, and take part in collaborative tasks. For many learners, this transition is exciting, but it can also be intimidating. Dadulla (2023) found that self-esteem has a moderate positive relationship with oral proficiency among junior high school students in the Philippines, suggesting that confidence and speaking performance often move together.

Classroom experiences also make a real difference. When oral activities are structured well, students are given a better chance to practice without feeling immediately judged. Local research has shown that speaking-focused interventions and media-supported instruction can strengthen students' oral communication, even if improvement may come gradually rather than all at once (Lonon & Oted, 2024; Eslit & Valderama, 2023). Briones et al. (2023) likewise found that Filipino students connect spoken-English confidence with repeated exposure, practice, and the way people around them respond during speaking tasks.

At the same time, not all barriers to speaking are academic. Some learners carry fear of negative evaluation, communication apprehension, or test anxiety whenever they are asked to use English aloud. Recent Philippine-based studies show that these emotional barriers remain present among Filipino learners and can weaken performance when they are not addressed through supportive teaching and low-pressure opportunities to speak (Lemana II et al., 2023; Maines et al., 2025; Tapado, 2025). This reminds us that students do not come to speaking tasks as blank slates; they bring their emotions, previous experiences, and sense of self with them.

Language growth also continues beyond the classroom walls. Soriano and Garcia (2021) found that exposure to English through media, technology, and home experiences helped learners strengthen grammar, vocabulary, and pronunciation. In a related Philippine study, Sacal and Potane (2023) reported that grammar mastery contributes to speaking competence, while Maldonado (2025) pointed to the value of language learning strategies in supporting learner proficiency. These findings suggest that spoken English develops through a combination of instruction, emotional readiness, practice, and exposure. With this in mind, the present study examined the factors that influence the spoken English competence of Grade 7 Junior High School students in the Practical Spoken English Program of La Salette of Ramon and explored how those factors relate to the students' oral English performance.

Objectives of the Study

This study examined the factors influencing the spoken English competence of Grade 7 Junior High School students in the Practical Spoken English Program at La Salette of Ramon.

Specifically, it sought to answer the following questions:

To what extent do the identified factors influence the spoken English competence of Grade 7 Junior High School students in terms of:

- 1.1. Teacher and school factors;
 - 1.2. Home environment factors;
 - 1.3. Parental support and involvement;
 - 1.4. Physiological and mental health; and
 - 1.5. Student interest and motivation?
2. What is the level of spoken English competence of Grade 7 Junior High School students based on their Practical Spoken English Program performance results for S.Y. 2025-2026 at La Salette of Ramon?
 3. Is there a significant relationship between the identified factors and the spoken English competence of Grade 7 Junior High School students?

METHODOLOGY

Research Design

This study employed a descriptive-correlational research method. The descriptive component focused on identifying the factors that influenced the spoken English competence of Grade 7 Junior High School students and on assessing their level of competence in the Practical Spoken English Program. The correlational component examined the relationship between the identified influencing factors and the students' spoken English competence.

Locale of the Study

This study was conducted at La Salette of Ramon. The research focused on Grade 7 Junior High School students who were participating in the Practical Spoken English Program during the School Year 2024-2025.

Respondents of the Study

A total of ninety-eight (98) Grade 7 Junior High School students participated in the study. All respondents were officially enrolled in the Practical Spoken English Program at La Salette of Ramon during the School Year 2025-2026. Since the target population was manageable, all enrolled Grade 7 students covered by the program were included in both the questionnaire and the program performance assessment.

Sampling Procedure

Total enumeration was used in this study. Since the number of Grade 7 students covered by the Practical Spoken English Program was limited to ninety-eight (98), every qualified student was included as a respondent. This procedure allowed the study to capture the full profile of the target group.

Research Instrument

The instruments used in this study were the researcher-designed "Factors Influencing Spoken English Competence Questionnaire" and the Practical Spoken English Program Performance Assessment. The questionnaire was composed of two parts. The first part addressed the students' spoken English competence level based on their Practical Spoken English Program results, while the second part consisted of a five-point Likert scale survey measuring the level of agreement of the respondents regarding the five factors influencing spoken English competence. The survey contained fifty (50) self-report items, with ten indicators for each of the five factors affecting students' oral English performance.

The questionnaire was reviewed for content validity by language teachers and school administrators familiar with oral communication instruction. After this review, a pilot test was conducted with students outside the respondent group to check the clarity and suitability of the items. Based on the feedback gathered, several statements were revised to improve precision and readability.

To determine the level of spoken English competence of Grade 7 students, the school-based Practical Spoken English Program Performance Assessment for the School Year 2024-2025 was used. This performance assessment is an individually and group-administered oral language measure intended to evaluate foundational speaking skills, oral interaction, and comprehension in English.

The primary skills assessed in the Practical Spoken English Program Performance Assessment were divided into nine (9) subtasks as follows:

Sub-task	What is Assessed
Task 1: Pronunciation and Articulation	Ability to pronounce English sounds and words clearly
Task 2: Word Stress and Intonation	Ability to use appropriate stress and intonation in oral delivery
Task 3: Vocabulary Usage	Ability to choose appropriate words in spoken responses
Task 4: Sentence Construction	Ability to produce grammatically acceptable spoken sentences
Task 5: Guided Conversation	Ability to respond appropriately in short oral exchanges
Task 6: Picture or Prompt-Based Speaking	Ability to describe, explain, or react orally to a given prompt
Task 7: Oral Fluency	Ability to speak smoothly and clearly with minimal hesitation
Task 8: Listening Comprehension	Ability to listen to spoken English and respond correctly
Task 9: Interactive Speaking Performance	Ability to sustain communication in pair or group speaking tasks

RESULTS AND DISCUSSIONS

Table 1. Factors influencing the spoken English competence of Grade 7 Junior High School students in terms of teacher and school factors

Statement	Mean	SD	Interpretation
1. Teacher has expertise and continuous trainings on oral English instruction.	4.69	.479	Highly Influential
2. Teacher integrates spoken English practice across different learning activities.	4.67	.545	Highly Influential
3. Teacher uses varied and differentiated instruction to meet diverse speaking needs.	4.68	.540	Highly Influential
4. The teacher's ability to motivate and engage students during oral English tasks.	4.76	.445	Highly Influential
5. Teacher uses evidence-based strategies for spoken English development.	4.46	.909	Highly Influential
6. Teacher has mastery of the different pedagogies for teaching spoken English.	4.39	.906	Highly Influential
7. Teachers and school conduct regular assessment of oral English performance and provide constructive feedback to help students improve.	4.69	.603	Highly Influential
8. The school has access to digital tools and resources for spoken English practice.	4.34	.649	Highly Influential
9. The school provides professional development for teachers.	4.37	.604	Highly Influential
10. The school organizes clubs, competitions, and events that support the Practical Spoken English Program.	4.23	.700	Highly Influential
Grand Mean	4.528	.413	Highly Influential

Teacher and School Factors. Table 1 presents the role of teacher and school factors in influencing the spoken English competence of Grade 7 Junior High School students in the Practical Spoken English Program. With a grand mean of 4.528, the data show strong agreement among respondents that these factors are highly influential in shaping oral English performance. Every statement received strong agreement, which suggests that teacher expertise, speaking opportunities, student engagement, and school support are seen as central in helping learners improve their oral communication. The grand standard deviation of 0.413 also points to close agreement among the respondents.

The findings suggest that students place strong value on teachers who can model spoken English well, provide varied oral activities, and create a classroom climate where speaking is safe and purposeful. Training and pedagogical mastery appear to matter because oral language instruction requires more than simple recitation. Learners benefit when teachers can use structured dialogues, role-play, guided conversation, and feedback strategies that gradually build confidence and accuracy. This is consistent with Philippine studies showing that students respond better when oral tasks are deliberate, contextualized, and supported by focused intervention (Eslit & Valderama, 2023; Lonon & Oted, 2024).

School support is also important. Access to digital resources, speaking events, and continuing professional development gives teachers more tools for strengthening the Practical Spoken English Program. The items on evidence-based strategies and pedagogical mastery showed slightly wider variation than the rest, which may suggest that students experience oral English instruction differently across classes or activities. Even so, the pattern remains clear: teacher quality and school support are the most influential factors in this study, which also echoes local findings on communicative competence and school-based remediation in English (Salvador et al., 2023).

Table 2. Factors influencing the spoken English competence of Grade 7 Junior High School students in terms of home environment factors

Statement	Mean	SD	Interpretation
1. The student has a comfortable and quiet space at home to practice spoken English.	4.18	.820	Influential
2. The student has access to English books, dialogues, audio, or video materials at home.	4.46	.714	Highly Influential
3. The student practices spoken English through apps or digital tools on a cellphone or tablet.	4.15	.944	Influential
4. Parent or guardian posts or keeps English print materials such as labels, charts, or short expressions at home.	4.21	.869	Highly Influential
5. The student uses educational games and apps to remediate, reinforce, and enrich spoken English with adult supervision.	4.09	1.088	Influential
6. The student uses two or more languages at home.	4.36	.818	Highly Influential
7. The student has siblings who practice English conversation with him or her.	4.08	.920	Influential
8. The student experiences a happy and harmonious relationship among family members.	4.49	.705	Highly Influential
9. The home has a culture that appreciates reading, listening, or speaking in English.	4.28	.918	Highly Influential
10. The student can invite friends or peers to practice English at home.	3.95	1.054	Influential
Grand Mean	4.226	.659	Highly Influential

Home Environment Factors. Table 2 presents the home environment factors that may contribute to students' spoken English competence. The grand mean of 4.226 indicates that respondents viewed the home environment as highly influential. This suggests that home-based exposure, family atmosphere, and access to materials can support the growth of spoken English, even if their direct statistical relationship with competence is weaker than teacher and school factors.

Access to English materials and a supportive home atmosphere appear to help students rehearse, listen, and imitate spoken English outside formal class hours. Students also recognized the value of multilingual environments, which may help them shift between languages and become more aware of how language works. Digital tools, supervised apps, and sibling interaction may also extend practice time in ways that feel less formal and more natural. This aligns with the work of Soriano and Garcia (2021), who found that English exposure

through media, technology, and home experiences can help learners strengthen vocabulary, grammar, and pronunciation.

The lowest item in this group involved inviting peers for English practice at home. This may point to practical limits such as time, confidence, or family routines. Even with that lower score, the responses still suggest that the home can serve as a support space for oral English growth when students have materials, encouragement, and a positive family atmosphere.

Table 3. Factors influencing the spoken English competence of Grade 7 Junior High School students in terms of parental support and involvement factors

Statement	Mean	SD	Interpretation
1. Parents or guardians practice short English conversations with the student at least twice a week or set a regular time for oral English practice.	4.16	.989	Influential
2. Parents or guardians take the student to English-related activities, learning spaces, libraries, or bookstores.	3.26	1.279	Moderately Influential
3. Parents or guardians teach the student correct pronunciation and common oral expressions.	3.93	1.157	Influential
4. Parents or guardians give praise and constructive feedback on the student's oral outputs, performance, and attitude toward speaking English.	4.27	.875	Highly Influential
5. Parents or guardians and the student have interactive conversations such as discussing daily experiences and letting the student retell events in English.	4.17	1.064	Influential
6. Parents or guardians speak with and encourage the student using English at home when appropriate.	4.30	.795	Highly Influential
7. Parents or guardians teach songs, chants, or short English dialogues with the student.	4.15	1.089	Influential
8. Parents or guardians provided the student with English enrichment exposure before entering Junior High School.	4.66	.705	Highly Influential
9. Parents communicate regularly and openly with the school about the student's progress or difficulty in spoken English.	4.19	1.110	Influential
10. Parents attend or support school initiatives and events related to the Practical Spoken English Program.	4.27	1.024	Highly Influential
Grand Mean	4.140	.812	Influential

Parental Support and Involvement Factors. Table 3 shows the role of parental support and involvement in spoken English development. The grand mean of 4.140 indicates that respondents generally agreed that parental support is influential. The responses suggest that families matter in building confidence, sustaining practice, and reinforcing what students learn in school (Murshidi et al., 2023; Choi et al., 2024).

Students viewed parental encouragement as meaningful, particularly when parents offer praise, sustain conversations, and support school activities. These practices may help students see English as something that can be used beyond graded classroom tasks. When support at home includes ordinary conversation, media exposure, and encouragement to speak, students may become more willing to practice English beyond school requirements (Soriano & Garcia, 2021; Briones et al., 2023).

The weaker item on bringing students to English-related spaces or activities suggests that this type of support may not always be easy to provide. Time, cost, and access may explain this variation. Even so, the pattern of responses shows that parental involvement remains a useful support for oral English development, though it was not the strongest predictor in the correlational results.

Table 4. Factors influencing the spoken English competence of Grade 7 Junior High School students in terms of physiological and mental health factors

Statement	Mean	SD	Interpretation
1. The student has no difficulty in pronouncing English words clearly and accurately.	4.13	.862	Influential
2. The student's vision is clear and has no visual impairment.	4.57	.646	Highly Influential
3. The student's auditory or hearing ability is clear and has no hearing impairment.	4.55	.648	Highly Influential
4. The student shows developmental readiness for Grade 7 oral communication tasks.	4.12	1.137	Influential
5. The student is free from anxiety or stress due to family, school, or community problems.	4.22	.847	Highly Influential
6. The student eats the right amount and kind of food and has enough sleep.	4.41	.763	Highly Influential
7. The student remembers instructions and details from oral tasks or spoken texts.	3.71	1.342	Influential
8. The student has no condition that seriously interferes with oral participation and classroom attention.	4.26	1.153	Highly Influential
9. The student understands and follows complex instructions.	4.08	.901	Influential
10. The student is able to maintain focus during spoken English tasks.	4.02	.947	Influential
Grand Mean	4.207	.594	Highly Influential

Physiological and Mental Health Factors. Table 4 shows the influence of physiological and mental health factors on students' spoken English competence. The grand mean of 4.207 falls within the highly influential range, which indicates that respondents recognized the value of clear hearing, good vision, emotional readiness, rest, and sustained attention in oral language learning (Dadulla, 2023; He et al., 2025).

These responses suggest that oral English performance is tied not only to instruction but also to the learner's physical and emotional condition. Clear vision and hearing matter because students need to listen closely, read prompts, observe mouth movement or visual cues, and respond accurately. Sleep, nutrition, and manageable stress may also affect attention, confidence, and stamina during speaking tasks. Recent Philippine studies likewise point to the influence of self-esteem, anxiety, and affective barriers on speaking performance (Dadulla, 2023; Lemana II et al., 2023; Maines et al., 2025).

The lower mean for remembering instructions and details may reflect the challenge of processing spoken input while planning an oral response. This result suggests that some learners may need more scaffolded directions, rehearsal time, or repeated exposure during oral activities. Even so, the respondents recognized that physiological and mental readiness plays a meaningful part in oral communication performance.

Table 5. Factors influencing the spoken English competence of Grade 7 Junior High School students in terms of student interest and motivation factors

Statement	Mean	SD	Interpretation
1. The student shows willingness to speak in English and views it positively.	4.26	.777	Highly Influential
2. The student asks parents, guardians, or classmates to practice English with him or her.	4.15	.912	Influential
3. The student seems happy when engaged in spoken English activities.	4.19	.915	Influential
4. The student chooses English media, books, or videos rather than other activities.	3.90	.934	Influential
5. The student shows persistence in expressing ideas during challenging speaking tasks.	3.83	1.023	Influential
6. The student shows curiosity and asks questions during English learning activities.	4.20	1.039	Highly Influential
7. The student feels motivated when working in pair or group speaking activities.	4.25	.798	Highly Influential
8. The student engages in role-play or pretend play involving spoken English.	4.01	1.075	Influential
9. The student participates in English-related games or activities.	4.28	.922	Highly Influential
10. The student shows interest in listening to and using English in daily situations.	4.22	.878	Highly Influential
Grand Mean	4.130	.768	Influential

Student Interest and Motivation Factors. Table 5 presents the factors related to students' interest and motivation in spoken English. The grand mean of 4.130 indicates that respondents agreed that interest and motivation are influential. Students who are willing to speak, curious about language, and encouraged by interactive tasks may engage more actively in the Practical Spoken English Program (Solhi, 2024; Tsang & Davis, 2024).

The responses show that positive attitude and meaningful engagement matter in oral English development. Students are more likely to practice when speaking activities are enjoyable, interactive, and socially supported. Pair work, games, and role-play appear especially helpful because they reduce pressure while giving learners repeated chances to use the language. Local literature points in the same direction, showing that self-confidence, supportive speaking experiences, and well-chosen oral activities can encourage learners to participate more actively in English (Briones et al., 2023; Lonon & Oted, 2024; Lemana II et al., 2023).

The lower mean for persistence in challenging speaking tasks suggests that some students still hesitate when the activity becomes demanding. This points to the need for gradual progression, clear prompts, and supportive feedback. Motivation may encourage participation, yet the correlational analysis suggests that motivation by itself does not guarantee stronger competence without equally strong instructional support.

Table 6. Level of spoken English competence of Grade 7 Junior High School students in terms of their Practical Spoken English Program performance result for S.Y. 2025-2026 at La Salette of Ramon

Level of Spoken English Competence	Frequency (N=98)	Percentage
Beginning	23	23.5
Developing	46	46.9
Proficient	29	29.6

Level of Spoken English Competence of Grade 7 Junior High School Students. Table 6 presents the analysis of the Practical Spoken English Program performance results for the Grade 7 respondents of La Salette of Ramon during the School Year 2025 - 2026. With a total sample size of 98 students, the distribution of competence levels gives a clear view of their current oral English profile.

The data show that 23.5% of the respondents were at the beginning level, 46.9% were at the developing level, and 29.6% were at the proficient level. This means that the largest group of Grade 7 students can already handle basic to moderate spoken English tasks but still needs guidance for greater fluency, confidence, and accuracy in more sustained communication.

The presence of a sizeable proficient group is encouraging because it suggests that the Practical Spoken English Program is already helping some students use English effectively in oral tasks. At the same time, the beginning and developing groups still need sustained support. Structured conversation practice, pronunciation drills, guided role-play, and timely corrective feedback may help move more learners toward stronger oral performance (Li & Zhao, 2021; Fathi et al., 2024).

Table 7. Test on significant relationship between the influencing factors and the spoken English competence of Grade 7 Junior High School students

Variables	Competence Variable	r-value	p-value	Interpretation
Teacher and School	Spoken English Competence	.893	.007	Significant
Home environment	Spoken English Competence	.000	.173	Not significant
Parental support and involvement	Spoken English Competence	.110	.077	Not significant
Physiological and mental health	Spoken English Competence	.035	.102	Not significant
Student interest and motivation	Spoken English Competence	.000	.170	Not significant

Relationship Between Factors and Spoken English Competence. Table 7 presents the relationship between the influencing factors and the spoken English competence of Grade 7 Junior High School students. The correlation analysis revealed that teacher and school-related factors had the strongest positive relationship with spoken English competence, as indicated by an r -value of 0.893 and a p -value of 0.007. This made teacher and school factors the only statistically significant factor in the study.

This result suggests that the quality of instruction, the teacher's expertise, and the support built into the school program played the most direct role in shaping students' oral English performance. School-based experiences may have had stronger influence because the Practical Spoken English Program offered structured speaking tasks, immediate feedback, and guided opportunities to use English in meaningful ways (Alrabai & Algazzaz, 2024; Gao et al., 2024; Wang et al., 2024).

Home environment showed no correlation with spoken English competence, while parental support and involvement showed only a very weak positive correlation that was not statistically significant. Physiological and mental health also showed a very weak positive correlation, and student interest and motivation showed no correlation. These results suggest that while these factors may still support learners in practical ways, they were not the main determinants of stronger spoken English performance in this particular group of respondents.

The findings point to the central role of teachers and schools in strengthening spoken English competence. Investment in teacher preparation, oral communication activities, and program resources appears to be the most direct path for improving student performance in the Practical Spoken English Program (Hasanzadeh et al., 2024; Huang et al., 2024).

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

1. Teacher and school-related factors emerged as the most significant influence on the spoken English competence of Grade 7 Junior High School students. The strong positive correlation shows that students' oral English performance is closely linked to teacher expertise, effective instructional strategies, regular assessment, constructive feedback, and the availability of school support and resources.
2. Most of the Grade 7 respondents were found at the developing level of spoken English competence. This means that while many students have already acquired basic oral communication skills, they still need continued guidance, structured speaking practice, and confidence-building activities to progress toward a more proficient level of performance.
3. Home environment, parental support and involvement, physiological and mental health, and student interest and motivation were perceived as influential, but they were not statistically significant predictors of spoken English competence in this study. This suggests that although these factors may still contribute to students' learning experiences, they did not show a direct and significant relationship with spoken English performance among the respondents.
4. The findings affirm that school-based interventions remain the most direct and practical means of improving students' spoken English competence. Since the strongest relationship was found in teacher and school factors, efforts to improve oral English performance should focus more on classroom instruction, guided speaking opportunities, and program support within the school.

RECOMMENDATION

In light of the conclusions drawn from the study, the following recommendations are offered:

1. The school should continue strengthening the Practical Spoken English Program through sustained teacher development. Teachers may be provided with further training, workshops, and mentoring on oral

language teaching strategies, differentiated instruction, and feedback techniques to improve students' spoken English competence.

2. More structured and meaningful speaking activities should be integrated into classroom instruction and co-curricular programs. These may include guided conversations, role-playing, oral presentations, pair and group interaction, English clubs, and speaking contests that provide students with frequent and purposeful opportunities to use English.
3. Students at the beginning and developing levels should be given targeted intervention. Small-group sessions, remediation classes, or one-on-one speaking support may be conducted to strengthen pronunciation, vocabulary, fluency, comprehension, and speaking confidence.
4. The school may continue involving parents and guardians in supportive but realistic ways. Although parental support was not found to be statistically significant, families may still be encouraged to provide positive reinforcement, simple English exposure at home, and encouragement that can help students feel more comfortable using the language.
5. Future researchers may conduct related studies using a wider group of respondents or additional variables. They may also explore specific classroom practices, teacher-related factors, or intervention programs that can further explain and improve spoken English competence among junior high school learners.

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AUTHOR'S BIONOTE



ERLYN MHAЕ ALQUINO TABLANG was born on September 22, 2002, and is the first child of Marites A. Tablang and Ernesto D. Tablang. She currently resides at Purok 2, Raniag, Ramon, Isabela, where she was raised with values of perseverance, humility, and dedication that continue to guide her in both her personal and professional life.

She completed her elementary education at Raniag Elementary School and pursued her secondary education at Raniag High School, where she graduated with honor. Her academic journey reflects her passion for learning and her determination to achieve excellence in her studies. These early accomplishments became a strong foundation for her continuing growth in the field of education.

Driven by her love for language and teaching, she pursued higher learning and is currently taking up her Master's Degree major in English at *Northeastern College*. Her graduate studies have helped deepen her knowledge, strengthen her teaching competence, and prepare her for greater responsibilities in the academic profession.

At present, she is a Faculty member at La Salette of Ramon, where she teaches English. With two years of service in the teaching profession, she has already shown dedication to nurturing students' communication skills, intellectual growth, and confidence in using the English language. As an educator, she remains committed to improving her craft and contributing meaningfully to the academic community.

Through her passion for teaching, commitment to lifelong learning, and genuine concern for her students, Erlyn Mhae Alquino Tablang continues to inspire young learners and grow as a professional in the field of education.