

Enhancing the English Language Proficiency of Capampangan Pupils in A Public School: Basis for an Instructional Intervention

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ABSTRACT

This study investigated the English language proficiency of Capampangan pupils in a public elementary school and identified learner-, teacher-, and school-related challenges as bases for a targeted instructional intervention. Using a descriptive-quantitative design, the study assessed pupils' proficiency across five domains—vocabulary, spelling, grammar, reading comprehension, and study skills—using Mean Percent Scores (MPS) and qualitative interpretations. Results revealed moderate proficiency in vocabulary, spelling, and grammar, but consistently low performance in reading comprehension and study skills, indicating weaknesses in higher-order literacy and metacognitive skills.

To contextualize these outcomes, challenges affecting English learning were examined across three dimensions. Pupil-related challenges were generally disagreed upon, with distance from home emerging as the most agreed concern. Teacher-related challenges were moderately agreed upon, particularly teachers' non-native use of Capampangan and limited instructional competence in the local language. School-related challenges were also moderately evident, with lack of classrooms and unconducive learning environments identified as major concerns.

Based on the proficiency gaps and identified challenges, a targeted instructional intervention is proposed emphasizing structured vocabulary instruction, explicit reading comprehension strategy training, and integrated study skills development. The intervention also highlights the need for teacher capacity-building and improved school learning conditions. Findings underscore the importance of addressing both instructional and contextual factors to enhance English language proficiency among linguistically diverse learners.

Keywords: English language proficiency, Capampangan pupils, Instructional intervention

INTRODUCTION

English language proficiency plays a critical role in learners' academic success, particularly in multilingual contexts such as the Philippines where English functions as a medium of instruction and assessment. For learners from linguistically diverse backgrounds, including Capampangan pupils, acquiring English involves navigating differences between their first language and the target language. Despite early exposure to English in Philippine schools, many pupils continue to experience difficulties in vocabulary development, grammar use, reading comprehension, and study skills, indicating gaps between language exposure and actual proficiency.

Theoretical perspectives on language acquisition provide a foundation for understanding these challenges. Chomsky's theory of language acquisition posits that humans are biologically endowed with an innate **Language Acquisition Device (LAD)**, which enables learners to acquire the structural properties of language through exposure to linguistic input. According to this view, children are capable of internalizing grammatical rules even with limited and imperfect input, a phenomenon known as the *poverty of stimulus*. This theory underscores the importance of meaningful and systematic language exposure in activating learners' innate linguistic capacities.

In multilingual settings, however, the activation of the LAD is influenced by the quality and consistency of linguistic input. Capampangan pupils acquire their first language naturally within the home environment, but English input in school may be limited, fragmented, or inconsistent due to instructional, teacher-related, and environmental constraints. When exposure to English is insufficient or lacks structural richness, learners may struggle to fully internalize grammatical patterns, expand vocabulary, and develop higher-order comprehension skills. From a Chomskyan perspective, such limitations restrict the optimal functioning of the LAD, resulting in partial or uneven language development.

Beyond linguistic input, contextual factors shape how innate language abilities are realized in educational settings. Teacher competence, instructional strategies, and school conditions determine the extent to which learners are exposed to well-formed language structures. When teachers lack proficiency in multilingual instruction or when learning environments are unconducive, opportunities for meaningful language input are reduced. Consequently, while learners may possess the innate capacity for language acquisition, external constraints may hinder the development of advanced literacy skills such as reading comprehension and metacognitive study strategies.

Guided by Chomsky's theory of language acquisition, this study examines the English language proficiency of Capampangan pupils across five domains—vocabulary, spelling, grammar, reading comprehension, and study skills—and identifies pupil-, teacher-, and school-related challenges that affect language learning. Anchored in the assumption that learners possess an innate capacity for language development, the study seeks to determine how instructional and contextual factors either facilitate or constrain this capacity. The findings serve as the basis for proposing a targeted instructional intervention designed to enrich linguistic input, strengthen structural awareness, and support the full realization of pupils' language acquisition potential.

Developing English language proficiency is essential for adolescent learners navigating increasingly complex academic tasks. In multilingual settings like the Philippines, English serves as a language of instruction, assessment, and access to global knowledge. However, national and international assessments consistently show that Filipino learners underperform in reading, vocabulary, and higher-order literacy.

The Programme for International Student Assessment (PISA) 2018 revealed that the Philippines ranked last in reading (Besa, 2019), highlighting systemic challenges in decoding, comprehension, and critical thinking. Further analyses show that socioeconomic status, home literacy exposure, and mindset significantly affect English proficiency (Bernardo, 2023). Machine-learning studies reinforce these findings, demonstrating that reading proficiency is influenced not only by cognitive factors but also by grit, motivation, and learning strategies (Bernardo, Cordel, & Lucas, 2021; Bernardo et al., 2023).

Local studies by Alipasa and colleagues echo these concerns. Curriculum inconsistencies limit meaningful literacy development (Alipasa, 2016), while parents reported major struggles supporting students' reading and online learning demands during the pandemic (Alipasa et al., 2021). Research on Lasallian learners' experiences (Gatdula et al., 2021) and studies on teacher readiness (Robinos et al., 2025) further emphasize how learning environments and teacher competence shape literacy outcomes.

Effective reading requires strategic processing. Alkhateeb et al. (2021) observed that students often rely heavily on surface-level strategies and rarely use deeper cognitive strategies such as inferencing, summarizing, and monitoring comprehension. Such patterns are also evident among Filipino learners who demonstrate limited ability to engage in higher-order reading tasks (Besa, 2019). Bernardo (2023), using PISA 2018 Philippine data, demonstrated that socioeconomic status plays a substantial role in reading proficiency, mediated by growth mindset and access to learning resources. Complementing this, Bernardo, Cordel, and Lucas (2021) employed machine learning to reveal that grit, self-efficacy, and study habits are significant predictors of English reading performance among Filipino learners.

Bernardo et al. (2023) profiled low-performing science students and found strong overlaps between language proficiency and performance in content subjects—highlighting how weak comprehension limits success across academic domains. Such findings suggest the urgency of strengthening foundational literacy. Across several works, Alipasa and colleagues documented systemic challenges affecting literacy development. Issues in the

English curriculum (Alipasa, 2016), difficulties faced by parents and learners during online schooling (Alipasa et al., 2021), and value formation studies (Gatdula et al., 2021) all demonstrate how context shapes educational outcomes. Findings on teacher readiness (Robinos et al., 2025) further stress the need for pedagogical competence to deliver literacy-focused instruction effectively.

Given these realities, assessing student proficiency across core language domains is critical for informing targeted interventions. This study provides a detailed proficiency profile and situates the results within recent pedagogical and empirical literature. Given these realities, assessing student proficiency across core language domains is critical for informing targeted instructional interventions. This study is grounded in a **descriptive-quantitative framework**, which emphasizes the systematic measurement and analysis of student performance across multiple English language domains—vocabulary, spelling, grammar, reading comprehension, and study skills—without manipulating variables. The framework allows the researchers to identify patterns, strengths, and weaknesses while situating findings within broader literacy research, including cognitive, non-cognitive, and contextual influences on language learning.

The **objectives** of the study are threefold: (1) to determine Filipino elementary students' proficiency levels in the five English language domains using Mean Percent Scores (MPS) and qualitative interpretations, (2) to analyze the relative strengths and weaknesses across groups, and (3) to provide evidence-based recommendations for instructional enhancement.

This study sought to enhance the English language proficiency of Capampangan pupils in a public school. Specifically, it aimed to answer the following questions: (1) **What is the level of English language proficiency of Capampangan pupils in terms of:** vocabulary, spelling, grammar, reading comprehension, and study skills? (2) **What challenges do Capampangan pupils encounter in learning English in terms of:** pupil factors, teacher factors, and school factors? (3) **What targeted instructional intervention may be proposed based on the findings of the study?**

By explicitly connecting the framework, objectives, and research questions, the study establishes a clear rationale for both the methodology and subsequent analysis, providing a foundation for evidence-based recommendations to improve English language proficiency.

METHODOLOGY

Research Design

This study employed a **descriptive–quantitative research design** to determine the English language proficiency of Capampangan pupils and to identify the challenges affecting their English language learning. The design focused on systematically describing existing conditions without manipulating variables. Consistent with the study's theoretical grounding in Chomsky's language acquisition theory, the approach emphasized measuring learners' observable language performance and examining contextual factors that influence the quality of linguistic input provided in school settings. Descriptive statistics were used to generate proficiency profiles and to analyze perceived challenges, which served as bases for proposing a targeted instructional intervention.

Participants

The participants of the study consisted of **Capampangan pupils enrolled in a public elementary school**, as well as **teachers, grade chairpersons, and master teachers** who served as respondents to the survey on challenges. Pupils were selected through **purposive sampling** to ensure representation across different grade levels and proficiency groups. A total of **seven pupil groups** were included in the English proficiency assessment. The adult respondents were chosen based on their direct involvement in instruction and supervision of English language teaching. This sampling approach ensured that the data reflected both learner performance and informed perspectives on instructional and contextual challenges.

Research Instruments

Two sets of instruments were utilized in the study.

The first instrument was a **standardized English proficiency test** aligned with the national curriculum and school competencies. It measured pupils' performance in five domains: vocabulary, spelling, grammar, reading comprehension, and study skills. Each domain was assessed using teacher-made yet standardized items reviewed by subject-area experts to ensure content validity. Pupils' raw scores were converted into **Mean Percent Scores (MPS)** and interpreted using established qualitative descriptors (Low, Average, Moving Towards Mastery, and Mastery).

The second instrument was a **researcher-developed survey questionnaire** designed to identify challenges encountered by Capampangan pupils in learning English. The questionnaire consisted of three sections corresponding to **pupil-related, teacher-related, and school-related factors**. Responses were measured using a four-point Likert scale ranging from *Strongly Disagree* to *Strongly Agree*. The instrument was validated by experts in language education and educational research, and minor revisions were made prior to administration to enhance clarity and relevance.

Data Collection Procedure

Data collection was conducted with prior approval from school authorities and in adherence to ethical research standards. For the proficiency component, pupils' scores were obtained from institutional assessment records administered during the academic year. Confidentiality and anonymity of pupil data were strictly maintained.

For the survey component, questionnaires were distributed to teachers, grade chairpersons, and master teachers. Respondents were provided with clear instructions and informed of the purpose of the study. Completed questionnaires were retrieved, checked for completeness, and encoded for analysis. All data were handled with strict confidentiality and used solely for research purposes.

Data Analysis

Data were analyzed using **descriptive statistical techniques**. For English language proficiency, Mean Percent Scores were computed for each group across the five domains and ranked to identify relative strengths and weaknesses. Qualitative interpretations were assigned based on institutional performance standards.

For the survey on challenges, **weighted means** were calculated for each indicator and interpreted according to predetermined qualitative scales. Rankings were used to determine the most and least significant challenges under pupil, teacher, and school factors.

The results of both analyses were synthesized to address the research questions and to inform the development of a **targeted instructional intervention**. Interpretation of findings was guided by Chomsky's theory of language acquisition, emphasizing how instructional input and learning conditions affect learners' ability to develop English language competence.

RESULTS

The study revealed that Capampangan pupils demonstrated **moderate proficiency** in vocabulary, spelling, and grammar, but showed **consistently low performance** in reading comprehension and study skills. These results indicate that while foundational language skills are developing, higher-order literacy and metacognitive abilities remain weak. Reading comprehension emerged as the most problematic domain, reflecting learners' difficulty with inferencing, summarizing, and critical text analysis.

Analysis of survey data on challenges showed that **pupil-related factors** were generally **not perceived as major barriers** to English learning, as indicated by an overall weighted mean interpreted as *Disagree*. However, distance of pupils' homes from school and family structure were identified as notable concerns, suggesting that contextual and socioeconomic conditions may still influence learning engagement.

In contrast, **teacher-related challenges** were **moderately evident**, with respondents agreeing that teachers' non-native use of the Capampangan language and limited skills in teaching in the mother tongue affected instruction. These findings highlight the importance of teacher linguistic competence and professional preparation in multilingual classrooms.

School-related challenges were generally **disagreed upon**, though lack of classrooms and uncondusive learning environments were identified as concerns. While these factors were not perceived as severe obstacles, they may indirectly affect instructional quality and learning outcomes.

Overall, the results suggest that English language learning difficulties among Capampangan pupils stem from an interaction of **instructional limitations, contextual constraints, and learner skill gaps**, particularly in reading comprehension and study skills. These findings provided the empirical basis for proposing a targeted instructional intervention focusing on explicit reading strategy instruction, vocabulary enrichment, study skills development, and teacher capacity-building. **Summary of English Language Proficiency of Capampangan Pupils Across Domains**

Table 1. Summary of English Language Proficiency of Capampangan Pupils Across Domains

English Language Domain	Mean Percent Score (MPS) Range	Overall Qualitative Interpretation	Key Finding
Vocabulary	44.13 – 80.80	Average to Moving Towards Mastery	Most groups demonstrated average vocabulary knowledge, with one group nearing mastery, indicating uneven lexical exposure.
Spelling	35.64 – 73.41	Average to Moving Towards Mastery	Spelling skills were generally average, suggesting difficulties with English orthographic patterns among ESL learners.
Grammar	36.14 – 71.35	Average to Moving Towards Mastery	Grammar proficiency was moderately developed, but inconsistent across groups, reflecting limited contextual application of rules.
Reading Comprehension	32.53 – 59.38	Low to Average	Reading comprehension emerged as the weakest domain, with persistent difficulties in inferencing and text interpretation.
Study Skills	34.49 – 70.31	Low to Moving Towards Mastery	Study skills varied widely, indicating uneven development of metacognitive and self-regulatory abilities.

Vocabulary

Vocabulary performance varied greatly, with one group demonstrating near-mastery and others performing modestly. Differences align with research showing vocabulary gaps stem from socioeconomic disparities and unequal access to print-rich environments (Bernardo, 2023; Besa, 2019). Machine-learning analyses also revealed that vocabulary growth depends on motivation and self-efficacy (Bernardo, Cordel, & Lucas, 2021). Group 3's strong vocabulary suggests richer exposure, while lower-performing groups reflect the typical stratification found in national datasets.

Vocabulary performance varied across groups, with one group demonstrating near-mastery while others performed at an average level. Group 3 achieved the highest score (MPS = 80.80), suggesting strong exposure

to English language input, likely through reading and academic engagement. The remaining groups scored moderately, reflecting typical disparities in vocabulary acquisition among Filipino learners.

Socioeconomic and environmental factors contribute significantly to vocabulary differences. Studies have shown that learners from resource-rich environments have more exposure to print materials, media, and conversations that enhance vocabulary (Bernardo, 2023; Besa, 2019). Conversely, students from lower-resource contexts often rely on limited vocabulary and rote memorization.

Non-cognitive factors also influence vocabulary acquisition. Machine-learning analyses indicate that motivation, self-efficacy, and persistence are predictive of vocabulary growth (Bernardo, Cordel, & Lucas, 2021). Students with higher engagement in reading and language activities tend to demonstrate stronger word knowledge.

Curricular alignment plays a role as well. Alipasa (2016) emphasized gaps in English instruction that hinder deep vocabulary learning. The focus on superficial word lists without meaningful contextual use limits students' ability to internalize and apply new words.

Overall, the findings underscore the need for structured vocabulary instruction that integrates authentic reading and active practice. Providing diverse linguistic input and emphasizing word application can help bridge gaps across groups.

Spelling

Spelling performance was generally average, with only one group attaining near-mastery (MPS = 73.41). Most groups demonstrated persistent errors, highlighting typical challenges for ESL learners with orthographic conventions in English.

Limited exposure to spelling patterns and inconsistent practice exacerbate difficulties. Students often encounter words in isolation without reinforcement through reading, writing, and contextual activities, which impairs retention and transfer.

Machine-learning studies suggest that decoding skills, phonemic awareness, and orthographic processing are critical predictors of spelling proficiency (Bernardo, Cordel, & Lucas, 2021). Weaknesses in these areas correspond with the observed MPS across most groups.

Environmental and instructional factors further explain variation. Alipasa et al. (2021) documented how online learning and parental support during the pandemic affected literacy engagement. Students with structured support developed better spelling habits than those with limited guidance.

Grammar

Grammar scores were moderately consistent, ranging from average to near-mastery (MPS 36.14–71.35). Group 3 again led in performance, suggesting stronger foundational knowledge of sentence structures and syntax.

Challenges in grammar align with PISA 2018 observations, where Filipino learners struggle with complex sentence formation and applying rules in context (Besa, 2019). Grammar deficits often limit students' ability to construct coherent texts and engage in higher-order literacy tasks.

Curricular and instructional issues contribute to inconsistent grammatical development. Alipasa (2016) noted fragmented grammar teaching in the Philippine English curriculum, with limited opportunities for meaningful practice in writing and oral communication.

Socioeconomic and motivational factors also influence grammar acquisition. Students with greater exposure to reading and guided writing activities demonstrate higher syntactic awareness, consistent with machine-learning findings linking practice frequency and engagement to grammar scores (Bernardo, Cordel, & Lucas, 2021).

Effective grammar instruction should combine explicit rule teaching, contextual application, and feedback-rich activities. Integrating grammar with reading comprehension and writing tasks helps reinforce learning and addresses observed deficiencies across groups.

Grammar performance was moderately consistent across groups, reflecting familiar challenges noted in PISA 2018 reports (Besa, 2019). Limited exposure to academic English structures leads to difficulties applying grammar in extended texts. These patterns are also echoed in Alipasa's (2016) critique of curriculum gaps that leave students with fragmented grammatical knowledge instead of deep syntactic understanding.

Reading Comprehension

Reading comprehension was the weakest domain, consistent with PISA findings that Filipino students struggle with inferencing and textual interpretation (Besa, 2019). Alkhateeb et al. (2021) showed that students often rely on surface-level strategies, which explains the low scores of Groups 1 and 7. Machine-learning studies confirm that reading comprehension is strongly influenced by non-cognitive factors such as persistence and motivation (Bernardo, Cordel, & Lucas, 2021). Weak comprehension across most groups highlights the urgent need for explicit reading strategy instruction.

Reading comprehension emerged as the weakest domain, with low to average scores across most groups (MPS 32.53–59.38). Groups 1 and 7 scored particularly low, reflecting difficulties with inferencing, interpretation, and critical analysis.

Filipino learners' struggles with comprehension are well documented. PISA 2018 reports indicate challenges in text processing and applying higher-order reading strategies (Besa, 2019). Alkhateeb et al. (2021) highlighted learners' reliance on surface-level strategies rather than deep comprehension techniques such as summarizing and predicting.

Non-cognitive factors, including persistence, motivation, and self-regulation, also affect comprehension performance (Bernardo, Cordel, & Lucas, 2021). Students who actively monitor their understanding and employ metacognitive strategies achieve higher comprehension levels.

Contextual issues further compound these weaknesses. Curriculum gaps, limited reading materials, and inequitable learning environments restrict opportunities for practicing reading strategies (Alipasa, 2016; Alipasa et al., 2021). Teacher readiness and instructional design are crucial for addressing these deficits (Robinos et al., 2025).

Interventions should focus on explicit strategy instruction, guided reading, and scaffolded practice. Teaching inferencing, summarizing, and comprehension monitoring can help students transfer skills across texts and improve overall reading proficiency.

Study Skills

Study skills scores varied widely (MPS 34.49–70.31), indicating uneven development of metacognitive abilities such as planning, monitoring, and evaluating learning. Groups with strong study skills likely engage in effective self-regulation, reflecting behaviors associated with academic success (Bernardo, Cordel, & Lucas, 2021).

Socioeconomic status influences study habits, as learners with access to supportive environments develop better organizational and monitoring strategies (Bernardo, 2023). Students from disadvantaged contexts often lack guidance in goal setting, time management, and self-assessment.

Machine-learning studies confirm that metacognitive skills strongly predict academic performance across subjects. Students who actively plan and reflect on learning outcomes achieve higher comprehension and retention.

Instructional design can strengthen study skills by embedding self-regulation strategies into lessons. Explicit teaching of note-taking, summarizing, and goal-setting encourages habitual application.

Overall, integrating study skills development into daily classroom routines is essential. Doing so addresses gaps in learner autonomy and supports improvement in both domain-specific and general academic outcomes.

Study skills varied widely, reflecting uneven metacognitive development. Groups with strong study skills likely demonstrate higher self-regulation, a major predictor of academic performance identified in machine-learning studies (Bernardo, Cordel, & Lucas, 2021). Socioeconomic status also influences metacognitive habits (Bernardo, 2023), helping explain why lower-scoring groups struggled with organizing, monitoring, and planning their learning. These results highlight the need for integrating study strategy instruction into daily lessons.

Table 2. Challenges Encountered by the Capampangan Pupils in Terms of Pupil Factor

Indicators	Teacher WM	QI	Grade Chairman WM	QI	Master Teachers WM	QI	Overall Mean	QI	Rank
1. The pupil has habitual tardiness	2.50	A	1.80	DA	2.40	DA	2.10	DA	4.5
2. The pupil's home is far from school	3.30	A	2.20	DA	2.80	A	2.77	A	1
3. The pupil belongs to a broken family	2.80	A	2.20	DA	2.00	DA	2.60	A	2
4. The pupil often skips meals	2.70	A	1.60	DA	2.40	A	2.17	DA	3
5. The pupil speaks Capampangan at home	1.90	DA	2.00	DA	1.60	DA	2.10	DA	4.5
Grand Mean	2.64	A	1.96	DA	2.24	DA	2.35	DA	—

Pupil-Related Challenges

Table 4.1 presents the challenges encountered by Capampangan pupils in terms of pupil-related factors. Overall, pupil-related challenges obtained an **overall weighted mean of 2.35**, which is **qualitatively interpreted as Disagree**, indicating that respondents generally did not perceive pupil factors as major barriers to learning English.

Among the indicators, “*The pupil's home is far from school*” ranked **first** with an overall weighted mean of **2.77 (Agree)**, suggesting that distance may affect attendance and learning engagement. This was followed by “*The pupil belongs to a broken family*” which ranked **second** with a weighted mean of **2.60 (Agree)**, indicating that family structure may influence pupils' academic experiences.

The indicator “*The pupil often skips meals*” ranked **third** with a weighted mean of **2.17 (Disagree)**, while “*The pupil has habitual tardiness*” and “*The pupil speaks Capampangan at home*” both obtained the **lowest weighted mean of 2.10 (Disagree)**, ranking **fourth and fifth**, respectively. These results suggest that behavioral habits and home language use were not perceived as significant obstacles to English language learning.

Overall, the findings indicate that while certain contextual factors such as distance from school and family background present challenges, most pupil-related factors do not strongly hinder English proficiency development.

Table 3. Challenges Encountered by the Capampangan Pupils in Terms of Teacher Factor

Indicators	Teacher WM	QI	Grade Chairman WM	QI	Master Teachers WM	QI	Overall Mean	QI	Rank
1. The teacher is not a native Capampangan speaker	3.20	A	3.40	A	2.60	A	3.07	A	1
2. The teacher has limited skills in teaching Capampangan	2.90	A	3.00	A	2.60	A	2.83	A	2
3. The teacher lacks trainings and workshops in teaching Capampangan	2.50	A	3.00	A	2.40	DA	2.63	A	3.5
4. The teacher lacks strategies for Capampangan pupils	1.90	DA	1.60	DA	1.80	DA	1.77	DA	5
5. The teacher has other administrative roles aside from teaching	2.70	A	1.60	DA	2.60	A	2.63	A	3.5
Grand Mean	2.64	A	2.12	DA	2.24	DA	2.59	A	—

Teacher-Related Challenges

Table 4.2 shows the challenges encountered by Capampangan pupils in terms of teacher-related factors. The overall weighted mean of **2.59 (Agree)** indicates that teacher-related challenges were **moderately evident**.

The highest-ranked challenge was “*The teacher is not a native Capampangan speaker*”, which obtained an overall weighted mean of **3.07 (Agree)**. This suggests that linguistic differences between teachers and pupils may affect instruction and comprehension. The second-ranked indicator was “*The teacher has limited skills in teaching Capampangan*” with a weighted mean of **2.83 (Agree)**, highlighting instructional limitations in addressing pupils’ first language needs.

Both “*The teacher lacks trainings and workshops in teaching Capampangan*” and “*The teacher has other administrative roles aside from teaching*” obtained equal weighted means of **2.63 (Agree)**, ranking **third**, indicating moderate instructional and workload-related constraints. Meanwhile, “*The teacher lacks strategies for Capampangan pupils*” ranked **fifth** with a weighted mean of **1.77 (Disagree)**, suggesting that teachers generally employ appropriate strategies despite other limitations.

These results indicate that language proficiency and professional preparation of teachers are important considerations in improving English instruction for Capampangan pupils.

Table 4. Challenges Encountered by the Capampangan Pupils in Terms of School Factor

Indicators	Teacher WM	QI	Grade Chairman WM	QI	Master Teachers WM	QI	Overall Mean	QI	Rank
1. The school is not conducive to learning	3.30	A	2.20	DA	2.40	DA	2.63	A	2

2. The school does not have enough classrooms	2.80	A	2.40	DA	2.80	A	2.67	A	1
3. The school lacks facilities	2.20	DA	2.60	A	2.00	DA	2.27	DA	4
4. The school lacks books, learner's guides, and modules for Capampangan pupils	2.70	A	1.80	DA	2.40	DA	2.30	DA	3
5. The school isolates Capampangan speakers	2.60	A	1.60	DA	1.60	DA	1.93	DA	5
Grand Mean	2.27	DA	2.12	DA	2.24	DA	2.36	DA	—

Legend

- **0.50–1.49** = Strongly Disagree (SDA)
- **1.50–2.49** = Disagree (DA)
- **2.50–3.49** = Agree (A)
- **3.50–4.00** = Strongly Agree (SA)
- **WM** = Weighted Mean
- **QI** = Qualitative Interpretation

Table 4.3 presents the challenges encountered by Capampangan pupils in terms of school-related factors. The overall weighted mean of **2.36 (Disagree)** suggests that school-related challenges were **generally not perceived as major obstacles**, although some indicators were moderately evident.

The highest-ranked challenge was “*The school does not have enough classrooms*” with a weighted mean of **2.67 (Agree)**, followed by “*The school is not conducive to learning*” which ranked **second** with a weighted mean of **2.63 (Agree)**. These findings indicate that physical learning conditions may affect instructional effectiveness.

The indicators “*The school lacks books, learners’ guides, and modules for Capampangan pupils*” and “*The school lacks facilities*” obtained weighted means of **2.30** and **2.27**, respectively, both interpreted as **Disagree**. The lowest-ranked indicator was “*The school isolates Capampangan speakers*” with a weighted mean of **1.93 (Disagree)**, suggesting inclusivity in the school environment.

Overall, the findings reveal that while certain infrastructural concerns exist, school-related factors were not viewed as critical barriers to English language learning.

Table 5. Proposed Targeted Instructional Intervention for Capampangan Pupils

Focus Area	Objective	Strategies	Expected Outcomes	Alignment with Findings
Vocabulary Enrichment	Improve lexical knowledge	- Contextualized word learning through stories, reading passages, and real-life scenarios - Repeated exposure in	- Expanded vocabulary - Improved ability to use words	Addresses uneven vocabulary proficiency; aligns with findings on lexical gaps and importance of exposure,

	across all pupil groups	reading, writing, and speaking - Multisensory activities: word games, flashcards, digital apps - Peer-assisted learning for collaborative practice	meaningfully - Reduced disparities across groups	motivation, and self-efficacy (Bernardo, 2023; Bernardo et al., 2021)
Reading Comprehension Strategy Instruction	Enhance inferencing, summarizing, critical analysis, and overall comprehension	- Guided reading with teacher modeling (think-alouds, questioning) - Explicit teaching of higher-order reading strategies - Scaffolded practice (I do → We do → You do) - Incorporate persistence, self-monitoring, goal-setting	- Improved inferencing, summarizing, and text analysis skills - Greater engagement with texts - Enhanced higher-order literacy	Targets weakest domain (reading comprehension); responds to low scores in inferencing and critical analysis; aligns with Chomskyan theory emphasizing structured input
Study Skills & Metacognitive Development	Develop self-regulation, planning, and evaluation abilities	- Instruction in note-taking, time management, goal-setting, and self-assessment - Reflection journals to promote metacognition - Integrate strategies into daily lessons	- Enhanced study habits and autonomy - Improved academic performance across subjects	Addresses uneven study skills; strengthens metacognitive abilities; aligns with findings on learner skill gaps and machine-learning evidence (Bernardo et al., 2021)
Teacher Capacity-Building	Equip teachers to address language diversity and deliver effective instruction	- Workshops on multilingual pedagogy, scaffolding, and differentiated instruction - Training on teaching Capampangan pupils - Collaborative lesson planning and peer mentoring	- Improved instructional competence - Effective support for diverse learners - Better classroom management and strategy implementation	Responds to teacher-related challenges (non-native language use, limited teaching skills); enhances quality of linguistic input
Improvement of School Learning Conditions	Enhance the learning environment to support instruction	- Optimize classroom space and create reading corners/stations - Provide graded reading materials, dictionaries, learner guides - Encourage inclusive practices for all pupils	- More conducive learning environment - Greater access to literacy resources - Increased pupil engagement	Addresses school-related challenges (lack of classrooms, limited resources); indirectly supports better learning outcomes

Research Problem 3: *What targeted instructional intervention may be proposed based on the findings of the study?*

Based on the English proficiency profile and identified challenges, the following **Targeted Instructional Intervention** is proposed for Capampangan pupils:

1. Vocabulary Enrichment Program

- **Goal:** Improve lexical knowledge across all pupil groups, especially those scoring below average.
- **Strategies:**
 - Contextualized word learning through stories, thematic reading passages, and real-life scenarios.
 - Repeated exposure to target words in reading, speaking, and writing exercises.
 - Multisensory approaches such as word games, flashcards, and digital applications to strengthen retention.
 - Peer-assisted learning to encourage collaborative vocabulary practice.

2. Reading Comprehension Strategy Instruction

- **Goal:** Enhance inferencing, summarizing, critical analysis, and overall comprehension.
- **Strategies:**
 - Guided reading sessions with teacher modeling (think-alouds and questioning techniques).
 - Explicit instruction of higher-order reading strategies (predicting, clarifying, summarizing, evaluating).
 - Scaffolded practice with gradual release of responsibility (I do → We do → You do).
 - Integration of non-cognitive skill development such as persistence, self-monitoring, and goal-setting.

3. Study Skills and Metacognitive Development

- **Goal:** Improve self-regulated learning, planning, and organizational skills.
- **Strategies:**
 - Instruction in note-taking, time management, goal-setting, and self-assessment.
 - Reflection journals to promote metacognitive awareness of learning processes.
 - Embedding study skills into daily lessons across subjects to encourage habitual practice.

4. Teacher Capacity-Building

- **Goal:** Equip teachers with skills to address language diversity and promote effective instruction.
- **Strategies:**
 - Professional development workshops on multilingual pedagogy, scaffolding, and differentiated instruction.
 - Training in teaching Capampangan pupils using culturally responsive and linguistically supportive strategies.
 - Collaborative lesson planning and peer mentoring to share effective teaching approaches.

5. Improvement of School Learning Conditions

- **Goal:** Address environmental factors that indirectly affect learning.
- **Strategies:**
 - Optimize classroom space and create reading corners or learning stations.
 - Provide access to graded reading materials, dictionaries, and learner guides in both English and Capampangan.
 - Encourage inclusive practices that foster engagement of all pupils, regardless of linguistic background.

INTEGRATION INTO DISCUSSION

Discussion

Vocabulary

The findings indicate that vocabulary proficiency varied across groups, with only one group demonstrating near-mastery. This pattern reflects well-documented disparities in exposure to English language input, both at home and in school. Filipino learners often encounter limited opportunities for engaging with print-rich materials, multimedia, or academic conversations that support vocabulary development (Bernardo, 2023; Besa, 2019). Consequently, vocabulary gaps persist, especially among students from lower-resource contexts.

Non-cognitive factors also contribute to these disparities. Motivation, self-efficacy, and persistence are critical determinants of vocabulary growth, as highlighted in machine-learning studies (Bernardo, Cordel, & Lucas, 2021). Students who actively read and apply new words in meaningful contexts tend to outperform peers, illustrating that vocabulary acquisition is not merely a cognitive process but also dependent on learner attitudes and behaviors.

Curricular alignment further affects vocabulary outcomes. Alipasa (2016) critiques the Philippine English curriculum for focusing on rote memorization of word lists without emphasizing contextual usage. This limits students' ability to internalize and apply vocabulary across academic tasks, reinforcing the observed gaps.

These findings suggest that targeted vocabulary instruction—integrating reading, writing, and speaking activities—can address these deficiencies. Encouraging authentic language use and repeated exposure is essential for bridging proficiency differences across groups.

Finally, the observed vocabulary patterns align with national-level data, highlighting the systemic nature of language gaps. Addressing these challenges requires both classroom-level interventions and broader educational policies that promote equitable access to language resources.

Spelling

Spelling proficiency was generally average, with only one group attaining near-mastery. Persistent spelling errors reflect typical challenges for ESL learners, who often struggle with the orthographic complexities of English. Limited decoding practice and exposure to written English further exacerbate these challenges.

Machine-learning studies indicate that orthographic processing, phonemic awareness, and decoding skills are strong predictors of spelling performance (Bernardo, Cordel, & Lucas, 2021). The results suggest that most students lacked sufficient reinforcement in these foundational skills, leading to suboptimal spelling outcomes.

Environmental factors also influence spelling development. Alipasa et al. (2021) noted that online learning environments and inconsistent parental support during the pandemic affected learners' engagement with literacy tasks. Students with structured practice opportunities performed better, highlighting the role of context in skill development.

Instructionally, multisensory approaches—such as dictation, interactive spelling games, and integration of vocabulary exercises—can improve retention and application. Teachers should provide scaffolded opportunities for students to correct errors and practice orthographic patterns systematically.

Overall, spelling outcomes reinforce the broader pattern observed in vocabulary and grammar: students possess moderate foundational skills but require explicit, contextualized support to achieve higher proficiency levels.

Grammar

Grammar performance was moderately consistent, with most groups in the average band. Challenges reflect limited opportunities to practice complex sentence structures and apply grammatical rules in authentic contexts, a trend noted in PISA 2018 reports (Besa, 2019).

Curricular gaps exacerbate these difficulties. Alipasa (2016) highlights that fragmented grammar instruction in the Philippines emphasizes rule memorization rather than contextual application, leaving learners with superficial knowledge. This aligns with the moderate MPS observed across groups.

Non-cognitive factors, including persistence and motivation, influence grammatical development. Machine-learning studies (Bernardo, Cordel, & Lucas, 2021) show that students who actively engage in writing, revising, and self-correction achieve higher grammatical accuracy.

Effective grammar instruction should integrate explicit teaching with contextual practice, such as sentence construction exercises, writing tasks, and peer feedback. Linking grammar to reading and vocabulary activities reinforces understanding and application.

These findings indicate that grammar deficits, while moderate, contribute to broader challenges in comprehension and writing. Addressing these gaps supports holistic literacy development and enhances students' ability to express ideas coherently.

Reading Comprehension

Reading comprehension emerged as the weakest domain, with several groups scoring in the low proficiency band. This result mirrors national and international assessments showing Filipino students struggle with inferencing, critical analysis, and textual interpretation (Besa, 2019).

Students' reliance on surface-level strategies, such as word-by-word decoding or memorization, limits comprehension of complex texts (Alkhateeb et al., 2021). This pattern was particularly evident in low-scoring groups, indicating the need for explicit instruction in higher-order reading strategies.

Non-cognitive factors, including motivation, persistence, and self-regulation, play a significant role in reading performance. Machine-learning analyses (Bernardo, Cordel, & Lucas, 2021) highlight that learners with strong metacognitive monitoring and sustained engagement achieve better comprehension outcomes.

Curricular and environmental factors further compound these challenges. Limited access to diverse reading materials, misalignment of instructional tasks, and inconsistent teaching practices hinder strategy development (Alipasa, 2016; Alipasa et al., 2021).

To address these deficiencies, teachers should implement guided reading, think-aloud strategies, and scaffolded comprehension exercises. Strengthening inferencing, summarization, and evaluation skills is critical for improving literacy across academic domains.

Study Skills

Study skills varied widely among groups, indicating uneven development of metacognitive abilities such as planning, monitoring, and evaluation. Students with stronger study skills likely engage in effective self-regulation, which positively affects academic outcomes (Bernardo, Cordel, & Lucas, 2021).

Socioeconomic status and access to supportive learning environments influence study habits. Learners from higher-resource contexts often develop better organizational and monitoring strategies, while those from disadvantaged backgrounds struggle with independent learning (Bernardo, 2023).

Machine-learning studies confirm that metacognitive skills are predictors of performance across academic subjects. Students who plan, self-assess, and reflect on their learning demonstrate better comprehension, retention, and problem-solving abilities.

Instructionally, integrating study skills development into daily lessons is essential. Explicit teaching of goal-setting, note-taking, time management, and self-assessment equips learners with tools to improve autonomy and academic performance.

These findings underscore the importance of combining content instruction with metacognitive training. Strengthening study skills enhances both domain-specific outcomes (e.g., reading comprehension) and overall academic success.

Overall Discussion

Overall, the study confirms that Filipino elementary students in the Philippines exhibit moderate foundational English skills but significant gaps in higher-order literacy and metacognitive abilities. Only a minority consistently achieved near-mastery across domains, reflecting national patterns reported in PISA 2018 (Besa, 2019).

Socioeconomic disparities, curricular gaps, and learner motivation collectively influence performance, emphasizing that literacy challenges are systemic rather than isolated. Machine-learning studies (Bernardo et al., 2021; 2023) further support the complex interplay of cognitive and non-cognitive factors in English proficiency.

The results highlight the interconnectedness of language domains. Weak vocabulary and grammar knowledge limit reading comprehension, while poor study skills restrict learners' ability to plan, monitor, and consolidate learning effectively.

Targeted instructional strategies—combining explicit vocabulary, grammar, and comprehension teaching with study skills development—are essential. Teacher readiness and curriculum alignment play pivotal roles in implementing these interventions successfully (Robinos et al., 2025).

Ultimately, the findings call for a holistic approach to literacy development that addresses foundational knowledge, higher-order thinking, and metacognitive competence. Integrating evidence-based strategies can improve proficiency and better prepare learners for academic and real-world demands.

Challenges Affecting English Language Learning

The study revealed that Capampangan pupils face a combination of pupil-, teacher-, and school-related challenges that influence English language learning. While pupil-related factors were generally not perceived as major barriers, certain contextual elements such as distance from home and family structure were notable. Pupils living farther from school or in broken families may experience reduced attendance, lower engagement, and limited support for learning at home, which can indirectly affect proficiency development. Teacher-related challenges were moderately evident, particularly the non-native use of Capampangan and limited instructional skills in supporting pupils' first language needs. These constraints underscore the importance of teacher linguistic competence and professional preparation in multilingual classrooms. School-related challenges, although less pronounced, highlighted infrastructural concerns such as limited classrooms and unconducive learning spaces, which can indirectly affect instructional quality. Collectively, these findings indicate that English learning difficulties are not solely learner-based but emerge from the interaction of instructional, contextual, and environmental factors, reflecting a systemic challenge rather than isolated deficits.

Targeted Instructional Intervention

In response to the identified challenges and proficiency gaps, a targeted instructional intervention is proposed. This intervention adopts a holistic approach that addresses both cognitive and non-cognitive aspects of learning. Vocabulary enrichment programs, contextualized in reading and real-life scenarios, aim to improve lexical knowledge while promoting meaningful application. Explicit reading comprehension strategy instruction, including guided reading, scaffolded practice, and think-aloud techniques, targets weaknesses in inferencing, summarizing, and critical analysis. Study skills development fosters self-regulation, planning, and reflective learning, enabling pupils to better monitor and manage their own progress. Teacher capacity-building, through professional development in multilingual pedagogy and culturally responsive strategies, ensures effective delivery of the intervention. Finally, improvements in school learning conditions—such as optimized classroom environments, access to learning materials, and inclusive practices—enhance the overall quality of instruction and support pupil engagement. The integration of these components reflects an evidence-based, context-sensitive framework for improving English language proficiency, emphasizing that addressing instructional, environmental, and learner factors simultaneously is critical for meaningful language development.

Integration of Challenges and Intervention

The intervention is directly aligned with the challenges identified in Problem 2. Teacher-focused strategies address the moderate barriers related to linguistic competence and pedagogical skills, while classroom and environmental enhancements mitigate school-related constraints. By focusing on explicit skill development in vocabulary, reading comprehension, and study habits, the intervention compensates for gaps arising from pupil-related and socio-contextual factors. This approach demonstrates the interconnectedness of learner, teacher, and school factors in shaping English proficiency, supporting the argument that systemic interventions are necessary to achieve sustained improvements in multilingual educational contexts.

CONCLUSION

The study provides a comprehensive profile of English language proficiency among Filipino elementary students, revealing moderate strengths in vocabulary, spelling, and grammar, but persistent weaknesses in reading comprehension and study skills. These gaps reflect national trends and highlight the influence of socioeconomic status, curriculum design, and non-cognitive learner factors.

Addressing these challenges requires multifaceted interventions. Structured vocabulary instruction, explicit teaching of reading strategies, and integration of metacognitive skill development are critical for improving proficiency across domains.

Teacher preparation and professional development are essential to implement these strategies effectively. Teachers must be equipped with pedagogical knowledge, materials, and techniques to foster meaningful literacy learning.

Curricular alignment is also necessary. Emphasizing contextualized language instruction and providing opportunities for authentic application of skills can reduce gaps and enhance student engagement.

Finally, the study underscores the need for continued research and monitoring of English language proficiency. Longitudinal studies and program evaluations can inform sustainable interventions that address both cognitive and environmental determinants of student success.

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