Enhancing English Proficiency: Strategies and Constraints in Philippine Education

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Abstract:

This study investigates the teaching English as a second language (ESL) in the Philippines, along with comparative insights from other countries. It examines challenges such as resource constraints, large class sizes, and insufficient professional development, while also identifying effective strategies including interactive teaching methods, technology integration, and teacher collaboration. Comparative insights from Arab countries, India, and Indonesia offer additional perspectives on ESL education challenges and strategies. The impact of government initiatives like the K-12 curriculum extension and the Universal Access to Quality Tertiary Education Act is also analyzed. While these initiatives aim to improve education outcomes, they have not fully addressed the specific challenges of ESL teaching. The study concludes with recommendations for enhancing ESL education, including tailored professional development for teachers and improved implementation of curriculum reforms. Addressing these challenges is crucial for improving English language proficiency and preparing students for success in a globalized world.

Keywords: English language teaching, ESL, Philippines, challenges, strategies, comparative analysis

Introduction:

Teaching English as a second language (ESL) has long been recognized as both a triumph and a struggle across various educational contexts. In the Philippines, English is used extensively in education, government, and business, establishing it as a crucial skill for economic participation and global engagement. Despite the widespread use and teaching of English, the proficiency levels of Filipino students, particularly at the tertiary level, have been declining. This research explores the triumphs and struggles experienced by English language teachers in the Philippines, aiming to identify the underlying issues and propose actionable solutions to improve English proficiency among students.

The importance of English proficiency in the global market cannot be overstated. English is the lingua franca of international business, diplomacy, science, and technology (Kirkpatrick, 2012). Employers increasingly seek candidates with high proficiency in English to navigate the demands of a globalized economy (Olney, 2017).

Consequently, the educational system bears the responsibility of equipping students with the necessary language skills to thrive in such environments.

Despite these high stakes, recent studies indicate a troubling decline in English proficiency among Filipino graduates. The average score of Filipino college students on the Test of English for International Communication (TOEIC) suggests that many are not reaching the expected proficiency levels (Meniado, 2019; Morallo, 2023). Factors contributing to this decline include inadequate educational infrastructure, large class sizes, and insufficient instructional materials (Kilag, et al., 2024).

This issue is not unique to the Philippines. Similar challenges are observed globally, where countries like India, Malaysia, and Indonesia also report struggles with large class sizes, lack of teacher training, and inadequate resources (Kashikar, 2016; Yusob, 2018; Songbatumis, 2017). These commonalities suggest that while the contexts may differ, the core challenges in teaching English as a second language share significant overlap.

The Philippine government has initiated several reforms aimed at improving the overall quality of education, such as the K-12 curriculum and the Universal Access to Quality Tertiary Education Act (Republic Act 10931). However, these measures have not sufficiently addressed the specific needs of English language teaching. To effectively tackle the issue of declining English proficiency, it is essential to understand the specific triumphs and struggles faced by ESL teachers at the tertiary level.

This research aims to illuminate these challenges and successes, providing insights that can help inform policy and practice. By examining the experiences of English teachers and their students, this study seeks to offer a comprehensive overview of the current state of English language teaching in the Philippines and propose recommendations to enhance the effectiveness of ESL education.

Literature Review:

The teaching of English as a second language (ESL) is a multifaceted challenge faced by many countries around the world. This literature review examines the various triumphs and struggles in teaching English, with a particular focus on the context of the Philippines. It aims to synthesize findings from relevant studies to provide a comprehensive understanding of the current state of English language education and to identify areas for improvement.

Importance of English Proficiency
English proficiency is critical in today's globalized world. As the primary language of international business, diplomacy, and academia, English serves as a gateway to global opportunities. According to Kirkpatrick (2012), English is the dominant language in science, technology, and mathematics, with most research and studies published in English. This underscores the necessity for students to develop strong English skills to access and contribute to global knowledge.

Employers increasingly prioritize candidates with high proficiency in English. Rao (2019) highlights that employers seek individuals who not only have good qualifications and international experience but also demonstrate high proficiency in spoken and written English. This demand places significant pressure on educational systems to produce graduates who can meet these expectations.

Declining English Proficiency in the Philippines
Despite the historical advantage of English proficiency in the Philippines, recent studies indicate a decline in English skills among students. Meniado (2019) and Morallo (2023) found that Filipino college students' scores on the Test of English for International Communication (TOEIC) were lower than expected, with many students only achieving a basic working proficiency. This decline is concerning given the importance of English proficiency for economic and social mobility.

Several factors contribute to this decline. Kilag, et al. (2024) identifies large class sizes, inadequate facilities, and insufficient instructional materials as significant barriers to effective English language teaching. Additionally, the quality of teacher training and professional development opportunities for English teachers has been called into question.

The struggles faced by the Philippines in teaching English are not unique. Similar challenges are observed in other countries, suggesting that these issues are part of a broader global trend in ESL education.

In India, Kashikar (2016) discusses the heterogeneous nature of classrooms, where students come from diverse linguistic backgrounds, as a major challenge. Teachers must navigate these differences while maintaining high educational standards. Additionally, there is often a lack of interest and fear among students regarding the use of English, which hampers their ability to learn effectively.

In Malaysia, Yusob (2018) found that the challenges of teaching grammar at the tertiary level included the lack of experienced teachers, students' weak proficiency, and inadequate classroom facilities. These findings echo the struggles observed in the Philippines, highlighting the importance of investing in teacher training and educational infrastructure.

Songbatumis (2017) in Indonesia and Michalak and Bavli (2018) in Turkey and Poland identified low student motivation, large class sizes, and limited exposure to English outside the classroom as significant barriers. These studies underscore the importance of creating an engaging and supportive learning environment to foster language acquisition.

The Philippine government has undertaken several initiatives to address the broader challenges in education, which indirectly impact English language teaching. The K-12 curriculum reform, which extended basic education to 12 years, aims to better prepare students for higher education and employment (Republic Act 10931). Additionally, the Universal Access to Quality Tertiary Education Act provides free tuition for students in state universities and colleges, making education more accessible. However, these reforms have not specifically targeted the unique challenges of ESL education. The need for tailored interventions to improve English language teaching and learning remains urgent.

Several studies have explored the specific issues faced by English teachers. Lynch (2011) identifies three critical problems in ESL classrooms: lack of learner motivation, insufficient resources and materials, and overcrowded classes. These issues are prevalent in the Philippines and other countries, indicating systemic challenges that require comprehensive solutions.

Teachers' qualifications and professional development are also crucial factors. Fareh (2010) argues that the lack of preparation and ongoing training for English teachers is a significant barrier to effective teaching. Teachers often rely on traditional, teacher-centered methods, which may not engage students effectively. Moreover, there is a need for better language planning and integration of technology in teaching (Bacha, 2012; Tahaineh & Daana, 2013). The cultural relevance of instructional materials is another critical aspect. Shaaban (2016) highlights the importance of using culturally appropriate materials that resonate with students' experiences and values. This approach can enhance engagement and make learning more meaningful.

To address the challenges in teaching English, several strategies can be implemented. Firstly, investing in teacher training and professional development is essential. Providing teachers with the skills and knowledge to use innovative, student-centered teaching methods can enhance their effectiveness. Secondly, improving educational infrastructure and resources is crucial. Ensuring that schools have adequate facilities and access to modern instructional materials can create a better learning environment. Additionally, integrating technology in language teaching can provide students with more interactive and engaging learning experiences. Thirdly, fostering a supportive learning environment that encourages student participation and reduces anxiety is vital. Strategies such as peer collaboration, language clubs, and real-life communication practice can boost students' confidence and motivation. Finally, tailoring the curriculum and instructional materials to reflect students' cultural backgrounds and interests can enhance their engagement and make learning more relevant.

The triumphs and struggles in teaching the English language are multifaceted and interconnected. While the Philippines has a strong historical foundation in English proficiency, recent declines highlight the need for targeted interventions. By learning from the experiences of other countries and implementing comprehensive strategies, it is possible to improve English language teaching and learning. This research aims to provide insights and recommendations to enhance ESL education, ultimately contributing to better educational outcomes and greater opportunities for Filipino students.

Methodology:

This study employed a systematic literature review (SLR) methodology to investigate the triumphs and struggles in teaching the English language, particularly in the context of the Philippines. The SLR approach was chosen for its rigor and structured process, which ensures a comprehensive and unbiased synthesis of existing research. A comprehensive search strategy was developed to identify relevant studies. The search was conducted in multiple academic databases, including Google Scholar, PubMed, ERIC, and JSTOR.

Boolean operators (AND, OR) were utilized to refine the search results. The search was limited to peer-reviewed journal articles, conference papers, and significant reports published between 2000 and 2023 to ensure the inclusion of recent and relevant literature.

The quality of the included studies was assessed using the Critical Appraisal Skills Programme (CASP) checklists, tailored for qualitative and quantitative research. Each study was evaluated on criteria such as clarity of research aims, appropriateness of methodology, rigor of data collection and analysis, and the validity of conclusions. Studies were rated as high, medium, or low quality. Only studies rated as high or medium quality were included in the

synthesis to ensure the reliability of the findings.

The data from the included studies were synthesized using a thematic analysis approach. This involved identifying recurring themes and patterns related to the challenges and strategies in teaching English. Thematic coding was used to categorize the data, which were then analyzed to provide a comprehensive overview of the literature.

Findings and Discussion:

Challenges in English Language Teaching
Many schools, particularly in rural areas, suffer from a lack of adequate resources, including textbooks, multimedia aids, and other teaching materials. This scarcity hampers the ability of teachers to deliver effective lessons. For instance, Kilag, et al. (2024) highlights that inadequate teaching resources limit the scope and quality of instruction, leading to suboptimal learning outcomes.

Overcrowded classrooms are a prevalent issue, making it difficult for teachers to provide individualized attention and cater to diverse student needs. This situation is exacerbated by the limited number of trained English teachers available. Lynch (2011) points out that large class sizes reduce the effectiveness of teaching, as teachers struggle to manage classrooms and address the varied learning paces and styles of a large number of students simultaneously.

There is a notable lack of continuous professional development opportunities for teachers, which limits their ability to adopt new teaching methodologies and stay updated with the latest educational trends. Yusob (2018) argues that ongoing professional development is crucial for teachers to improve their pedagogical skills and adapt to evolving educational demands. The lack of such opportunities leaves teachers ill-equipped to implement innovative and effective teaching strategies.

Students often exhibit low motivation and engagement in learning English, which can be attributed to various factors, including the perceived difficulty of the language and the lack of immediate relevance to their daily lives. Michalak and Bavli (2018) suggest that low motivation among students is a significant barrier to language acquisition, as unmotivated students are less likely to engage in classroom activities and practice the language outside of school.

Incorporating interactive and student-centered teaching methods, such as group discussions, role-playing, and project-based learning, has been found to increase student engagement and motivation. Fareh (2010) notes that these methods make learning more dynamic and engaging, helping students to better retain and apply their language skills.

The integration of technology in the classroom, including the use of language learning apps, online resources, and multimedia presentations, has enhanced the learning experience and provided students with additional practice opportunities. Shaaban (2016) emphasizes that technology can bridge the gap between limited resources and the need for diverse and rich educational content.

Promoting collaboration among teachers through professional learning communities and peer mentoring has been effective in sharing best practices and providing mutual support. Bacha (2012) asserts that teacher collaboration fosters a culture of continuous improvement and collective problem-solving, which benefits both teachers and students.

Adapting the curriculum to include culturally relevant materials and examples has helped make learning more relatable and engaging for students. Kashikar (2016) discusses how using culturally relevant content can enhance students' connection to the material, thereby increasing their interest and participation in the learning process.

Similar to the Philippines, teachers in Arab countries face challenges such as inadequate resources and large class sizes. However, there is a significant emphasis on avoiding the inclusion of Western cultural values in teaching materials to maintain cultural relevance. Shaaban (2016) suggests that contextualizing English language education within the local culture can make learning more meaningful for students.

In India, the heterogeneous nature of classrooms and the lack of use of technology are major challenges. Strategies such as using bilingual approaches and focusing on communicative language teaching have shown promise. Kashikar (2016) notes that these strategies can address the diverse needs of students and improve language acquisition.

Indonesian educators face issues such as low vocabulary mastery and limited professional development. Effective strategies include intensive teacher training programs and the use of IT in teaching. Songbatumis (2017) highlights the importance of continuous teacher training and the integration of technology to enhance the quality of English language education.

The study found that government initiatives in the Philippines, while well-intentioned, have not sufficiently addressed the specific challenges of ESL teaching:

The extension of basic education to 12 years under the K-12 curriculum aimed to better prepare students for higher education and employment. However, the implementation has been uneven, and the added years have not significantly improved English proficiency levels among graduates (Republic Act 10931).

This act has made tertiary education more accessible by providing free tuition. However, without addressing the quality of English language instruction, the impact on English proficiency remains limited (Olney, 2017). While there are some initiatives for teacher training, they are often insufficient and not tailored to the specific needs of ESL teachers. More targeted and ongoing professional development is necessary (Yusob, 2018).

Effective Strategies for Overcoming Challenges in English Language Teaching
Despite the numerous challenges faced in teaching English as a second language (ESL), several effective strategies have been identified that can significantly enhance the teaching and learning experience. These strategies include interactive teaching methods, the use of technology, teacher collaboration, and incorporating cultural relevance into the curriculum.

Interactive and student-centered teaching methods have proven to be highly effective in increasing student engagement and motivation. Techniques such as group discussions, role-playing, and project-based learning create a more dynamic and participative classroom environment. Fareh (2010) highlights that these methods not only make lessons more engaging but also encourage active learning, where students are more likely to retain and apply their knowledge. Interactive teaching also fosters critical thinking and problem-solving skills, which are essential for mastering a new language.

Role-playing, for instance, allows students to practice real-life conversations in a controlled environment, thereby improving their speaking and listening skills. Group discussions, on the other hand, promote collaborative learning and help students articulate their thoughts and opinions in English. Project-based learning integrates various language skills—reading, writing, speaking, and listening—into complex tasks that mirror real-world situations, thereby making learning more practical and relevant.

The integration of technology in the classroom has revolutionized ESL teaching by providing diverse tools and resources that cater to different learning styles. Language learning apps, online resources, and multimedia presentations offer interactive and engaging ways to practice English. Shaaban (2016) emphasizes that technology can provide personalized learning experiences, allowing students to learn at their own pace and receive instant feedback.

Moreover, digital platforms facilitate access to a vast array of authentic English language materials, such as videos, podcasts, and articles, which expose students to various accents, vocabularies, and cultural contexts. The use of multimedia presentations can also make abstract grammatical concepts more concrete and understandable. Technology-based assessments can help teachers track student progress more efficiently and tailor their instruction to meet individual needs.

Promoting collaboration among teachers through professional learning communities and peer mentoring has been found to be effective in sharing best practices and providing mutual support. Bacha (2012) notes that teacher collaboration fosters a culture of continuous improvement and collective problem-solving, which is beneficial for both teachers and students. Professional learning communities enable teachers to discuss challenges, share resources, and develop innovative teaching strategies together.

Peer mentoring allows more experienced teachers to support and guide their less experienced colleagues, enhancing overall teaching quality. Regular collaboration sessions can also help teachers stay updated with the latest educational trends and methodologies, ensuring that their teaching practices remain effective and relevant. This collective approach to professional development ensures that teachers are not working in isolation and can benefit from the shared wisdom and experiences of their peers.

Adapting the curriculum to include culturally relevant materials and examples has been shown to make learning more relatable and engaging for students. Kashikar (2016) argues that using culturally relevant content helps students see the value and applicability of English in their own lives, thereby increasing their motivation to learn. When students can relate to the material, they are more likely to be engaged and participate actively in the learning process.

Incorporating local culture, traditions, and everyday contexts into English lessons makes the language more accessible and less foreign. This approach can include using examples from local literature, media, and daily life

that students are familiar with. Cultural relevance also involves being sensitive to students' backgrounds and experiences, and using these as a foundation for introducing new concepts and vocabulary.

Comparing ESL teaching strategies across different countries provides valuable insights into effective practices and common challenges. For example, teachers in Arab countries face similar issues such as inadequate resources and large class sizes. However, they place significant emphasis on maintaining cultural relevance in teaching materials. Shaaban (2016) suggests that contextualizing English language education within the local culture can make learning more meaningful for students.

In India, the diverse linguistic landscape presents unique challenges. Kashikar (2016) discusses how using bilingual approaches and focusing on communicative language teaching can address the varied needs of students and improve language acquisition. In Indonesia, challenges include low vocabulary mastery and limited professional development for teachers. Songbatumis (2017) highlights the importance of intensive teacher training programs and the integration of IT in teaching to enhance the quality of English language education.

While government initiatives in the Philippines aim to improve the overall quality of education, specific challenges related to ESL teaching require targeted solutions. The K-12 curriculum extension was intended to better prepare students for higher education and employment, yet its implementation has been uneven, and improvements in English proficiency among graduates remain limited (Republic Act 10931).

The Universal Access to Quality Tertiary Education Act has made higher education more accessible by providing free tuition, but without addressing the quality of English language instruction, its impact on English proficiency is restricted (Olney, 2017). More targeted and ongoing professional development for ESL teachers is necessary to ensure they are equipped with the latest teaching methodologies and resources (Yusob, 2018).

While the challenges in teaching English as a second language in the Philippines are significant, effective strategies such as interactive teaching methods, the use of technology, teacher collaboration, and incorporating cultural relevance can greatly enhance the teaching and learning experience. Comparative insights from other countries and targeted government initiatives can further support these efforts. Continuous adaptation and improvement in teaching practices are essential to meet the evolving needs of ESL students and improve their language proficiency.

Comparative Insights from Other Countries

The study examined the challenges and strategies in teaching English in several countries, offering valuable comparative insights that can inform improvements in English language education in the Philippines.

Teachers in Arab countries face similar challenges to those in the Philippines, including inadequate resources and large class sizes. Shaaban (2016) highlights that the scarcity of instructional materials and overcrowded classrooms hinder effective teaching. However, a distinctive approach in Arab countries is the emphasis on maintaining cultural relevance by avoiding the inclusion of Western cultural values in teaching materials. This strategy ensures that students can relate to the content, which enhances their engagement and motivation to learn English. By contextualizing English education within the local culture, teachers can make the language more relevant and accessible to students, thereby improving their learning outcomes.

In India, the heterogeneous nature of classrooms, with students coming from diverse linguistic and socio-economic backgrounds, poses significant challenges. According to Kashikar (2016), this diversity necessitates tailored teaching strategies that can cater to varied learning needs. The lack of technological integration in many schools further complicates the situation, as technology can provide personalized learning experiences and additional practice opportunities. Despite these challenges, several strategies have shown promise. Bilingual approaches, where instruction is delivered in both English and the students' native languages, help bridge the language gap and facilitate better understanding. Additionally, a focus on communicative language teaching, which emphasizes practical language use and interaction over rote memorization, has proven effective in improving students' English proficiency and confidence in using the language.

Indonesian educators face challenges such as low vocabulary mastery among students and limited professional development opportunities for teachers. Songbatumis (2017) notes that these issues are exacerbated by inadequate resources and large class sizes, similar to the situation in the Philippines. However, effective strategies have been identified to address these challenges. Intensive teacher training programs equip educators with the necessary skills and methodologies to improve their teaching effectiveness. The use of Information Technology (IT) in teaching also plays a crucial role in enhancing the learning experience. IT can provide interactive and engaging platforms for students to practice their English skills, thus improving their vocabulary mastery and overall proficiency. Additionally, professional development opportunities help teachers stay updated with the latest educational trends and best practices, which is essential for maintaining high teaching standards.

The comparative insights from these countries highlight several strategies that could be beneficial for improving English language education in the Philippines. The emphasis on cultural relevance in Arab countries suggests that Filipino educators could enhance student engagement by incorporating more local and culturally relevant content into their English lessons. This approach can help students see the value and applicability of English in their daily lives, thereby increasing their motivation to learn.

In India, the success of bilingual approaches and communicative language teaching underscores the importance of using instructional methods that cater to the diverse linguistic backgrounds of students. This strategy could be particularly useful in the Philippines, where students often speak different native languages at home. By providing instruction in both English and the students' native languages, teachers can facilitate better comprehension and language acquisition.

The focus on intensive teacher training and the integration of IT in Indonesia offers valuable lessons for the Philippines. Providing ongoing professional development opportunities for English teachers can help them stay abreast of new teaching methodologies and improve their instructional practices. Additionally, incorporating technology into the classroom can enhance the learning experience by making lessons more interactive and engaging. Given the widespread availability of smartphones and internet access in the Philippines, leveraging technology could be a cost-effective way to address some of the challenges in English language education.

The comparative insights from other countries reveal that while the challenges in teaching English as a second language are common across different contexts, effective strategies can vary based on local needs and conditions. In the Philippines, adopting a multifaceted approach that includes cultural relevance, bilingual instruction, communicative language teaching, intensive teacher training, and technological integration could significantly enhance the quality of English language education. By learning from the experiences of other countries, Filipino educators and policymakers can develop more effective strategies to overcome the challenges they face and improve English proficiency among students.

Impact of Government Initiatives
The study investigated the impact of government initiatives in the Philippines on English as a Second Language (ESL) teaching and found that while these initiatives are well-intentioned, they have not adequately addressed the specific challenges faced in ESL education.

The extension of basic education to 12 years, known as the K-12 curriculum, was introduced to better prepare students for higher education and employment opportunities. However, its impact on improving English proficiency levels among graduates has been limited. Fernando (2019) notes that despite the additional years, English proficiency levels have not seen significant improvement. One of the reasons for this could be the uneven implementation of the curriculum across different regions and schools. While the K-12 curriculum aimed to provide a more comprehensive education, particularly in English, challenges in implementation and resource allocation may have hindered its effectiveness in improving English language skills.

The Universal Access to Quality Tertiary Education Act aimed to make tertiary education more accessible by providing free tuition in state universities and colleges. While this initiative addresses the issue of access to higher education, it does not directly tackle the quality of English language instruction. Olney (2017) highlights that without a focus on improving English proficiency levels, the impact of this act on overall English language skills remains limited. Despite having access to tertiary education, students may still struggle with English language competency, affecting their academic performance and future employment opportunities.

While there are some professional development programs for teachers, particularly in-service training, they often lack specificity and may not cater to the unique needs of ESL teachers. Yusob (2018) emphasizes the importance of targeted and ongoing professional development for ESL teachers to improve their teaching effectiveness. However, existing programs may not adequately address the challenges faced by ESL educators, such as language-specific teaching methodologies and classroom management techniques. Without sufficient training and support, ESL teachers may struggle to effectively impart English language skills to their students.

To address the limitations of existing government initiatives and improve ESL teaching in the Philippines, the following recommendations are proposed:

There is a need for more consistent and effective implementation of the K-12 curriculum, particularly concerning English language instruction. This includes ensuring that schools have sufficient resources, qualified teachers, and appropriate teaching materials to deliver high-quality English education. Additionally, monitoring and evaluation mechanisms should be in place to assess the effectiveness of the curriculum in improving English proficiency levels.

Government initiatives should include specific programs aimed at enhancing English language proficiency among students. These programs could focus on language skills development, teacher training, and the provision of

English language resources. By integrating targeted English proficiency enhancement programs into the education system, students can receive the support they need to improve their language skills.

Professional development programs for ESL teachers should be tailored to address the specific challenges they face in teaching English as a second language. This may include workshops, seminars, and mentoring programs focused on language teaching methodologies, classroom management strategies, and the use of technology in ESL instruction. Providing ongoing support and training can help improve the quality of ESL teaching in the country.

Government initiatives should be informed by research and evidence-based practices in ESL education. Investing in research on effective teaching methods, language acquisition strategies, and the impact of different interventions can guide policy decisions aimed at improving English language instruction in the Philippines.

While government initiatives in the Philippines aim to improve education outcomes, particularly in English language proficiency, there is a need for greater emphasis on targeted interventions and support for ESL teaching. By addressing the specific challenges faced by ESL educators and students, the government can better equip schools and teachers to enhance English language skills among learners.

Conclusion:

The study explored the challenges and strategies in teaching English as a second language (ESL) in the Philippines, as well as comparative insights from other countries. It also examined the impact of government initiatives on ESL education in the Philippines. Based on the findings, several key conclusions can be drawn:

Educators in the Philippines face significant challenges in ESL teaching, including resource constraints, large class sizes, insufficient professional development opportunities, and low student motivation. Despite the challenges, various effective strategies have been identified, such as interactive teaching methods, the use of technology, teacher collaboration, and incorporating culturally relevant content.

Comparative insights from other countries like Arab countries, India, and Indonesia highlight similar challenges faced by ESL educators globally, along with diverse strategies to address them. While government initiatives like the K-12 curriculum extension and the Universal Access to Quality Tertiary Education Act aim to improve education outcomes, they have not adequately addressed the specific challenges of ESL teaching. To enhance ESL teaching in the Philippines, recommendations include enhanced implementation of the K-12 curriculum, integration of English proficiency enhancement programs, tailored professional development for ESL teachers, and evidence-based policy-making.

Further research is needed to explore additional strategies, evaluate the effectiveness of interventions, and inform evidence-based policy decisions in ESL education. Addressing the challenges in ESL teaching requires a multifaceted approach involving educators, policymakers, and stakeholders. By implementing targeted interventions, providing adequate support for teachers, and prioritizing English language proficiency, the Philippines can improve ESL education outcomes and better prepare students for the challenges of the globalized world.

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