



Pedagogia ESL nas faculdades filipinas: questões e reformas através da perspectiva de ensino do século 21

ESL Pedagogy in Philippine Colleges: Issues and Reforms through 21st Century Teaching Perspective

ETCOY, Diam Maru P.⁽¹⁾; JOVERTO, Aeryel Kassandra A.⁽²⁾; PALIGUTAN, Ma. Julia Andrea E.⁽³⁾

⁽¹⁾ 0000-0002-4499-1753; Polytechnic University of the Philippines Manila. Manila, Philippines. dmpetcoy@iskolarngbayan.pup.edu.ph

⁽²⁾ 0000-0001-6938-6886; Polytechnic University of the Philippines Manila. Manila, Philippines. akajoverto@iskolarngbayan.pup.edu.ph

⁽³⁾ 0000-0002-1010-4773; Polytechnic University of the Philippines Manila. Manila, Philippines. mjaepaligutan@iskolarngbayan.pup.edu.ph

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ABSTRACT

This study explores the teaching and learning of English as a Second Language (ESL) in Philippine colleges and universities, focusing on the issues faced by Filipino professors and students. The researchers examine how 21st-century language methods and pedagogies can improve students' second language competency by citing different approaches teachers can apply in the classroom. The qualitative research design in Interpretative Phenomenological Approach (IPA) aims to identify issues faced by college professors and provide a framework for suggesting pedagogical reform to enhance ESL teaching in the Philippines, particularly in tertiary education. The study focuses on the specificity and coherence of ESL approaches and their connection with 21st-century learning standards. The findings suggest that the existing curriculum needs to increase its distinctiveness, internal coherence, and integration of key 21st-century learning concepts. The degree of application of methods and teaching methods is crucial for the development of students' second language skills. The proposed intervention program aims to develop competent language learners. The literature review will help develop competent language learners. The study concludes with potential implementation issues, recommendations for future design and implementation, and implications for future research.

RESUMO

Este estudo explora o ensino e a aprendizagem de Inglês como Segunda Língua (ESL) em faculdades e universidades filipinas, concentrando-se nos problemas enfrentados por professores e estudantes filipinos. Os investigadores examinam como os métodos e pedagogias linguísticas do século XXI podem melhorar a competência dos alunos na segunda língua, citando diferentes abordagens que os professores podem aplicar na sala de aula. O desenho de pesquisa qualitativa na Abordagem Fenomenológica Interpretativa (IPA) visa identificar problemas enfrentados pelos professores universitários e fornecer uma estrutura para sugerir reforma pedagógica para melhorar o ensino de ESL nas Filipinas, particularmente no ensino superior. O estudo centra-se na especificidade e coerência das abordagens do ESL e na sua ligação com os padrões de aprendizagem do século XXI. As conclusões sugerem que o currículo existente precisa de aumentar a sua distinção, coerência interna e integração dos principais conceitos de aprendizagem do século XXI. O grau de aplicação dos métodos e métodos de ensino é crucial para o desenvolvimento das competências de uma segunda língua dos alunos. O programa de intervenção proposto visa desenvolver alunos de línguas competentes. A revisão da literatura ajudará a desenvolver alunos de línguas competentes. O estudo conclui com possíveis problemas de implementação, recomendações para projeto e implementação futuros e implicações para pesquisas futuras.

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Introduction

English is the most widely used language in both printed and non-printed media, with more newspapers and books written in the language than any other. Including in nations wherein English is not widely spoken, English is necessary in the education sector. In science, technology, and math, it is the most widely used language. In any particular scientific discipline, the majority of research and papers are written in English (Naved, 2019). English as a worldwide language franca is becoming increasingly important for both emerging and developed countries. When Americans introduced the English language to the Philippines, Filipinos soon acquired it. They made English the language of instruction in public schools, allowing the language to spread across the country. The Philippines may have been liberated from the United States, but its effect on the usage of English remains. English is currently used as a medium of teaching at all levels of academia: elementary, secondary, and postsecondary. Because English is not the country's original language, it is the educational system's job to prepare students to develop skills in hearing, speaking, reading, and writing in other languages, notably English. Since it is difficult to compete in the global marketplace without a certain degree of English ability, English is seen as a qualification rather than a foreign language to be taught. The state of English competence in the Philippines can be reflected in English language teaching and learning. The need of achieving a certain degree of English proficiency has been underlined in countless publications and reports around the world. The Philippines is known for having a big population of Filipinos who can communicate in English to some degree. However, according to a few studies, the country's English language proficiency is worsening.

The researchers focused on the current issues with today's ESL teaching and learning and aimed to determine whether the various pedagogical theories in teaching a second language influence teaching and learning process by analyzing the different approaches in ESL pedagogy in the 21st century perspective. Teachers must assist students in developing both intellectual and personal ideas when teaching a language. Pedagogically, several approaches for teaching foreign languages have been used, particularly for adults studying a language in higher education: Grammar Translation Method (GTM), Direct Method, AudioLingual Method, Communicative Approach, Lexical Approach. The grammar translation technique emerged from the traditional teacher-centered teaching style, in which vocabularies are taught through translation, memorization of grammar rules, and extensive discussion of grammar rules. In response to the Grammar-Translation technique, the direct teaching method was developed. It necessitates that students engage themselves on the same way they would when studying a first language. All teaching is offered on the language of target, the grammar is taught in inductive approach, listening and speaking are prioritized, and only functional 'everyday' language is taught. The Direct Method's flaw is that it assumes that a second

language can be learnt in the same way as a first language, whereas in reality, the second language is learned under completely different circumstances.

Materials and Methods

This study employs a Qualitative Research Design, which involves gathering, analyzing, and interpreting non-numerical data, such as language, to understand subjective experiences and interpretations of social environments. This approach allows participants, particularly those with seldom heard viewpoints, to express their experiences. The study aims to investigate and understand challenges in English as a Second Language (ESL) teaching and learning in Higher Education and propose pedagogical changes to improve the quality of ESL teaching. The qualitative research design allows researchers to analyze information from college professors, describing the current situation, issues they encounter, and solutions they believe will be most effective as an intervention to address common problems in ESL teaching and learning.

Tradition of Inquiry

The researchers utilized the Interpretive Phenomenological Approach (IPA) in their study to gain a deeper understanding of the problem at hand. IPA is a qualitative research approach that focuses on the personal reflections of study participants' lived experiences. This participant-oriented approach allows participants to tell their stories freely without fear of being misrepresented or persecuted. The primary objective of IPA is to explore the participants' lived experiences and allow them to narrate research findings through their experiences. This approach will help researchers discuss the real status of ESL teaching and learning in Lagro, Quezon City, Philippines, and tertiary education. IPA is widely used in qualitative research studies to study and understand the experiences of individuals who have encountered similar experiences. As Creswell (2013) notes, phenomenology describes the shared meaning of an idea or phenomenon for many individuals.

Data-Generation Method

This study utilized semi-structured interview questions to gather data on college professors' perspectives, experiences, and concerns regarding the English as a Second Language (ESL) teaching process. Participants were invited to participate in either in-person or online interviews, with options for online or distant communication. Participants were informed of the study's objectives and assured confidentiality of their information. The data was collected through open-ended questions, which took 35 to 50 minutes to complete. The interviews were conducted in English and were digitally recorded and transcribed at the semantic level. The transcripts and analyses were sent to participants for member review and correction by researchers based on feedback. The study aimed to understand the perspectives

of college professors on ESL teaching and the importance of maintaining confidentiality and maintaining participants' identities.

Participants

The participants for this study comprises of the teachers, instructors, and professors from Systems Institute College (STI), Amable M. Aguiluz (AMA) University and ACCESS Computer and Technical College, all of which are located along Lagro, Quezon City, Philippines. Out of all the teachers, instructors, and professors in the colleges, a total of 10 participants (4 from STI, 3 from AMA and 3 from ACCESS) were chosen to participate on the research on their availability.

The following criteria were used to choose participants for this study:

1. The participant is a tertiary-level English instructor with two or more years of experience in the field of instruction
2. During the study, the participant is in active service.
3. The participant holds a bachelor's degree in English.
4. The participant must be of legal age.
5. The person is willing to be interviewed and participate in the research.

The study employed a purposeful sampling technique, utilizing criterion sampling to select participants with knowledge and experience in the research phenomenon. This method involves identifying and selecting individuals or groups with relevant knowledge and experience. Creswell and Plano Clark emphasize the importance of participants' availability, willingness to participate, and ability to articulate experiences and opinions in an expressive and reflective manner.

Sources of Data

The researchers utilized two primary data sources: semi-structured interviews and secondary research. Primary data was obtained through personal answers from participants regarding issues, concerns, and challenges they encountered in teaching English as a Second Language (ESL) in Higher Education. This information was crucial for analyzing and interpreting the problem presented and suggesting guidelines to amend the situation.

Secondary data was primarily analyzed through literature review and findings. The primary research source correlated the methods in teaching English as a Second Language with academic performance of ESL students, focusing on students and teachers' perceptions of the most effective method. The secondary research source examined the triumphs and struggles in teaching English Language, providing a pedagogical framework, content, performance standards, directions for English courses, and expected performance from teachers.

The researchers also gathered articles, documents, and printed materials related to ESL Pedagogy in Philippine Colleges: Issues and Reforms through the 21st Century Perspective.

These documents were publicly available and gathered through an online search using relevant keywords, such as ESL Pedagogy, ESL issues and challenges, English teaching approaches, methods in teaching English, 21st century learning, 21st century literacy, English curriculum, English curriculum guide, and language teaching principles.

The researchers of this study formulated semi-structured and in-depth interview questions that aims to accumulate answers that will be useful for the Qualitative Research Design and Interpretive Phenomenological Approach (IPA). The interview questions are qualitative (open-ended) which aims to obtain as much personal information or experiences as possible on the phenomena of interest from the participants.

Semi-structured and In-depth Interview Questions

I. Preliminaries

The following set of questions will elicit answers from the participants regarding their profile as college professors. These questions shall commence the interview after the salutatory remarks made between the participants and the researchers.

1. What are your degree and specialization?
2. How many years have you been teaching?
3. How long have you been teaching English in the Higher Education?

II. Main Questions

The following set of questions will provide the researchers significant responses relative to the objectives of the research study which is centered on identifying the issues prevailing in the ESL college classrooms and propose instructional reforms in the 21st century teaching perspective with the end to refine the quality of ESL Teaching and Learning in Philippine Colleges.

1. Why do you think English should be taught and learned in Philippine Schools?
2. What are your experiences in teaching English as a Second Language in Higher Education? What are your joys and pains in teaching?
3. What are the challenges that you encounter in teaching English as a Second Language (ESL)?
4. What problems are common among the students in learning English as a Second Language?
 - How do you solve these problems that you encounter by yourselves?
5. What are the 21st century ESL pedagogy or methods that you apply in the classroom?
 - How do these specific pedagogies or methods deal with the issues present in teaching ESL?

6. What do you think are the solutions or guidelines to improve ESL learning in the Higher Education?
- What ESL approach/es do you prefer to apply in the classroom? How important is it in enhancing the learning of your students in college?

Ethical Considerations

Before beginning the interview, the researchers went through the purpose of the study with the participants, outlined what was expected of them during the interview, and provided an estimate of how long it would take. In addition to this, it was made clear to them that the interview was being recorded by the researcher using an audio recorder or electronic device.

The participants' personally identifiable information, such as their names, was held in strict confidence at all times. Each of the participants was given a fictitious name to use throughout the experiment. Their identity would not be revealed, and the data collection, handling, and storage process would ensure that their anonymity was maintained at all times.

It was made clear that participation in the interview was optional, that no compulsion was used, and that it was carried out independently. The participants' standing at the institution would not be affected in any way by their decision to refuse to be questioned.

Results and Discussion

English as a Secondary Language

English is considered a secondary language in the Philippines, used for official purposes in various fields like organization, regulation, business, education, and media. This status has been a secret since the American colonization, as many countries in the Outer Circle, like the Philippines, were former English colonies and have standardized their English usage.

English as a Language of Business

English is the global language of business, with 1.75 billion people speaking it at a useful level. Multinational companies have mandated English as the corporate language, ensuring good communication and collaboration with customers, suppliers, business partners, and other stakeholders. Unhindered multilingualism can hinder connections and hinder key objectives. Organizations must have the option to speak with diverse clients, suppliers, and colleagues, and relying on their local language is not sufficient. Language contrasts can cause bottlenecks and muddle negotiations, making diverse combinations precarious. Organizations must develop a language system to effectively

communicate and collaborate with diverse stakeholders.

English as a Lingua Franca

English as a lingua franca (ELF) is the teaching, learning, and use of English as a common communication language for speakers of different native languages. ELF has been present in many British colonized countries, such as India and Singapore, since the late 16th century. However, its reach is new, with over 350 million people worldwide using English as their first language and nearly a billion as their second language. English is considered the world's most widely used language due to its ability to facilitate communication across social and ethnic backgrounds, making it more accessible and efficient. As a global language, English is widely spoken and understood by everyone, regardless of their background or situation.

Joys in Teaching

Education has numerous benefits, including helping students understand their potential and contributing to society. The complexity of classroom life ensures that education never becomes exhausting, and students often demonstrate unexpected understanding and behavior. The profession never remains the same, and it is fulfilling to see students prepare for the competitive world.

Proficiency in the English language is a country's strength, driving the economy and making the Philippines the top voice outsourcing destination globally. The Business Process Outsourcing industry contributes about \$26 billion to the Philippine economy, with 1.3 million Filipinos employed in over 1,000 BPO companies. As English language communication becomes essential for global communication, it is crucial to continue educating globally competitive Filipinos who are great English communicators. Maintaining high English proficiency is essential for global conversation and the Fourth Industrial Revolution, as it plays a pivotal role in modern life.

Pains in Teaching

- *Students being hesitant to speak the English Language*

Bullying and discrimination are prevalent issues in the Philippines, particularly among the youth and middle-aged population. Most Filipinos, regardless of their education level, can speak basic English. However, those from urban areas or those with poor English skills may struggle with pronunciation and punctuation. Bullying and discrimination contribute to this issue, as many Filipinos are hesitant to speak English publicly due to their lack of confidence and fear of embarrassment. Some Filipinos may even mock or egotize those who struggle with English, further affecting their confidence and ability to learn the language.

- *Laziness of student and lack of enthusiasm to learn the English Language*

The Philippines ranks thirteenth in the world in terms of populated countries, with many families struggling to support their children's education. English proficiency has declined due to poor teachers, textbooks, and reduced English content on prime time television. Speaking problems include inadequate general knowledge, lack of practice, fear of mistakes, poor grammar, vocabulary, low motivation, low reading participation, laziness, shyness, and fear of criticism. The country uses English as an international language, but many Filipinos struggle with English proficiency and grammar. Laziness and financial difficulties contribute to these challenges for average Filipinos.

School Resources Availability

The schools are equipped with the necessary technical tools and resources, including laptops, projectors, and smart TVs. Students have access to the internet, where they can look for books and other educational resources. The teachers reported that there lack enough actual English reference books available.

Teaching Methods

In order to engage and motivate their students to learn and utilize the language, all of the teachers are using both traditional and latest techniques when teaching English. The ability of the teachers to relate and connect with the interests of the children is also highlighted. Despite the fact that some teachers over the age of forty find it difficult to keep up with current developments, some lack technological savvy and they often struggle to come up with the most effective methods for teaching English.

The Value of Learning English to Future Endeavors

The majority of the informants contends that due to the fact their courses do not require students to use English, students do not perceive the English language as being beneficial to their future aims or activities. On the other hand, college instructors routinely emphasize to their students the value of learning the English language.

Vocabulary Knowledge

All of the teachers agreed that students' performance in English is significantly impacted by their vocabulary knowledge, which also contributes to their poor reading comprehension of English-language resources.

Exposure to the English Language

The majority of students are exposed to the English language since it is frequently encouraged in the classroom and given that it is simple to browse through a variety of

information online. Since there are few opportunities for students to speak English outside of the classroom, they receive little exposure to the language, which contributes to their poor performance in English language learning. Additionally, the quality of the information that the pupils are exposed to must be reliable and helpful for their language learning.

Students' Attitude towards Learning English

Students' lack of confidence in their ability to speak English is their main obstacle. The majority of the professors said that students were self-conscious about their poor language skills and worried about making grammatical mistakes. The majority of their students are unmotivated or unwilling to learn the language for a variety of reasons, such as their poor proficiency skills, health, psychological problems, family issues, etc. Nevertheless, the teachers persisted in encouraging them to participate and practice their English.

Opportunities for Interaction

The participants agreed on promoting activities that foster interaction among students to improve their language skills and communication. They believe that using interactive activities in the classroom helps students immerse themselves in the language and practice their speaking skills, ultimately improving their performance in class. Examples of interactive activities include role playing, debating, public speaking, talk show hosting, and individual tasks.

Cooperative Learning emphasizes the importance of forming cohesion among members in a pair or group, fostering peer-mentoring, and gamifying teaching to create a positive learning experience. Teachers must experiment with innovative methods to boost students' enthusiasm and overall classroom climate. CLT aligns with the needs of 21st-century language learners by promoting effective communication skills, emphasizing learner-centeredness, collaborative and interactive activities, authentic materials, contextualized focus on meaning and language forms, and the role of teachers as facilitators.

To successfully engage students, participants suggest giving them the liberty to speak regardless of grammatical errors. However, advocates for alternative approaches suggest teaching grammar in a more contextual and meaningful way. By connecting grammar concepts to authentic language use, students can better apply grammatical structures in their speech and writing. As educators, it is crucial to strike a balance between explicit grammar instruction and opportunities for authentic language use, providing students with the necessary tools to develop their communicative skills effectively.

Corrective Feedback

English is widely used in school and university curricula, but students still struggle with it due to a decline in English language learning. This decline poses significant obstacles in acquiring and mastering the language. Second Language Acquisition (SLA) is difficult due to various factors, including students' proneness to mistakes and errors. Despite the importance of focusing on students' output to boost confidence and increase classroom interaction, corrections of errors, particularly in written works, are still beneficial. College teachers cannot forcefully improve students' language competency, as they may repeat mistakes. Effective feedback must meet four conditions: objectivity, specificity, guidance for improvement, timely delivery, and focuses on performance rather than personal traits.

Differentiated Teaching Strategies in the 21st Century Perspective

At the tertiary level, student interest in English as a Second Language is often low due to passivity and a lack of understanding of the purpose of learning the language. Teachers are responsible for motivating students and investing significant energy in planning activities and delivering classroom instruction. They believe that students' attitude and motivation play a crucial role in the learning process of the second language. Teachers should not be content with substandard outputs and performances but rather work to make students love mastering the language naturally, allowing them to refine their works in the subject.

In the educational setting, teachers use various motivational tools, such as worksheets, games, and extracurricular activities, to create an engaging and stimulating environment. Lectures also serve as a means to capture individual learners' interest through diverse instructional methods. To cultivate motivation, teachers must create a supportive and non-threatening environment that allows for collaboration and provides necessary assistance and effort to achieve proficiency.

Research has shown that watching movies with subtitles has a positive correlation with learners' reading and listening abilities, suggesting that visual and auditory input provided by movies, along with the contextual support of subtitles, can contribute to the development of language comprehension. Teachers should encourage students to speak the language in their homes and write their reflections in the language, exercising their skills in English and becoming independent learners.

The participants are concerned about the harmful effects of language use on social media, as they are aware of the informal Gen Z words that might downgrade vocabulary. Teachers believe it is necessary to choose their material carefully, as others may not be helpful in any way.

In the classroom, internet-based activities are mostly employed due to their

multiple benefits, including engaging learners and supplementing the instructional strategy of teachers. Teachers use projectors, laptops, speakers, and other technological equipment to support ESL learning, but mobile phones are the most portable and popular gadget among college students. Integrating internet-based applications into language teaching and learning provides numerous benefits for both teachers and students.

Gamification in language learning allows students to engage in interactive activities that make them feel like they are playing while learning. This creative and fun approach enhances language skills, vocabulary, grammar, and communicative strategies. Game-based learning provides hands-on opportunities for students to practice and apply their knowledge in authentic contexts, leading to improved proficiency and competence. Educators have turned to game elements to address declining student interest and motivation in lessons, transforming traditional methods into engaging and engaging experiences.

Attitude and Motivation of the Students Reform

The participants urge their students to change their thinking on learning ESL, as it is a significant factor in their second language skills. They believe that teachers should engage students to participate and eliminate fear of interacting. They emphasize the positive effects of focusing on the substance of their work rather than structure. As the demand for learning English as a second language continues to grow, understanding the factors that impact the language learning journey is essential. Students' attitudes and connections to the language significantly impact their understanding of the relationship between their competences and the academic environment. Motivation is a key factor that influences learners' willingness to actively engage in the learning process, ultimately influencing the outcomes of their language acquisition endeavors.

Some learners need to be reminded of the use of gadgets, particularly mobile phones, as they often use them for personal entertainment and disregard their significant purpose in aiding their studies. Mobile devices can be a source of distraction from academic pursuits, but numerous studies have shown the motivation of young students towards mobile-integrated classroom instruction.

21st Century Teaching Integration

The participants in the study emphasize the importance of 21st-century teaching methods, particularly in the areas of communicative and cooperative learning. Their pedagogy focuses on targeting students' language skills, particularly speaking and listening, as these are often underdeveloped in the outside world. They emphasize the importance of nurturing students' interest in adopting the language and boosting their confidence to practice using it without fear of failure.

The participants also recognize the need for adapting to changes in teaching pedagogy and adapting their approach accordingly. They are determined to be reliable instruments in reshaping ESL college classrooms to produce competent 21st-century learners.

One way to integrate 21st-century teaching pedagogy in the classroom is through the implementation of a student-centered approach. Teachers acknowledge the importance of making students the authority figures in their own space, allowing them to feel comfortable and engaged in the class. This fosters independence and interaction, promoting independence and self-expression.

In this constructivist perspective, 21st-century skills are developed through authentic and complex learning tasks that have real-life relevance. These tasks allow students to transfer knowledge acquired in formal instruction to contexts beyond the classroom. By participating in problem-solving activities, students can apply their learning, develop critical thinking abilities, and enhance their collaboration and communication skills.

The participants view students' needs in multiple ways, suggesting that teachers should focus on innovative activities that cater to their unique talents and abilities. Instead of relying on traditional methods, teachers should focus on implementing 21st-century teaching pedagogy in the classroom, which is more useful in promoting ESL learning.

ESL Approach/es Implementation in the Classroom

The research focuses on the various English as a Second Language (ESL) approaches that teachers must know to effectively teach the subject. Teachers must conduct a need analysis to identify their unique learning problems and develop learning outcomes based on their students' unique needs. The success of their students' learning heavily depends on their execution, and they should know the most suitable approach in the 21st century perspective to achieve the desired optimum quality of learning.

There are four main approaches in ESL: Audio-lingual, Direct, Communicative Language Teaching, and Grammar Translation methods. Each method is developed based on specific needs and serves various implementations and goals. Teachers should be knowledgeable about suitable methods and strategies to assist students and transfer knowledge through various methods and techniques.

Communicative Language Teaching (CLT) is considered the most suitable method, as it integrates 21st-century skills such as communication and collaboration. CLT provides students with an authentic language learning experience, allowing them to acquire the language naturally. In a CLT classroom, learners are encouraged to engage in cooperative activities, feel comfortable interacting with their peers, and take

responsibility for their own learning. Teachers should act as facilitators rather than models for correct language production, adopting a different perspective on learners' errors and assessment methods.

Teaching methods are crucial for educational development and improving English language proficiency. Teachers play a pivotal role in driving change and advancement. Collaboration between teachers and administrators is recommended to develop effective strategies and attend professional development activities. Creating independent and experiential learning opportunities and incorporating educational technology are also important practices for English language instruction in the 21st century.

Conclusion

Although the colleges have sufficient technological resources for their classroom activities and lectures, the libraries of the colleges have limited resources of English learning materials and the teachers hardly ever use learning materials in the library, which can be an obstacle in teaching the English language. Teachers carried out their best to inspire and motivate students by relating to and catering to their interests while teaching the English language, but since we live in a fast-paced world, some teachers may not be able to maintain their pace. As a result, this is necessary for them to train and develop their digital and technological skills in order to provide the best strategies for teaching the English language.

Due to the fact that their courses do not require them to use the English language in their future endeavors, students do not exert effort into participating in English-related activities. As a result, they lack interest and motivation, which prevents them from learning more about communicating in English language. Vocabulary knowledge is therefore a key factor in determining a student's self-confidence and motivation since a student's lack of vocabulary knowledge indicates their low level of English proficiency.

The lack of exposure to the English language is not an issue since the students have extensive access and exposed to different online resources. Hence, it relies on the quality of the resources they are exposed to which must be beneficial for the learning of the language. However, the students have limited opportunities to use the language outside the classroom which prevents them upon practicing their communication skills. The youth's capacity to learn the English language is significantly impacted by anxiety. They are mostly worried about how their behavior will be seen by their peers and teachers since they frequently make grammatical errors, which demonstrates their limited language competency. Thus, the students' self-confidence and interest for learning the language reduced as a result of their anxiety.

To ensure success in teaching ESL, teachers must have a solid foundation by analyzing the needs of their students, selecting appropriate materials and methods, and

creating a plan of action. Cooperative learning is a more effective teaching method than traditional teaching methods, and incorporating educational technology can enhance the learning experience and provide teachers with valuable feedback. Moreover, corrections are essential in helping students learn from their mistakes, and a positive and engaging learning environment encourages active participation. Teachers should also combine visual, auditory, and written practices to create an engaging learning experience. In addition, mobile phones can be a useful tool for language learning, and games provide a low-stress environment for practicing language skills. By utilizing these strategies, teachers can help students develop the skills they need to be successful in their language learning journey.

It can be inferred that teachers who want to be successful in teaching ESL need to analyze their students' needs, choose appropriate materials and teaching methods, and create an action plan to achieve their goals. Cooperative learning is more effective than traditional teaching methods, and technology can enhance learning experiences, provide valuable feedback, and motivate learners. Corrections are necessary for helping learners learn from their mistakes, and a positive and engaging learning environment encourages active participation. Using visual, auditory, and written practices can create an engaging learning experience. Mobile phones can be useful for language learning, but students need to be reminded of their purpose in aiding their studies. Games provide a low-stress environment for practicing language skills. Lastly, improving writing requires a combination of practice, feedback, and a willingness to learn, which can be achieved by reading widely, practicing writing regularly, seeking feedback, and being open to revising and editing work.

Teaching ESL requires a solid foundation and building blocks for success. It is essential to analyze students' needs, select appropriate materials and methods, and create a plan of action. Teachers should emphasize the importance of 21st-century teaching methods, particularly in the areas of communicative and cooperative learning. Their pedagogy must focus on targeting students' language skills, particularly speaking and listening, as these are often underdeveloped in the outside world. Moreover, they should emphasize the importance of nurturing students' interest in adopting the language and boosting their confidence to practice using it without fear of failure. It is also important to recognize the need for adapting to changes in teaching pedagogy and adapting their approach accordingly. Teachers should view students' needs in multiple ways and suggest that teachers should focus on innovative activities that cater to their unique talents and abilities. Instead of relying on traditional methods, teachers should focus on implementing 21st-century teaching pedagogy in the classroom, which is more useful in promoting ESL learning. Teaching ESL requires specialized strategies that cater to students' unique needs and facilitate their language learning process. It is important to

conduct a need analysis and develop learning outcomes based on students' unique needs. The success of students' learning heavily depends on the execution of suitable 21st-century ESL approaches and strategies. Communicative

Language Teaching (CLT) is the most suitable method that integrates 21st-century skills such as communication and collaboration. Teachers must act as facilitators and create independent and experiential learning opportunities to enhance students' language proficiency. Collaboration between teachers and administrators, attending professional development activities, and incorporating educational technology are also important practices for English language instruction in the 21st century. Overall, adopting an innovative and student-centered approach can lead to more engaging and effective learning experiences for ESL students.

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