

College Student's English Language Literacy: Challenges and Promising Practices

Alan A. Bendanillo

License Professional Teacher, Part-Time Faculty, College of Technology, Cebu Technological University- Pinamungajan Campus

Redjie D. Arcadio

Doctor of Philosophy in Technology Management, Professor IV, Campus Director, Cebu Technological University- Pinamungajan Campus

Jun Rey T. Enojardo

TESD Specialist II, Member Auditor of the Internal Quality Audit, Cebu Provincial Skills Competition Manager, Former Support Staff, TESDA Cebu Provincial Office

Guilbert R. Payusan

AB-Philosophy Graduate at Rogationist Seminary College-Cebu, DPE Unit earner at Talisay City College, Major in Values Education, Currently a part-time instructor at Talisay City College, Part-time lecturer at Carl Balita Review Center

Raphunzel C. Abajo

Bonbon Integrated School, Department of Education, Division of Cebu Province

Desiree T. Roberts

Rosario National High School, Department of Education, Division of Cebu Province

Jovenia B. Cepedoza

Teacher III at Bojo Elementary School, Department of Education, Division of Cebu Province

Laulito G. Larisma

Tampaan Integrated School, Department of Education, Division of Cebu Province

Julie D. Alferez

Nangka Elementray School, Department of Education, Division of Cebu Province

Abstract: This research investigates the challenges faced by college students in acquiring English language literacy and explores promising practices to enhance their learning experience at the Cebu Technological University-Pinamungajan Campus during the academic year 2023-2024. We employed a qualitative approach, involving 110 Bachelor of Industrial Technology (BIT) students and gathering insights through surveys and interviews. The study identifies key challenges such as vocabulary deficiencies, grammar issues, and psychological barriers like anxiety. Promising practices highlighted include personalized instructional strategies, the integration of digital tools, and active student engagement. Findings underscore the importance of comprehensive curriculum design, equitable access to resources, and ongoing professional development for educators in fostering effective English literacy instruction.

Key words: English language literacy, college students, challenges, promising practices, curriculum design, and professional development.

Introduction

Language and literacy are paramount for personal, societal, and economic development. Our emotional, cognitive, and identity development, as well as our learning process, hinge on our ability to utilize language effectively. Language is a fundamental component of our cultural identity (Sturtevant et al., 2016).

In scholarly discussions, literacy encompasses the mastery of reading, writing, comprehension, viewing, discussion, creation, listening, and response. These competencies are essential for individuals to navigate and contribute meaningfully to various communication landscapes across different domains (Minor, 2023).

Despite being distinct functionalities, literacy and language share a profound interconnection. Language is the cognitive ability to effectively use and comprehend spoken utterances or visual symbols (Kern, 2015). It is essential for transmitting ideas between individuals. Literacy, on the other hand, is the ability to appropriately use and interpret written language or other symbolic representations for communication.

English is widely recognized as the “universal language” because it is the official language in more than 67 countries (Crystal, 2003). Spoken by around 360 million people globally and included in the curricula of over 118 nations, English holds significant importance as a language to learn (Al-Issa & Mirhosseini, 2019).

English language literacy is the ability to read, write, comprehend, and communicate effectively in English (Burt, Peyton & Adams, 2003). It involves understanding grammar, vocabulary, and spelling, punctuation, and comprehension skills necessary to engage with written and spoken English in various contexts, including academic, professional, and everyday situations.

Despite the global prevalence of English, students frequently struggle to learn it, with speaking being a common issue (Sawir, 2005). Sawir noted that learners lack confidence in their English language skills, which is evident when they are required to speak in front of others. They often feel nervous about their pronunciation or performance. Another issue is that teachers sometimes fail to provide students with opportunities to engage in classroom conversations or make an effort to communicate with students in English (Juzwik et al., 2015).

Difficulties in acquiring proficiency in the English language are not solely attributable to teachers; environmental factors also play a role. Families sometimes fail to support students' English language studies (Sam, 2024).

Some individuals desire to learn English because they believe it will provide them with opportunities to better their lives (Ahmed, 2015). Motivation, therefore, is a crucial factor in English language study. Individuals with strong motivation to learn English tend to excel regardless of the prevailing learning conditions (Nguyen, 2019).

Bunch (2013) emphasizes that English proficiency is crucial for students as they transition from education to careers in industries where they will communicate with individuals speaking different languages. Furthermore, employers recognize that multilingual individuals have an advantage in the job market, as they can quickly learn about new products or services without requiring instruction from others.

Statement of the Problem

This research primarily aims to identify and analyze the challenges faced by college students in acquiring English language literacy and to uncover promising practices that can enhance their learning experience at the Cebu Technological University-Pinamungajan Campus, Pinamungajan, Cebu, during the academic year 2023-2024.

Specifically, this sought to the answer questions:

1. As perceived by college students, what are the features of evidence-based, best-promising practices for comprehensive English literacy instruction?
2. How important is it to identify and differentiate best practices to provide all students with opportunities for English literacy learning?
3. What are the challenges that college students face as they learn English literacy?

Related Literature

The study on college students' English language literacy at Cebu Technological University-Pinamungajan Campus builds upon a substantial body of related literature that addresses various aspects of language acquisition, literacy instruction, and educational challenges faced by students globally. Crystal (2003) emphasizes the global significance of English as a lingua franca, influencing its adoption in educational curricula worldwide. Al-Issa & Mirhosseini's 2019 findings align with the widespread recognition of English as a universal language essential for academic, professional, and social communication.

Literacy, encompassing reading, writing, listening, and speaking skills, forms the foundation of language proficiency (Kern, 2015). The interplay between language and literacy is crucial for effective communication and educational success (Minor, 2023). Challenges in acquiring English proficiency, particularly among college students, include vocabulary limitations, grammar complexities, and anxieties related to language use (Sawir, 2005; Burt, Peyton, & Adams, 2003).

Educational environments play a pivotal role in shaping language learning outcomes. Studies highlight the impact of instructional strategies and curriculum design on student engagement and achievement (Gambrell, Malloy, & Mazzoni, 2011). Sturtevant et al. (2016) have identified effective practices like tailored instruction and the integration of digital resources as key factors in enhancing literacy skills among diverse student populations.

Motivation and socio-cultural factors also significantly influence language learning. Ahmed (2015) underscores the motivational aspects of language acquisition, noting its impact on student perseverance and achievement. Moreover, socio-cultural contexts, including familial and peer support, shape students' attitudes and opportunities for language learning (Sam, 2024).

Professional development for educators is critical to adapting instructional methods to meet evolving literacy demands. Ongoing training supports educators in implementing effective teaching strategies and fostering inclusive learning environments (Juzwik et al., 2015). This aligns with the findings that continuous professional development enhances educators' abilities to support students' English literacy development (Nguyen, 2019).

People increasingly recognize the importance of addressing technological barriers to enhance language education. Integrating digital tools and multimedia resources not only enriches learning experiences but also prepares students for digital literacy in the modern workforce (Kern, 2015). The study underscores the importance of technology in facilitating access to learning resources and promoting interactive learning environments.

The literature highlights the multifaceted nature of English language literacy instruction and the diverse challenges faced by college students in achieving proficiency. By incorporating evidence-based practices, including personalized instruction, digital integration, and ongoing professional development, educational institutions can enhance English language literacy outcomes and prepare students for success in academic and professional domains.

Research Methodology

This study aimed to explore the challenges and promising practices in English language literacy among Bachelor of Industrial Technology (BIT) students at the Cebu Technological University-Pinamungajan Campus. The researchers purposively selected 110 respondents, all BIT students, using a random sampling technique to ensure a representative sample. The research environment provided a unique setting, facilitating an in-depth understanding of students' literacy experiences within their specific academic context. The researchers employed a qualitative research method that emphasized the students' perceptions, particularly fitting given the study's focus on the nuanced aspects of English literacy. The researchers distributed semi-structured survey questionnaires to the students to collect data, allowing them to respond at their convenience. Additionally, face-to-face interviews were conducted with some participants to gather more detailed insights. To maintain objectivity and avoid bias, the students' responses were coded anonymously, from "S1" to "S110." This methodological approach facilitated a thorough analysis of the students' literacy challenges and pinpointed effective practices for enhancing English language education at the university.

Results and Discussion

In this section of the study, we delved into the responses provided by participants to address three important questions. To determine the characteristics of successful methods for teaching English literacy to promote effective learning and development, the researchers focused more on college students as they play a very important role in this endeavor. Furthermore, the study explored the importance of differentiating best practices to ensure equitable access to English literacy learning and highlighted the barriers students face, including academic challenges, psychological and emotional barriers, socio-cultural factors, institutional factors, and technological barriers. The findings underscore the necessity of a multifaceted approach to English literacy instruction, integrating personalized strategies, active engagement, cultural responsiveness, continuous professional development, and enhanced technological support to foster an effective learning environment.

The researchers specifically examined the responses to the important question, "What are the characteristics of evidence-based best practices for comprehensive English literacy instruction?" By conducting a thorough examination of the data gathered from participants, we identified codes that represent different themes. The codes and their accompanying themes are thoroughly documented and presented in Table 1 to provide a detailed explanation.

Table 1. The Codes Obtained Related to the characteristics of evidence-based best practices for comprehensive English literacy instruction and These Codes' Themes.

Themes	Codes	Frequency	Percentage
Instructional Strategies	Providing instruction to meet individual students' needs	109	99%
	Combining reading, writing, speaking, and listening activities to reinforce literacy skills	108	98%
	Incorporating digital tools and resources to enhance literacy learning	110	100%

Student Engagement	Strategies to increase student interest and motivation in literacy activities	110	100%
	Engaging students in activities that require active participation and critical thinking	109	99%
	Promoting group work and peer interactions to enhance learning experiences	109	99%
Curriculum Design	Including texts and materials that reflect students' cultural backgrounds and experiences.	108	98%
	Ensuring the curriculum aligns with local, state, and national literacy standards.	107	97%
	Integrating reading, writing, speaking, and listening skills within the curriculum.	110	100%
Professional Development	Ongoing professional development opportunities for educators to improve their literacy instruction skills	110	100%
	Encouraging educators to reflect on their teaching practices and make adjustments based on student needs.	109	99%

The Table 1 shows the effectiveness of the methods for teaching English literacy among college students, focusing on evidence-based best practices. The analysis of participant responses manifested the characteristics of successful instructional strategies, student engagement, curriculum design, and professional development.

Instructional strategies were emphasized as a critical component, with three main practices identified: providing tailored instruction to meet individual student needs; integrating reading, writing, speaking, and listening activities to reinforce literacy skills; and incorporating digital tools to enhance learning.

These practices were highly valued, with frequencies of 109, 108, and 110, respectively, and percentage endorsements ranging from 98% to 100%.

Student engagement emerged as another important theme. Effective strategies included increasing student interest and motivation in literacy activities, engaging students in active and critical thinking tasks, and promoting group work and peer interactions. With frequencies of 110, 109, and 109 and percentage endorsements of 100%, 99%, and 99%, respectively, these strategies received universal recognition as essential.

Curriculum design was also crucial, with a focus on including texts and materials reflecting students' cultural backgrounds and experiences, aligning the curriculum with literacy standards, and integrating multiple literacy skills. The frequency of 108, 107, and 110, along with the endorsement percentages of 98%, 97%, and 100%, strongly supported these practices.

Finally, we identified professional development as a necessary element for effective literacy instruction. Ongoing opportunities for educators to enhance their skills and reflect on their practices were deemed important, with frequencies of 110 and 109 and endorsement percentages of 100% and 99%.

In summary, the study underscores the importance of personalized instructional strategies, active student engagement, culturally responsive and standards-aligned curriculum design, and continuous professional development for educators. These components collectively contribute to effective English literacy instruction for college students, as reflected in the overwhelmingly positive responses from the study participants.

The findings in this section can be summed up and presented as follows: “The study highlighted the importance of instructional strategies tailored to meet individual student needs, combining various literacy activities (reading, writing, speaking, and listening), and utilizing digital tools. The participants highly endorsed these strategies, demonstrating near-universal agreement on their effectiveness. The participants identified strategies to increase interest and motivation, promote active participation and critical thinking, and encourage group work and peer interactions as essential practices, highlighting the crucial role of student engagement. These engagement strategies received strong support, emphasizing their role in enhancing literacy learning experiences.

Including culturally relevant texts, aligning with literacy standards, and integrating multiple literacy skills were considered fundamental in the curriculum design. Previous studies by Gambrell, Malloy, and Mazzoni (2011) corroborated these recent research findings, asserting that educators equipped with a variety of instructional methods can incorporate evidence-based practices to provide comprehensive literacy instruction. As effective literacy instruction evolves, our best practices will continue to grow. Students deserve rich, evidence-based, and comprehensive instruction that acknowledges the complexity of reading. Achieving this requires committed, visionary teachers who tailor instruction to each child's needs through comprehensive, differentiated assessment and instruction. Despite the challenges, the rewards are immense in fostering engaged, lifelong readers. The participants widely supported these practices, highlighting their importance in creating a comprehensive literacy curriculum.

Lastly, researchers recognized the importance of professional development for educators in maintaining and improving literacy instruction, emphasizing the need for ongoing training and reflective practices to effectively adapt to student needs. Overall, the findings underscore a multifaceted approach to English literacy instruction, emphasizing personalized, engaging, culturally responsive, and continuously improving practices as keys to effective literacy education for college students.”

The views of some participants on themes are presented through direct quotations below:

Tailoring instruction to individual needs is crucial. When teachers understand our strengths and weaknesses, they can offer more personalized support that really helps us improve. (S2)

Integrating reading, writing, speaking, and listening activities makes learning more comprehensive. It helps me see the connections between these skills and use them more effectively. (S98)

Digital tools have been a game-changer. Interactive apps and online resources make learning more engaging and accessible. (108)

When lessons are interesting and relevant to our lives, we're more motivated to participate. It makes a big difference in how much we [college students] learn. (S100)

Active participation and critical thinking tasks push us to think deeper and apply what we learn in real-world contexts. It's more effective than just memorizing facts. (S107)

Group work and peer interactions not only make learning more fun but also help us learn from each other. Collaboration is key in mastering literacy skills. (S89)

Having texts and materials that reflect our cultural backgrounds makes learning more meaningful. It helps us connect with the content on a personal level. (S94)

Aligning the curriculum with literacy standards ensures that we're meeting important benchmarks. It gives structure and direction to our learning. (S96)

Integrating multiple literacy skills within the curriculum ensures a well-rounded education. It prepares us better for all kinds of communication challenges. (S69)

Ongoing professional development for educators is vital. When teachers keep learning and improving, it directly benefits us as students. (S55)

In this section, answers to the question "How importance of determining and differentiating best practices to provide all students with opportunities for English literacy learning?" are presented. The codes obtained through the content analyses of the data gathered from the participants and the themes that these codes create are presented in Table 2.

Table 2. The Codes Obtained Related to the importance of determining and differentiating best practices to provide all college students with opportunities for English literacy learning and These Codes' Themes.

Themes	Codes	Frequency	Percentage
Equitable Access to Learning Resources	Availability of learning materials	109	99%
	Access to technology	100	100%
	Library resources	108	98%
Comprehensive Support Structures	Academic advising	107	97%
	Tutoring services	105	95%
	Peer mentoring	109	99%
Innovative Instructional Strategies	Relevance of content	110	100%
	Integration of English language skills	110	100%
	Cultural inclusivity	108	98%
Active Student Engagement & Interaction	Motivation strategies	110	100%
	Extracurricular activities	107	97%
	Learning communities	104	94%

Addressing Diverse Learner Needs	Inclusive teaching practices	110	100%
	Accommodations for disabilities	109	99%
Integration of Technology in Education	Interactive teaching strategies	110	100%
	Use of multimedia	108	98%
	Blended learning approaches	103	93%

The table presents a summary of codes and themes related to the importance of identifying and differentiating best practices to provide college students with opportunities for English literacy learning. Specific codes, frequencies, and percentages accompany each theme, indicating the frequency of reference or importance of these practices.

First, the theme of equitable access to learning resources highlights the necessity of providing access to various learning resources. The high frequencies and percentages (close to or at 100%) for the availability of learning materials, access to technology, and library resources indicate a strong consensus on their importance. Ensuring students have the necessary tools to enhance their English literacy is critical. While the availability of learning materials and technology is emphasized as being essential, library resources, though slightly lower at 98%, remain vital. Therefore, to improve English literacy, educational institutions should prioritize making learning materials and technology accessible while also investing in library resources.

The theme of comprehensive support structures underscores the need for robust support mechanisms such as academic advising, tutoring services, and peer mentoring. While the slightly lower percentages compared to resource access indicate variability in their implementation or effectiveness, the particular emphasis on peer mentoring highlights its perceived effectiveness. Colleges should thus strengthen these support structures, ensuring they are well-resourced and accessible. Peer mentoring, in particular, should be leveraged to enhance literacy skills through peer support.

Everyone unanimously agrees on the importance of innovative instructional strategies in terms of content relevance and the integration of English language skills (100% each). Cultural inclusivity, slightly lower at 98%, remains a key component but might face challenges in implementation across diverse educational settings. Educational strategies should focus on making content relevant and integrating English language skills across curricula. Incorporating cultural inclusivity can enhance engagement and relevance, making literacy education more effective for diverse student populations.

Active student engagement and interaction through motivational strategies, extracurricular activities, and learning communities is essential for literacy development. The slightly lower emphasis on learning communities suggests variability in their application or effectiveness. To boost English literacy, colleges should implement strategies that actively engage students. Colleges should prioritize motivation strategies and extracurricular activities, while continuing efforts to develop effective learning communities.

Addressing diverse learner needs is fundamental, with inclusive teaching practices and accommodations for disabilities nearly universally recognized as essential (100% and 99%, respectively). This highlights the importance of catering to the diverse backgrounds and abilities of students. Institutions must adopt inclusive teaching practices and provide necessary accommodations to ensure all students have equal opportunities to succeed in English literacy.

Finally, people highly value the integration of technology in education, viewing interactive teaching strategies and the use of multimedia as crucial (100% and 98%, respectively). Blended learning

approaches, while still important, have the lowest percentage (93%), indicating potential challenges or lesser adoption. To enhance English literacy, integrating technology through interactive strategies and multimedia should be a priority. Efforts to adopt and optimize blended learning approaches should be increased, addressing any barriers to their effective implementation.

In other words, the data underscores the importance of a multifaceted approach to enhancing college students' English literacy, emphasizing equitable access to resources, robust support structures, innovative and inclusive instructional strategies, active engagement, and the integration of technology. By focusing on these areas, educational institutions can create an environment that supports and promotes English literacy for all students.

Table 3. The Codes Obtained Related to the challenges perceived by the college students in the course of learning English literacy and These Codes' Themes.

Themes	Codes	Frequency	Percentage
Academic Challenges	Vocabulary	85	77%
	Deficiency	95	86%
	Difficulty in mastering English grammar rules	30	27%
	Reading Comprehension Difficulties	40	36%
	Writing Coherency and Cohesion	35	31%
	Listening and Speaking Challenges		
Psychological and Emotional Barriers	Anxiety and Lack of Confidence	95	86%
	Motivation and Attitude	92	83%
	Self-Efficacy Beliefs	90	81
Socio-Cultural Factors	Cultural Differences	56	50%
	Peer Influence	85	77%
	Support Systems	100	90%
Institutional and Instructional Factors	Inadequate or inappropriate curriculum design	15	13%
	Materials that do not cater to diverse student needs and learning styles	33	30%
	Ineffective teaching approaches and lack of interactive learning	16	14%
	Traditional lecture-based methods that do not engage students	10	9%

Technological Barriers	Limited access to digital resources	105	95%
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Table 3 revealed significant insights into the challenges college students face in English language literacy, categorizing them into five main themes: academic challenges, psychological and emotional barriers, socio-cultural factors, institutional and instructional factors, and technological barriers, based on responses from 110 respondents. Academic challenges are pervasive, with high frequencies noted in vocabulary deficiency (85, 77%), difficulty mastering English grammar (95, 86%), and writing coherency (40, 36%). These indicate fundamental issues in language acquisition processes.

Psychological and emotional barriers also significantly impact students, as evidenced by high anxiety and lack of confidence (95, 86%), motivation and attitude (92, 83%), and self-efficacy beliefs (90, 81%), underscoring the critical role of mental and emotional states in learning efficacy. Socio-cultural factors such as support systems (100, 90%) and peer influence (85, 77%) suggest that students' immediate social environments greatly influence their literacy outcomes. Institutional and instructional factors, though less frequently mentioned, highlight concerns about curriculum design (15, 13%), diverse learning materials (33, 30%), and teaching approaches (16, 14%), indicating a need for more tailored and engaging instructional strategies.

Lastly, technological barriers are pronounced, with limited access to digital resources (105, 95%), reflecting the urgent necessity for improved technological infrastructure. The 110 people who answered the survey said they were facing a wide range of important problems. To solve these complex problems, we need to look at them as a whole, combining academic help, mental health counseling, integrating different cultures, changing the curriculum, and making it easier for students to use technology to improve their English language skills.

The views of some participants on themes are presented through direct quotations below:

I often find it difficult to understand the technical terms in our textbooks and manuals. My limited vocabulary slows down my learning process, and I have to look up words frequently, which disrupts my study flow. (S110)

Writing reports and essays is a big challenge for me because I struggle with grammar and sentence structure. My instructors often point out errors in tenses and subject-verb agreement, which affects my grades. (S67)

When reading academic texts, I sometimes can't grasp the main ideas or understand the complex sentences. It takes me a long time to get through a single chapter, and I often need to reread paragraphs multiple times. (S90)

Organizing my thoughts in English is tough. My essays often lack a clear structure, and I have trouble connecting ideas logically. As a result, my writing appears disjointed and hard to follow. (S1)

In lectures, I find it hard to keep up with the instructor's pace, especially when they use advanced vocabulary or speak quickly. I'm also hesitant to participate in class discussions because I'm afraid of making mistakes in English. (S5)

I feel very anxious about speaking English in front of my classmates. The fear of being judged or laughed at makes me prefer staying quiet, even when I know the answer to a question. (S8)

Sometimes, I lack the motivation to improve my English skills because I feel it's not directly related to my field of study. My focus is more on the practical aspects of industrial technology, and English feels secondary. (S13)

I often doubt my ability to excel in English literacy tasks. When I see others doing better, it makes me feel like no matter how hard I try, I won't be able to reach that level. (S18)

Understanding cultural references in English texts can be challenging. I often miss the context or the deeper meaning behind certain phrases or idioms, which affects my comprehension. (S26)

I wish I had more support from my instructors and peers when it comes to learning English. Sometimes, I feel like I'm struggling alone, and having someone to guide or mentor me would make a big difference. (S30)

Summary of Findings

The study at the Cebu Technological University-Pinamungajan Campus revealed several significant challenges faced by Bachelor of Industrial Technology (BIT) students in acquiring English language literacy. Vocabulary deficiency emerged as a predominant issue, with 77% of respondents citing it as a major obstacle. This aligns with findings by Al Nakhalah (2016), who noted that learners often lack confidence in their vocabulary skills, which impedes their ability to speak and write effectively. Additionally, in the school setting, it is undeniable that there would be number of students reported difficulties in mastering English grammar rules, corroborating the challenges identified by Leacock et al. (2022), who emphasized the crucial yet frequently problematic nature of grammatical proficiency for English learners.

Psychological and emotional barriers, such as anxiety and a lack of confidence, were also prominent, affecting 86% of respondents. This finding is consistent with Fernández-García & Fonseca-Mora (2022), who discussed how emotional factors significantly influence students' willingness to engage in English language activities. Motivation and attitude towards learning English were also critical, as 83% of students reported these as significant barriers. Gardner (2010) similarly emphasized that motivation is a key factor in language acquisition, suggesting that students with higher motivation levels tend to perform better in learning English.

Socio-cultural factors, including peer influence and support systems, played a crucial role in the students' literacy experiences. About 77% of students reported that their immediate social environments, such as peer interactions, significantly impacted their learning outcomes. This supports the views of Paradowski et al. (2021), who highlighted the importance of familial and peer support in the language learning process. Cultural differences also posed challenges, with 50% of respondents noting difficulties in understanding cultural references in English texts. This finding resonates with Schulz (2007), who pointed out that cultural familiarity is essential for comprehensive language comprehension and communication.

There were 30% of students indicated that the current curriculum design and teaching methods did not adequately cater to their diverse learning needs, identifying institutional and instructional factors as areas needing improvement. This finding is in line with Edwards, Carr & Siegel (2006), who argued that effective curriculum design should include diverse instructional strategies to meet the varied needs of students. Moreover, limited access to digital resources was a significant barrier, reported by 95% of students, echoing the concerns of Ahmadi (2018), who emphasized the importance of integrating technology in language learning to enhance student engagement and resource availability.

Finally, the study identified several promising practices for improving English literacy instruction. These included integrating digital tools, providing tailored instruction, and promoting active student engagement through group work and peer interactions. The students overwhelmingly endorsed these practices, with support percentages ranging from 98% to 100%. Roberts et al. (2008), who advocated for comprehensive, evidence-based instructional strategies to foster effective literacy learning, support these findings. Pryor et al. (2012), who highlighted the ongoing need for teacher training to adapt to

evolving literacy education demands, also align with the emphasis on professional development for educators, equipping them with up-to-date teaching methodologies.

Conclusion

The Cebu Technological University-Pinamungajan Campus conducted a study that offers valuable insights into the challenges and potential strategies for enhancing English language literacy among Bachelor of Industrial Technology (BIT) students. The findings underscore the multifaceted nature of the difficulties faced by these students, ranging from vocabulary and grammar deficits to psychological barriers such as anxiety and motivational issues. Socio-cultural factors, such as peer influence and support systems, significantly influence students' language learning experiences, compounding these challenges. Moreover, institutional and instructional shortcomings, particularly in curriculum design and access to digital resources, present substantial barriers to effective English literacy instruction.

However, amidst these challenges, the study identifies promising practices that could improve English literacy outcomes for BIT students. Key among these are the integration of digital tools to enhance learning resources and the implementation of tailored instructional strategies that address individual student needs. Active student engagement through collaborative activities and peer interactions emerged as crucial components in fostering a supportive learning environment. These findings are consistent with current literature on literacy education, which emphasizes the importance of personalized learning approaches and the integration of technology to enhance student engagement and comprehension (Gambrell, Malloy, & Mazzoni, 2011; Sturtevant et al., 2016).

Moving forward, addressing the identified challenges requires a concerted effort from educational institutions, educators, and policymakers. It is imperative to revise and innovate curriculum frameworks to better align with students' diverse learning needs and technological advancements. Furthermore, supporting educators through continuous professional development initiatives is essential to equipping them with the necessary skills and strategies to effectively teach English literacy. Enhancing institutional support systems, including access to digital resources and peer mentoring programs, can also play a pivotal role in mitigating the identified barriers and fostering a more conducive learning environment.

Ultimately, by implementing evidence-based practices and addressing systemic challenges, educational institutions can better support BIT students in their journey towards achieving proficiency in English language literacy. This approach not only enhances students' academic success but also prepares them for broader societal and professional engagements where English proficiency is increasingly crucial. As a result, investing in comprehensive and student-centered literacy education remains critical to empowering future generations of BIT students at Cebu Technological University and beyond.

Recommendation

The study on English language literacy challenges among Bachelor of Industrial Technology (BIT) students at Cebu Technological University-Pinamungajan Campus has yielded several recommendations to enhance the educational experience and outcomes for these students.

Firstly, the university should revise and update its curriculum to incorporate more diverse and inclusive instructional strategies. This includes integrating culturally relevant content and real-world applications of English language skills to enhance student engagement and relevance. By aligning curriculum design with students' cultural backgrounds and learning needs, the university can create a more supportive and inclusive learning environment that fosters effective English language literacy development.

Secondly, to address the identified barriers, such as vocabulary and grammar deficits, the university should implement targeted interventions. This could involve offering remedial English language courses or workshops focused on specific language skills where students exhibit weaknesses. Providing

additional support through tutoring services and language labs can also be beneficial in helping students strengthen their language proficiency.

Furthermore, it is critical to integrate technology more comprehensively into English language instruction. The study highlighted the importance of digital tools in enhancing learning resources and student engagement. Therefore, the university should invest in upgrading its technological infrastructure and providing access to online platforms and interactive learning resources that facilitate language learning beyond traditional classroom settings.

Additionally, we recommend establishing peer mentoring programs and counseling services tailored to address language learning anxieties and confidence issues, to support students' socio-emotional well-being and motivation. Creating a supportive peer environment where students can practice English language skills in a non-judgmental setting can significantly boost their confidence and proficiency over time.

Lastly, continuous professional development opportunities for educators should be prioritized. It is crucial to equip faculty members with the latest teaching methodologies and strategies for teaching English as a second language. Workshops, seminars, and collaborative professional learning communities, where educators can share best practices and learn from each other's experiences, can achieve this.

In conclusion, by implementing these recommendations, Cebu Technological University-Pinamungajan Campus can enhance its support for BIT students in acquiring English language literacy skills. These measures not only address current challenges but also pave the way for a more inclusive and effective educational experience that prepares students for success in their academic and professional endeavors.

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