

PERCEPTIONS ON TEACHING ENGLISH AS A SECOND LANGUAGE AND ENGLISH PROFICIENCY LEVELS OF GRADE 6 LEARNERS: FOUNDATION FOR ENHANCED ENGLISH INSTRUCTION PLAN

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ABSTRACT

This study determined the perceptions on Teaching English as a Second Language (TESL) and the English proficiency levels of Grade 6 learners in Cabangan District, Schools Division of Zambales during the School Year 2023-2024. A quantitative-descriptive approach was employed, utilizing a validated questionnaire to collect data from 317 Grade 6 learners. The questionnaire assessed various dimensions including teaching resources, teaching approaches, learning support, assessment methods, and English proficiency levels. The study found that Grade 6 learners predominantly aged 11, primarily female, and mostly from families with a monthly income of P19,999 or below. They spent less than 1.0 hour studying at home on average, and their learning facilitators were mostly college graduates. Learners moderately observed the utilization of TESL resources and approaches. In terms of English proficiency, learners showed proficiency in oral communication and moderate proficiency in writing, vocabulary mastery, and reading comprehension. Significant differences were observed in learners' perceptions of TESL across dimensions based on age and the educational attainment of their facilitators. The study revealed a substantial correlation between learners' perceptions of TESL and their English proficiency levels. These findings underscore the need for an enhanced English instruction plan to improve TESL and English proficiency levels among Grade 6 learners.

Keywords: Perceptions, Teaching English, Second Language, English Proficiency Levels, Grade 6 Learners.

1. INTRODUCTION

The study delves into the intricate dynamics between language instruction and proficiency levels in young learners. Various studies emphasize the importance of innovative, inclusive, and adaptive teaching methodologies. Verma (2020) highlights the impact of mobile technology in education, particularly during the COVID-19 pandemic, showing significant improvements in learners' writing skills, vocabulary, and spelling through the use of SMS and mobile-based emails. Similarly, Hien (2024) demonstrates the positive impact of using Quizizz for lesson revision on student motivation and engagement, supporting the integration of technology in TESL. Ananda et al. (2023) also found that language-learning apps like Duolingo significantly enhance learners' interest in learning English, suggesting that such tools can be valuable for promoting language proficiency among Grade 6 learners.

Moreover, Arroyo-Romano (2022) addresses the challenges faced by bilingual preservice teachers in Texas, emphasizing the need for early assessment and tailored instruction to bridge gaps in language proficiency. This aligns with Singh's (2024) discussion on the limited availability of teaching resources in rural Nepalese schools, stressing the importance of adaptable resources to

supplement traditional materials for improving English teaching effectiveness in resource-constrained settings. Additionally, Khan et al. (2024) introduce Directed Motivational Currents (DMC) in the context of L2 motivation, indicating that incorporating DMC into English teaching practices can significantly improve motivational aspects and the overall teaching-learning process, enhancing learners' proficiency levels.

Studies further underscore the importance of culturally relevant and contextually appropriate teaching strategies. Ullah et al. (2024) explore the relationship between accent and identity in English as a Lingua Franca (ELF) communication, highlighting the need to consider learners' cultural and linguistic backgrounds in TESL approaches. Salaberri-Ramiro and Zaafor (2023) emphasize the need for culturally relevant teaching resources that respect local languages and cultures in the MENA region. Hongwilal and Kawboonsai (2023) advocate for a shift from traditional teacher-centered models to more integrated and context-specific professional development approaches, while Valledor et al. (2023) highlight the effectiveness of personalized learning environments and blended learning methodologies. Lastly, Mubaroq and Qamariah (2024) explore various curriculum approaches in English language teaching, emphasizing the flexibility required in selecting and combining different methods to provide a comprehensive language learning experience. These insights collectively support the development of a comprehensive and effective English instruction plan that addresses the diverse needs of Grade 6 learners, ultimately enhancing their language proficiency and overall academic performance.

2. STATEMENT OF THE PROBLEM

This study determined the perceptions on TESL and English proficiency levels of Grade 6 learners at Cabangsan District, Schools Division of Zambales during the School Year 2023-2024.

Specifically, it aimed to answer these questions:

1. How may the profile of the respondents be described in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. monthly family income;
 - 1.4. daily number of hours spent studying English at home; and
 - 1.5. highest educational attainment of a learning facilitator?
2. How may the respondents' perceptions on TESL be described in terms of:
 - 2.1. teaching resources;
 - 2.2. approaches to teaching;
 - 2.3. learning support; and
 - 2.4. assessment methods?
3. How may the English proficiency levels of the respondents be described in terms of:
 - 3.1. oral communication;
 - 3.2. writing proficiency;
 - 3.3. mastering vocabulary; and
 - 3.4. reading comprehension?
4. Is there a significant difference between the respondents' perceptions on TESL and their profile when grouped accordingly?
5. Is there a significant correlation between the respondents' perceptions on TESL and their English proficiency levels?

6. What enhancement plan can be proposed for TESL and English proficiency levels of Grade 6 learners?

3. METHODS AND MATERIALS

This study determined the perceptions on classroom discipline management of intermediate learners at Cabangan District, Schools Division of Zambales during the School Year 2023-2024. Utilizing a quantitative-descriptive method, data were collected, classified, summarized, and presented using percentages and means. The respondents comprised 317 Grade 6 learners, employing total population sampling to ensure unbiased representation and validity. A researcher-designed questionnaire served as the primary data collection instrument, consisting of three parts covering the profile of respondents, perceptions on TESL, and English proficiency levels of respondents. Internal consistency was confirmed through Cronbach’s Alpha scores, indicating excellent reliability across dimensions. Non-parametric testing, specifically Kruskal-Wallis Test and Spearman’s Rho Correlation Coefficient, were employed due to non-normal distribution of data, revealing significant findings across various dimensions.

4. RESULTS AND DISCUSSIONS

4.1. Profile of Respondents

Table 1 presents the distribution of age profiles among respondents, providing both frequency and percentage. The table indicates that 155 learners (48.90%) were 11 years old, 105 learners (33.12%) were 12 years old, 40 learners (12.62%) were 13 years old, and 17 learners (5.36%) were 14 years old. The mean age of the learners was 11.74, approximately equivalent to 12 years old.

Table 1. Frequency and Percentage Distribution of the Profile of Respondents in terms of Age

Age	Frequency	Percentage
14 years old	17	5.36
13 years old	40	12.62
12 years old	105	33.12
11 years old	155	48.90
Total	317	100.00
Mean	11.74 or 12 years old	

The present study paralleled previous studies (Balanon, 2023; Herrera, 2023; Cabling, 2024) conducted in Zambales, focusing on a specific age group and providing insights into the characteristics and behaviors of individuals approximately 11 years old and above.

Regarding sex, Table 2 displays the frequency and percentage distribution of respondents' profiles. It is observable that a majority of the learners (51.10%) were female, and 155 learners (48.90%) were male.

Table 2. Frequency and Percentage Distribution of the Profile of Respondents in terms of Sex

Sex	Frequency	Percentage
Male	155	48.90
Female	162	51.10
Total	317	100.00

Similarly, the present study aligned with previous studies (Reyes, 2022; Tampos, 2023; Villarin, 2023) conducted in Zambales, revealing a notable gender distribution among learners, particularly a predominant representation of females, suggesting exploration of gender-related aspects within the educational context during the specified timeframe.

Table 3 outlines the monthly family income profile of the respondents, illustrating the frequency and percentage distribution. The data on the table shows that 114 learners (35.96%) belonged to families with a monthly income of P19,999 and below, 75 learners (23.66%) belonged to families with a monthly income of P20,000 to P39,999, 43 learners (13.56%) belonged to families with a monthly income of P40,000 to P59,999, 27 learners (8.52%) belonged to families with a monthly income of P60,000 to P79,999, 22 learners (6.94%) belonged to families with a monthly income of P80,000 to P99,999, 19 learners (5.99%) belonged to families with a monthly income of P100,000 to P119,999, and 17 learners (5.36%) belonged to families with a monthly income of P120,000 and above. The mean monthly family income was P42,712.43, falling within the bracket of P40,000 to P59,999.

Table 3. Frequency and Percentage Distribution of the Profile of Respondents in terms of Monthly Family Income

Monthly Family Income	Frequency	Percentage
P120,000 and above	17	5.36
P100,000 to P119,999	19	5.99
P80,000 to P99,999	22	6.94
P60,000 to P79,999	27	8.52
P40,000 to P59,999	43	13.56
P20,000 to P39,999	75	23.66
P19,999 and below	114	35.96
Total	317	100.00
Mean	P42,712.43	

Furthermore, the present study was similar to previous studies (Barcelon, 2022; Deliquiña, 2023; Tabun, 2023) conducted in Zambales, highlighting a significant association between learners and lower monthly family income or belonging to the bracket of P19,999 and below, offering insights into the educational challenges faced by economically disadvantaged backgrounds in the province.

Table 4 breaks down respondents' daily number of hours spent studying English at home, illustrating the distribution through frequency and percentage. The table reveals that 117 learners (36.91%) spent less than 1.0 hour studying English at home, 84 learners (26.50%) spent 1.0 to 1.9

hours studying English at home, 62 learners (19.56%) spent 2.0 to 2.9 hours studying English at home, 35 learners (11.04%) spent 3.0 to 3.9 hours studying English at home, and 19 learners (5.99%) spent 4.0 hours and above studying English at home. The mean daily number of hours spent studying English at home was 1.68 hours, falling within the bracket of 1.0 to 1.9 hours.

Table 4. Frequency and Percentage Distribution of the Profile of Respondents in terms of Daily Number of Hours Spent Studying English at Home

Daily Number of Hours Spent Studying English at Home	Frequency	Percentage
4.0 hours and above	19	5.99
3.0 to 3.9 hours	35	11.04
2.0 to 2.9 hours	62	19.56
1.0 to 1.9 hours	84	26.50
less than 1.0 hours	117	36.91
Total	317	100.00
Mean	1.68 hours	

Moreover, the present study was consistent with previous studies (Ebba, 2022; Soriano, 2022; Ebuengan, 2023) conducted in Zambales, uncovering prevalent patterns among learners, indicating that the majority spent less than 1.0 hour daily studying their English lessons at home, suggesting potential areas of interest related to subjects.

Concerning the highest educational attainment of a learning facilitator, Table 5 showcases the frequency and percentage distribution of respondents' profiles. It is noticeable that 119 learners (37.54%) had learning facilitators who were college graduates, 100 learners (31.55%) had learning facilitators who were high school graduates, 78 learners (24.61%) had learning facilitators who were MA graduates, and 20 learners (6.31%) had learning facilitators who were elementary graduates.

Table 5. Frequency and Percentage Distribution of the Profile of Respondents in terms of Highest Educational Attainment of a Learning Facilitator

Highest Educational Attainment of a Learning Facilitator	Frequency	Percentage
MA Graduate	78	26.41
College Graduate	119	37.54
High School Graduate	100	31.55
Elementary Graduate	20	6.31
Total	317	100.00

Additionally, the present study was tantamount to previous studies (Elcano, 2022; Francisa, 2022; Moralejo, 2022) conducted in Zambales, revealing that a significant portion of learners'

learning facilitators were college graduates, suggesting exploration of the role and impact of learning facilitators with varying educational backgrounds on learners' English proficiency.

4.2. Respondents' Perceptions on TESL

In Table 6, the mean rating and interpretations of respondents' perceptions on TESL in terms of teaching resources are provided. The table indicates that the respondents moderately observed TESL when their teachers taught English by using colorful pictures and charts that made learning new words super exciting ($\mu = 2.40$), storybooks that had big letters and fun pictures, making the lessons enjoyable ($\mu = 2.44$), cards showing words and pictures, turning the class into a fun game ($\mu = 2.43$), different flashcards every day, helping them remember new words ($\mu = 2.49$), audio recording, where they heard the correct pronunciation of words ($\mu = 2.47$), videos with cool characters, making the class more interesting ($\mu = 2.41$), worksheets and activities to practice writing and using English words ($\mu = 2.40$), games and puzzles, making the English lessons feel like playtime ($\mu = 2.45$), a variety of books, helping them discover new words and get better at reading ($\mu = 2.49$), and online resources and fun apps at home, giving them extra help to practice English ($\mu = 2.49$). In terms of teaching resources, the general mean rating was 2.45, interpreted as moderately observed.

Table 6. Mean Rating and Interpretations of the Respondents' Perceptions on TESL in terms of Teaching Resources

Item	Indicator	Mean Rating	Interpretation
1	My teacher teaches English by using colorful pictures and charts that make learning new words super exciting.	2.40	Moderately Observed
2	My teacher teaches English with storybooks that have big letters and fun pictures, making the lessons enjoyable.	2.44	Moderately Observed
3	My teacher teaches English with cards showing words and pictures, turning the class into a fun game.	2.43	Moderately Observed
4	My teacher teaches English using different flashcards every day, helping me remember new words.	2.49	Moderately Observed
5	My teacher teaches English with audio recordings, where I can hear the correct pronunciation of words.	2.47	Moderately Observed
6	My teacher teaches English using videos with cool characters, making the class more interesting.	2.41	Moderately Observed
7	My teacher teaches English with worksheets and activities to practice writing and using English words.	2.40	Moderately Observed

8	My teacher teaches English through games and puzzles, making the English lessons feel like playtime.	2.45	Moderately Observed
9	My teacher teaches English with a variety of books, helping me discover new words and get better at reading.	2.49	Moderately Observed
10	My teacher teaches English by encouraging me to use online resources and fun apps at home, giving me extra help to practice English.	2.49	Moderately Observed
General Mean Rating		2.45	Moderately Observed

The present study was parallel to the previous studies (Misechko & Lytniova, 2024; Fatima et al., 2024; Maitio et al., 2024) in terms of investigating learners' perceptions of TESL and the availability and impact of teaching resources. The present study, along with previous research highlights the importance of investigating learners' perceptions of TESL and the role of teaching resources, particularly Information and Communication Technology (ICT), in language education. These studies collectively underscore the significance of leveraging technology and exploring innovative approaches to enhance language learning experiences and improve language proficiency levels. By examining the evolution of language education practices, the impact of ICT on TESL, and teachers' perceptions of incorporating technology in language classes, these studies contribute to a deeper understanding of effective language teaching methodologies and the potential benefits of utilizing teaching resources to facilitate language learning.

The mean rating and interpretations of the respondents' perceptions on TESL in terms of approaches to teaching are displayed in Table 7. The data suggests that the respondents moderately observed TESL when their teachers taught English by telling interesting stories that helped them understand new words and ideas ($\mu = 2.39$), fun games that made learning feel like playtime in the class ($\mu = 2.42$), acting out scenes from stories, making the lessons enjoyable ($\mu = 2.45$), songs and rhymes, making it easier for them to remember words ($\mu = 2.47$), sharing their own stories, making the class more interactive ($\mu = 2.48$), role-playing activities, helping them practice conversations in a fun way ($\mu = 2.41$), pictures and drawings to explain concepts, making it easy to understand ($\mu = 2.42$), group activities, so each learned from each other ($\mu = 2.45$), educational videos that made the lessons interesting ($\mu = 2.49$), and hands-on activities, allowing them to explore and learn in a creative way ($\mu = 2.47$). In terms of approaches to teaching, the general mean rating was 2.44, interpreted as moderately observed.

Table 7. Mean Rating and Interpretations of the Respondents' Perceptions on TESL in terms of Approaches to Teaching

Item	Indicator	Mean Rating	Interpretation
1	My teacher teaches English by telling interesting stories that help me understand new words and ideas.	2.39	Moderately Observed
2	My teacher teaches English using fun games that make learning feel like playtime in the class.	2.42	Moderately Observed
3	My teacher teaches English by letting me act out scenes from stories, making the lessons enjoyable.	2.45	Moderately Observed
4	My teacher teaches English through songs and rhymes, making it easier for me to remember words.	2.47	Moderately Observed
5	My teacher teaches English by asking me to share my own stories, making the class more interactive.	2.48	Moderately Observed
6	My teacher teaches English with role-playing activities, helping me practice conversations in a fun way.	2.41	Moderately Observed
7	My teacher teaches English using pictures and drawings to explain concepts, making it easy to understand.	2.42	Moderately Observed
8	My teacher teaches English by encouraging group activities, so each can learn from each other.	2.45	Moderately Observed
9	My teacher teaches English by showing educational videos that make the lessons interesting.	2.49	Moderately Observed
10	My teacher teaches English by incorporating hands-on activities, allowing me to explore and learn in a creative way.	2.47	Moderately Observed
General Mean Rating		2.44	Moderately Observed

The present study was similar to the previous studies conducted by Koutska (2024), Alisoy (2024), and Dewaele et al. (2022) in terms of exploring learners' perceptions of TESL and effective approaches to language education. These studies contribute to a nuanced understanding of learners' perceptions of TESL and highlight the significance of adopting learner-centered, interactive, and engaging approaches to language education to enhance learning outcomes and promote positive learning experiences.

Table 8 outlines the mean rating and interpretations concerning the respondents' perceptions on TESL in terms of learning support. It is evident from the table that the respondents moderately observed TESL when their teachers taught English by helping them when they found

difficult words, making sure they understood ($\mu = 2.36$), giving extra time for them to practice speaking and using new words ($\mu = 2.40$), providing additional resources, like books and games, to support their learning ($\mu = 2.43$), asking questions and seeking help when they needed it ($\mu = 2.49$), creating a comfortable environment where they felt safe to make mistakes and learn ($\mu = 2.48$), giving personalized feedback on their work, helping them improve ($\mu = 2.42$), using different ways to explain things until they understood ($\mu = 2.40$), offering extra practice activities for them to reinforce what they had learned ($\mu = 2.43$), partnering them with classmates for peer support in learning new words ($\mu = 2.48$), and celebrating their achievements and progress, making them feel proud of their learning journey ($\mu = 2.49$). In terms of learning support, the general mean rating was 2.44, interpreted as moderately observed.

Table 8. Mean Rating and Interpretations of the Respondents’ Perceptions on TESL in terms of Learning Support

Item	Indicator	Mean Rating	Interpretation
1	My teacher teaches English by helping me when I find difficult words, making sure I understand.	2.36	Moderately Observed
2	My teacher teaches English by giving extra time for me to practice speaking and using new words.	2.40	Moderately Observed
3	My teacher teaches English by providing additional resources, like books and games, to support my learning.	2.43	Moderately Observed
4	My teacher teaches English by encouraging me to ask questions and seek help when I need it.	2.49	Moderately Observed
5	My teacher teaches English by creating a comfortable environment where I feel safe to make mistakes and learn.	2.48	Moderately Observed
6	My teacher teaches English by giving personalized feedback on my work, helping me improve.	2.42	Moderately Observed
7	My teacher teaches English by using different ways to explain things until I understand.	2.40	Moderately Observed
8	My teacher teaches English by offering extra practice activities for me to reinforce what I have learned.	2.45	Moderately Observed

9	My teacher teaches English by partnering me with classmates for peer support in learning new words.	2.48	Moderately Observed
10	My teacher teaches English by celebrating my achievements and progress, making me feel proud of my learning journey.	2.49	Moderately Observed
General Mean Rating		2.44	Moderately Observed

The present study was aligned to the previous studies conducted by Fisher et al. (2024), Sun & Luo (2023), and Soyoo et al. (2022) in terms of investigating learners' perceptions of TESL and the role of learning support in facilitating language acquisition. These studies underscore the importance of understanding learners' perceptions and needs in designing effective learning support systems and teaching methodologies for TESL. By leveraging insights from learner experiences and preferences, teachers can enhance the effectiveness of language instruction and optimize learning outcomes for diverse learner populations.

The mean rating and interpretation of the respondents' perceptions on TESL in terms of assessment methods are presented in Table 9. The table reveals that the respondents moderately observed when their teachers taught English by checking their understanding through fun quizzes and games ($\mu = 2.40$), asking questions that helped them show what they had learned in the lessons ($\mu = 2.41$), giving them projects to express themselves and use new words creatively ($\mu = 2.46$), letting them share stories in English, showing how much they had learned ($\mu = 2.47$), having conversations with them to see how well they spoke and listened ($\mu = 2.49$), using pictures or drawings for them to explain what they understood ($\mu = 2.39$), looking at their written work and giving helpful feedback to improve ($\mu = 2.43$), observing how they participate in class activities and discussions ($\mu = 2.47$), providing different tasks to see how well they applied what they had learned ($\mu = 2.49$), and celebrating their progress and efforts in learning the language ($\mu = 2.48$). In terms of assessment methods, the general mean rating was 2.45, interpreted as moderately observed.

Table 9. Mean Rating and Interpretations of the Respondents' Perceptions on TESL in terms of Assessment Methods

Item	Indicator	Mean Rating	Interpretation
1	My teacher teaches English by checking my understanding through fun quizzes and games.	2.40	Moderately Observed
2	My teacher teaches English by asking questions that help me show what I have learned in the lessons.	2.41	Moderately Observed
3	My teacher teaches English by giving me projects to express myself and use new words creatively.	2.46	Moderately Observed

4	My teacher teaches English by letting me share stories in English, showing how much I have learned.	2.47	Moderately Observed
5	My teacher teaches English by having conversations with me to see how well I can speak and listen.	2.49	Moderately Observed
6	My teacher teaches English by using pictures or drawings for me to explain what I understand.	2.39	Moderately Observed
7	My teacher teaches English by looking at my written work and giving helpful feedback to improve.	2.43	Moderately Observed
8	My teacher teaches English by observing how I participate in class activities and discussions.	2.47	Moderately Observed
9	My teacher teaches English by providing different tasks to see how well I can apply what I have learned.	2.49	Moderately Observed
10	My teacher teaches English by celebrating my progress and efforts in learning the language.	2.48	Moderately Observed
General Mean Rating		2.45	Moderately Observed

The present study was cognizant of the previous studies conducted by Butler (2023), Varsamidou (2024), and Hiver et al. (2021) in terms of assessing learners' perceptions of TESL, particularly in relation to assessment methods. These studies underscore the importance of considering learners' perceptions and preferences when designing assessment methods in TESL. By incorporating self-assessment, authentic assessment, and promoting active learner engagement, teachers can create inclusive and learner-centered language learning environments that cater to the diverse needs and preferences of language learners.

The summary of respondents' perceptions on TESL is detailed in Table 10. It can be seen from the table that the respondents moderately observed TESL in terms of teaching resources, approaches to teaching, learning support, and assessment methods ($\mu = 2.45, 2.44, 2.44, 2.45$, respectively). The overall mean rating was 2.45, interpreted as moderately observed.

Table 10. Summary on the Respondents' Perceptions on TESL

Item	Dimensions	GMR	Interpretation
1	Teaching Resources	2.45	Moderately Observed
2	Approaches to Teaching	2.44	Moderately Observed
3	Learning Support	2.44	Moderately Observed
4	Assessment Methods	2.45	Moderately Observed
Overall Mean Rating		2.45	Moderately Observed

The present study was tantamount to the previous studies conducted by Tursunova (2024), Kizi (2024), and Kenjabaev (2024) in terms of highlighting the importance of TESL and the

challenges associated with language learning and instruction. These studies underscore the multifaceted nature of TESL and the importance of adopting effective teaching methodologies to address the diverse needs and challenges faced by language learners. By acknowledging the significance of TESL and the complexities involved in language learning, teachers can strive to create inclusive and engaging language learning environments that foster proficiency and fluency in English as a second language.

4.3. English Proficiency Levels of the Respondents

The frequency and percentage distribution of the English proficiency levels of the respondents in terms of oral communication are depicted in Table 11. The table indicates that 105 learners (33.12%) were moderately proficient in English, 83 learners (26.18%) were highly proficient in English, 65 learners (20.50%) were proficient in English, and 64 learners (20.19%) were not proficient in English. The mean English proficiency level of the respondents in terms of oral communication was 2.53, interpreted as proficient.

Table 11. Frequency and Percentage Distribution of the English Proficiency Levels of the Respondents in terms of Oral Communication

English Proficiency Levels	Frequency	Percentage
Highly Proficient	83	26.18
Proficient	65	20.50
Moderately Proficient	105	33.12
Not Proficient	64	20.19
Total	317	100.00
Mean	2.53	
Interpretation	Proficient	

The present study was parallel to the previous studies (Tsang, 2022; Anitha et al., 2024; Prahaladaiah & Thomas, 2024) in terms of exploring the relationship between English as a foreign language (EFL) learners' anxiety in public speaking and their proficiency levels in oral communication. While anxiety in L2/FL public speaking remains under-explored, the findings resonate with existing research that emphasizes the significance of addressing learners' anxiety in oral communication contexts. These studies collectively underscore the importance of considering learners' anxiety levels and pronunciation competence in fostering proficiency in oral communication. By addressing anxiety and implementing targeted interventions, teachers can facilitate the development of confident and proficient speakers in EFL contexts.

The English proficiency levels of the respondents, focusing on writing proficiency, are outlined in Table 12. The table presents that 107 learners (33.75%) were moderately proficient in English, 79 learners (24.92%) were proficient in English, 67 learners (21.14%) were highly proficient in English, and 64 learners (20.19%) were not proficient in English. The mean English proficiency level of the respondents in terms of writing proficiency was 2.47, interpreted as moderately proficient.

Table 12. Frequency and Percentage Distribution of the English Proficiency Levels of the Respondents in terms of Writing Proficiency

English Proficiency Levels	Frequency	Percentage
Highly Proficient	67	21.14
Proficient	79	24.92
Moderately Proficient	107	33.75
Not Proficient	64	20.19
Total	317	100.00
Mean	2.47	
Interpretation	Moderately Proficient	

The present study was similar to the previous studies (Sanchez-Perez, 2021; Wong & Fan, 2020; Dursun et al., 2020) in terms of exploring the relationship between English proficiency levels and specific language contexts, albeit focusing on moderately proficient learners and their writing proficiency. These studies underscore the significance of addressing writing proficiency in specific language contexts and highlight the complexity of developing tailored assessment tools for moderately proficient learners. By understanding the relationship between language proficiency and disciplinary literacy variables, teachers can provide targeted support to enhance writing proficiency among learners in English-medium instruction contexts.

Table 13 outlines the frequency and percentage distribution of the English proficiency levels of the respondents in terms of mastering vocabulary. As observed from the table, 97 learners (30.60%) were not proficient in English, 88 learners (27.76%) were moderately proficient in English, 71 learners (22.40%) were proficient in English, and 61 learners (19.24%) were highly proficient in English. The mean English proficiency level of the respondents in terms of mastering vocabulary was 2.30, interpreted as moderately proficient.

Table 13. Frequency and Percentage Distribution of the English Proficiency Levels of the Respondents in terms of Mastering Vocabulary

English Proficiency Levels	Frequency	Percentage
Highly Proficient	61	19.24
Proficient	71	22.40
Moderately Proficient	88	27.76
Not Proficient	97	30.60
Total	317	100.00
Mean	2.30	
Interpretation	Moderately Proficient	

The present study was aligned to the previous studies (Aras & Hastini, 2024; Nengtias, 2024; Gani et al., 2024) in terms of investigating the relationship between English proficiency levels and vocabulary mastery, specifically focusing on moderately proficient learners and their acquisition of vocabulary. These studies underscore the significance of addressing vocabulary mastery among moderately proficient learners and highlight the need for targeted interventions to support vocabulary acquisition. By understanding the challenges learners face and identifying effective strategies for vocabulary development, teachers can enhance language proficiency and communication skills among learners in English language learning contexts.

In terms of reading comprehension, Table 14 summarizes the mean rating and percentage distribution of the English proficiency levels of the respondents. It can be observed from the table that 103 learners (32.49%) were not proficient in English, 89 learners (28.08%) were moderately proficient in English, 67 learners (21.14%) were proficient in English, and 58 learners (18.30%) were highly proficient in English. The mean English proficiency level of the respondents in terms of reading comprehension was 2.25, interpreted as moderately proficient.

Table 14. Frequency and Percentage Distribution of the English Proficiency Levels of the Respondents in terms of Reading Comprehension

English Proficiency Levels	Frequency	Percentage
Highly Proficient	58	18.30
Proficient	67	21.14
Moderately Proficient	89	28.08
Not Proficient	103	32.49
Total	317	100.00
Mean	2.25	
Interpretation	Moderately Proficient	

The present study was coincided to the previous studies (Mirzaelan & Maghsoudi, 2024; Adora et al., 2024; Alahmadi, 2024) in terms of investigating reading comprehension abilities among moderately proficient English learners, albeit focusing on different interventions and contexts. These studies underscore the importance of addressing reading comprehension abilities among moderately proficient English learners and highlight various interventions and contexts through which reading proficiency can be enhanced. By understanding the factors influencing reading comprehension and implementing effective interventions, teachers can support learners in developing strong reading skills essential for academic success and language proficiency.

The summary of the English proficiency levels of the respondents is detailed in Table 15. It can be seen from the table that the English proficiency levels of the respondents were proficient in the dimension of oral communication ($\mu = 2.53$), and moderately proficient in various dimensions such as writing proficiency, mastering vocabulary, and reading comprehension ($\mu = 2.47, 2.30, 2.25$, respectively). The overall mean rating was 2.39, interpreted as moderately proficient.

Table 15. Summary on the English Proficiency Levels of the Respondents

Item	Dimensions	GMR	Interpretation
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1	Oral Communication	2.53	Proficient
2	Writing Proficiency	2.47	Moderately Proficient
3	Mastering Vocabulary	2.30	Moderately Proficient
4	Reading Comprehension	2.25	Moderately Proficient
Overall Mean Rating		2.39	Moderately Proficient

The present study was alongside the previous studies (Islam et al., 2024; Ngo et al., 2022; Welesilassie & Nikolow, 2024) in terms of examining the impact of English language proficiency and related factors on learners' abilities and experiences. These studies underscore the multifaceted nature of English language proficiency and its impact on learners' abilities, experiences, and integration into society. By examining various factors influencing language proficiency and learning outcomes, teachers and policymakers can develop targeted interventions to support learners in achieving their language learning goals and fostering inclusive language learning environments.

4.4. Difference between the Respondents' Perceptions on TESL and Their Profile

Table 16 presents the results of a Kruskal-Wallis Test investigating the difference between the respondents' perceptions on TESL and their age profile. The computed asymptotic significant values for dimensions of perceptions on TESL such as teaching resources, approaches to teaching, learning support, and assessment methods (ASig. = 0.000, 0.000, 0.000, 0.000, respectively) all fall below the 0.05 significance threshold. Consequently, the null hypothesis is rejected, signifying a notable difference between respondents' age profile and the overall perceptions on TESL, with an overall computed value of ASig. = 0.000.

Table 16. Difference between the Respondents' Perceptions on TESL and Their Profile in terms of Age

TESL	H-value	df	Asymp. Sig.	Decision
Teaching Resources	41.799	3	.000	Reject H ₀₁ Significant
Approaches to Teaching	41.397	3	.000	Reject H ₀₁ Significant
Learning Support	40.220	3	.000	Reject H ₀₁ Significant
Assessment Methods	40.897	3	.000	Reject H ₀₁ Significant
Overall	41.095	3	.000	Reject H₀₁ Significant

The present study was similar to the previous studies conducted by Kaya & Sagnak (2022), Haryono & Manggopa (2024), and Zaafour & Salaberri-Ramiro (2022) in terms of examining the role of age in learners' perceptions and experiences of TESL. These studies highlight the importance of considering age-related factors in TESL contexts, whether it be through exploring the use of gamification, examining age-related differences in language acquisition, or investigating the impact of teachers' age on instructional approaches. By understanding how age influences

TESL experiences, teachers can tailor their teaching methods to better meet the diverse needs and preferences of learners across different age groups.

Table 17 showcases the results of a Kruskal-Wallis Test examining the difference between the respondents' perceptions on TESL and their sex profile. The computed asymptotic significant values for dimensions of teaching resources, approaches to teaching, learning support, and assessment methods (ASig. = 0.781, 0.906, 0.962, 0.961, respectively), all fall above the 0.05 significance threshold. Hence, the null hypothesis is accepted, signifying no difference between respondents' sex profile and the overall perceptions on TESL, with an overall computed value of ASig. = 0.955.

Table 17. Difference between the Respondents' Perceptions on TESL and Their Profile in terms of Sex

TESL	H-value	df	Asymp. Sig.	Decision
Teaching Resources	.078	1	.781	Accept H ₀₁ Not Significant
Approaches to Teaching	.014	1	.906	Accept H ₀₁ Not Significant
Learning Support	.002	1	.962	Accept H ₀₁ Not Significant
Assessment Methods	.002	1	.961	Accept H ₀₁ Not Significant
Overall	.003	1	.955	Accept H₀₁ Not Significant

The present study was similar to the previous studies conducted by Ehrlich & Milani (2024), Masood et al. (2024), and Wang & Kruk (2024) in terms of examining the relationship between learners' perceptions of TESL and the sex of learners. These studies underscore the importance of considering the role of gender and sex in shaping learners' perceptions and experiences of TESL. By understanding how learners' perceptions may vary based on the sex of teachers and other related factors, teachers can develop more inclusive and effective teaching practices to cater to the diverse needs and preferences of learners in TESL contexts.

In Table 18, a Kruskal-Wallis Test is demonstrated to investigate the difference between the respondents' perceptions on TESL and their monthly family income. The computed asymptotic significant values for dimensions of respondents' perceptions on TESL, including teaching resources, approaches to teaching, learning support, and assessment methods (ASig. = 0.166, 0.168, 0.133, 0.111, respectively), all fall above the 0.05 significant threshold. Accordingly, the null hypothesis is accepted, signifying no difference between respondents' monthly family income and their overall perceptions on TESL, with an overall computed value of ASig. = 0.104.

Table 18. Difference between the Respondents' Perceptions on TESL and Their Profile in terms of Monthly Family Income

TESL	H-value	Df	Asymp. Sig.	Decision
Teaching Resources	9.146	6	.166	Accept H ₀₁ Not Significant
Approaches to Teaching	9.102	6	.168	Accept H ₀₁ Not Significant
Learning Support	9.801	6	.133	Accept H ₀₁ Not Significant
Assessment Methods	10.346	6	.111	Accept H ₀₁ Not Significant
Overall	10.522	6	.104	Accept H₀₁ Not Significant

The present study was similar to the previous studies conducted by Xu et al. (2024), Wang (2024), and Keskin & Kucuk (2024) in terms of examining the relationship between learners' perceptions of TESL and the monthly family income of learners. These studies underscore the importance of considering the socioeconomic background of learners when examining their perceptions and experiences of TESL. By understanding how family income may influence learners' strategies for language learning, academic achievement, and readiness for online learning, teachers can tailor instructional approaches to better support learners from diverse socioeconomic backgrounds in TESL contexts.

In Table 19, the results of a Kruskal-Wallis Test are displayed, examining the difference between the respondents' perceptions on TESL and their daily number of hours spent studying English at home. The computed asymptotic significant values for dimensions of perceptions on TESL, particularly teaching resources, approaches to teaching, learning support, and assessment methods (ASig. = 0.507, 0.419, 0.600, 0.463, respectively), all fall above the 0.05 significance threshold. Thus, the null hypothesis is rejected, signifying no difference between respondents' daily number of hours spent studying English at home profile and the overall perceptions on TESL, with an overall computed value of ASig. = 0.392.

Table 19. Difference between the Respondents' Perceptions on TESL and Their Profile in terms of Daily Number of Hours Spent Studying English at Home

TESL	H-value	df	Asymp. Sig.	Decision
Teaching Resources	3.311	4	.507	Accept H ₀₁ Not Significant
Approaches to Teaching	3.908	4	.419	Accept H ₀₁ Not Significant
Learning Support	2.754	4	.600	Accept H ₀₁ Not Significant
Assessment Methods	3.597	4	.463	Accept H ₀₁ Not Significant
Overall	4.103	4	.392	Accept H₀₁

Not Significant

The present study was similar to the previous studies conducted by Milliner & Dimoski (2021), Le Pichon et al. (2021), and Han et al. (2023) in terms of examining the relationship between learners' perceptions of TESL and the daily number of hours spent studying English at home. These studies highlight the complex nature of learners' perceptions of TESL and suggest that factors beyond study hours, such as instructional interventions and teaching methodologies, may play a significant role in shaping learners' attitudes towards language learning.

In Table 20, the outcomes of a Kruskal-Wallis Test are presented, exploring the difference between the respondents' perceptions on TESL and the highest educational attainment of their learning facilitator. The computed asymptotic significant values for dimensions of respondents' perceptions on TESL, focusing on teaching resources, approaches to teaching, learning support, and assessment methods (ASig. = 0.000, 0.001, 0.000, 0.001, respectively), all fall below the 0.05 significance threshold. Therefore, the null hypothesis is rejected, signifying a notable difference between respondents' highest educational attainment of their reading facilitator profile and the overall perceptions on TESL, with an overall computed value of ASig. = 0.000.

Table 20. Difference between the Respondents' Perceptions on TESL and Their Profile in terms of Highest Educational Attainment of a Learning Facilitator

TESL	H-value	df	Asymp. Sig.	Decision
Teaching Resources	19.379	3	.000	Reject H ₀₁ Significant
Approaches to Teaching	16.627	3	.001	Reject H ₀₁ Significant
Learning Support	18.029	3	.000	Reject H ₀₁ Significant
Assessment Methods	17.196	3	.001	Reject H ₀₁ Significant
Overall	19.055	3	.000	Reject H₀₁ Significant

The present study was similar to the previous studies conducted by Baihaqi (2024), Ramalingam et al. (2022), and Nghipandulwa et al. (2022) in terms of examining the relationship between learners' perceptions of TESL and the highest educational attainment of the reading facilitator. These studies highlight that learners' perceptions of TESL may be influenced by various factors, including instructional approaches, technology integration, and teachers' roles, rather than solely by the highest educational attainment of the reading facilitator.

4.5. Correlation between the Respondents' Perceptions on TESL and Their English Proficiency Levels

In Table 21, the correlation between the respondents' perceptions on TESL and their English proficiency levels in terms of oral communication is presented, utilizing Spearman's Rho Correlation Coefficient. The respondents' perceptions on TESL focusing on teaching resources, approaches to teaching, learning support, and assessment methods ($r_s = 0.868, 0.866, 0.851, 0.866$,

respectively) exhibit a positively very high correlation with their English proficiency levels in terms of oral communication. The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively very high correlation ($r_s = 0.866, \alpha = 0.000$) between the respondents' perceptions on TESL and their English proficiency levels in terms of oral communication.

Table 21. Correlation between the Respondents' Perceptions on TESL and Their English Proficiency Levels in terms of Oral Communication

TESL	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Teaching Resources	.868	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Approaches to Teaching	.866	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Learning Support	.851	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Assessment Methods	.866	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Overall	.866	Positive Very High Correlation	.000	Reject Ho₂ Significant

The present study was similar to the previous studies (Crosling et al., 2023; Ho, 2020) in terms of exploring learners' perceptions on TESL and its impact on their oral communication proficiency. These studies underscore the significance of oral communication skills in various contexts, from workplace communication to tourism English, and highlight the importance of effective pedagogical approaches in fostering learners' oral proficiency. By understanding learners' perceptions and needs, teachers can design more inclusive and effective English language teaching strategies to support learners in developing essential oral communication skills.

In Table 22, the correlation between the respondents' perceptions on TESL and their English proficiency levels in terms of writing proficiency is presented, utilizing Spearman's Rho Correlation Coefficient. The respondents' perceptions on TESL focusing on teaching resources, approaches to teaching, learning support, and assessment methods ($r_s = 0.910, 0.904, 0.895, 0.906$, respectively) exhibit a positively very high correlation with their English proficiency levels in terms of writing proficiency. The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively very high correlation ($r_s = 0.907, \alpha = 0.000$) between the respondents' perceptions on TESL and their English proficiency levels in terms of writing proficiency.

Table 22. Correlation between the Respondents' Perceptions on TESL and Their English Proficiency Levels in terms of Writing Proficiency

TESL	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Teaching Resources	.910	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Approaches to Teaching	.904	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Learning Support	.895	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Assessment Methods	.906	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Overall	.907	Positive Very High Correlation	.000	Reject Ho₂ Significant

The present study was aligned to the previous studies (Buragohain et al., 2023; Ahmedova & Normurodova, 2024; Wahyudi, 2024) in terms of exploring learners' perceptions on TESL and its impact on their writing proficiency levels. Together, these studies underscore the significance of various factors, including technology integration, language policy, and pedagogical approaches, in influencing learners' perceptions and writing proficiency levels in English as a second language contexts. By understanding these factors and their impact on language learning outcomes, teachers can design more effective strategies to support learners in developing their writing skills effectively.

In Table 23, the correlation between the respondents' perceptions on TESL and their English proficiency levels in terms of mastering vocabulary is presented, employing Spearman's Rho Correlation Coefficient. The respondents' perceptions on TESL focusing on teaching resources, approaches to teaching, learning support, and assessment methods ($r_s = 0.842, 0.830, 0.830, 0.866$, respectively) exhibit a positively very high correlation with their English proficiency levels in terms of mastering vocabulary. The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively very high correlation ($r_s = 0.838, \alpha = 0.000$) between the respondents' perceptions on TESL and their English proficiency levels in terms of mastering vocabulary.

Table 23. Correlation between the Respondents' Perceptions on TESL and Their English Proficiency Levels in terms of Mastering Vocabulary

TESL	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Teaching Resources	.842	Positive Very High Correlation	.000	Reject Ho ₂ Significant

Approaches to Teaching	.830	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Learning Support	.830	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Assessment Methods	.836	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Overall	.838	Positive Very High Correlation	.000	Reject Ho₂ Significant

The present study was cognizant to the previous studies (Novia et al., 2024; Kurniawan et al., 2024; Tiara et al., 2024) in terms of investigating learners' perceptions on TESL and its impact on their mastery of vocabulary. These studies highlight the importance of employing engaging and interactive teaching methods, such as cue card media, game-based learning, and word games, to enhance learners' vocabulary mastery. By understanding learners' perceptions and utilizing effective instructional strategies, teachers can create engaging learning environments that promote vocabulary acquisition and proficiency development effectively.

In Table 24, the correlation between the respondents' perceptions on TESL and their English proficiency levels in terms of reading comprehension is presented, using Spearman's Rho Correlation Coefficient. The respondents' perceptions on TESL focusing on teaching resources, approaches to teaching, learning support, and assessment methods ($r_s = 0.823, 0.813, 0.812, 0.820$, respectively) exhibit a positively very high correlation with their English proficiency levels in terms of reading comprehension. The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively very high correlation ($r_s = 0.820, \alpha = 0.000$) between the respondents' perceptions on TESL and their English proficiency levels in terms of reading comprehension.

Table 24. Correlation between the Respondents' Perceptions on TESL and Their English Proficiency Levels in terms of Reading Comprehension

TESL	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Teaching Resources	.823	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Approaches to Teaching	.813	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Learning Support	.812	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Assessment Methods	.820	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Overall	.820	Positive Very High Correlation	.000	Reject Ho₂ Significant

The present study was tantamount to the previous studies (Putra, 2024; Chavitri, 2024; Suwarsiki, 2024) in terms of investigating the relationship between learners' perceptions on TESL

and their English proficiency levels, specifically in the context of reading comprehension. These studies highlight the importance of considering learners' perceptions, motivation, and instructional strategies in promoting reading comprehension skills. By understanding the factors that influence reading comprehension and implementing effective teaching methods, teachers can better support learners in developing their reading proficiency levels.

In Table 25, the summary of the correlation between the respondents' perceptions on TESL and their English proficiency levels is presented, utilizing Spearman's Rho Correlation Coefficient. The respondents' perceptions on TESL focusing on teaching resources, approaches to teaching, learning support, and assessment methods ($r_s = 0.891, 0.883, 0.877, 0.888$, respectively) exhibit a positively very high correlation with their English proficiency levels. The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively very high correlation ($r_s = 0.888, \alpha = 0.000$) between the respondents' perceptions on TESL and their English proficiency levels.

Table 25. Summary on the Correlation between the Respondents' Perceptions on TESL and Their English Proficiency Levels

TESL	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Teaching Resources	.891	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Approaches to Teaching	.883	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Learning Support	.877	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Assessment Methods	.888	Positive Very High Correlation	.000	Reject Ho ₂ Significant
Overall	.888	Positive Very High Correlation	.000	Reject Ho₂ Significant

The present study was parallel to the previous studies (Singer, 2024; Yaccob et al., 2022; Tai & Zhao, 2022) in terms of investigating the learners' perceptions on TESL and their English proficiency levels. These studies provide valuable insights into the relationship between learners' perceptions, teaching methodologies, and English proficiency levels. By understanding learners' perspectives and exploring innovative approaches to language teaching, teachers can effectively enhance language learning experiences and promote English proficiency among learners.

4.6. An Enhanced Instructional Plan on TESL and English Proficiency Levels.

In response to the evolving needs of learners, an enhanced instructional plan for TESL and improving English proficiency levels has been developed. This comprehensive plan focuses on increasing study hours, refining teaching methodologies, and bolstering support mechanisms to

foster language acquisition and proficiency among learners. Recognizing the challenges posed by limited resources and ineffective instructional methods, the plan aims to ensure equitable access to quality language instruction. Key processes include collaborative planning, resource allocation, professional development for teachers, and ongoing monitoring and evaluation. By creating an enriched learning environment, the plan supports learners' academic success, social integration, and future career opportunities. This initiative represents a commitment to excellence in education, empowering learners to achieve their full potential in English language proficiency.

5. CONCLUSIONS

1. The profile of Grade 6 learners reveals that the majority were 11 years old, with a significant portion being female, and a large proportion came from families with a monthly income of P19,999 and below; furthermore, it was observed that most spent less than 1.0 hour studying at home and had learning facilitators who were college graduates.

2. Grade 6 learners moderately observed the utilization of teaching resources, approaches to teaching, learning support, and assessment methods in TESL.

3. Grade 6 learners had proficiency levels of oral communication in English, and were moderately proficient in writing, mastering vocabulary, and reading comprehension.

4. A significant difference was noted in Grade 6 learners' perceptions of TESL across all dimensions - teaching resources, approaches to teaching, learning support, and assessment methods - based on age and the highest educational attainment of the reading facilitator, with computed asymptotic significant values falling below the 0.05 level of significance, resulting in the rejection of the null hypothesis, thus indicating a substantial disparity between Grade 6 learners' perceptions of TESL and their age and the highest educational attainment of the reading facilitator.

5. A positively very high and significant correlation was discovered between Grade 6 learners' perceptions of TESL across various dimensions - teaching resources, approaches to teaching, learning support, and assessment methods - and their English proficiency levels concerning oral communication, writing proficiency, mastering vocabulary, and reading comprehension; the computed value reached significance at a 5% level, leading to the rejection of the null hypothesis, therefore indicating a positively very high significant correlation exists between Grade 6 learners' perceptions of TESL and their English proficiency levels in terms of oral communication, writing proficiency, mastering vocabulary, and reading comprehension.

6. An enhanced English instruction plan for TESL and the English proficiency levels of Grade 6 learners has been developed.

6. RECOMMENDATIONS

1. The Grade 6 learners must allocate more time for studying at home, considering their limited study hours, and teachers should be aware of the socioeconomic background of learners to tailor teaching approaches accordingly.

2. Grade 6 learners must actively engage with a wider range of learning resources, approaches, and support mechanisms to enhance their proficiency in learning English as a second language.

3. Grade 6 learners must focus on improving writing skills, vocabulary mastery, and reading comprehension to complement their proficient oral communication in English.

4. The Grade 6 learners must receive differentiated instruction based on age and the educational background of their reading facilitators to address the identified disparities in perceptions of TESL.

5. Grade 6 learners must be encouraged to perceive TESL holistically, understanding its correlation with their overall English proficiency to optimize their learning outcomes.

6. The Grade 6 learners must actively participate in the implementation of the enhanced English instruction plan to effectively improve their English proficiency levels in TESL.

7. Further studies on the long-term impact of implementing tailored teaching approaches based on learners' socioeconomic backgrounds in Grade 6 English language education must be conducted to assess its effectiveness and sustainability.

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