

SPEAKING ENGLISH LANGUAGE AND ITS CHALLENGES AMONG GENERAL ACADEMIC STRAND STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

AUTHORS

Emmanuel Diaz
Aj Ian Escobal
Roderick Logroño
Hazen Miranda
Ven Heart Yhenic Placido
Kent Tristan Sanchez

RESEARCH ADVISER

Rica Mae J. Berja

AFFILIATION

Bestlink College of the
Philippines

DISCIPLINE

Languages & Linguistics

KEYWORDS

*general academic strand;
language challenges; bestlink
college; english
communication; vygotsky's
sociocultural theory; socio-
demographic factors*

ARTICLE ID

AASGBCPJMRA-B47452

This study investigates the challenges faced by General Academic Strand (GAS) students at Bestlink College of the Philippines in speaking the English language. It focuses on issues related to fluency, pronunciation, and grammar, often influenced by limited language practice, low confidence, and the complexity of English rules. The study also explores the impact of socio-demographic factors such as prior language exposure, educational background, and socioeconomic status on students' English-speaking proficiency. Guided by Vygotsky's Sociocultural Theory, which emphasizes learning through social interaction, the study aims to support students, teachers, and administrators in developing strategies to enhance English communication skills and boost student confidence. An evaluative-quantitative research design was used to assess English-speaking challenges among 77 GAS students selected through quota sampling. A validated survey questionnaire served as the primary research instrument. The data were analyzed using frequency, percentage, ranking, and mean to evaluate difficulties in fluency, pronunciation, and grammar, as well as the effects of socio-demographic factors. The findings revealed that students experienced consistent challenges in fluency (mean = 3.27), pronunciation (mean = 3.30), and grammar (mean = 3.27), with an overall weighted mean of 3.28, interpreted as "strongly agree." Regarding socio-demographic factors, prior language exposure (mean = 3.23), educational background (mean = 3.25), and socioeconomic status (mean = 3.31) also had a notable influence, with an overall mean of 3.26. Among the identified challenges, personal attitude emerged as the most significant factor, cited by 48 students (62.34%). An action plan was developed to address these challenges and guide the improvement of students' English-speaking abilities. The results emphasize the need for targeted interventions to overcome common barriers in English communication among GAS students. These include focused training on fluency, pronunciation, and grammar, as well as programs to address confidence issues related to personal attitude. The study recommends implementing school-based initiatives, including peer conversation workshops, pronunciation drills, and supportive learning environments that foster language use. These strategies aim to strengthen students' English-speaking skills and promote academic and personal development.

RECOMMENDED CITATION

Diaz, E., Escobal, A. I., Logroño, R., Miranda, H., Placido, V. H. Y., & Sanchez, K. T. (2025). Speaking English Language and Its Challenges Among General Academic Strand Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(3), 63.