# EXPLORING CHALLENGES IN ENGLISH LANGUAGE LEARNING FROM THE LENS OF BSED-ENGLISH MAJOR STUDENTS

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**Abstract:**

This phenomenological study under qualitative research highlighted the experiences of the fourth-year English major students of Ramon Magsaysay Memorial Colleges, General Santos City, during the academic year 2024-2025. The purposive sampling design was used as the data gathering instrument. The 10 individual in-depth interviews were used in collecting the data, while content thematic analysis was employed in data analysis. The study showed that participants encountered different types of challenges, such as pronunciation, grammar, and vocabulary, among others. In this regard, participants used various coping mechanisms for each stage of the challenges, like developing the much-needed confidence, asking for help from classmates and teachers, and reviewing the learnings and experiences. The way of overcoming the challenges through time was to gain a growth mindset, be active in learning, and make the challenge an opportunity. In conclusion, a very encouraging and accommodating learning environment is one way of promoting one's resilience and motivation. The elements of belonging, guiding, feedback, peer support and cooperation are essential in reducing anxiety, engagement, and achievement. Results indicated the relationship between the learner's individual development, perseverance, and the conditions under which the learning was taking place. By perceiving the problems as a chance to improve, students overcame both the immediate and long-term struggle by supporting their personal and educational growth. The results may imply that student-centered teaching strategies might facilitate social well-being and individual help.

**Keywords:** English, language learning, academic problems, coping mechanisms, phenomenological study, English major students, Philippines

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## 1. Introduction

*"You might be afraid to speak out because you could be judged for your grammatical mistakes, which makes it hard instead of being an opportunity to learn."* (Norton A.)

A fourth-year English major student says that when they speak English, they experience judgment and persistent stress to speak perfectly. Students majoring in English are required to perfect their language skills, while also fulfilling the responsibility of teaching English. The need to perform well only heightens the struggles students encounter in the English learning process, from pronunciation barriers to grammar and vocabulary issues. The commonality of such issues has many students feeling defeated and lacking motivation. In order to better understand the dynamics of the student population in the classroom, students were interviewed to demonstrate their ingenuity in the face of learning obstacles, which they view as opportunities to further personal and professional growth. This study, therefore, looks at students' coping mechanisms in terms of the language teaching-learning process as well as their resiliency tools and formula for success.

In addition to this, multiple studies indicate that English majors, at the beginning of their academic journey, are expected to develop a deep understanding of the English language beyond its fundamental components, largely due to their prospective roles as future educators. Students encounter numerous obstacles because their elevated duty to learn the language prevents academic progress and decreases their motivation to learn English. English major students face considerable impediments that affect their complete educational journey (Smith, Jones, & Brown, 2019; Abdullayev & Kholbekova, 2023).

Moreover, Malaysian students must be taught English because it is required for both educational and business purposes. There are many reasons for the current issues in the English-speaking skill among the Malaysian students. Many times, educators pressure the students to speak English, even when they are not yet ready. As a result, their speaking skills are poor and their language skills are not fluent. Additionally, because of early-stage pressure, many students feel anxiety and low self-confidence, which further makes them have a negative attitude toward learning English. They have limited opportunities to engage in English conversation, both inside and outside the classroom, due to which their opportunity to utilize their English language is limited. Hence, more student-friendly methods should be adopted in the education of English to support the students' learning process by giving them an opportunity to learn English without having high pressure, anxiety, and poor self-confidence (Aljumah, 2020; Soruc *et al.*, 2021).

Furthermore, being a multilingual society with English as an official language presents special challenges for English language education in the Philippines for students studying English who must achieve advanced mastery of the language. Earlier research examined challenges faced by general English language learners in the country, but there is minimal research about English major students who face unique challenges because of

the advanced nature of their coursework and their teaching preparation roles. Also, the research deficiency remains crucial because English major students need both advanced language abilities and specialized teaching skills to instruct effectively. Through its examination of English major students' difficulties, this study aims to expand understanding of their distinct challenges, which encompass language proficiency problems, confidence issues, and academic pressures related to their teaching careers. It is vital to address this gap in order to strengthen support systems and advance language education strategies within the Philippines (Luy & Dizon, 2021).

In addition, I would like to recall my experience of studying English at college and note that I could describe it as difficult but pleasant. I think that the main problems at the beginning of the learning process were the lack of knowledge of grammatical rules and correct pronunciation. I am usually anxious about making mistakes in class and embarrassing myself. But since I have a dream to be an English teacher, I was motivated to study harder, to be more attentive and to aim for a high level of English. I gradually surpassed these obstacles by asking my teachers for more help, participating actively and practicing by myself when out of class. This entire process made me appreciate the importance of learning English for my future career, and this thought inspired me to be better.

In the local context, this study looks at the situation of private university students in Pagadian City taking up an English degree program. It was found out that these students suffer from intermittent internet and a lack of proficiency and confidence in the English language. This condition profoundly impacts students' English language learning experience. It was found out that these students have little opportunity to access English materials and engage in online discussions. An intermittent internet connection limits students' opportunities to access English resources online and join online interactive activities. These limitations, however, do not only limit skills development but also affect students' motivation and participation in learning activities. Therefore, the use of technology in the learning experience, along with the English language instruction, can improve learning effectiveness (Tantog *et al.*, 2022; Zou, 2022).

Moreover, even though research has extensively covered global English language learning challenges, researchers have paid little attention to the unique problems faced by students majoring in English within the Philippine educational system. Research has identified several obstacles to language learning, including anxiety about language performance alongside motivational deficiencies and insufficient exposure to the target language. A researcher analyzed the impact of language anxiety on Filipino students' speaking abilities, while research found vocabulary deficits and grammar difficulties as major obstacles to language mastery. Limited research exists on the dual demands English major students face as they need to achieve personal language mastery along with teaching competencies. English major students face distinct academic demands and professional goals, which need thorough exploration to determine their particular requirements. Through examining challenges faced by English major students in the Philippines, this study seeks to close existing research gaps and support the development

of precise educational interventions and better learning environments (Lam, 2021; Tan & Quijano, 2020).

Despite ongoing improvements in language teaching approaches and methods, students still struggle to achieve proficiency in English. Studies emphasize the ongoing difficulties English language learners face and emphasize the need to explore and solve these challenges. This study investigates the multiple obstacles English major students confront in developing their English language skills while focusing on discovering obstructive factors and methods for overcoming these learning barriers (Creswell, 2018; Turhan, 2019).

In conclusion, English language learners are experiencing challenges which are derived from the multiple linguistic, cultural, and social impacts associated with their learning process. The current research findings from this literature review study covered various contexts, but none were specific to English major students and their challenges. This gap becomes significant because English major students are also encountering additional difficulties when learning the language and preparing to teach it. Addressing this gap becomes vital as the proposed research contributes to bridging this gap to improve the learning and teaching of the language. Its urgency derives from its contribution to the larger mission to improve the learning and teaching of the language, as well as the professional and academic support of English learners.

## 2. Material and Methods

In this qualitative study conducted at Ramon Magsaysay Memorial Colleges – General Santos City, the researcher strategically employed purposive sampling to select ten BSEd-English major students. The participants of this study were the ten (10) fourth-year BSEd-English major students enrolled at RMMC during the first semester of the academic year 2024-2025. This study is delimited to exploring the challenges in English language learning experienced by the participants. They were selected based on the following criteria: (They were fourth-year English major students, must be in good academic standing, without any failure or repetition in their major courses, qualified to be placed under practice teaching, must be physically fit to actively take part in the in-depth interviews and give valid responses. Students who are not fourth-year English majors are excluded.

The materials for this qualitative phenomenological study primarily consisted of a validated interview guide/questionnaire designed to elicit the lived experiences of English major students. Data collection methods involved individual in-depth interviews with ten fourth-year BSEd-English major students of Ramon Magsaysay Memorial Colleges. The researcher personally conducted these interviews and discussions, and recorded the conversations to ensure accuracy, later engaging an independent reader analyst to verify the transcriptions and a professional thematic analyst for subsequent analysis.

## 2.1 Design and Procedure

The procedure for data collection began with securing the necessary approvals from the President of Ramon Magsaysay Memorial Colleges, the Dean of the Graduate School Program, and the Executive Director for Academic Affairs. In addition, the researcher distributed informed consent forms to the selected students, prioritizing ethical considerations. Ten participants engaged in an individual in-depth interview. A validated interview guide questionnaire served as the primary instrument to guide the researcher in eliciting rich and detailed narratives from the participants.

Before the extensive interviews and group discussions, the researcher held a preliminary meeting with the participants in which they talked about the research purpose, the topics, and the types of questions that they would be answering. The researcher assured the participants that he would keep the information confidential and that they could respond as freely as they wished. The researcher also communicated the goal of having a safe and trusting environment in order to support free, open, and honest conversation. The researcher was also mindful of the importance of cultural awareness and thus was aware of the social setting of the participants and their cultural context in order to support respectful dialogue. The participants were also aware that the session would be recorded and that they would be provided with access to the audio recording.

This study's data analysis consisted of summarizing collected information and presenting findings to highlight the most important aspects. Researchers evaluated the data through a series of steps involving data reduction techniques and visualization methods to generate conclusions and perform verification (Hancock *et al.*, 2021; Mezmir, 2020).

The process was carried out in three steps. The analysis process involves dividing the whole system into different parts so that each part can be studied separately. Data analysis works on raw data to create useful information for decision-making. Researchers gather and examine data to answer questions and validate or refute hypotheses and theories. This methodical review of data helps identify patterns, relationships, and trends in the data. Finally, it enables meaningful conclusions that support the overall research purpose (Castleberry & Nolen, 2018; Tracy, 2019).

Furthermore, the data reduction method marked the initial phase within the qualitative data analysis process. Data reduction required researchers to summarize data by selecting fundamental elements and identifying key aspects to discover themes and patterns. The researcher gathered information regarding the difficulties fourth-year BSED English majors encountered in learning English through both interviews and documentation. The researcher then transcribed the data. The research data that did not relate to the study's theme was considered to be data which related to the research. The researcher displayed the collected and reduced data in a descriptive format (Sugiyono, 2014).

Moreover, the second element of the qualitative data analysis model is visualization or data display, which provides "*an organized compressed information assembly that enabled conclusion drawing*" and offers new ways to structure and interpret textually

dense data. Through data displays presented as words or diagrams, analysts could identify systematic patterns and relationships within the data. During this display stage, higher-level categories or themes emerged that were not initially apparent in the original data reduction process. The third step involved generating conclusions and verification, where qualitative analysis began from the start of data collection by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions were continuously verified as the analysis progressed, with temporary conclusions drawn shortly after data collection (Miles & Huberman, 1994).

In order to maintain the rigor and trustworthiness of this qualitative phenomenological study, the researcher placed an emphasis on credibility, conformability, transferability, and dependability. Credibility was attained by the use of peer debriefing and member vetting. The other approach was member checking, where transcripts and interpretations were shared with the participants to confirm that they were responding accurately (Korstjens & Moser, 2022). Conformability was achieved by making sure that the results of the study were grounded in the ideas and experiences of the in-depth interview and not the researchers' own inclinations or personality. Conformability had been attained through data triangulation. To achieve data triangulation, the researcher cross-checked the data with other people to identify any inconsistencies in the collected research data (Kakar *et al.*, 2023). The transferability was also ensured as the researcher provided the readers with a comprehensive and detailed description of the procedures, participants, setting, and assumptions of the study (Stahl & King, 2020), which allowed them to judge whether or not the findings could be transferred to a similar setting. The dependability was lastly ensured by following the proper procedures, which should be documented in detail for future researchers to be able to replicate the study. It had also been accomplished by using exact and accurate research design and implementation and describing what had been intended and executed (Korstjens & Moser, 2022).

During this study, the researcher observed all the ethical requirements. In order to ensure voluntary participation, the participants were given a choice to participate in the study without facing any consequences, reparation, or loss of benefits. The privacy and confidentiality were maintained strictly as the researcher ensures the security of data by anonymizing all the collected information. In this study, the informed consents were given to the potential participants to show their participation was voluntary. The researcher developed a rigorous recruitment process so that the involved participants knew the purpose and importance of the study. The researcher prevented possible risks by giving priority to the well-being and safety of the participants. The researcher showed academic integrity by taking part in the prevention of plagiarism, fabrication, and falsification using detectors and quotation of all the sources. By showing transparency and honesty, the researcher shared the correct information in the consent process and obtained formal approval from the authoritative bodies for the study.

## 3. Results and Discussion

This part presents the categorization of data of the participants lived experiences in English language learning. Specially, to describe their challenges, coping mechanisms, and the effects of the challenges on their learning progress.

**Table 1:** Challenges in English language learning
experienced by BSEd-English major students

| Clustered Themes | Emergent Themes |
|---|---|
| Got pressured with expectations of the people on the degree taken. Perception of the people. Demands an extensive understanding of words and their meanings. Lack of confidence due to exceeding expectations. | **Expectations with the Degree Taken** |
| Not confident in speaking the language and procrastination. Possessed anxiety in speaking due to noticeable paralanguage features. Difficulty and fear in conversing in English and cultural differences. Getting intimidated by others due to their experiences. | **Lack of Confidence** |
| Limited exposure to the language. Lack of familiarity with the use of such language in reality. Less acquaintance with the use of language due to environmental influence. Tolerated to use vernacular language during English classes. Lack of experience resulted in less participation to classroom discussions. | **Less Exposure** |
| Cannot express ideas due to poor vocabulary skills. Having a hard time translating the words in a specific language. Inadequate vocabulary and understanding of grammar. | **Limited Vocabulary** |
| Wrong pronunciation of some unfamiliar words. Found it hard to pronounce words and had difficulty speaking in English fluently. Nuances in speaking and learning the language. Find difficulty in developing fluency and pronunciation. | **Mispronunciation** |
| Ungrammatical structure of the sentence resulting in ambiguity of thoughts. Conforming to the standard mechanics of writing. Committing errors in constructing sentences. Challenged in constructing sentences. | **Complex Concepts of Grammar** |
| Unable to purchase reference materials for learning the language. Lack of resources, such as books to learn the language. Poor confidence in using the language to express one's thoughts or ideas. Unavailability of resources and shyness. | **Deficiency in Resources** |
| Had a hard time emulating the teaching methods and instructional approaches since the teacher used complicated words during discussions. Unfamiliarity with the methods used by the teachers in discussing the concepts Difficulty understanding the meaning of the words used by the professor. | **Unfamiliarity with the Teaching Approaches** |
| Speaking without much time for preparation, such as impromptu and extemporaneous speaking. Encountered a mental block during extemporaneous speech. Difficulty in expressing thoughts orally rather than writing. Less variety in speaking sounded monotonous. | **Fear in Public Speaking** |

Table 1 presents the challenges experienced by fourth-year BSEd-English major students in English language learning. There are nine emergent themes from this category. The English major students' experiences challenges in terms of expectations with the degree taken, lack of confidence, less exposure, limited vocabulary, mispronunciation, complex concepts of grammar, deficiency of resources, unfamiliarity with the teaching approaches, and fear in public speaking.

English major students often struggle to align their learning experiences with program expectations. They must navigate complex grammar, avoid various errors, and meet high academic standards. This pressure causes significant stress, leading to frequent mistakes and negatively affecting their confidence and social lives. Consequently, some vital skills may be lost in the teaching practice because they are under stress from the beginning. It is important to design education programs in accordance with the experience and needs of the students.

Lack of confidence is one of the major challenges English major students experience, especially in writing and speaking. When their work is below expectation, this triggers fear of making mistakes, unwillingness to take part, or even refusal to participate in the class activities. Lack of confidence causes academic failure and social isolation. Research supports the importance of a learning environment for self-expression and confidence building with positive feedback and regular practice.

Students face a lot of issues when it comes to learning a language such as less exposure. The environment doesn't provide them with enough chances to speak English. In such cases, students have no fluency, the right pronunciation or communication. They have the knowledge of how to use certain grammar and words, but have no idea how to do so in real life, which causes them to have very low confidence and panic. To be better at languages, one should watch more media, participate in activities and communicate with native speakers more.

One of the issues that English major students tend to have is a limited vocabulary. This inability to access vocabulary has caused low performance in their reading, writing, speaking and listening. This may also be related to spelling, pronunciation and word usage, low English exposure out of class, poor vocabulary learning strategies, poor vocabulary motivation, as well as limited understanding of various aspects like connotation, idiomaticity, range and so on. Having a limited vocabulary is also the reason for lower academic achievements and self-confidence in students. The most effective approach to this is reading extensively and engaging in deliberate academic vocabulary learning activities.

English major students usually suffer from the problem of mispronunciation. The main reasons are language interference, less exposure to native English speakers and the lack of phonetic exercise. This issue directly leads to poor clarity, fluency and self-confidence. Inconsistent spelling, difficult sounds, and minimal real-world practice add to the challenges they experience. Targeted pronunciation exercises, peer practice, and tools such as speech recognition software could help the students improve their accuracy and boost their confidence.

English majors are very likely to have grammar difficulties, like using correct verb tenses, making complete sentences, and having subject-verb agreement. English majors' grammar errors can lead to unclear writing or communication issues. The possible reasons for these problems are complicated grammar rules, their first language, a lack of grammar instruction, or a lack of grammar practice. While grammar mastery is not just about rote memorization, it needs practice and targeted instruction along with varied writing applications to truly succeed. Grammar is a challenge in attaining proficiency for many students.

A general deficiency of resources can be as simple as outdated textbooks, a lack of multimedia or language labs for practice. This further diminishes access to much-needed language learning materials as well as real-world practice that could further help solidify the skills of listening, speaking, and reading of English major students. When there are any resource gaps within public and developing-country universities, this could lower the motivation of students and stagnate their language and general academic progression.

English major students often struggle with unfamiliar teaching methods, particularly when shifting from traditional to student-centered approaches. This mismatch can lower participation, motivation, and critical thinking development. Research has demonstrated that a lack of familiarity with a teaching method may result in physical discomfort, anxiety, and negative language learning. This issue can be overcome by teachers gradually introducing new strategies with reliable support and adaptive process modifications.

English major students are often faced with the fear in public speaking. They often appear to be shy, with low confidence and speaking skills. Judgment, vocabulary, and culture have influenced the anxiety of public speaking in students. Spontaneous speaking also creates a big impact on them. It increases the stress, which leads to mental blockage and communication problems. Anxiety also impacts vocal expression and fluency. Avoiding speaking tasks also limits opportunities for practice, however, vocabulary building, communicative practice and mindfulness strategies may help improve confidence and oral proficiency.

**Table 2:** Coping mechanisms of BSEd-English major
students with their challenges in learning the language

| Clustered Themes | Emergent Themes |
|---|---|
| Early exposure to public speaking and writing by joining. campus journalism and other competitions.<br>Immersion in simulations and contests before that would be required. to use the language effectively. | **Early Exposure to Competitions** |
| Listened to audio materials and practicing in front of the mirror.<br>Overcame challenges by practicing like recording and listening.<br>Just by trying to speak in English, even with errors and flaws in the delivery. | **Continuous Practice** |
| Did metacognitive strategies through analyzing one's weaknesses and strengths. | **Development of Metacognitive Skills** |

| | |
|---|---|
| Took down notes and reviewed them, and by engagement in speaking activities.<br>Thought of other ways of coping with understanding the concepts like saving of videos and taking of notes. | |
| Improving one's speaking and comprehension skills by reading books.<br>Spared time to study and develop the skills.<br>Utilization of resources to learn and participation in the class<br>Got driven through extensive reading. | **Reading of books** |
| Considered the teachers and instructors in improving the skills in the English language.<br>Driven to learn because of the strategies used by the teachers.<br>even during distance learning modalities.<br>Sought support from language experts and instructors.<br>Never been afraid to ask questions to the teachers. | **Assistance from Language Instructors** |
| By practicing and engaging to varied communication contexts<br>Active participation to discussion.<br>Frequent use of the language during conversation at school. | **Engagement to Varied Communication Contexts** |
| Collaboration with other people like classmates in the use of the language.<br>Collaborated with classmates on accomplishing paper works.<br>Classrooms complete with learning tools. | **Conducive and Cooperative Learning Environment** |
| Explore the use of computer-assisted instruction and social media platforms like watching movies with subtitles.<br>Used of internet resources like YouTube and conversations with the AI.<br>Took use of resources from online and AI in checking the grammar. | **Use of Multimedia Materials** |
| Became flexible with consigned tasks and time bound.<br>Allotted time to study even after classes. | **Time Management** |

Table 2 presents the Coping mechanisms of fourth-year BSEd-English major students in dealing with challenges in learning the language. Nine emergent themes were identified from this category, such as early exposure to competitions, continuous practice, development of metacognitive skills, reading of books, assistance from language instructors, engagement in varied communication contexts, a conducive and cooperative learning environment, use of multimedia materials, and time management.

English major students who participate in public speaking, writing and competitions will develop their language skills and confidence. English clubs, spelling bees, debates, and more allow for students to practice outside of the classroom, decrease anxiety and increase listening, reading and speaking capabilities. Competition-based extracurriculars allow for more engaging and effective language learning.

Practice is an essential part for English majors in order to improve their language and skill; it can also assist them with problems they have been facing as well as increasing their scores and performance in tasks and even daily conversations. Application of learning techniques like goal-setting, self-monitoring, as well as other study methods is important to being able to sustain progress in one's learning. Practice as well as self-

regulated learning, such as self-regulated feedback and assessment, all help increase awareness for students and lead to successful completion of language learning goals.
 Students become more skillful in coping with language learning when they enhance their metacognitive skills, such as planning, monitoring, and evaluating their learning process. By employing such learning processes, they could reflect upon the learning process to identify the strengths and weaknesses. This reflection helps them to modify their strategies to adopt suitable ones. In this way, the learners become self-directed in their learning processes. The metacognitive strategies develop their reading and listening skills as well as their academic performance. Students' problem-solving skills are also increased with these strategies. The results of several studies show that language learners' metacognitive awareness helps to increase their motivation, autonomy, self-regulation, and communication skills.

English major students read books to enhance their language skills and overcome learning difficulties. This learning process is cognitive as the reading process broadens the learners' vocabulary and exposes them to different types of sentences, language usage, word construction and cultural background. It also improves their ability to learn, interpret and understand information in depth and helps to develop their critical thinking. Reading may also contribute to their metacognitive awareness of the text, and is a form of effective coping that may help the students to feel better and manage emotional upsets. It may also help relieve stress while strengthening their language abilities and forming a habit of reading fiction.

Language teachers are often a primary support source to which English major students turn when experiencing language-related problems. Language proficiency, as well as resilience and enjoyment, is higher with teacher support. Supportive relationships with teachers (characterized by guidance, emotional support, and feedback) can bolster motivation, self-efficacy, and engagement. Teacher support predicts more positive coping and academic achievement in both online and face-to-face educational settings.
 Students used class discussions, chats between friends and daily life conversations to improve their language skills, fluency and confidence in different situations. Mixing up different kinds of interactions can make one more emotionally stable, highly motivated and have a better understanding of the language. These contexts allow students to develop receptive and productive skills and practice registers and adjust in different settings and cultures.

English major students study better in a more cooperative and supportive environment. Group work, activities, and a comfortable environment with less fear of failure and mistakes are more conducive to helping these students gain more confidence to practice more. When teachers provide more respectful guidance and students cooperate in study and practice, these students are more involved and motivated, resulting in improved academic performance.

English major students are using multimedia (videos, audio, software and online tools) for language learning more frequently. Multimedia can increase motivation for learning, provide interactive materials, and develop listening, speaking, reading and

writing skills. Multimedia can meet the various needs of learning styles, help to retain vocabulary, and make possible flexible and independent study. The use of subtitled movies for learning English can help students in vocabulary acquisition, the development of listening and language learning and being exposed to authentic language use and pragmatic competence.

Time Management is another useful coping strategy for English major students. Planning their study time, goal setting and finding the right balance between activities practicing the four language skills of reading, writing, speaking and listening can allow students to improve their language skills, feel less stressed and more energized. In addition, practicing with a fixed schedule will also help increase concentration, retention and overall language performance.

**Table 3:** Effects of the challenges on the learning progress of the BSEd-English major students

| Clustered Themes | Emergent Themes |
|---|---|
| People respect an individual who speaks fluently and articulately.<br>Got to interact with native speakers effectively.<br>One could become globally competitive by learning the language. | **Stimulates Authority** |
| Boosted confidence for future learners to speak in English.<br>Developed fluency in the language for the learners.<br>Collated strategies through the experiences for effective learning to happen for future learners.<br>Motivated to make use of the language learned in the future.<br>Learned the language to better teach future students. | **Prepares One for the Future Profession** |
| Positive effect on the development of language skills.<br>Saw improvement in the use of the language over time.<br>Became more aware of how to solve challenges in learning the language. | **Promotes Continuous Improvement** |
| Continuous use of instructional approaches without being afraid of doing so.<br>Was able to improve and boost confidence in one's language command through exposure to activities in writing and speaking.<br>Gained confidence in speaking through classroom participation and engagement. | **Gains Confidence** |
| Improved skills in the English language due to competent teachers.<br>The teacher helped students learn and develop the use of the language.<br>The role of the teachers in giving positive reinforcements and technical assistance contributed to the gradual development of language use. | **Values the Assistance of Teachers** |
| A good learning environment, utilized by a masterful instructor, helped create a positive atmosphere to learn the language fully and can propel life-long learning.<br>Learning the language can be influenced by the environment in varied ways<br>The kind of environment where the child is immersed affected the way one. | **Creates Positive Learning Environment** |
| Gained confidence in using the language and saw improvement in the academic performance.<br>Changes were seen positively.<br>Saw improvement to the use of language because of utilization of such language. | **Enhances Academic Performance** |
| Transformed challenges as motivations. | **Teaches Resiliency** |

| | |
|---|---|
| Became fully aware of one's weaknesses which can help in overcoming the challenges. Challenges became recursive but it taught one to become resilient Overcoming the challenges serves as a foundation in addressing future problems. Learning the language could take time. Became aware of one's strengths and weaknesses in learning and using the language. Learning the language was diverse in nature with multiple interpretation and varied ways on how to communicate with others. | |

Table 3 presents the effects of the challenges on the learning progress of fourth-year BSEd-English major students. Eight emergent themes were identified from this category, namely: stimulates authority, prepares one for the future profession, promotes continuous improvement, gains confidence, values the assistance of teacher, creates positive learning environment, enhances academic performance, and teaches resiliency. English learners encounter various obstacles, such as language proficiency, anxiety, or lack of confidence, that either make them rely on or resist teacher authority and take more responsibility in learning. Some of them look for assistance from teachers, while some others build their self-regulation skills and seek out additional resources in order to become more independent in their studies. Perceived expectations and classroom dynamics influence their participation, as authority can both encourage and limit their expression. The challenges they face both impede their progress and contribute to the development of both institutional and personal authority.

Challenges teach students to adopt a growth mindset, enabling them to treat failures as learning experiences and improve, preparing them for their future profession. The process also boosts their English abilities and leads to better life outcomes in the future. Careers take priority for English majors, who see language skills as a universal tool that unlocks many fields and improves job prospects.

English major students understand that difficulty with learning English is part of growth. They realize that struggles with language, academics, and technology increase their grit and self-regulation. In promoting continuous improvement, students ask for help, reflect, and practice to overcome language barriers. Experiencing language and technology failure and recovering from it, students view their failures as learning opportunities. This helps them in their academic studies and future careers.

English majors eventually overcome challenges such as language barriers, academic pressure, and technological adaptation, leading to self-confidence and skill development. Overcoming these obstacles results in belief in one's ability to achieve goals, which is met with academic success and preparation for communication skills-reliant careers. Challenges also help foster a growth mindset, which students come to associate with learning from failures as an experience that will lead to personal and academic improvement.

English majors often gain a deeper appreciation for their teachers while learning the language, especially as they face challenges like complex grammar and speaking

anxiety. Teachers support students not only through instruction and feedback but also by offering emotional encouragement that builds confidence and motivation. Strong teacher-student relationships and personalized support play a key role in helping students overcome obstacles and persist in their language learning.

Challenges in learning English help create a supportive, respectful learning environment for English majors. In response to language barriers and unfamiliar academic norms, educators often adopt student-centered, culturally responsive methods and collaborative learning. This approach fosters engagement, strengthens language skills, and supports students' emotional well-being, turning difficulties into opportunities for growth.

Language learning challenges play a key role in student success by encouraging better study habits, persistence, and mastery of content. Difficulties with vocabulary, pronunciation, and structure can be improved with peer support and study resources, leading to stronger understanding and retention. As English proficiency grows, students develop critical thinking and problem-solving skills, which often translate into improved academic performance.

English major students develop stages of learning as they achieve grit to try again when things are difficult, and they do not understand the grammar rule or vocabulary or pronunciation of a language. They ask for help and develop grit to continue to find a way to resolve the language problem. Being resilient allows students to work on their language skills, engage with their education and coursework, succeed academically, and improve their well-being.

## 4. Implication for Practice and Future Research

As English teachers guide their students in learning the language, they should consider several practical implications. This approach is essential for better supporting their students. Here are some key implications for practice:

English majors often deal with great expectations from others. Schools and teachers can change this by creating a safe environment that prioritizes improvement. When students know mistakes are part of learning and effort counts toward grades, there is less pressure to satisfy external demands. This can help increase confidence and risk-taking.

English majors who are low in confidence need encouragement and support to improve their language skills. Teachers can create a positive and inclusive classroom environment where students feel safe to practice and share their ideas without fear of judgment. Encouraging peer collaboration and providing constructive feedback and praise can also help build their confidence. Offering individual counseling or mentoring to help students overcome personal challenges can also promote greater self-confidence in their language abilities.

Limited English use outside class can hinder language acquisition. Teachers can create real-life practice opportunities like field trips, conversation clubs, or online

exchanges. Schools can also encourage students to engage with English media, such as movies, podcasts, and news, to boost skills beyond the classroom.

Teachers can help by using vocabulary exercises that can teach children how words can be related to real life. Learning new vocabulary can occur as students read academic texts, but also as they read books of their own choosing. Students' retention and understanding can also be fostered by the use of active learning approaches that help them to memorize and use new words.

Teachers can integrate pronunciation activities targeting common student challenges and provide helpful resources. Creating a safe, nonjudgmental environment encourages students to practice without fear of mistakes. Group exercises and peer feedback in a supportive setting also help improve pronunciation.

Teachers can make grammar simpler by teaching rules in small steps with examples from daily life. Instead of asking for perfect use, they can encourage trying. Students learn at their own speed and receive support to correct mistakes without discouragement.

Learning will be challenging with a lack of required materials and tools. Schools need to have a variety of resources, ranging from multimedia, online tools, to textbooks. Instructors can use OERs to direct their students to online free materials to further enhance language learners' knowledge, even with restricted resources.

Teachers can adapt their teaching style to student learning styles. By using different teaching methods such as group work, interactive learning, and visuals, teachers increase student comfort. Collecting student feedback on teaching methods allows the teacher to improve upon their strategies, creating a better learning environment.

Fear of public speaking is a common issue for English majors, causing them to be at a lower level of fluency. Teachers can help these students by slowly easing them into speaking activities. Starting with smaller exercises and an audience, and working up to larger groups, will help students to slowly gain the confidence they need through practice.

Schools can implement extracurricular activities such as debates or public speaking contests to provide students with an opportunity for real-life language use. These events not only build confidence but also enhance language skills. In addition, they can organize extra events to allow for further use of English in a real-life setting.

Language programs often emphasize the need for continual practice outside of the classroom. Practice improves memory, and students may review what they know by self-interviewing or recording themselves on tape. Instructors may also assign daily writing and speaking exercises to encourage continual skill development.

Teachers can support students' use of metacognitive strategies by encouraging them to reflect on their strengths and weaknesses and adjust their study methods accordingly. Providing tools and guidance for self-evaluation helps students monitor progress and improve their language learning.

Educational institutions can promote reading as a key part of language learning. Exposure to diverse texts improves vocabulary, comprehension, and fluency. Teacher recommendations based on grade level and student interests help foster a love for reading.

Language learners require ongoing support, direction, and feedback from their instructors. Individualized feedback, interactive lessons, and open office hours can assist students in overcoming obstacles, gaining confidence, and remaining engaged in the learning process.

Educators can create speaking opportunities through planned and impromptu activities like discussions and debates. A low-risk, supportive environment allows students to practice freely, helping them improve their English-speaking skills. Providing supportive environments helps students develop language skills and build confidence to learn from mistakes. Teachers can boost participation through peer learning, support networks, study groups, and group projects.

Videos, podcasts, and artificial intelligence language-learning programs are resources teachers can integrate into English classroom assignments. These help engage students with diverse learning styles by fostering interactive development of speaking, listening, and vocabulary skills. Teachers should also set parameters on AI use in writing to promote academic integrity.

Teachers can also assist students by encouraging efficient time management, which includes allocating specific periods for study, practice, and breaks. Creating structured study schedules with designated time blocks for language activities enables students to stay on track, minimize stress, and progress steadily.

Teachers can motivate students to take responsibility for their language learning by providing tools to track progress and opportunities to demonstrate their skills. When students see their growth recognized in class, their confidence and motivation increase. A supportive environment that values effort and progress helps students gain control over their learning, deepening their commitment and encouraging continued development.

Learners should understand the career benefits of mastering English. Schools can emphasize the importance of language skills for job prospects and success. Providing opportunities like internships and networking events helps students apply their English in real professional settings. This approach links the curriculum to students' future goals, preparing them to navigate challenges and opportunities in a global workforce.

Students can form habits of self-reflection on a regular basis to track their progress. Schools can also integrate forms of reflection for students to determine their strengths and areas for growth. By reflecting inward, a growth mindset can be cultivated in learners to support the constant drive for improvement and academic achievement. Teachers can also aid in having students form explicit, yet difficult and realistic language learning goals.

Teachers can build student confidence by fostering a supportive environment with positive reinforcement and constructive feedback. Praising accomplishments validates

students' efforts and boosts their self-efficacy. Encouraging open sharing of challenges and successes helps create a collaborative classroom where students feel empowered. With the right tools and support, students gain confidence in managing their language learning journey.

Teachers can foster trust by establishing a safe, supportive environment that encourages risk-taking and practice without fear of failure. Recognizing individual needs, they provide regular, balanced feedback, combining constructive guidance with positive recognition of progress, to nurture confidence and ongoing learning.

Students thrive in supportive settings that promote both academic success and personal growth, especially in language learning. Effective teachers cultivate classrooms that inspire intellectual curiosity within a nurturing atmosphere. By organizing spaces that encourage active participation, collaboration, and respect for diverse perspectives, teachers foster a positive and engaging learning environment.

Teachers can enhance student self-efficacy while promoting their own professional development by creating experiences in learning activities that include sufficient structure and flexibility. Providing opportunities for students to demonstrate their competencies and receive feedback on strengths and areas to improve allows for growth, and when students reframe mistakes as a learning opportunity, their grades are higher. Educators can foster resilience by creating classrooms that emphasize coping strategies, learning from mistakes, and persistence. By modeling resilience—embracing failure as a learning opportunity and maintaining a growth mindset—they help students develop the skills needed to overcome challenges.

Academic institutions can offer specialized workshops or seminars to enhance students' vocabulary, grammar, and pronunciation while boosting their confidence. Encouraging participation in peer discussions, language exchanges, and diverse reading materials helps students apply theory to practice. Teachers should foster a learning environment that embraces all forms of English use and respects cultural diversity. The curriculum can support language development and overcome learning challenges by promoting reflection and metacognitive strategies for self-monitoring progress.

To enhance language learning, institutions can invest in modern language labs, digital tools, and interactive online platforms. Strengthening academic advising and mentorship provides personalized support, including pronunciation, writing, and grammar assistance. Supporting faculty development ensures teachers stay informed on effective methods and student challenges. Building robust institutional structures fosters a nurturing environment that promotes student success in English acquisition.

Institutions can enhance language development by implementing formative assessments such as quizzes, peer reviews, and reflective journals, which offer deeper insights than traditional summative tests. Self and peer assessments help students build metacognitive skills and take ownership of their learning. Teachers can identify specific challenges in vocabulary, pronunciation, and grammar to refine their teaching methods. Continuous assessment and feedback focused on individual needs support student growth and improve the overall learning process.

The curriculum can foster language skills across all subjects by embedding vocabulary, grammar, pronunciation, and critical thinking into both core and elective classes. Courses in literature, linguistics, and writing should include practical language exercises to enhance real-world usage. Experiential learning through collaborative projects and peer interaction further supports language development. Addressing language challenges throughout the curriculum creates a cohesive learning experience that helps students overcome barriers and achieve English proficiency.

Future studies can consider factors like the influence of English proficiency on academic and career achievements as well as entrepreneurial attributes. It would also be beneficial to explore how the support and interaction with peers, mentors, and teachers impacts student motivation. Furthermore, it will be critical to take a comprehensive approach and expand research to include cultural, socioeconomic, digital, psychological, and gender-related aspects of language acquisition. In addition, analyzing the factors that affect the use of technology, cultural identity, code-switching, and teaching styles can support more informed and efficient learning strategies and policies for diverse students.

## 5. Concluding Remarks

The completion of this study marks a huge milestone in my life, both as a student and a budding researcher. As I read through and interpreted the answers of my participants, I was given a chance to discover that beneath all the polished language skills they have built through hard work and determination, there were struggles and roadblocks to their growth, authenticity, and bravery in mastering a second language. As I continued on my discovery in making this project come to life, I soon realized that every struggle they shared reflects a piece of mine; every invisible hurdle that they got stuck on was an obstacle I used to face until it became a part of me. I sincerely hope that they saw themselves in me, as I did in them. I have learned so much that it has changed the way I view this research and has really given me a whole new understanding of what truly goes on in the lives of these students. It has fueled me with hope and determination to make a difference. It has deepened my sense of empathy and has provided me with a greater, more resolute reason to be part of the answer. I am honored, humbled, and truly inspired, and as I continue on with my journey, I hold all these genuine and real stories dear and close to my heart. As I move on, they whisper to me, "*Keep going, you are not alone*". And for that, I am forever grateful—truly and sincerely.

**Conflict of Interest Statement**
The researcher declares that there are no conflicts of interest.

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