

# FACTORS AFFECTING THE ENGLISH ORAL PROFICIENCY OF INDIGENOUS PEOPLE LEARNERS

*Donnizza Jane M. Vicoy*

*Masters of Arts in Teaching Valencia Colleges (Bukidnon), Inc. Hagkol, Valencia City, Bukidnon Philippines*

## ABSTRACT

*This study examined the English oral proficiency of indigenous learners at Pigmamulahan Integrated School during the School Year 2025–2026, focusing on the linguistic, cultural, and environmental factors that contribute to their struggles in speaking English. Oral proficiency is a complex skill that requires mastery of pronunciation, grammar, and fluency. However, indigenous learners often face limitations due to limited exposure to English, interference from their first language, and insufficient opportunities for authentic communication. These challenges are further compounded by low confidence and fear of committing errors, which hinder active participation in oral tasks. A quantitative, descriptive-correlational design was employed to describe existing difficulties and analyze the relationships between the identified factors and learners' oral proficiency. Standardized assessments and researcher-adapted questionnaires were used to collect measurable data, and statistical tools such as the mean, standard deviation, and Pearson's correlation coefficient were used to interpret the results. Findings revealed that linguistic preparedness, cultural identity, and environmental support significantly influence learners' oral proficiency, with each factor contributing either positively or negatively depending on the conditions present in the school and community. The study concludes that the interaction of these three dimensions determines the success of indigenous learners in acquiring English oral proficiency. Weaknesses in language skills, cultural anxieties, and unsupportive environments hinder oral communication, while repeated exposure, culturally responsive teaching, and supportive classroom climates enhance confidence and fluency. The results underscore the need for targeted interventions in rural schools like Pigmamulahan Integrated School, where little empirical research has been conducted. Recommendations include strengthening oral practice opportunities, integrating indigenous culture into teaching strategies, and fostering supportive learning environments to improve the English-speaking ability of indigenous learners.*

**Keyword:** *English oral proficiency, indigenous learners, linguistic factors, cultural identity, environmental support, descriptive-correlational design*

## 1. INTRODUCTION

English oral proficiency is an essential skill that supports learners' academic success and effective communication. In the Philippine educational context, English is widely used as a medium of instruction, making it necessary for learners to develop confidence and competence in speaking the language. However, for indigenous learners, acquiring English oral proficiency can be challenging due to differences in linguistic background, limited exposure, and varying learning environments.

One of the major challenges faced by indigenous learners is linguistic, including limited vocabulary, difficulty with pronunciation, and a lack of

grammatical knowledge. These difficulties often lead to hesitation and reduced participation in classroom discussions. In addition, cultural factors such as a strong attachment to their native language, fear of making mistakes, and a desire to preserve cultural identity may influence their willingness to use English in communication.

Environmental factors also play a significant role in shaping learners' oral proficiency. Limited access to English-speaking environments, lack of instructional materials, and minimal opportunities for practice can hinder the development of speaking skills. Given these concerns, this study aims to determine the extent to which linguistic, cultural, and environmental factors affect English

oral proficiency and to examine their relationship with learners' speaking ability.

*Theoretical Framework*

This study is anchored on Krashen's Input Hypothesis, which emphasizes that language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current level of understanding. According to Krashen, learners develop language skills naturally when they are provided with meaningful and understandable language in a low-anxiety environment. This theory is relevant to the study as indigenous learners need sufficient exposure to English through listening and speaking activities to improve their oral proficiency.

In addition, this study is supported by Vygotsky's Sociocultural Theory, which highlights the importance of social interaction in the learning process. Vygotsky explained that learners acquire

knowledge through interaction with more knowledgeable individuals, such as teachers and peers. Through guided participation, collaboration, and communication, learners can enhance their language skills. This theory implies that a supportive classroom environment plays a crucial role in developing English oral proficiency among indigenous learners.

Furthermore, Bandura's Social Learning Theory also supports this study, as it emphasizes learning through observation and imitation. Learners can improve their speaking skills by observing how others use the English language in different contexts. By providing role models, demonstrations, and practice opportunities, teachers can help learners build confidence and competence in speaking English. These theories collectively explain how linguistic exposure, social interaction, and environmental support influence the development of English oral proficiency.

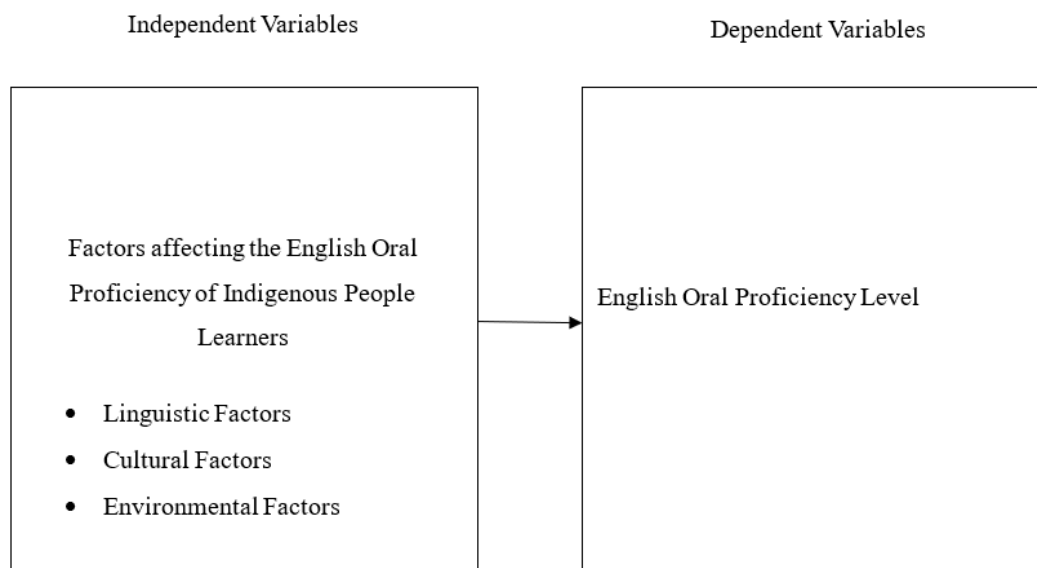


Figure 1.A Schematic Diagram Showing the Relationship Between the Independent the Dependent Variable of the Study

**2. SCOPE**

This study focuses on the factors affecting the English oral proficiency of indigenous learners. Specifically, it examines linguistic factors such as vocabulary, pronunciation, and grammar; cultural factors, including beliefs, identity, and language preferences; and environmental factors, including exposure to English, classroom interaction, and the availability of learning resources. The study also determines the respondents' English oral

proficiency and investigates the relationship between these factors and their speaking ability.

The respondents of the study are limited to one hundred (100) indigenous learners from Piggamulahan Integrated School. The data are collected using a structured questionnaire and analyzed using statistical tools such as the mean, standard deviation, and Pearson's r. The study is conducted during the School Year 2025–2026.

This study is limited only to the selected variables and the respondents mentioned. Other possible factors affecting English oral proficiency, such as psychological or socioeconomic factors, are not included. The results of this study are therefore applicable only to the respondents involved and may not be generalized to all indigenous learners in other contexts.

### 3. REVIEW OF RELATED LITERATURE

English oral proficiency has been widely studied as an essential component of language learning, particularly among learners in multilingual and multicultural settings. Several studies have identified various factors that influence learners' ability to communicate effectively in English. Among these are linguistic, cultural, and environmental factors, which play significant roles in shaping learners' oral proficiency.

Linguistic factors are among the primary determinants of oral proficiency. According to Nation (2013), vocabulary knowledge is a key component of language acquisition, enabling learners to express ideas clearly and effectively. Learners with limited vocabulary often struggle to construct meaningful sentences, which affects their confidence in speaking. In addition, pronunciation and grammar are crucial to oral communication. Gilakjani (2016) emphasized that poor pronunciation can lead to misunderstandings, while weak grammatical knowledge can hinder sentence formation. These linguistic challenges are commonly observed among indigenous learners who have limited exposure to English as a second language.

Cultural background also influences learners' willingness and ability to use English in communication. Kramsch (2014) explained that language is closely tied to identity, and learners may feel hesitant to use a second language if it threatens their cultural identity. In some indigenous communities, learners prefer to use their native language to preserve their heritage. Furthermore, Horwitz, Horwitz, and Cope (1986) introduced the concept of language anxiety, which affects learners' confidence in speaking. Fear of making mistakes and being judged by others can discourage learners from participating in oral activities, thereby limiting their language development.

Environmental factors refer to external conditions that support or hinder language learning.

Lightbown and Spada (2013) emphasized that exposure to the target language is essential for developing proficiency. Learners who are frequently exposed to English through classroom interaction, media, and social communication tend to perform better in speaking tasks. On the other hand, limited exposure and a lack of opportunities to practice English can slow down language acquisition. Teachers' roles are also crucial in creating a supportive and engaging learning environment. According to Richards (2015), interactive teaching strategies such as group discussions, role-playing, and storytelling can enhance learners' speaking skills.

The reviewed literature highlights that linguistic, cultural, and environmental factors significantly influence English oral proficiency. Linguistic competence provides the foundation for communication, while cultural factors affect learners' attitudes and confidence. Environmental support, on the other hand, offers opportunities for practice and exposure. Despite the existing studies, there is still a need to explore how these factors specifically affect indigenous learners in local contexts. This study aims to address this gap by examining the relationship between these factors and the English oral proficiency of indigenous learners. Research Methodology

This study utilized the descriptive-correlational research design. The descriptive method was designed to describe the linguistic, cultural, and environmental factors affecting the one hundred (100) indigenous learners of Pigpamulahan Integrated School. The correlation method was used to determine the relationships between these contributing factors and learners' English oral proficiency levels.

A survey instrument was modified to measure the factors affecting the learners' proficiency. This instrument was adapted and modified from the works of Leño et al. (2019) for linguistic factors, Reyes et al. (2025) for cultural factors, and Rahmawati et al. (2025) for environmental factors. There are three (3) main indicators measured using the Five-Point Likert Scale. Indicator 1 deals with Linguistic Factors; Indicator 2 deals with Cultural Factors; and Indicator 3 deals with Environmental Factors. To measure respondents' actual oral proficiency, standardized assessment results from the Comprehensive Rapid Literacy Assessment (CRLA) for Grades 1–3 and

the Philippine Informal Reading Inventory (Phil-IRI) for Grades 4–6 were used.

The researcher would ask permission from the Schools Division Superintendent and the School Head of Piggamulahan Integrated School through a letter request duly noted by the research adviser. The class advisers were informed in a cover letter that their students had been selected to take part in the study. Informed consent was obtained from the parents or guardians of the indigenous learners. The study respondents were given ample time to answer the questionnaire to obtain accurate and valid results before retrieving the instruments, ensuring that cultural sensitivities and language barriers were addressed during the process.

The researcher employed a descriptive–correlational design with a quantitative method.

The quantitative method was applied by collecting numerical data, which were analyzed using statistical methods. The correlation method investigated whether a relationship existed between two or more variables. This method enabled the researcher to make intelligent predictions about searching for predictable, stable patterns in experience and to draw connections between the identified linguistic, cultural, and environmental factors and the indigenous learners’ English oral proficiency.

#### 4. FINDINGS

The analysis of the data gathered from the indigenous learners revealed several key findings regarding their English oral proficiency and the factors influencing it.

Table 2 *Factors Affecting English Oral Proficiency in terms of Linguistic Factors*

	Statements	Mean	SD	Interpretation
1	Difficulty in pronouncing words correctly	4.62	0.70	Very High
2	Tendency to use native language when forgetting English words	4.68	0.69	Very High
3	Difficulty understanding grammar rules	4.56	0.80	Very High
4	Limited vocabulary to express ideas in English	4.62	0.75	Very High
5	Fear of making mistakes when speaking English	4.59	0.75	Very High
6	Lack of practice in speaking outside school	4.46	0.91	Very High
7	Confusion in using correct order in sentences	4.59	0.75	Very High
8	Pronunciation affected by first language	4.62	0.75	Very High
9	Difficulty understanding spoken English when people talk fast	4.50	0.87	Very High
10	Difficulty forming sentences when speaking English spontaneously	4.59	0.75	Very High
	Overall Mean	4.58	0.72	Very High

The table reveals an overall mean of 4.58, which is interpreted as Very High and descriptively rated as Excellent based on the given scale. This indicates that respondents consistently perceive linguistic challenges as significant contributors to learners’ struggles in English oral proficiency. The results suggest that learners encounter various

language-related difficulties, such as pronunciation, grammar, vocabulary limitations, and sentence construction, when communicating in English.

Table 3 *Factors Affecting English Oral Proficiency in terms of Cultural Factors*

	Statements	Mean	SD	Interpretation
1	Feeling shy to speak English in front of others due to cultural background	4.43	0.91	Very High
2	Tendency to use native language when forgetting English words	4.65	0.70	Very High
3	Belief that learning English weakens cultural identity	4.28	0.85	Very High
4	Difficulty relating English lessons to cultural experiences	4.21	0.90	Very High
5	Greater participation when English lessons include cultural traditions	3.93	0.91	High
6	Confidence improves when cultural examples are used in lessons	3.96	0.86	High
7	Teachers respect and integrate indigenous culture in English lessons	6.46	8.86	Very High
8	Motivation to learn English increases with culturally relevant materials	4.78	0.55	Very High
9	Understanding English materials that ignore indigenous culture	3.93	0.94	High
10	Desire to maintain balance between learning English and preserving culture	4.46	0.89	High
	Overall Mean	4.46	1.11	Very High

The table shows an overall mean of 4.46, interpreted as Very High and descriptively rated as Excellent based on the given scale. This indicates that respondents strongly perceive cultural factors as influential in shaping learners'

English oral proficiency. The findings suggest that cultural beliefs, language preferences, and the integration of cultural experiences in lessons play an important role in learners' willingness and confidence to communicate in English.

Table 4 *Factors Affecting English Oral Proficiency in terms of environmental Factors*

	Statements	Mean	SD	Interpretation
1	Classroom environment encourages speaking English	4.93	0.24	Very High
2	Teachers motivate learners to speak English confidently	4.87	0.33	Very High
3	Classmates support each other when speaking English	4.31	0.69	Very High

4	Learning materials help improve English communication	4.40	0.71	Very High
5	Opportunities to practice English are available in class	4.50	0.76	High
6	Family members encourage learning and using English	3.62	1.00	High
7	Access to resources like books and digital tools helps improve English	4.40	0.75	Very High
	Physical classroom setup supports active participation			
8	Positive teacher-student relationship increases confidence in speaking English	4.65	0.48	Very High
9	Cultural inclusion in lessons enhances willingness to use English	4.68	0.53	Very High
10	Overall Mean	4.31	0.89	Very High
		4.47	0.44	Very High

The table shows an overall mean of 4.47, which is interpreted as Very High and descriptively rated as Excellent based on the given scale. This result indicates that the respondents consistently perceive environmental conditions as significant influences on learners' English oral proficiency. The findings suggest that supportive classroom environments, instructional practices, and access

to learning resources strongly contribute to learners' opportunities to practice and develop their speaking skills.

Table 5  
*Level of English oral proficiency of indigenous learners*

Factors	Overall Mean	SD	Interpretation	Descriptive Rating
Linguistic Factors	4.58	0.72	Very High	Excellent
Cultural Factors	4.46	1.11	Very High	Excellent
Environmental Factors	4.47	0.44	Very High	Excellent
Grand Mean	4.50	0.76	Very High	Excellent

The table shows a grand mean of 4.50, which is interpreted as Very High and descriptively rated

as Excellent. This indicates that the respondents consistently perceive these three factors as

significant contributors to learners' struggles in English oral proficiency. The findings suggest that learners' difficulties in speaking English are influenced by a combination of language-related challenges, cultural influences, and environmental conditions.

## 5. CONCLUSION AND RECOMMENDATION

This study utilized the descriptive-correlational research design to describe the linguistic, cultural, and environmental factors affecting the one hundred (100) indigenous learners of Piggamulahan Integrated School. At the same time, the correlation method determined the relationship between these factors and English oral proficiency levels. A survey instrument, modified from Leño et al. (2019), Reyes et al. (2025), and Rahmawati et al. (2025), was used to measure these variables via a Five-Point Likert Scale. To ensure accurate measurement of actual performance, standardized assessment results from the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI) were used for data analysis.

The findings revealed that the English oral proficiency among the indigenous learners was generally low to moderate, with students frequently struggling with pronunciation, grammar, and vocabulary. Linguistic factors were identified as the most prominent barriers to proficiency (M=4.58), followed closely by environmental (M=4.47) and cultural factors (M=4.46). Correlational analysis at the 0.05 level of significance indicated a significant relationship between environmental support and reduced linguistic struggles, whereas no significant relationship was found between linguistic and cultural factors, suggesting that these variables influence learners' communication skills through distinct pathways.

In conclusion, the research confirms that linguistic challenges, specifically mother tongue interference and limited vocabulary, remain the primary obstacles to English oral proficiency. However, the study highlights that a supportive, culturally responsive environment is the most critical factor in helping learners overcome these barriers. The interaction between linguistic preparedness, cultural awareness, and environmental assistance ultimately determines the success of indigenous learners in English

communication. The study emphasizes that while linguistic and cultural barriers are deep-seated, they can be effectively mitigated through targeted environmental interventions and positive teacher-student rapport.

Based on these results, it is recommended that educators adopt culturally responsive teaching strategies that incorporate indigenous values and narratives into English lessons to reduce language anxiety. School administrators should prioritize developing intercultural awareness programs and provide digital tools to increase English exposure within the school setting. Furthermore, parents and the community are encouraged to support children's practice outside the classroom to create a holistic learning environment. Finally, future researchers should conduct similar studies in other indigenous settings to further explore the variables that impact oral communication skills and to validate these findings across different cultural contexts.

## REFERENCES

- [1]. Abba Inuwa, D., & Abubakar, U. (2024). The influence of socio-cultural status of students on English language learning and its impact on their results: A case study of public and private schools in Katsina State, Nigeria. *International Journal of Progressive Research in Engineering Management and Science*. Retrieved from: <https://www.ijprems.com>
- [2]. Akanda, F., & Marzan, L. A. (2023). Extra-linguistic factors affecting learners' English speaking at the tertiary level in Bangladesh. *IUBAT Review*, 6(2), 92–105. <https://doi.org/10.3329/iubatr.v6i2.71310>
- [3]. Akanda, M., & Marzan, R. (2023). Common linguistic errors among university students. *Journal of Language Studies*, 15(2), 45–58.
- [4]. Alicante, R. C., & Pontillas, P. V. (2025). Reading proficiency among indigenous learners in Opol District Schools, Misamis Oriental. *International Journal of Multidisciplinary Research and Analysis*, 8(2). <https://doi.org/10.47191/ijmra/v8-i02-36>

- [5]. Alicante, R., & Pontillas, J. (2025). The relationship between reading and speaking skills in indigenous education. *Philippine Journal of Education*, 32(1), 77–89
- [6]. Baracheta, N. S. M. (2024). Skills, confidence, and challenges in speaking English among indigenous college students. *International Journal of Religion*, 5(9), 253–265. <https://doi.org/10.61707/1t7btd62>
- [7]. Bonifacio, R. M., Zaman, D. J. M. R., Prantilla-Arambala, M. D., & Zarate, M. S. (2021). Effects of indigenous language conversation skills enhancement program among Bukidnon and Talaandig youths in the Philippines. *Ampersand*, 8, 100076. <https://doi.org/10.1016/j.amper.2021.100076>
- [8]. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- [9]. Bui, T. K. H., & Nguyen, V. N. (2024). The influence of cultural background on oral proficiency development in foreign language learners: An empirical study at a university in Hanoi, Vietnam. *International Journal of Novel Research and Development*. Retrieved from: <https://www.ijnrd.org/papers/IJNRD2406055.pdf>
- [10]. Cailvin, D. R., Isip, M. L., & Dizon, D. V. (2021). Challenges and coping strategies of indigenous (Aeta) college students in conversational English. *International Research Journal of Science, Technology, Education, and Management*. Retrieved from: <https://irjstem.com/abstract/challenges-and-coping-strategies-of-indigenous-aeta-college-students-in-conversational-english/>
- [11]. Caminero, N. A. M. B. (2025). Challenges in teaching English language skills to indigenous learners: A narrative investigation. *EPRA International Journal of Environmental Economics, Commerce, and Educational Management*, 272–279. <https://doi.org/10.36713/epra21852>
- [12]. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.
- [13]. Chowdhury, A. (2025). Barriers to English proficiency: Indigenous students' struggles at private universities in Bangladesh. *International Journal of Research Publication and Reviews*, 6(9), 294–302. <https://doi.org/10.55248/gengpi.6.0925.3210>
- [14]. Cosepe, K. A. Z., & Motus, R. H. (2023). Lived experiences of indigenous people learners in English written proficiency. *Institute of Industry and Academic Research Incorporated*. Retrieved from: [https://iiari.org/conference\\_article/lived-experiences-of-indigenous-people-learners-in-english-written-proficiency](https://iiari.org/conference_article/lived-experiences-of-indigenous-people-learners-in-english-written-proficiency)
- [15]. Dedel, J. C., Harani, G. J., Plaza, F. A., & Syting, C. J. O. (2023). Acculturation strategies of indigenous students in learning English: A qualitative inquiry. *Journal Corner of Education Linguistics and Literature*, 3(2), 187–204. <https://doi.org/10.54012/jcell.v3i2.230>
- [16]. Emma. (2024). The impact of cultural and socioeconomic factors on learning styles. *ResearchGate*. Retrieved from: [https://www.researchgate.net/publication/385553096\\_The\\_Impact\\_of\\_Cultural\\_and\\_Socioeconomic\\_Factors\\_on\\_Learning\\_Styles](https://www.researchgate.net/publication/385553096_The_Impact_of_Cultural_and_Socioeconomic_Factors_on_Learning_Styles)
- [17]. Ernawati, E., Sofendi, S., & Silvhiany, S. (2021). English as a medium of instruction (EMI): A primary school teachers' and students' perceptions. *International Journal of Research in Counseling and Education*, 5(1), 24–30. <https://doi.org/10.24036/00414za000>

2

- [18]. Fazil, K. F., Hashim, H., & Yunus, M. M. (2023). Investigating indigenous learners' English language learning strategies. *International Journal of Academic Research in Business and Social Sciences*, 13(12). <https://doi.org/10.6007/ijarbss/v13-i12/20268>
- [19]. Gul, N., Sabih-Ul-Hassan, S., & Imran, S. (2022). An exploration of the factors responsible for English language oral fluency problems faced by undergraduate level students in District Kohat. *Journal of Education and Social Studies*, 3(2), 95–109. <https://doi.org/10.52223/jess.20223205>
- [20]. Humanidades, F., & Hilario, K. (2018). Environmental factors affecting the English proficiency of students of EFL in the extracurricular courses at UASD. *ResearchGate*. Retrieved from: <https://www.researchgate.net/publication/332170998>
- [21]. Huyen, B. T. K., & Ngoc, N. V. (2024). The influence of cultural background on oral proficiency development in foreign language learners. *International Journal of Novel Research and Development*. Retrieved from: <https://www.ijnrd.org/papers/IJNRD2406055.pdf>
- [22]. Kakita, R., & Palukuri, V. B. (2020). Social and cultural factors influence on English speaking abilities. *Advances in Educational Technologies and Instructional Design*, 133–141. <https://doi.org/10.4018/978-1-7998-3464-9.ch016>
- [23]. Leaña, A., Rabi, N. M., & Piragasam, G. A. G. (2019). Speaking difficulties of Philippine indigenous learners in English semantics. *Southeast Asia Early Childhood Journal*, 8(2), 16–27. <https://doi.org/10.37134/saecj.vol8.no2.2.2019>
- [24]. Leaña, A. J., Rabi, N. M., & Piragasam, G. A. G. (2019). Speaking difficulties of Philippine indigenous learners in English phonology. *International Journal of Academic Research in Business and Social Sciences*, 9(1). <https://doi.org/10.6007/ijarbss/v9-i1/5786>
- [25]. Luo, Z. (2024). A review of Krashen's input theory. *Journal of Education Humanities and Social Sciences*, 26, 130–135. <https://doi.org/10.54097/3fnf5786>
- [26]. Mai, L. X., Ngoc, L. K., & Thao, L. T. (2024). Factors hindering student participation in English-speaking classes: Student and lecturer perceptions. *SAGE Open*, 14(3). <https://doi.org/10.1177/21582440241266297>
- [27]. Manjula, R. (n.d.). Mother tongue influence in English pronunciation: Problems of learning English as a second language in India. *Academia.edu*. Retrieved from: <https://www.academia.edu/81149622>
- [28]. Md Yusof, S. (2021). Vygotsky sociocultural theory of child development: More knowledgeable other (MKO) and the zone of proximal development (ZPD). <https://doi.org/10.13140/RG.2.2.35985.40804>
- [29]. Miksza, P., Shaw, J. T., Richerme, L. K., Hash, P. M., Hodges, D. A., & Parker, E. C. (2023). Quantitative descriptive and correlational research. *In Music Education Research* (pp. 241–262). <https://doi.org/10.1093/oso/9780197639757.003.0012>
- [30]. Misbah, N. H., Mohamad, M., Yunus, M. M., & Ya'acob, A. (2017). Identifying the factors contributing to students' difficulties in English language learning. *Creative Education*, 8(13), 1999–2008. <https://doi.org/10.4236/ce.2017.813136>
- [31]. Mondigo, M. G. (2018). Self-efficacy and oral proficiency of indigenous students of Compostela Valley. *Academia.edu*. Retrieved from: <https://www.academia.edu/35582575>

- [32]. Nhan, L. K. (2024). Factors affecting English speaking proficiency among English-majored students in a Vietnamese university. *International Journal of Science and Management Studies*, 7(3), 237–245. <https://doi.org/10.51386/25815946/ijms-v7i3p112>
- [33]. Núñez, H., & Daniel, K. (2018). Environmental factors affecting the English proficiency of students of EFL in the extracurricular courses at UASD. *ERIC*. Retrieved from: <https://eric.ed.gov/?id=ED593996>
- [34]. Oliveros, D. N. T. (2025). Word stress and L1 transfer: A PRAAT-assisted study of Kolibugan English learners. *Journal of Education and Language Studies*, 2(1), 112–138. Retrieved from: <https://wmsu.edu.ph/jels/articles.html>
- [35]. Ork, Y., Chin, P., Ban, T., & Em, S. (2024). Factors causing students' challenges in learning English speaking skills: A review. *ResearchGate*. <https://doi.org/10.13140/RG.2.2.31342.63040>
- [36]. Pangket, W. (2019). Oral English proficiency: Factors affecting the learners' development. *International Journal of Science and Management Studies*, 2(2), 112–118. Retrieved from: <https://ijmsjournal.org/2019/volume-2%20issue-2/ijms-v2i2p112.pdf>
- [37]. Piper, D. A. (2019). Language practices of indigenous children and youth: The transition from home to school. *Bilingual Research Journal*, 42(3), 375–379. <https://doi.org/10.1080/15235882.2019.1649745>
- [38]. Poquita, J. C., & Opeña, H. A. (2025). Cultural context and English language acquisition and proficiency among indigenous secondary students. *United International Journal for Research & Technology*. Retrieved from: <https://uijrt.com/paper/cultural-context-english-language-acquisition-indigenous-students>
- [39]. Rahmawati, E., Herlina, H., & Lustyantje, N. (2025). Unleashing English-speaking proficiency: The role of academic environment, technology, and linguistic adaptability. *Social Sciences & Humanities Open*, 12, 101821. <https://doi.org/10.1016/j.ssaho.2025.101821>
- [40]. Reyes, M. S. E., Postrano, J. G., Adubal, N. B. A., & Ngo, C. G. A. (2025). Echoes of heritage: Cultural identity as a predictor of the indigenous students' attitude towards English language. *World Journal of English Language*, 15(6), 224–239. <https://doi.org/10.5430/wjel.v15n6p224>
- [41]. Sabata, Y. N., Mulyanti, R., Arrasul, A. R., Hardianti, S., & Nggolaon, D. (2023). Linguistics factors as speaking obstacle of the EFL students in classroom. *Advances in Social Science, Education and Humanities Research*, 729–736. [https://doi.org/10.2991/978-2-38476-118-0\\_84](https://doi.org/10.2991/978-2-38476-118-0_84)
- [42]. Salvacion, J. D., & Napil, M. C. (2025). Intercultural competence, language anxiety, and Filipino language learning motivation of indigenous students: A mixed-methods study. *Asian Journal of Advanced Research and Reports*, 19(6), 528–544. <https://doi.org/10.9734/ajarr/2025/v19i61076>
- [43]. Santos, A., Fernandez, V., & Ilustre, R. (2022). English language proficiency in the Philippines: An overview. *International Journal of English Language Studies*, 4(3), 46–51. <https://doi.org/10.32996/ijels.2022.4.3.7>
- [44]. Tacio, L. E. D., & Pelila, J. R. O. (2025). How do schools and communities influence indigenous youth's perceptions of English? *Deleted Journal*, 4(2), 263–274. <https://doi.org/10.51574/ijrer.v4i2.2851>
- [45]. Tual, J. S., & Capacio, L. (2025). Difficulties of non-indigenous teachers in teaching indigenous people learners and

learners' academic achievement.  
*Psychology and Education: A  
Multidisciplinary Journal*, 40(9), 1240–  
1254.

<https://doi.org/10.70838/pemj.400910>

- [46]. Zhao, P., Hassan, A., & Burhanuddin, N. A. N. (2024). A systematic review of factors influencing English language competency for ethnic minority students: An ecological systems theory perspective. *Cogent Education*, 11(1).  
<https://doi.org/10.1080/2331186x.2024.2415730>