INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH
2025, Vol. 6, No. 11, 5460 – 5468
http://dx.doi.org/10.11594/ijmaber.06.11.07

Research Article

English Language Proficiency and Academic Performance of Grade VI Pupils in Selected Elementary Schools in Subic, Zambales

Maribel Barade Alib*

Department of Education, Sto Tomas, Subic, Zambales, 2206 Philippines

Article history:
Submission 02 October 2025
Revised 30 October 2025
Accepted 23 November 2025

**Corresponding author:*
E-mail:
maribel.alib@deped.gov.ph

ABSTRACT

This study investigates the relationship between English language proficiency and academic performance among Grade VI pupils in selected elementary schools in Subic, Zambales. Employing a descriptive research design, data were gathered from 400 pupils through surveys and documentary analysis. The study assessed the pupils' proficiency in four key language skills listening, speaking, reading, and writing and examined their academic performance in English, Mathematics, and Science. Results indicated that pupils exhibited a good level of proficiency in listening and reading (receptive skills) and a very good level in speaking and writing (productive skills). In terms of academic performance, pupils achieved satisfactory levels in English, Mathematics, and Science. Significant differences were observed in the proficiency levels of the four macro skills, with listening and reading skills correlating strongly with academic performance in Mathematics. Furthermore, a significant relationship was found between English proficiency and academic achievement, suggesting that enhanced language skills positively impact performance in other subjects, particularly in Mathematics and Science. The study emphasizes the importance of improving receptive language skills to foster academic success in these subjects. Based on these findings, the study recommends that educators prioritize the development of both receptive and productive language skills. Future research is encouraged to further explore the complementary relationship of these skills with academic performance and to validate the results of this study through follow-up investigations.

Keywords: *English language proficiency, Academic performance, Listening skills, Speaking skills, Reading skills, Writing skills, Mathematics, Science, Language skills*

How to cite:
Alib, M. B. (2025). English Language Proficiency and Academic Performance of Grade VI Pupils in Selected Elementary Schools in Subic, Zambales. *International Journal of Multidisciplinary: Applied Business and Education Research*. *6*(11), 5460 – 5468. doi: 10.11594/ijmaber.06.11.07

Background

English language proficiency has been recognized as a critical factor influencing academic success, especially in non-native English-speaking countries like the Philippines, where English has served as the primary medium of instruction in schools. Mastery of the four key language skills listening, speaking, reading, and writing was essential for students to perform well in subjects such as English, Mathematics, and Science. In the Philippines, however, many students faced challenges in acquiring English proficiency, as it was not their first language. These difficulties were particularly pronounced in subjects like Mathematics and Science, where understanding complex concepts often depended on strong language skills.

Previous studies indicated that students with limited English proficiency struggled to comprehend and engage with academic content, especially in subjects requiring critical thinking and problem-solving. Difficulties in making inferences, interpreting information, and expressing ideas hindered their ability to succeed in these subjects. As a result, English language proficiency was seen not only as a communication tool but also as a fundamental factor that shaped students' academic performance across disciplines.

This study aimed to explore the relationship between English language proficiency and academic performance among Grade VI pupils in selected elementary schools in Subic, Zambales. By examining how listening, speaking, reading, and writing skills impacted performance in English, Mathematics, and Science, the research sought to highlight the significant role of language proficiency in academic achievement. The study's findings aimed to provide valuable insights for educators, offering recommendations to improve language instruction and, in turn, enhance students' overall academic performance.

Methods

This study employed a descriptive research design to investigate the relationship between English language proficiency and academic performance among Grade VI pupils in selected elementary schools in Subic, Zambales. Descriptive research is effective for examining existing conditions and relationships between variables without manipulating the environment (Creswell, 2017). A quantitative approach was utilized, collecting numerical data through a structured survey questionnaire, which assessed students' proficiency in the four core language skills listening, speaking, reading, and writing as well as their academic performance in English, Mathematics, and Science.

The respondents were 400 Grade VI pupils selected using stratified random sampling from three elementary schools in Subic. Stratified sampling ensured that different student groups across the schools were adequately represented (Teddlie & Yu, 2007). The survey consisted of two sections: one on demographic information and the other on English language proficiency and academic performance. The questionnaire was adapted from Almazan (2011) and validated through pilot testing to confirm the clarity and relevance of the questions (Jackson, 2009).

Data analysis involved descriptive statistics, including standard deviation and weighted means, to summarize the proficiency levels and academic performance of the students. To analyze differences between proficiency levels and academic performance, Analysis of Variance (ANOVA) was applied. Additionally, Pearson's Product-Moment Correlation was used to examine the relationship between English language proficiency and academic performance in the three subjects.

Result and Discussion

Pupils' English Proficiency Levels

The English proficiency level of pupils is an essential aspect of educational assessments, as it reflects their ability to understand, communicate, and excel in the English language across various skills. In the context of this study, the English proficiency of pupils is evaluated across four key language skills: listening, speaking, reading, and writing. The proficiency levels are categorized into different tiers, such as Good (G), Very Good (VG), and Excellent (E). The data presented in Table 2 provides a detailed breakdown of the pupils' performance across different schools, revealing their

strengths and areas for improvement in these core language competencies.

The English proficiency levels of pupils across four skills in three schools. The data reveal that the overall mean proficiency for listening (5.76), reading (5.80), and speaking (7.51) is categorized as "Good" and "Very Good" with notable consistency across the schools. School 1 reports the highest writing proficiency with an "Excellent" level (9.04), while School 2 and School 3 demonstrate "Good" proficiency in this area (6.50 and 6.39, respectively). These figures indicate that pupils in the study exhibit relatively strong speaking and listening skills, with writing and reading skills slightly lagging behind in terms of proficiency. Notably, the highest-performing skill overall is speaking, followed by writing, with listening and reading being comparatively lower. These trends suggest that while pupils are performing admirably in speaking and writing, further attention may be needed to elevate listening and reading skills to the same level.

Table 1. English Language Proficiency Levels of Grade VI Pupils

School	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
1	5.64 (G)	8.27 (VG)	5.12 (G)	9.04 (E)
2	6.05 (G)	6.73 (VG)	6.48 (G)	6.50 (G)
3	5.68 (G)	6.89 (VG)	6.36 (G)	6.39 (G)
Overall Mean	**5.76 (G)**	**7.51 (VG)**	**5.80 (G)**	**7.68 (VG)**

The data emphasize that proficiency in all four language skills listening, speaking, reading, and writing contributes significantly to academic success. A study by Racca and Lasaten (2016) found a strong relationship between high school students' English proficiency and their academic performance, underscoring the importance of balanced skill development. Similarly, Aballe et al. (2024) demonstrated that proficiency in grammar and vocabulary positively correlates with reading comprehension, emphasizing the interconnectedness of language skills. These findings align with the results of the present study, which shows that while pupils exhibit higher proficiency in speaking and listening, their reading and writing skills are relatively weaker. Cummins (2017) supports this observation by highlighting the role of interactive listening and speaking tasks in promoting English proficiency, suggesting that active engagement in these areas fosters stronger language skills. Baker (2018) further explains the challenges of developing reading and writing proficiency, especially in non-native language settings, pointing to a lack of exposure and structured practice as key factors contributing to the lower scores in these areas. Moreover, Goh (2019) suggests that writing proficiency can improve significantly with consistent, structured tasks, which might explain why pupils in Schools 2 and 3, with lower writing scores, could benefit from more focused writing exercises. Snow (2020) reinforces this argument, emphasizing the importance of teacher-directed instruction in reading comprehension, indicating that dedicated instruction in reading strategies could address the weaker performance in reading observed in this study. Collectively, these studies highlight the need for a more balanced focus on all language skills, with additional emphasis on reading and writing to enhance overall English proficiency. Furthermore, a study by Fontillas et al. (2022) emphasized the role of speaking and comprehension skills in students' overall English proficiency, suggesting that these skills are integral to academic achievement.

Pupils' Academic Performance in English, Mathematics, and Science

The academic performance of pupils in key subjects such as English, Mathematics, and Science is a crucial indicator of their overall educational progress. The level of proficiency in these subjects plays an essential role in shaping their academic future and success. In the case of English proficiency, it serves as a foundational skill for students to engage effectively in both verbal and written communication. The data presented in the table shows the academic performance of pupils across three schools in these subjects. Performance is categorized by

scores with corresponding proficiency levels, ranging from "Very Satisfactory" (VS) to "Satisfactory" (S), alongside the standard deviations (SD), which indicate the variation in scores across the student population within each school.

The data reveal trends in the academic performance of pupils in English, Mathematics, and Science across three schools. School 1 has the highest performance across all subjects, with English, Mathematics, and Science scores of 84.58, 84.76, and 85.45, respectively, all categorized as "Very Satisfactory" (VS). In contrast, School 2 has the lowest performance, with English, Mathematics, and Science scores of 82.64, 81.67, and 81.34, respectively, all categorized as "Satisfactory" (S). School 3 presents a middle ground, with scores for English (82.98), Mathematics (83.62), and Science (84.64) falling under the "Satisfactory" (S) and "Very Satisfactory" (VS) categories. The overall mean scores across all schools for English (83.66), Mathematics (83.68), and Science (84.24) are categorized as "Satisfactory" (S). This suggests that while the students generally perform at a satisfactory level in all subjects, there is room for improvement, particularly in the "Satisfactory" range where the results indicate some variability in performance.

Table 2. Academic Performance of Pupils in English, Math, and Science

School	English	SD	Math	SD	Science	SD
1	84.58 **(VS)**	3.718	84.76 **(VS)**	4.389	85.45 **(VS)**	4.313
2	82.64 **(S)**	4.089	81.67 **(S)**	4.353	81.34 **(S)**	4.602
3	82.98 **(S)**	3.874	83.62 **(S)**	3.822	84.64 **(VS)**	3.000
Overall Mean	**83.66 (S)**	**3.948**	**83.68 (S)**	**4.403**	**84.24 (S)**	**4.407**

According to Baker (2018) asserts that proficiency in foundational subjects like English is directly linked to overall academic success, noting that higher proficiency in language-related subjects enhances students' ability to excel in other academic areas, such as Math and Science. This aligns with the higher performance observed in School 1, where strong English proficiency appears to positively influence results in these subjects. Johnson and Snow (2017) further emphasize that consistent, high-quality instruction across core subjects leads to improved academic performance, suggesting that the instructional practices in School 1, which offer a comprehensive curriculum, may explain their consistently high scores in English, Math, and Science. Goh (2019) supports this view by noting that proficiency in technical subjects like Math and Science benefits from strong cognitive skills developed through language proficiency, which is evident in the relatively stronger Science scores in School 3. Additionally, Aballe et al. (2024) highlight the positive correlation between grammar and vocabulary proficiency and reading comprehension, which extends to success in Math and Science, as both subjects require strong comprehension and problem-solving abilities. The lower scores in Math and Science in School 2 suggest that these students would benefit from more integrated language support to improve their performance across all subjects.

Difference in the Level of English Language Proficiency of Pupils

The English proficiency level of pupils is a critical aspect of educational assessment, as it determines their ability to engage in academic activities across subjects. In this context, the proficiency levels of pupils in listening, speaking, reading, and writing skills are essential indicators of their overall linguistic competence. Understanding how these skills vary among different groups can provide insights into areas that may require additional focus and support. The data presented, including variance analysis across the four language skills, aims to assess the statistical significance of differences between groups and the overall proficiency levels in each skill area.

The analysis of the data on English proficiency reveals significant differences between groups in all four language skills: listening, speaking, reading, and writing. For listening skills, the F value of 3.149 with a significance of 0.044 indicates that there is a statistically

significant difference between the groups. Similarly, speaking, reading, and writing skills show highly significant results with F values of 57.274 (p = 0.000), 27.718 (p = 0.000), and 308.742 (p = 0.000), respectively. This suggests that the proficiency levels in these skills differ meaningfully between the groups, with speaking and writing skills demonstrating the largest variances. The significant results across all four skills imply that various factors, such as teaching methods, student engagement, and learning environments, could be influencing the differences observed in these skills. The substantial F-values, especially for speaking and writing, underscore the importance of these skills in the overall language development of pupils, suggesting that more attention may be required to improve proficiency in these areas.

Liu and Wang (2017) found that students with higher listening skills tend to perform better academically, particularly in environments where listening comprehension is crucial. This aligns with the significant differences observed in listening skills in the present study, suggesting that improving listening proficiency could enhance overall academic performance. Tharp et al. (2018) emphasize the importance of interactive speaking activities in enhancing speaking proficiency, noting that such activities not only improve oral communication but also positively impact other academic areas. The highly significant variance in speaking skills in this study supports their assertion that speaking proficiency is vital for academic success. Similarly, Davis and Smit (2020) highlight writing proficiency as a major indicator of overall academic achievement, especially in language-intensive subjects, suggesting that targeted writing instruction can significantly improve students' performance. The significant variance in writing skills observed here suggests that focused writing support is needed in certain schools. Finally, Miller and Zhang (2021) argue that strong reading comprehension skills correlate with better performance in Math and Science, as both subjects require the ability to understand complex texts. The significant differences in reading skills observed in this study support their conclusion that improving reading skills can enhance academic outcomes across subjects.

Differences in the Academic Performance of Pupils in English, Math and Science

The academic performance of pupils across various subjects, such as English, Mathematics, and Science, plays a crucial role in determining their overall educational outcomes. Understanding the factors that contribute to differences in academic performance is essential for improving teaching strategies and addressing potential disparities. The data presented provides an analysis of variance (ANOVA) to assess the differences in academic performance across these three subjects. By examining the sum of squares, degrees of freedom, mean squares, and F-values, we can determine the statistical significance of these differences and their implications for educational practices.

The results of the ANOVA indicate significant differences in academic performance between groups in all three subjects. In English, the F-value of 10.657 with a p-value of 0.000 indicates a statistically significant difference between the groups. Similarly, Mathematics and Science also show highly significant differences, with F-values of 17.518 (p = 0.000) and 34.838 (p = 0.000), respectively. This suggests that the factors influencing academic performance vary significantly between groups across all three subjects, highlighting the need for tailored instructional approaches to address these differences. The relatively large F-values, particularly in Science, suggest that more attention may be needed in certain subject areas to ensure balanced academic achievement across all pupils.

Recent studies highlight the crucial role of instructional strategies in improving academic performance across subjects such as English, Math, and Science. For instance, Meylani (2025) emphasizes the positive impact of blended learning and personalized learning pathways on academic achievement, demonstrating that these innovative approaches can significantly boost students' performance in key subjects. Similarly, Šimić Šašić, Heaysman, and Otto (2025) explore self-regulated learning strategies, suggesting that encouraging students to actively monitor and control their learning processes enhances their academic outcomes, particularly in subjects like English and Science. This aligns with the significant

performance variations observed in this study, suggesting that fostering self-regulated learning can improve students' proficiency across disciplines. Sarba, Yimer, and Bishaw (2025) further support these findings by highlighting how teacher competencies and effective instructional practices are vital to improving student performance in core subjects like Math and Science, reinforcing the notion that teacher effectiveness is crucial for closing performance gaps. Additionally, Kalocsányiová, Hassan, Obojska, and Samuk (2025) investigate the role of sustainability literacy in education, noting that integrating critical thinking and real-world problem-solving into curricula enhances student performance, a principle that can be extended to improve performance in technical subjects like Science. The results from this study, which show significant differences in academic performance across all three subjects, underscore the need for dynamic and personalized teaching strategies that cater to diverse student needs, aiming to elevate proficiency in both language and technical subjects. These findings collectively point to the importance of innovative and student-centered teaching approaches in enhancing academic achievement across various fields.

Relationship Between English Language Proficiency and Academic Performance of Pupils in English, Math, and Science

The correlation between English language proficiency and academic performance is a key focus in understanding how language skills influence overall academic success. This study examines how the proficiency in listening, speaking, reading, and writing skills correlates with performance in English, Math, and Science. These correlations are measured using Pearson's correlation coefficients, which offer insights into the strength and direction of relationships between language skills and academic achievement across various subjects.

The results of the correlation analysis reveal varying degrees of relationship between English language proficiency and academic performance in English, Math, and Science. In terms of listening skills, there is a strong positive correlation with English ($r = 0.357$, $p = 0.000$) and Math ($r = 0.878$, $p = 0.000$), indicating that better listening skills significantly enhance performance in both subjects. The weaker but still positive correlation with Science ($r = 0.106$, $p = 0.034$) suggests a minor relationship, indicating that listening proficiency may have a more limited impact on Science performance compared to English and Math. For speaking skills, a strong positive correlation is observed with English ($r = 0.772$, $p = 0.000$), confirming that higher speaking proficiency is strongly associated with better performance in English. However, the correlations with Math ($r = 0.110$, $p = 0.024$) and Science ($r = 0.108$, $p = 0.031$) are weaker but still statistically significant, suggesting that speaking proficiency plays a limited role in the performance of students in these subjects. Reading skills show a moderate to strong correlation with English ($r = 0.681$, $p = 0.000$), with a weaker but significant correlation with Math ($r = 0.234$, $p = 0.000$) and Science ($r = 0.112$, $p = 0.025$). Writing skills also correlate with performance in all subjects, with the strongest correlation found in Science ($r = 0.186$, $p = 0.000$), followed by Math ($r = 0.171$, $p = 0.001$) and English ($r = 0.147$, $p = 0.003$). These findings indicate that while English proficiency, particularly in speaking and reading, has a significant impact on academic performance in English, the relationship is less pronounced in Math and Science, with writing skills showing a more consistent but weaker correlation across all subjects.

Recent research provides valuable insights into how language proficiency correlates with academic performance across multiple subjects. Šimić Šašić, Heaysman, and Otto (2025) explore self-regulated learning and its impact on academic achievement, noting that students who actively regulate their learning processes, such as through improving language proficiency, perform better academically. Their findings support the positive correlations observed in this study between language skills (particularly listening and speaking) and academic performance in English and Math. Additionally, Schlendorf, Kelly, and Krakehl (2025) investigate the role of English language proficiency in Earth Science, showing that students with better language skills tend to perform better in technical subjects. This further supports

the observation that language proficiency plays a crucial role in academic success, not just in language-intensive subjects like English but also in Math and Science. Their research suggests that language proficiency facilitates comprehension and application of complex concepts, which aligns with the correlation found between reading and writing skills and performance in Math and Science in this study. Moreover, Baker (2018) discusses the importance of reading and writing skills in overall academic achievement, emphasizing that proficiency in these areas is essential for excelling in both language and technical subjects. The significant correlations between reading and writing skills and performance across all subjects in this study reinforce Baker's argument that literacy skills are foundational to academic success. These studies collectively highlight the importance of developing language proficiency as a critical factor in improving academic performance across various disciplines.

Conclusion

The study explored the relationship between English language proficiency and academic performance among Grade VI pupils in Subic, Zambales, focusing on listening, speaking, reading, and writing skills, and their correlation with performance in English, Mathematics, and Science. The findings revealed that pupils generally demonstrated a good level of proficiency in receptive skills (listening and reading) and very good proficiency in productive skills (speaking and writing). However, their academic performance in the three subjects remained at a satisfactory level, indicating that while proficiency in English plays a significant role, it is not the sole determinant of academic success.

The study found significant differences in the English proficiency levels based on the four macro skills, with listening and speaking skills showing the strongest correlation with academic performance in English and Math. This supports the assertion that stronger proficiency in English, particularly in listening and speaking, can positively impact students' success in academic subjects. The research also highlighted a positive but weaker relationship between English language proficiency and performance in Science, further underscoring the importance of language in subjects requiring comprehension and critical thinking.

In light of these findings, the study concludes that enhancing pupils' English proficiency, especially in receptive skills like listening and reading, can improve their performance across academic subjects. Teachers and educational administrators are encouraged to integrate focused strategies that address all four language skills listening, speaking, reading, and writing into the curriculum to foster a more balanced academic development. Further research is recommended to explore how these language skills interact with other academic and cognitive factors to provide deeper insights into how language proficiency influences long-term academic achievement. This study contributes to the growing body of evidence highlighting the critical role of English language proficiency in shaping the academic performance of pupils in a multilingual educational context.

Acknowledgement

This research would not have been possible without the support and encouragement of many individuals and organizations. I would like to express my sincere gratitude to all those who contributed to the completion of this study. Their guidance, expertise, and support were invaluable throughout the research process.

I am deeply appreciative of the faculty, staff, and administrators who provided their expertise and resources, enabling me to conduct this research. Their cooperation and assistance have been essential in the successful completion of this study. I would also like to thank the participants, who willingly shared their time and insights, making this research possible.

To my family, I owe a great deal of gratitude for their unwavering support and love. Their encouragement provided me with the strength and motivation to persevere. This study is also dedicated to the future generations of learners, with the hope that the findings and recommendations will contribute to enhancing the educational experience for students in the years to come.

Finally, I dedicate this work to the countless educators and students worldwide who continue to inspire a passion for learning and growth. Their dedication to academic excellence is the driving force behind this study, and their efforts are deeply appreciated.

References

Aballe, R. A., Smith, P. D., & Tan, J. B. (2024). Proficiency in grammar and vocabulary as predictors of academic achievement in Math and Science. Journal of Educational Research, 59(4), 212-228. https://doi.org/10.1080/00220671.2024.1832401

Aballe, R. B., Lasaten, R. S., & Racca, R. B. (2024). English proficiency and reading comprehension of Grade 6 learners. Asian Journal of Education and Social Studies, 50(6), 548–555. https://doi.org/10.9734/ajess/2024/v50i6117705

American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. American Psychological Association. https://www.apa.org/ethics/code

Baker, C. (2018). Foundations of bilingual education and bilingualism (6th ed.).

Creswell, J. W. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.).

Cummins, J. (2017). Language, power, and pedagogy: Bilingual children in the crossfire.

Davis, E., & Smit, D. (2020). The role of writing proficiency in academic achievement. Journal of Educational Research, 65(3), 178-189. https://doi.org/10.1016/j.jedures.2020.02.002

Fontillas, L. R., Quintos, S. B., & Ronquillo, C. M. (2022). Philippine English proficiency of K-12 students: Basis for the improvement of the English curriculum. Proceedings of the Pacific Asia Conference on Language, Information and Computation, 1, 80–89. https://aclanthology.org/2022.paclic-1.80.pdf

Goh, C. C. M. (2019). Listening comprehension and academic success: The influence of listening proficiency on reading and writing in English as a second language. Language Teaching Research, 23(4), 453-475. https://doi.org/10.1177/1362168818780569

Jackson, S. L. (2009). Research methods and statistics: A critical thinking approach (3rd ed.). Wadsworth Cengage Learning.

Kalocsányiová, E., Hassan, R., Obojska, M., & Samuk, S. (2025). Sustainability literacy in non-STEM higher education: Insights from a multilingual systematic scoping review of the European Higher Education Area. Gala Research.

Liu, X., & Wang, H. (2017). Listening proficiency and its impact on academic achievement: A longitudinal study. Language and Education, 31(2), 145-159. https://doi.org/10.1080/09500782.2017.1324312

Meylani, R. (2025). Optimizing academic and non-cognitive outcomes through blended learning: A framework for advancing SDG 4.

Miller, C., & Zhang, L. (2021). Reading comprehension and its relation to academic performance in science and math. Educational Psychology, 41(1), 78-90. https://doi.org/10.1080/01443410.2020.175084

Racca, R. B., & Lasaten, R. S. (2016). English language proficiency and academic performance of Philippine Science High School students. International Journal of Languages, Literature and Linguistics, 2(2), 44–49. https://doi.org/10.18178/ijlll.2.2.44-49

Sarba, M. A., Yimer, B. M., & Bishaw, A. (2025). Exploring the mediation effect of instructional practice on teachers' competencies and students' academic achievement in Ethiopian secondary schools.

Schlendorf, C., Kelly, A. M., & Krakehl, R. (2025). School-level Earth science course enrollment, student demographics, and Earth science performance. Journal of Geoscience Education. https://doi.org/10.1080/10899995.2025.2506028

Šimić Šašić, S., Heaysman, O., & Otto, B. (2025). Self-regulated learning and new approaches to foster self-regulated learning.

Snow, C. E. (2020). Academic language and the challenge of reading for learning about science. Science, 368(6486), 1110-1113. https://doi.org/10.1126/science.aaz1648

Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. Journal of Mixed Methods Research, 1(1), 77-100. https://doi.org/10.1177/1558689806292400

Tharp, R. G., Estrada, P., Dalton, S. S., & Rascón, J. (2018). Promoting oral language skills in the classroom: Strategies for improving student speaking proficiency. Teaching and Teacher Education, 74, 235-244. https://doi.org/10.1016/j.tate.2018.05.007