**Exploring the impact of collaborative learning and teacher instructional competence on English language acquisition among BSED students**

**ABSTRACT**

Some students continue to struggle with communicating their ideas accurately, yet at the same time, they are unable to pronounce every word correctly. Students who are trying, without much success, to master the English language in an academic setting are referred to as ‘struggling language learners’. This study examined the influence of a collaborative learning environment and teachers’ instructional competence on the language learning of BSED-English students. Using a quantitative regression analysis design, data were collected through a survey questionnaire. The study was conducted in a local college located within the Province of Davao del Norte. The researcher used the random sampling method in recruiting participants. The respondents of the study were the 173 English education students from all year levels during the second semester of A.Y. 2024-2025. In this study, a Likert scale was used to assess the participants' responses to a series of statements concerning the identified constructs. Findings revealed that while students exhibited a high collaborative learning environment and teachers’ instructional competence, their language level remained at a moderate level. Consequently, collaborative learning environments have a significant relationship with language learning, and the promotive interaction and individual accountability domains showed a strong positive relationship, emphasising its role in language learning. Likewise, teachers’ instructional competence, in general, has a significant relationship in language learning, and the preparation of students’ engagement and classroom management domains displayed a strong positive correlation, which highlighted its importance in language learning. The study concluded that while a general collaborative learning environment and teachers’ instructional competence directly impact language learning, specific domains like promotive interaction, individual accountability, preparation of students’ engagement and classroom management are crucial. These findings suggest the need for instructional strategies that foster emotional support and critical thinking to enhance students’ language learning experiences.

**Keywords:** *Collaborative Learning Environment, Teacher’s Instructional Competence, Language Learning, Philippines*

**INTRODUCTION**

Language learning is valuable anywhere in the world. It is an intentional process that results from either a structured learning environment or an independent study program. Nevertheless, in spite of how important this is, some students continue to struggle with communicating their ideas accurately, yet at the same time, they are unable to pronounce every word correctly. Students who are trying, without much success, to master the English language in an academic setting are referred to as ‘struggling language learners’. Factors that affect the struggling language learner are low empathy, a non-socially responsive learning environment, and an inefficient teaching process (Alharbi, 2021). For most English as a Foreign Language (EFL) students, especially at the tertiary level, mastering English skills has been the most important thing to master as it is related to their core competencies. Students have to be aware of these competencies, including listening, speaking, reading and writing, to succeed in their study (Agustin et al.,2021; Hiver et al.,2024).

In an international setting, specifically in Indonesia, language learning becomes a challenge for students in applying for a job. Many jobs in Indonesia require English as a basic skill, and it becomes the main language to be used in society at large, like in business, politics, education and the media, and in certain fields such as medicine, banking, tourism, diplomacy and the language of computing. As students from a non-English speaking background, Indonesians experience a complicated process during learning process. It is due to the fact that the English language is not used in daily life. Furthermore, linguistically and culturally, English and Bahasa Indonesia are related to one another (Nuraeni, 2021).

In the Philippines, in terms of English-speaking countries, it is considered one of the largest. However, throughout time, there has been a noticeable decline in Filipinos' ability in the English language. Although English is considered a second language in the Philippines, it is still not the usual language in relationship-building at home, in socialising in school, and even in transacting business in offices. The learning of the English language often stops in the four corners of the classroom since conversing in English in the country is often associated with formality and social status. It’s because learners are overly conscious of the sounds they produce, the appropriateness of vocabulary, the correctness of grammar, the perception of others, and even the mere presence of native speakers in conversations (Separa, Medina & Generales, 2020).

In order to address this crucial issue, research must be done because language learning is necessary for students' academic and professional careers as well as for global communication. The four linguistic skills in English, listening, speaking, writing, and reading, are all significant aspects of the language that must be mastered. For complete communication, the four talents are required (Aziz & Kashinathan,2021). Due to its goal of assisting students in becoming more fluent English speakers, this study is important. It is also predicted that these findings will provide a basis for future research, emphasising the significance of a collaborative learning environment and teachers’ instructional competence in predicting language learning for students who are underrepresented or struggle with fluency in English. Teaching is a great profession in the world. Through teaching, teachers transform their knowledge, and students acquire their knowledge (Samaddar & Sikdar,2023).

In connection, numerous studies have been done to identify reasons, establish conclusions, and propose solutions due to the seriousness of the situation. The researcher aims to analyse the influence of a collaborative learning environment and teachers’ instructional competence in language learning. However, the researcher had not come across all of the above elements. The study of Rao (2019) entitled, “Collaborative Learning in English Language Learning Environment” focused on the constant process that everyone has to learn to acquire new knowledge modify the existing one through collaborating activities but did not examine the role of teacher’s instructional competence in the language learning and also, the respondents are not BSED English major students. Additionally, the study of Loes (2022) entitled “The Effect of Collaborative Learning on Academic Motivation” studied the relationship between collaborative learning and academic motivation but did not examine the effect on language learning and also, the respondents are full-time undergraduate students, not BSED English. Moreover, the study of Kumar (2017) entitled “The Effect of Collaborative Learning on Enhancing Student Achievement: A Meta-Analysis” focused on the effect of collaborative learning on student achievement rather than the role of collaborative learning in language learner; also, the respondents are not BSED English. It is on the premise that the researcher sees the necessity to conduct this study to determine which domain of the collaborative learning environment and teachers’ instructional competence best predicts language learning among BSED English Major Students.

**Research Objectives**

The study was conducted to look into the influence of a collaborative learning environment and teachers’ instructional competence in language learning among BSED English Major Students. To be specific, this study sought to answer the following objectives:

1. To determine the level of collaborative learning environment in terms of:

1.1. positive interdependence;

1.2. promotive interaction; and

1.3. Individual accountability.

2. To determine the level of teachers’ instructional competence in terms of:

2.1. curriculum content component;

2.2. transmitting content to learners;

2.3. Preparation of lesson plan;

2.4 Preparation of students’ engagement;

2.5 Classroom Management; and

2.6 Producing a conducive learning environment.

3. To determine the level of language learning in terms of:

3.1. general English;

3.2. vocabulary learning;

3.3. studying grammar;

3.4. reading in English;

3.5 Writing in English; and

3.6 Speaking in English.

4. To determine a significant relationship between:

4.1. collaborative learning environment and language learning; and

4.2. teacher’s instructional competence and language learning.

5. To determine which domain of collaborative learning environment and teacher’s instructional competence best predicts language learning among BSED English Major Students.

**RESEARCH METHODOLOGY**

**Research Design**

This study utilised a quantitative multivariate analysis research design. As mentioned by Creswell (2014), quantitative research is an approach for testing objective theories by examining the relationships among variables. These variables in turn can be measured, typically on instruments, so that numerical data can be analysed using statistical procedures, structured techniques such as questionnaires. Statistical data is usually in the form of tabulations, findings are conclusive and usually descriptive in nature used to recommend a final course of action.

A research method called regression analysis is a statistical method used to examine the relationships between variables in experimental data. It helps determine how one or more independent variables influence a dependent variable, which provides insights through graphical representation and identifying significant correlations. This technique also addresses issues such as false predictions and non-Gaussian residual distributions, which improves the reliability of data analysis (Mylnikov, 2024).

In this study, regression analysis was utilised to examine the relationship between teachers’ instructional competence, collaborative learning environment and language learning, among BSED English major students. This statistical method was applied to determine the extent to which teachers’ instructional competence and collaborative learning environment influence language learning, which provides a deeper understanding of their predictive power. Through this approach, the study identified significant correlations between the independent and dependent variables, which allows for a more comprehensive analysis of how these factors interact. Additionally, regression analysis helped address potential issues such as false predictions and inconsistencies in data distribution, which ensures the reliability and accuracy of the findings.

**Research Respondents**

The study was conducted in a local college located within the Province of Davao del Norte. The researcher used the random sampling method in recruiting participants. The respondents of the study were the 173 English education students from all year levels during the second semester of A.Y. 2024-2025. The students were selected as respondents because the focus of the study was on linguistic competence, affiliation motivation and metacognitive skills. The respondents in the study were primarily drawn from the institution using Slovin’s formula with a margin of error of 0.05.

**Research Instrument**

The study adopted three downloadable questionnaires from web sources to measure the variables. The instrument for a collaborative learning environment is from the study of Cagatan & Quirap (2024) entitled “Collaborative Learning and Learners’ Academic Performance”. The collaborative learning environment questionnaire scale has a 5-point Likert-type scale and was measured with 15 items in the scale. The instrument for teachers’ instructional competence is from the study of (Sanchez, 2020). entitled “Teacher Instructional Competence and Learners' Performance in Social Studies: Basis for Enhancement Program”. The teacher’s instructional competence questionnaire scale has a 5-point Likert-type scale and was measured with 28 items in the scale. The instrument for language learning is from the study of Permangil (2024) entitled “Demystifying the Indigenous College Students’ Learning of English as Determined by Their Language Learning Motivation”. The language learning questionnaire scale has a 5-point Likert-type scale and was measured with 30 items in the scale.

In this study, a Likert scale was used to assess the participants' responses to a series of statements concerning the identified constructs. The Likert scale will be used to determine the extent of participants' agreement or disagreement with each statement, enabling the collection of quantitative data on collaborative learning environment, teachers’ instructional competence, and language learning. To easily comprehend and analyse the data, below is the set of parameters for the mediating variable, which is emotional intelligence.

**Data Analysis**

Through a letter, the researcher requested permission from the institutions to conduct the study among the 1st year- 4th year students under the Bachelor in Secondary Education majoring in English. After getting consent from the institution's president, the researchers asked each student for consent to administer the questionnaire to them. When was obtained, then after the researcher explained the questionnaire's parts and inclusion and how it should be answered, The gathering of data started using paper and pen to answer the questionnaire. After answering the questionnaire, the researcher gave some tokens of appreciation to the students and a gratitude for participating in answering the participation. This resulted in the simple and methodical collection of data.

According to the goal of the study, the researcher meticulously tabulated the collected data to organise and structure it for analysis. This involved summarising the data into manageable formats, such as tables and Excel, to facilitate a clear overview of the findings. Following this, the researcher evaluated the data to identify patterns, trends, and relationships, using appropriate statistical methods to assess their significance and relevance. The interpretation of the data then provided insights into the research questions, drawing meaningful conclusions based on the analysed results. This comprehensive approach ensured that the findings were systematically presented and accurately reflected the objectives of the study.

**RESULTS AND DISCUSSION**

**Table 1.** **Level of Collaborative Learning Environment**

|  |  |  |
| --- | --- | --- |
| Variables and Indicators | Mean | Description |
| 1. ***Positive Interdependence*** |  |  |
| 1. finding myself productive learning with my groupmates than learning alone. | 4.05 | High |
| 1. finding group learning easier than individual learning. | 4.13 | High |
| 1. believing in the saying that “two heads are better than one”. | 4.26 | Very High |
| 1. liking to explore things with my groupmates than working alone. | 4.16 | High |
| 1. feeling happy about the success of the group as a whole. | 4.26 | Very High |
| **Category Mean** | **4.17** | **High** |
| 1. ***Promotive Interaction*** |  |  |
| 1. asking my teacher for clarification and guidance when I encountered difficulties. | 4.28 | Very High |
| 1. asking my groupmates for help by asking for their input on difficult concepts. | 4.21 | High |
| 1. finding it simple to share my ideas and opinions with the group, contributing to discussions. | 4.03 | High |
| 1. sharing my learning experiences with my groupmates by discussing insights from individual study sessions. | 4.10 | High |
| 1. finding collaborating in group promotes better understanding of the lesson. | 4.20 | High |
| **Category Mean** | **4.16** | **High** |
| 1. ***Individual Accountability*** |  |  |
| 1. doing my best by actively engaging in self-assessment to track my progress toward achieving the learning goal. | 4.27 | Very High |
| 1. doing my best even if no one is watching | 4.36 | Very High |
| 1. completing assigned task on time. | 4.23 | High |
| 1. sharing my knowledge, and take into account the knowledge of the other group members. | 4.22 | High |
| 1. encouraging everyone to do their best to achieve group goals. | 4.29 | Very High |
| **Category Mean** | **4.27** | **Very High** |
| **Overall Mean** | **4.20** | **High** |

**Level of Affective Learning Outcomes**

**Collaborative Learning Environment.** As shown in the table above, the level of collaborative learning environment, considering its three indicators, individual accountability obtained the highest mean of 4.27, described as very high, which is always observed by the English major students. Contrary to that, promotive interaction obtained the lowest overall mean of 4.16, interpreted as a high mean which is often observed by English major students. Then, the second highest overall mean of 4.17 was obtained by the indicator positive interdependence. It has a descriptive equivalent as high as which is often observed by English major students. This result indicated that a collaborative learning environment is regarded by the respondents as always observed.

This result aligns with the study of Han & Ellis (2021), which emphasised that a collaborative learning environment plays a key role in critical thinking, problem solving, decision making, and higher-order metacognitive skills. Their study highlighted that the students who participate in high-quality social interactions, such as debating contradicting facts, may foster deep learning. Moreover, individuals with a strong need for a collaborative learning environment tend to participate more actively in group activities, contribute to a supportive social environment, and demonstrate improved social competencies, such as cooperation and effective communication.

Similarly, Paul & Ghosh (2024) emphasised that a collaborative learning environment is prevalent since it gives students the chance to interact closely with the course material, develop their critical thinking abilities, and strengthen their cooperation skills. The high level of collaborative learning environment observed among BSED English students underscores its role in fostering a safe environment for engagement, positive reinforcement strengthens the social components of learning and promotes effort and a growth mindset. Students with a strong collaborative learning environment are more likely to engage in collaboration, seek emotional support, and maintain a sense of belonging, which contributes to both language learning and personal growth. Moreover, a collaborative learning environment enhances student well-being by reducing feelings of isolation and promoting a positive learning environment. This highlights the need for educational institutions to create socially supportive spaces, encourage group interactions, and integrate collaborative learning strategies to strengthen student motivation, engagement, and educational experience.

Results revealed that there is a high level of collaborative learning environment in terms of positive interdependence, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of positive interdependence in collaborative work. This could mean that peer interactions, friendships, and social connections to foster a sense of belonging and emotional well-being are highly encouraged to foster a more meaningful learning. A high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in learning in a collaborative learning classroom, whether in collaboration, reducing stress and isolation, or enhancing the students’ engagement and motivation.

This finding is in consonance with the study of Frykeda et al. (2021), which claimed that each team member can only achieve their own objectives when the group's objectives are fulfilled is known as positive goal interdependence. Students who perceive strong positive interdependence from peers and educators are more likely to develop a sense of belonging, actively participate in academic activities, and maintain higher motivation levels. This supportive environment fosters collaborative learning, reduces academic stress, and encourages positive social interactions, leading to student success. Research findings suggest that integrating positive interdependence mechanisms within educational institutions can enhance successful group projects and the members' efforts to accomplish a reward reciprocally, demonstrating positive celebration/reward interdependence.

Similarly, Youngsoon & Hui (2022) found that positive interdependence is attained when group members believe that what benefits one person benefits the group as a whole and that what harms one member affects the group as a whole. Their study emphasises that students who receive consistent positive interdependence are more likely to stay engaged, overcome academic challenges, and develop a strong sense of belonging. Positive interdependence not only helps students navigate difficulties in collaborative settings but also manifests as positive interaction, where students respond favorably to each other's successful behaviour, substitute each other's behaviour in cooperative learning scenarios, and remain receptive to the influence of others. Creating a supportive academic environment can significantly enhance student engagement, well-being, and academic success.

Results revealed that there is a high level of collaborative learning environment in terms of promotive interaction, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of promotive interaction in collaborative work. This could mean that promotive interaction is essential for students, especially those who are at a high risk or have special needs. This would sustain positive peer relationships and improve personal skills like communication, engagement, and prosocial behaviour—that is, abilities necessary for people to connect with others and help each other succeed academically. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience learning in a collaborative learning classroom.

In addition, through promotive interaction, it supports students, encourages and commends one another’s efforts to accomplish and complete their shared task while also encouraging participation and contribution in certain tasks. It has been shown that in a collaborative process of learning, learners learn best as they experience inclusivity. This could lead to promoting learner’s in-depth learning (Kristiansen, 2019).

Moreover, the study of Peterson (2020) supported the importance of promotive interaction because through promotive interaction, individuals can assist one another in reaching their objectives. There would be reinforcements with one another that stimulate other actions of promotion. It would lead to enhancement of learning and development, strengthen teamwork, boost motivation and lead to collective success.

Results revealed that there is a high level of collaborative learning environment in terms of individual accountability, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of individual accountability in collaborative work. This could mean that individual accountability is essential for students as it holds individuals accountable for their progress and helps students stay motivated and focused on their goals. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience learning in a collaborative learning classroom.

The result of the study aligns with the research conducted by Laal (2013), states that in order to become responsible and reduce the possibility of social loafing or free riding, individual accountability is essential as a structural component of collaboration. By receiving students’ feedback on their performance, students will be given an opportunity for self-reflection. They can assess their selves whether they did well and where they went wrong. Conversely, it will help to take responsibility for their learning and identify where they need to improve.

Further, the study supports the findings of Guthrie (2022) that in order to attain goals and promote effective implementation, individual accountability is important to boost collaboration and peer interaction opportunities. It underscores the importance of accepting the failures committed and held accountable for your own work without blaming anybody else. Instead, become independent and responsible enough to carry your own load and figure it out.

The studies and theories that follow focus on the indicators of teachers’ instructional competence discussed in this study. The indicators are the curriculum content component, transmitting contents to learners, preparation of lesson plan, preparation of students’ engagement, classroom management, and providing a conducive learning environment.

**Level of Teacher’s Instructional Competence**

**Teacher’s Instructional Competence**. As shown in the table below, the level of teachers’ instructional competence, considering its six indicators, providing a conducive learning environment, obtained the highest mean of 4.32, interpreted as very high, which is always observed by the English major students. Contrary to that, the curriculum content component obtained the lowest overall mean of 4.23, interpreted as high, which is always observed by the English major students. Then, the second highest overall mean of 4.30 was obtained by the indicator’s preparation of lesson plan and preparation of students’ engagement, which has a descriptive equivalent as very high, which is always observed by the English major students. Followed by classroom management, with an overall mean of 4.27 interpreted as very high, which means it is always observed by the English major students. Lastly, the indicator transmitting contents to learners obtained an overall average of 4.25 and was described as very high, which means it was always observed by the English major students. This result implies that teachers’ instructional competence is regarded by the respondents as always observed.

In consonance with Korir, T. (2022), the role of the teacher is crucial in shaping the knowledge of the students. The findings underscore the impact of the teachers and their ability to ability to manage the classroom, assess students, and educate students in moulding the students’ learning. A teacher's skill, knowledge, passion, dedication, professional training, attitude, and personality are all key variables that affect the quality of services they provide. Therefore, it supports the idea that teachers must adopt strategies to improve their ability to innovate and adjust their lessons to the changing requirements of their students their expertise based on competency.

Furthermore, in line with Asirit et al. (2022), professional knowledge and abilities of an educator are required for a more meaningful job if the subject's activities are not directly controlled. The high level of teachers’ instructional competence observed among BSED English students underscores its role in the success of an effective teaching-learning process. Educators with effective teaching strategies, models, and methodologies are more likely to be efficient in imparting knowledge towards the learners. This highlights the teacher’s need to complete an assessment of their instructional competency in light of the current learning philosophy and the proficiency criteria for both teachers and students in order to be considered prepared. This guarantees that teachers are qualified to assist learning and that students' needs are satisfied.

Results revealed that there is a high level of teachers’ instructional competence in terms of curriculum content component, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of curriculum content component in the teaching process. This could mean that the curriculum content component is essential for students, as it will be an avenue for them to learn better and efficiently. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in learning the curriculum content from the educators.

In addition, with curriculum content component it requires a process of interaction between the curriculum's intended components and the creativity of English teachers, lecturers, and readers. It is not merely just supplying concepts, but it requires effort and creativity. There is a need to diversify the teaching English strategies to make them more varied and attractive which will make students interested in learning English more diligently (Hasbullah et al., 2023).

Moreover, the study of Zohrabi (2008) supported that the teachers should bear in mind to identify and define all the curriculum components in advance. Therefore, before starting the class, the teacher should be aware of all the components of the course and which makes the teacher the primary responsibility for the course. If the language instructor wishes to create proficient students, they should take into account every aspect of the curriculum.

Results revealed that there is a high level of teachers’ instructional competence in terms of transmitting content to learners, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of transmitting content to learners in the teaching process. This could mean that transmitting content to learners is essential for students as it will be an avenue for them to grasp the concepts effectively or inefficiently. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in learning the transmission of content by the educators.

Moreover, in consonance with Gibney, T. (2021), it was highlighted that a successful transmission from classroom teaching to teacher education involves professional growth, as teaching about teaching differs significantly from teaching in many aspects. The findings underscore the impact of the teachers and their ways of transmitting the contents have a huge factor since students may view the world via a perceptual lens that differs greatly from their instructor educator. Therefore, it supports the idea that teachers should be capable enough to supply the needs of the students in transmitting the content.

Furthermore, in line with Dreon (2017), since students learn from their teachers, the teacher becomes the main source of information during the learning process. According to this teaching philosophy, the greatest influence on students' learning comes from clearly stated explanations. And although both students and teachers continue to hold this teaching approach in the highest regard, an increasing body of research is casting doubt on its efficacy. Therefore, the roles of the teachers are highly regarded.

Results revealed that there is a high level of teachers’ instructional competence in terms of preparation of lesson plan, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of the preparation of lesson plans in the teaching process. This could mean that the preparation of a lesson plan is essential for students, as it will be the means of determining whether the students will receive comprehensive input or not. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in learning the prepare of lesson plans by the educators.

Also, the study aligns with the research conducted by Gerges (2022), which stated that designing a lesson plan broadens the alternatives and improves the likelihood that the class will be successful. A lesson plan is a road map that teachers use to organise daily activities in their classrooms. By considering possible topics and issues in advance of class, you can make well-informed choices that will free you up in the classroom. Conversely, it can influence how the lesson will be delivered and how student progress will be assessed.

Further, the study supports the findings of Cox (2017) that in order to attain an active learning class time, creating a lesson plan is essential to students' academic achievement. It underscores the importance of crafting lesson plans to help teachers keep track of what will happen in class at all times and organise their courses. This only shows that the preparation of a lesson plan is important as it will serve as a guide for the teachers in inculcating knowledge to the students.

Results revealed that there is a high level of teachers’ instructional competence in terms of preparation of students’ engagement, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of the preparation of students’ engagement in the teaching process. This indicates that the preparation of students’ engagement is important for students to ensure that the students will be actively involved, motivated and able to succeed in their learning process. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in learning, with the preparation of students’ engagement performed by the educators.

Moreover, in consonance with Bernstein (2022), it was highlighted that student engagement is a necessary ingredient to fulfil the educational mission. Therefore, teachers should not go too far, too fast, as it will encourage students to disengage in learning. The findings underscore the importance of teachers and their ways of preparing students to engage in the teaching and learning process. Therefore, it supports the idea that teachers should check in regularly, give clear feedback, and genuinely accept and answer questions towards students who are set up to engage and grow.

Furthermore, in line with Valenzuela (2022), it showcases that when students are prepared for engagement, it enhances their ability to interact meaningfully with the content, the teacher, and their peers. According to this study, the greatest influence on students' learning will happen if the student is actively involved. Therefore, the roles of the teachers are highly regarded.

Results revealed that there is a high level of teachers’ instructional competence in terms of classroom management, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of classroom management in the teaching process. This indicates that classroom management is important for students as it promotes a positive learning environment, maximises task completion on time and helps build positive relationships. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in learning with classroom management supervised by the educators.

In addition, classroom management is essential for creating an environment where learning can thrive. An effective classroom management helps to reduce stress for teachers, promotes students’ success and creates a more productive and safer environment where every student will feel at ease. In addition, it can help create a disciplined and orderly learning atmosphere so that pupils can focus on their academics. Furthermore, it fosters motivation, engagement, and attention retention while reducing disruption and interference with learning (Foster, 2022).

Moreover, the study of Oliver & Reschly (2007) supported the concept that those successful educational achievements are largely dependent on teachers' ability to keep the classroom in order and regulate students' behaviour. Therefore, teachers have a huge responsibility in maintaining peace and order in a classroom setting. They possess the power to upright misconduct behaviour and help the students become better.

Results revealed that there is a high level of teachers’ instructional competence in terms of providing a conducive learning environment, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of providing a conducive learning environment in the teaching process. This indicates that providing a conducive learning environment is important for students as it fosters emotional, social and academic growth among students. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in learning with a conducive learning environment supervised by the educators.

This finding is in consonance with the study of Smith (2019), which claimed that physical space and learning ambience make the students at ease in trying out various aspects of their own interests and subjects, and they feel free to express their opinions to both professors and peers. Furthermore, cultivating in students a sense of community and belongingness, which is characterised as making them feel like part of a group despite their differences from one another, is important in creating a helpful learning environment. Research findings suggest that it is the duty of the educator to establish an environment where each student is respected and encouraged to learn as well as have fun.

Similarly, Rai (2024) found that what surrounds us has the power to affect us both consciously and unconsciously, boosting or detracting from our ability to focus. His study emphasises that students' productivity and ability to learn and study are greatly impacted by their learning environment. Teachers must cultivate a passion for learning in their students because they spend six to seven hours a day in class; therefore, it helps students concentrate better while also making classes easier and better for professors.

The studies and theories that follow focus on the indicators of teachers’ instructional competence discussed in this study. The indicators are general English, vocabulary learning, studying grammar, reading in English, writing in English, and speaking in English

**Table 2. Level of Teacher’s Instructional Competence**

|  |  |  |
| --- | --- | --- |
| Variables and Indicators | Mean | Description |
| 1. ***Curriculum Content Component*** |  |  |
| 1. finding my teacher delivers accurate content using appropriate approaches and strategies. | 4.17 | High |
| 1. observing my teacher uses the integration of language, literacy skills, and values in teaching. | 4.29 | Very High |
| 1. noticing my teacher explains learning goals, instructional procedures, and content clearly and accurately to students. | 4.24 | High |
| 1. finding my teacher links current content with past and future lessons. | 4.18 | High |
| 1. observing my teacher integrates scholarly works and ideas to enrich the lessons. | 4.26 | Very High |
| **Category Mean** | **4.23** | **High** |
| 1. ***Transmitting Contents to Learners*** |  |  |
| 1. finding my teacher presents objectives of the lessons to the class. | 4.25 | High |
| 1. observing my teacher utilizes varied activities to enhance higher order thinking skills (HOTS). | 4.38 | Very High |
| 1. noticing my teacher delivers interactive and cooperative learning activities. | 4.21 | High |
| 1. finding my teacher ask different levels of questions to develop our HOTS. | 4.21 | High |
| 1. observing my teacher integrates ICT in the lesson. | 4.20 | High |
| **Category Mean** | **4.25** | **High** |
| 1. ***Preparation of Lesson Plan*** |  |  |
| 1. finding my teacher prepares/adopts objective of the lesson based on the competencies. | 4.29 | Very High |
| 1. observing my teacher establish the concept within the objectives. | 4.33 | Very High |
| 1. noticing my teacher includes behavioral and SMART objectives to achieve the intended learning outcomes. | 4.31 | Very High |
| 1. finding my teacher prepares learning activities congruent to the objectives. | 4.28 | Very High |
| **Category Mean** | **4.30** | **Very High** |
| 1. ***Preparation of Student’s Engagement*** |  |  |
| 1. finding that my teacher helps students understand and follow the instructions and directions given. | 4.35 | Very High |
| 1. finding my teacher motivate students to perform the task independently with self-confidence. | 4.34 | Very High |
| 1. observing my teacher let students share ideas and knowledge with teachers and peers. | 4.23 | High |
| 1. noticing my teacher persuade students to cooperate and collaborate with each other while on task. | 4.29 | Very High |
| 1. spotting my teacher stimulate the student’s ability to apply the concept and skills learned. | 4.31 | Very High |
| **Category Mean** | **4.30** | **Very High** |
| 1. ***Classroom Management*** |  |  |
| 1. finding my teacher manages routine activities such as checking of attendance, assignment, etc. | 3.80 | High |
| 1. observing that my teacher manages time effectively, adjusting it according to the different stages of learning. | 3.69 | High |
| 1. noticing my teacher facilitates instructions in an orderly and pleasant learning atmosphere. | 3.71 | High |
| 1. finding my teacher sustenance learner’s interest through effective and relevant motivation. | 3.68 | High |
| **Category Mean** | **3.74** | **High** |
| ***F. Conducive Learning Environment*** |  |  |
| 1. finding my teacher delivers equal opportunities for all students regardless of gender. | 4.21 | Very High |
| 1. observing my teacher maintains a safe and orderly classroom free from distraction. | 4.34 | Very High |
| 1. my teacher manages cleanliness and orderliness inside and outside the classroom. | 4.49 | Very High |
| 1. finding my teacher handles behavior problems quickly and with due respect to the child’s rights. | 4.28 | Very High |
| 1. spotting my teacher create situations that develops positive students towards their subject teacher. | 4.29 | Very High |
| **Category Mean** | **4.32** | **Very High** |
| **Overall Mean** | **4.28** | **Very High** |

**Level of Language Learning**

**Language Learning**. As shown in the table above, the level of language learning considering its six indicators, reading in English and writing in English, obtained the highest mean of 4.18, interpreted as high, which is always observed by the English major students. On the other hand, vocabulary learning obtained the lowest overall mean of 4.09, interpreted as high, which is often observed by English major students. Then, the second highest overall mean of 4.13 was obtained by the indicator speaking in English. It has a descriptive equivalent as high as which is often observed by English major students. And then, general English with an overall mean of 4.12, which has a descriptive equivalent of high, which is often observed by English major students. Lastly, it was followed by studying grammar with an overall mean of 4.10, interpreted as high, which is often observed by English major students.

Moreover, in consonance with Korir, T. (2022), Learning a language is an intentional mental process that consists of a learning activity, an action to achieve the objective, and an intention. The findings underscore that language learning is a thorough process that needs effort and perseverance. To be a good language learner, one must obtain the capability to communicate clearly and relay the message effectively. To obtain positive learning results, the study suggests the use of learning strategies. Therefore, a student should possess knowledge of the different learning strategies to be successful in language learning.

Furthermore, in line with Alhamami (2019) posits that language learners' performance is influenced by their perceptions of their degree of control over the learning process. Those who believe that they have more influence over their education are more likely to attend class, study more, and become more proficient. The high level of language learning observed among BSED English students underscores its role in the success of an effective learning process. Students who believe in their capacities are more likely to be efficient and be successful in language learning.

Results revealed that there is a high level of language learning in terms of general English, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of general English in the learning process. This indicates that general English is important as it enhances personal, academic, and professional success. Additionally, it provides individuals with the tools to communicate effectively and pursue lifelong learning. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in learning general English.

This finding is in consonance with the study of Yafeng (2018), which claimed that learning English is a crucial component of higher education. It aimed at individual study and was also a part of the English teaching process. The research finding shows that learning general English is very important as it helps students to use it for flexible future jobs and professional orientation, as well as clear goals and direction.

Similarly, Pham (2022) found that the English language is used on a daily or frequent basis, making it an important factor in our lives. The research finding shows that the English language plays a vital role in our lives as it is our means of conveying thoughts and ideas globally. Therefore, with the English language’s global standing, there is an implementation of English curricula and development of learning objectives to support the students' sustainable development of proficiency in the language.

Results revealed that there is a high level of language learning in terms of vocabulary learning, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of vocabulary learning in the learning process. This indicates that vocabulary learning is important as it enhances communication, improves cognitive skills and supports academic success. Widening one's vocabulary not only helps individuals become more effective communicators but also contributes to intellectual development. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in vocabulary learning.

Moreover, in consonance with Zarfsaz & Yeganehpour (2021), vocabulary learning is regarded as one of the most essential components of language instruction and is necessary for second language acquisition. The findings underscore that vocabulary learning is vital since it claims that vocabulary acquisition even continues into maturity, in contrast to grammatical competence, which is limited thorough process that needs effort and perseverance. Since students cannot produce and comprehend complex language units without lexical information, it has been emphasised that increasing students' capacity to construct sentences and phrases requires more lexical knowledge than structural and grammatical knowledge. Therefore, learning will take place.

Furthermore, in line with Ghalebi et al. (2020) posit that students who lack adequate vocabulary or word-learning techniques suffer. Therefore, enhancing the vocabulary is essential to communicate effectively and avoid the vicious cycle of frustration. The high level of vocabulary learning observed among BSED English students underscores the emphasis and importance of vocabulary growth that involves understanding not only the meanings of words but also their pronunciation, spelling, grammatical characteristics, connotations, morphological choices, and semantic connections.

Results revealed that there is a high level of language learning in terms of studying grammar, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of studying grammar in the learning process. This indicates that studying grammar is important as it helps people express their ideas clearly and enhances speaking and reading comprehension. A person who is proficient in grammar guarantees accurate, reliable, and consistent communication. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in studying grammar.

Also, the study aligns with the research conducted by Sandy (2020), which stated that for many language teachers and learners, grammar is essential since it is connected to the accuracy of language for effective communication. Learning grammar is thought to help students become more proficient in English and be able to utilise it correctly. The research findings show that having a solid understanding of grammar is important to be proficient in English. Conversely, it can influence our way of communicating to be effective or not.

Further, the study supports the findings of Xiao (2019) that grammar knowledge

is acquired by broad comprehension, firsthand observation, and the practical application of a large amount of real data. Therefore, instead of restricting students to isolated explanations of examples and exercises, teachers should provide them with a multitude of corpora and settings for language performance. This only shows that studying grammar is important, as it will make the communication clear and understandable.

Results revealed that there is a high level of language learning in terms of reading in English, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of reading in English in the learning process. Their ability to read well improves their overall language skills, deepens their understanding, and helps them digest difficult material. A solid reading foundation is necessary for both academic achievement and successful communication, both of which are critical for intellectual and linguistic development. This indicates that reading in English is important as it improves vocabulary, reading comprehension, writing skills and critical thinking. Being proficient in reading English enhances communication skills and helps individuals stay informed and culturally aware. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in reading in English.

This finding is in consonance with the study of Andoko et al. (2020), which claimed that to acquire knowledge, one must know how to read. Reading is important as it is a way to comprehend an ongoing text. The research finding shows that learning to read in English enhances the ability to process complex information, develop deeper insights, and improve overall language mastery.

Similarly, Dardjito et al. (2023) posit that the ability to read, comprehend, synthesise, and replicate the ideas presented in academic books is mostly what determines a student's academic achievement. The research findings show that there is a need to develop the vocabulary and comprehension to be able to communicate effectively. Therefore, an individual can avoid word-for-word translation, particularly when an individual lacks sufficient vocabulary and grammar skills. In that way, misinterpretation can be avoided.

Results revealed that there is a high level of language learning in terms of writing in English, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of writing in English in the learning process. Although their writing abilities allow them to communicate effectively, issues with accuracy, coherence, and structure may compromise overall efficacy. Improving their writing abilities is essential for both commercial communication and academic success. This indicates that writing in English is important as it enhances the ability to communicate and helps individuals express their ideas clearly. With proper knowledge, an individual can express ideas without misconceptions. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in writing in English.

Moreover, in consonance with Ali (2023), writing is considered to be one of the most important academic abilities and one of the hardest to master in comparison to speaking, listening, and reading. This is mostly because language learners frequently neglect proper word usage, sentence construction, punctuation, and paragraph organisation when writing. However, the research findings underscore that writing skills are influenced by a few essential components, including constructive criticism, writing practice, and instructional resources. Therefore, gaining more knowledge and spending more time in writing helps in developing the skill.

Furthermore, in line with Kardena et al. (2020) posit that writing is a skill that deals with ongoing processes. It's not about the final outcome but the process itself. Although they can communicate clearly through their writing, their total efficacy may be impacted by issues with correctness, coherence, and organisation. Improving their writing abilities is essential for both academic success and professional communication. The high level of writing in English observed among BSED English students underscores the emphasis and importance of inculcating more knowledge about the underlying structures of writing.

Results revealed that there is a high level of language learning in terms of speaking English, which means that it is often observed. This suggests that the BSED English students have an overwhelmingly positive perception of speaking in English in the learning process. Although they can communicate well in a variety of settings thanks to their speaking abilities, issues with coherence, pronunciation, and fluency may compromise overall clarity. Improving their speaking ability is crucial for both professional and academic communication. This indicates that speaking in English is important as it enhances clear communication, professional opportunities, succeeds academically and connects with other people across cultures. This high satisfaction rating implies that the vast majority of the BSED English students had a positive experience in speaking English.

Research by Rivera & Villanueva (2023) confirms this result and highlights the impact of an inclusive learning environment on speaking proficiency. As per the study, educational establishments ought to consider offering their instructors cutting-edge approaches and strategies for teaching grammar, vocabulary, and pronunciation in order to better satisfy the needs of the pupils. Additionally, teachers can also foster a welcoming and non-threatening learning environment in an English lesson to reduce anxiety.

This is particularly true for individuals who have not fully developed their linguistic competence in speaking. Without a strong foundation in grammar, vocabulary, and pronunciation, students may struggle to articulate their thoughts clearly and effectively. As Safitri et al. (2020), due to the large disparities in the grammar of their native tongues and the lack of opportunities for speaking exercises both within and outside of the classroom, the majority of students struggle to construct grammatically accurate sentences. This lack of proficiency can lead to hesitation, miscommunication, and reduced confidence in spoken interactions. While some students may rely on memorised phrases to navigate conversations, this approach often limits their ability to engage in spontaneous discussions.

**Table 3. Level of Language Learning**

|  |  |  |
| --- | --- | --- |
| Variables and Indicators | Mean | Description |
| 1. ***General English*** |  |  |
| 1. being attentive to unfamiliar words or structures while reading or listening to English. | 3.96 | High |
| 1. seeking correction from someone who possess more excellent knowledge. | 4.18 | High |
| 1. using words and structures that I recently learned when I write or speak in English. | 4.14 | High |
| 1. reading aloud to improve my pronunciation. | 4.18 | High |
| 1. being making an effort to actively participate to the fullest extent possible during speaking activities in English class. | 4.16 | High |
| **Category Mean** | **4.12** | **High** |
| 1. ***Vocabulary Learning*** |  |  |
| 1. making llists of words and study them at home. | 4.04 | High |
| 1. taking notes on the pronunciation of a word or use annotations to aid in remembering its pronunciation. | 4.15 | High |
| 1. writing down independently the translations of unfamiliar words next to the target word to reinforce their meaning. | 4.04 | High |
| 1. jotting down each new vocabulary word along with a relevant example sentence to help contextualize its meaning. | 4.13 | High |
| 1. repeating verbally the words multiple times to reinforce pronunciation and improve my retention. | 4.11 | High |
| **Category Mean** | **4.09** | **High** |
| 1. ***Studying Grammar*** |  |  |
| 1. creating summaries or outlines of the structures I have learned. | 4.13 | High |
| 1. reviewing structures either mentally or by speaking them aloud to reinforce my understanding of their rules and applications. | 4.18 | High |
| 1. translating them to learn when the structures are similar to my dialect. | 4.08 | High |
| 1. recording the structures that I wish to learn in writing to create a personal reference that I can review regularly. | 4.10 | High |
| 1. committing example sentences to memory as a method to recall specific grammar points. | 4.02 | High |
| **Category Mean** | **4.10** | **High** |
| 1. ***Reading in English*** |  |  |
| 1. looking at what the text is about before I start reading. | 4.29 | Very High |
| 1. translating while I read a text mentally. | 4.25 | High |
| 1. relating what I know about the topic with what the text is about. | 4.12 | High |
| 1. referring to the dictionary for the meanings of nearly all new words encountered. | 4.05 | High |
| 1. making an effort to comprehend the sentence structure. | 4.19 | High |
| **Category Mean** | **4.18** | **High** |
| 1. ***Writing in English*** |  |  |
| 1. thinking about what I want to say before I start writing. | 4.26 | Very High |
| 1. paying attention to the grammar when I write. | 4.27 | Very High |
| 1. employing solely simple words and structures that I am confident that its correct. | 4.07 | High |
| 1. reviewing previously written content before proceeding with further writing. | 4.17 | High |
| 1. inquiring from someone about the English equivalent of what I do not know. | 4.16 |  |
| **Category Mean** | **4.18** | **High** |
| ***F.***  ***Speaking in English*** |  |  |
| 1. paying attention to intonation to understand the message being conveyed. | 4.14 | Very High |
| 1. incorporating English words heard in songs or during class when speaking. | 4.13 | Very High |
| 1. speaking slowly to ensure my message is clear and accessible | 4.09 | Very High |
| 1. paying attention to the grammar I use before I speak. | 4.17 | Very High |
| 1. requesting the speaker to repeat or clarify what has been said to understand the message clearly. | 4.12 | Very High |
| **Category Mean** | **4.13** | **Very High** |
| **Overall Mean** | **4.14** | **Very High** |

*Table 4.*

*Significant Relationship Between Teacher’s Instructional Competence and Language Learning*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **Means** | **R-Value** | **P-Value** | **Decision**  **@=0.05** |
| **Teacher’s Instructional Competence** | 4.32 | .658 | **<.001** | **Ho Rejected** |
| **Language Learning** | 4.14 |

**Significance of the Relationship between Teacher’s Instructional Competence and Language Learning among English Major Students**

Table 4 presents the correlation analysis between teacher’s instructional competence and language learning of BSED English students. The results indicate an r value of 0.658 and a p-value of <.001. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected, thereby confirming a statistically significant relationship between teacher’s instructional competence and language learning among BSED English students. These findings suggest that an increase in teacher’s instructional competence is associated with an increase in language learning, and vice versa. The strength of the correlation (r=0.658) is considered weak based on Evan (1996). This underscores the role of teacher’s instructional competence in general English, vocabulary learning, studying grammar, reading in English, writing in English, speaking in English and overall language learning among BSED English students.

Moreover, based on the results of the multivariate analysis, two of the domains of teacher’s instructional competence, preparation of student’s engagement and classroom management, has a significant influence on the language learning of BSED English students. Moreover, the other domain of teacher’s instructional competence, which includes curriculum content component, transmitting contents to learners, preparation of lesson plan and providing conducive learning environment, has no significant influence on language learning.

The findings of the present study align with M Stephen Krashen’s (1977) The Input Hypothesis, which suggests that language acquisition takes place when learners are exposed to comprehensible information. In the context of language learning, it implies that language learners benefit most from exposure to language that is just a little bit more complex than their current level of skill but still understandable. The teacher’s instructional competence is important in providing input that is appropriately challenging that offers both spontaneous interactions and structured lessons that helps students to push into their zone of proximal development. The findings of this study support Krashen’s assertion, demonstrating that teachers’ instructional competence significantly influences language learning, as it enables students to receive meaningful input continuously, thus enhancing their language learning outcomes.

Meanwhile, this study’s findings contradict Swain’s Output Hypothesis Theory (1985), which emphasises that in the process of acquiring a language, language production, such as speaking or writing, is equally as significant as language input. Swain’s theory suggests that learning to produce language instead of just absorbing it forces students to think more deeply about language. She contends that learners are forced to identify areas in which they lack language proficiency, develop their language skills, and test theories regarding the operation of the language through output, which is the act of speaking or writing. However, the study’s results indicate that the domains comprising curriculum content component, transmitting contents to learners, preparation of lesson plan and providing a conducive learning environment have no statistically significant influence on language learning. These findings challenge Swain’s notion that output drives language learning, highlighting that input is necessary, but not sufficient for language learning.

*Table 5.*

*Significant Relationship Between* *Collaborative Learning Environment and Language Learning*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **Mean** | **R-Value** | **P-Value** | **Decision**  **@=0.05** |
| **Collaborative Learning Environment** | 4.20 | .693 | **<.001** | **Ho Rejected** |
| **Language Learning** | 4.14 |

**Significance of the Relationship between Collaborative Learning Environment and Language Learning among English Major Students**

Table 5 presents the correlation analysis between the collaborative learning environment and language learning of BSED English students. The results indicate an r value of 0.693 and a p-value of <.001. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected, thereby confirming a statistically significant relationship between collaborative learning environment and language learning. Among BSED English students, the collaborative learning environment and language acquisition have a reasonably strong positive association, according to the correlation coefficient (r = 0.693). Although Evans (1996) categorises this strength as weak, values above 0.60 are regarded as strong or significant in educational research by several statistical interpretations. This implies that enhancements in collaborative learning methods are linked to a notable improvement in language competency, encompassing vocabulary, grammar, reading, writing, speaking, and general English proficiency. The practical significance of collaborative learning in classroom settings is highlighted by the r-value, which also suggests that it accounts for roughly 48% of the variance in language learning.

Consequently, based on the results of the multivariate analysis, two of the domains of the collaborative learning environment, promotive interaction and individual accountability, have a significant influence on the language learning of BSED English students. Moreover, the other domain of collaborative learning environment, which includes positive interdependence, has no significant influence on language learning.

According to David and Johnson’s (1949) Social Interdependence Theory, learning is most effective when individuals work together and the outcomes are influenced not only by their own actions but also, success can be dependent by the actions of others, leading to either positive or negative interdependence. In the case of language learning, students who experienced promotive interaction and individual accountability are more likely to engage in meaningful interactions and guided learning experiences. This, in turn, fosters their confidence in using language and enhances their linguistic skills. Promotive interaction and individual accountability act as a scaffold that helps learners develop their social skills, problem-solving, critical thinking and communication abilities, reinforcing the study’s finding that promotive interaction and individual accountability significantly influence language learning.

However, a theory that contrasts with this study’s findings is Skinner’s Behaviorist Theory (1957), which emphasises individual learning and the way rewards and punishments mould behaviour are the main topics of Skinner's operant conditioning theory. According to Skinner, learning works best when behaviours are reinforced by either negative reinforcement (removing an unpleasant stimulus) or positive reinforcement (rewarding desired conduct). The idea places more emphasis on the function of outside influences (such as reinforcement) in learning than on interpersonal communication or group dynamics. This perspective suggests that learning is a more personalised process in which a learner's behaviour and development are mostly determined by their own interactions with the environment (such as reward and stimuli), as opposed to other people's activities. However, the study’s results indicate that domain-positive interdependence has no statistically significant influence on language learning.

**CONCLUSION**

Based on the findings of the study, conclusions were drawn in answer to questions raised in the previous chapter. The respondents from BSED English students reported a high level of collaborative learning environment, which means that the variable is often observed by the students. Based on the results in teachers’ instructional competence of BSED English students, it can be also inferred that the level of teachers’ instructional competence of BSED English students was very high. This means that the students always observed the variable.

Moreover, based on the results in language learning of BSED English students, it can also be inferred that the level of language learning of BSED English students was moderate. Also, this means that the students often observed the variable. The overall correlation of two variables reveals that a collaborative learning environment has a significant relationship with language learning among BSED English students. However, two domains of the collaborative learning environment, promotive interaction and individual accountability, showed a high, positive, and significant relationship with language learning. This suggests that while promotive interaction and individual accountability play a crucial role, the overall impact of a collaborative learning environment on language learning remains statistically insignificant. Thus, the null hypothesis is rejected.

Similarly, the overall correlation of two variables reveals that teachers’ instructional competence has a significant relationship with language learning among BSED English students. However, two domains of teachers’ instructional competence, preparation of students’ engagement and classroom management, showed a high, positive, and significant relationship with language learning. This indicates that while the preparation of students’ engagement and classroom management contribute to language learning, the overall impact of teachers’ instructional competence as a whole remains statistically significant. Thus, the null hypothesis is rejected.

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