

Voices of the Linguistically Curious: English Majors' Language Learning Journey

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ABSTRACT

This inquiry applied the principles of phenomenology to capture the English majors' lived experiences in English language learning. Six BSED English students (English majors) enrolled during the school year 2020-2021 were selected as the study's participants. An in-depth and semi-structured interview with open-ended questions was then conducted to collect data. Due to the pandemic restrictions, the interviews were performed via Zoom Meetings instead of face-to-face. The interviews were recorded and transcribed. For data analysis, Colaizzi's method was utilized wherein significant statements (SS) were extracted from the transcriptions, and formulated meanings (FMs) were created based on the SS. The SS and FMs were then used to identify one emergent theme "Eclectic Influences to Entry," which consists of the following six subthemes: 1) Positive Family Clout; 2) Noteworthy Childhood Exposure; 3) Meritorious Church Involvement; 4) Favorable Encounters with Learning Materials; 5) Interesting Personal Reasons; and 6) Cogent Teacher Forces. The findings of the study revealed that the English majors had intrinsic motivation to learn the English language and held a positive attitude towards the language, the speakers of the language, and the learning process itself. Moreover, factors such as family involvement, teacher support, technology and media, and exposure to native speakers played a significant role in the English majors' passion for learning. The study concluded that strong family support, reading books, watching online videos and television, and using English in daily conversations had a positive impact on the English majors' competency in the language.

Keywords: English majors; English language; English language learning; Lived experiences; Colaizzi's method; Phenomenology

Introduction

English remains a prominent topic globally, spreading beyond its traditional roots in countries like England and the United States to become a universal language. As Crystal (2012) noted, ownership of English appears to extend to all who acquire it. Nevertheless, mastering a second language, including English, can be challenging. McLaughlin (2013) pointed out that even in America, not all children, especially new immigrants or those from non-English-speaking backgrounds, achieve full proficiency in English communication. Even students majoring in English are not immune from this. Carroll, as cited in Howard and Schwieter (2018), found that English majors typically performed poorly in speaking and understanding English after four years of college study. Ramos (2013) likewise discovered that Korean English majors faced challenges in oral discussions, despite having linguistic skills, due to their hesitancy and self-consciousness.

In the Philippines, English language proficiency is highly emphasized, and Filipinos are recognized for their proficiency. Magno (2009) noted the country's strong reputation in English language education (ELE), attracting students from Korea, Japan, and China. However, recent studies indicate a decline in Filipino English proficiency. Suelto (2018) reported a loss of the country's top position in English proficiency in Asia, while Madrunio, Martin, and Plata (2016) postulated that the current state of Philippine English language education is facing a critical juncture.

Similarly, the researchers of this study have observed challenges among BSED English students, including difficulties in oral and written English. Despite their major, these students exhibit pronunciation and grammatical errors, limited vocabulary, and struggles with English comprehension. The researchers found this alarming as these students are

future English teachers. Recognizing the lack of local research on Filipino English majors, the researchers felt the need to understand the factors affecting their English language learning. While Fontanilla (2016) explored motivation and self-identity changes among English majors in the Philippines, it did not fully address the researchers' focus on the overall experiences of BSED English students in learning English. Hence, the researchers relied on their personal encounters and observations supplemented by international studies and literature to guide this investigation.

The researchers aimed to delve deeper into the experiences of English majors regarding their English language learning and their lives in general. That is why they decided to carry out the qualitative approach known as phenomenology, which they believe is essential considering that the English majors' lived experiences have not been extensively explored in the local context. Therefore, this investigation holds significant potential for contributing to the understanding of English language learning. Its findings will be beneficial not only for English teachers but also for educational institutions striving to enhance English education and produce competent graduates.

Methodology

Research Design

The current study utilized phenomenology as its research design because it allows researchers to delve into people's everyday experiences. Colaizzi's method was also applied for data analysis. The phenomenological (Husserlian) approach that this investigation adopted emphasizes in-depth conversations with the participants to access and make sense of their experiences. This approach focuses on investigating subjective phenomena, aiming for a deeper understanding rather than generalizing findings (Polit & Beck, 2013). It is valuable for describing and interpreting people's critical or less-understood lived experiences (Speziale & Carpenter, 2007). In this inquiry, the lived experiences of the English majors, in terms of their learning of the English language, were explored. Additionally, before the conduct of the interview, bracketing was done by the researchers to acknowledge any presuppositions they might have had, as this would help them avoid biases and misinterpretations of the participant's views. This was executed through reflexive journaling.

Research Locale

The study was conducted at the height of the COVID-19 pandemic. Hence, a specific physical research location could not be determined as all interactions between the researchers and the participants had to be done virtually. In particular, the interviews were accomplished via Zoom, allowing both the researchers and the participants to remain in the safety of their homes.

Research Participants

The participants consisted of BSEd English students or English majors enrolled in one of the universities in Negros Oriental. They were selected purposively based on the phenomenon under study and the following inclusion criteria: a) the students must be enrolled in the university for the academic year 2020-2021, and b) the students must have studied for a minimum of two years at the university. Purposive sampling involves selecting members believed to offer insight into the phenomenon, ensuring they have experienced it and can articulate their experiences (Polit & Beck, 2013). Moreover, in phenomenological research, the number of participants is determined by data saturation. According to a hybrid model discussed in the literature, data saturation happens when the codebook stabilizes and no further issues are found (Hennink, Kaiser, & Marconi, 2016). It means no new categories, themes, or explanations emerged, or the responses became repetitive (Marshall, 1996). In this study, data saturation was achieved after the sixth participant. It must be noted, however, that a seventh participant was chosen only to confirm data saturation. Once saturation was confirmed, the researchers ceased the data collection.

Research Instrument

A semi-structured interview served as the lone tool for data collection. Open-ended questions in English were used to prompt the participants' meaningful responses, aiming to explore the research topic. Although the questions were worded in English, the participants were given the freedom to answer using the local dialect. All interviews were automatically recorded using Zoom and a journal was utilized to document notes and observations made by the researchers during the interviews.

Data Gathering Procedure

Data collection occurred between March and April 2021. Before conducting the interviews, the researcher asked permission from the College of Education dean to involve the English majors as participants. After obtaining the dean's approval, the researchers procured the names of potential participants from the point person and contacted the participants individually via messenger phone call to schedule interviews at their convenience. The participants were briefed on the study's purpose, assured of confidentiality, and asked to sign informed consent forms. They were also informed of the recording process and their right to withdraw from the interview at any time. During the interviews, the researchers listened attentively, intervening only for clarification and guiding discussions toward emerging themes. Verbal and non-verbal cues from the

participants were noted alongside demographic information in a journal. The interviews typically lasted between 30-60 minutes, depending on the participants' generosity in providing information. The recorded materials were cross-referenced for accuracy after transcription.

Ethical Considerations

The researchers of this study made sure that the participants and their statements were held anonymous and confidential. Most importantly, the participants were given enough time to narrate their experiences without unnecessary interruptions from the researchers. Denzin and Lincoln (2005) posited that it is imperative that people, being the participants or subjects of the study, be assured of the safety and protection of their rights, dignity, and privacy. It is also vital that potential risks be minimized during the process of extracting their statements.

Results and Discussion

After a thorough analysis of the transcripts, as well as the significant statements and formulated meanings, the researchers were able to extract an emergent theme encapsulating the BSEd English students' language journey, with emphasis on the various factors that have a significant impact on their learning of the English language.

Emergent Theme: Eclectic Influences to Entry

The major theme, Eclectic Influences to Entry, tackles the various reasons and motivating factors influencing the participants to traverse the path of studying English. It is about their various experiences as to why they chose to take the course, Bachelor of Secondary Education Major in English. After conducting in-depth interviews, the researchers identified two primary motivations driving the participants' passion for learning English. Firstly, some were drawn to the language from their initial exposure, enamored by native speakers, and aspiring to integrate into English-speaking culture. Additionally, continuous encouragement from family, friends, and teachers fueled their enthusiasm. Some participants were inspired by individuals demonstrating exceptional English skills, like teachers or family members. Conversely, two participants were motivated by negative experiences, using adversity as fuel to enhance their English proficiency.

Under this emergent theme are six sub-themes, namely: a) Positive Family Clout; b) Noteworthy Childhood Exposure; c) Meritorious Church Involvement; d) Favorable Encounters with Learning Materials; e) Interesting Personal Reasons; and f) Cogent Teacher Forces.

Theme 1: Positive Family Clout

Table 1 shows the first subtheme, Positive Family Clout, which tells the participants' experiences with family members who contributed positively to their learning of the English language.

Table 1. Lived experiences of English majors in terms of home environment factors influential to their learning of the English language

Subject Probed	Core Ideas	Code	Essential Themes
English majors' lived experiences in learning English at home	• Recognition from immediate families • Support and encouragement from family • Having role models in the family • Family speaking English at home • Being motivated by family	• Family involvement • Parental support and encouragement • Favorable learning environment at home	• Positive Family Clout

This theme highlights the role of parental involvement in a child's motivation to learn. Some of the participants revealed that, from the start, their immediate families have seen and recognized their potential in English, have shown support and encouragement in their undertakings, and have set an example in the use of the English language. Some family

members of the participants are also experts in the English field, serving as a “hero” that the participants idolize or look up to.

(My parents especially my mother really encourages us to be participative in all activities... Kadalasang istorya sa mama nako kay ‘kung kaya sa ubang bata, kaya pod nimo. So that’s one of the inspirations that I really treasure from that time.) My parents especially my mother encourage us to be participative in all activities... My mom would usually tell me ‘If other kids can do it, so can you.’ So that’s one of the inspirations that I treasure from that time (P1).

Also, my grandmother who was a teacher before started reading books to me when I was, I think 3 years old until I was in Grade 1. So yeah, I think she read me a couple of books. That’s when I’ve grown to love English (P3).

(Sa high school, I actually noticed that my family members practiced speaking English at home. It was a bit challenging for me at first because I stuttered a lot because I was very conscious. Was I fluent? My grammar...then, I was also very conscious of how I sounded like then. How I deliver my message, was it effective? So, challenging siya but it changed me because by doing that, I became more confident in speaking English.) In high school, I noticed that my family members practiced speaking English at home. It was a bit challenging for me at first because I stuttered a lot because I was very conscious. Was I fluent? My grammar...then, I was also very conscious of how I sounded like then. How I deliver my message, was it effective? So, it was challenging but it changed me because by doing that, I became more confident in speaking English (P4).

The participants' statements suggest that encouragement from immediate family positively impacts a child's motivation, a notion supported by research. Jaliyya and Idrus (2017) highlighted the significance of parental encouragement in children's English language motivation, while Nair, Setia, Mohamad, Kadir, Luqman, Vadeveloo, and Ngah (2014) linked parental support to students' English proficiency. Tahaineh and Daana (2013) found that a majority of their respondents reported high levels of external locus of control and motivation in learning English, with significant parental encouragement and recognition of the language's importance.

Theme 2: Noteworthy Childhood Exposure

Table 2 represents subtheme 2, Noteworthy Childhood Exposure, which tells the participants' experiences during their younger years that have made a positive impact on their English language learning.

Table 2. Lived experiences of English majors in terms of their exposure during childhood that help in their English language learning

Subject Probed	Core Ideas	Code	Essential Themes
English majors' lived experiences in learning English during childhood	- Active participation in various activities during childhood - Being praised by teachers and parents for childhood achievements - Excelling in various activities when very young - Enjoyment of public performance as a child	- Early exposure to public activities and performances - Recognition during childhood - Excelling as a child	Noteworthy Childhood Exposure

This theme deals with the empowered and fortified sensation that the participants felt from participating in various activities and being praised for their achievements. One factor that also fueled up the participants' desire to major in English was the recognition and awards afforded them by the school during their elementary and high school years. Having received such recognition strengthened their drive and convinced them that they really are special and certainly have what it takes to be an English major.

(As I finished my kindergarten, nakakuan ko as Most Diligent, like top one sa class. Then I was able to join as well, in the 5th Grade, it is a speech choir...both 5 and 6, we had speech choirs and I was also a part of them. And I was able to, kuan to siya pinili, like a set of students only to participate or to represent the school for a district meet and I was able to be part of it.) When I finished kindergarten, I was the Most Diligent, like the top one of the class. Then I was able to join as well, in the 5th Grade, it is a speech choir...both 5 and 6, we had speech choirs and I was also a part of them. And I was able to, it was selected, like a set of students only to participate or to represent the school for a district meet and I was able to be part of it (P1).

The most memorable for me was since grade 7 to grade 10 I was part of the broadcasting team and also I do some hosting especially JS proms or ceremonies, like that, and also speech choirs, like that...and I've experienced...I also love the challenges of defending your research works and investigatory projects, I also do that (P3).

Based on the responses, the participants place great value on receiving awards and recognition, which boosts their self-esteem and confidence, indicating the importance of rewards in motivation. Extrinsic motivation, as explained by Ryan and Deci (2000), refers to performing tasks for external rewards or outcomes. In this study, the participants were initially intrinsically motivated to learn English, driven by their enjoyment or love for the language. Ryan and Deci (2000) argued that when individuals learn a language for intellectual stimulation, pleasure, or personal competence, they are intrinsically motivated.

Theme 3: Meritorious Church Involvement

Table 3 shows subtheme 3, Meritorious Church Involvement. This theme is all about the participants' involvement in many church activities, which helped shape their potential to communicate using English.

Table 3. Lived experiences of English majors in terms of their participation in church activities

Subject Probed	Core Ideas	Code	Essential Themes
English majors' lived experiences of students in learning the English language through the church	- English as the medium of communication at the church - Getting used to the use of the English - Being exposed to English at the church (i.e. speaking English in front of people) - Gaining confidence in communicating using English	- Role of religion in English language learning - Being comfortable with the use of the English language	Meritorious Church Involvement

The experiences shared by the English majors have proven that religion did play a significant role in their decision to specialize in the English language. English is used as the medium of communication in some churches (i.e. Mormons). In consequence, the participants have gotten so comfortable with using the language, as if English is already ingrained in their souls, making studying English in college seem to be appropriate and convenient.

(While nagtubo ko ba, kanang sa simbahan namo, naa man gu'y mga missionaries nga mga foreigners. So every time, labi na if bag o pa, kanang first area pa nila ani nga lugar sa imohang gipuy-an, mag English pa man na sila. Kabalo silag bisaya pero dili pa kaayo, raw pa kaayo ilahang bisaya. So English sila, so kaylangan man sila'g tabang translation ba. So, every time mahitabo na, kanang magtabang pod mi ug pasabot, translation from bisaya to English, so na practice ko since bata pa ko, so murag naka contribute sad to sa akoang learning sa language.) Growing up, in our church, we have foreign missionaries. So, every time, especially if they are still new to the area, they would initially speak in English. They know how to speak the Visayan language but their Visayan is still raw. So, they would need help in terms of translation. When that happens, we help them comprehend by translating Bisaya to

English, so since I was young, it had been a practice for me in a way and that contributed to my learning of the English language (P5).

(In the church, like sugod pa bata, we are encouraged to deliver testimonies. Like, we are encouraged to talk in front of the congregation every Sunday and share our testimonies about what we learned about the church... And also, the mode of language used in teaching sa amo church is English and sa scriptures pod, it is English. So we're used to reading English sugod bata pa, although Bisaya amoang first language, like mother tongue...) In church, since we were young, we've been encouraged to deliver testimonies. We are encouraged to talk in front of the congregation every Sunday and share our testimonies about what we learned about the church... Also, the mode of language used in teaching in our church is English and, in the scriptures, it is also English. So, we're used to reading English since young although our first language or mother tongue is Bisaya (P1).

From these remarks, it appears that regular exposure to English through church activities, which are a part of the participants' social environment, positively impacts their English communication skills. This exposure has heightened their interest in further language learning. These findings reinforce the claims of Lucas, Pulido, Miraflores, Ignacio, Tacay, and Lao (2010) that English significantly influences both academic and social spheres for students and that Filipino students are intrinsically motivated to learn English due to exposure to a bilingual environment, leading to a natural inclination to utilize English in various skills, driven by potential rewards.

Theme 4: Favorable Encounters with Learning Materials

Table 4 shows the fourth subtheme, Favorable Encounters with Learning Materials, which deals with how mass media, specifically books and audio-visual media like television, as well as technology (i.e. internet), impact the participants' learning of the English language.

Table 4. The lived experience of the English majors in terms of using various forms of media to learn English

Subject Probed	Core Ideas	Code	Essential Themes
English majors' lived experiences in the use of media and technology	- Consuming content from books, digital/online media, and technology to enhance language learning - Love for reading and watching English shows and movies - Idolizing English-speaking media personalities/character	Media and technology as sources of learning English	Favorable Encounters with Learning Materials

This theme captures the participants' encounters with books, literature, television, and online platforms and how these forms of media play a huge part in the participants' English language acquisition and learning. Some of the participants, at a young age, have already developed a love for reading literature written in English and a strong appreciation for English TV shows, movies, and online sites. They would even copy or impersonate how the personalities or characters on TV speak English. This deep-rooted passion for the English language later led them to further study English and enroll in the BSED English program.

I love the English language because since I was young, I love to read books especially literature (P3).

(Learning English language as a child is more on exposure sa television. I learned the English language mostly through watching cartoons, and also my sister used to read us storybooks nga English so those are my two major sources of learning the English language.) Learning the English language as a child is more on exposure to television. I learned the English language mostly through watching cartoons, and also my sister used to read us English storybooks. So, those are my two major sources of learning the English language (P4).

I have been influenced greatly by the media through cartoon shows, especially in sports commentary. Have you noticed the commentators in NBA games, or football games? And then sometimes, I tend to copy how they comment on the players' actions (P2).

(...murag na influenced jud ko sa movies kanang suhid suhiron. Na amazed ko ato nga time so gi practice na sad nako siya og kuan ba nga with kanang naa po'y gamay comprehension para dili kaayo lisud...) I guess I was influenced by movies. Like, I would imitate or copy. I was amazed that time, so I practiced and also applied a bit of comprehension so it wouldn't be difficult (P5)

These statements affirm the effectiveness of consuming English media content in enhancing language learning. For instance, Futralan (2018) found that children exposed to English cartoon shows from a young age naturally acquired high competence in the language. Linebarger and Vaala (2010) and Suelto (2018) similarly support this, suggesting that educational television and English media improve language skills by allowing children to learn words and expressions and mimicking native speakers' delivery. Additionally, Radich (2013) theorized that the wise use of media and technology can support learning and relationships.

Regarding book reading, Dickinson, Griffith, Golinkoff, and Hirsh-Pasek (2012) highlighted three ways it influences language learning: introducing new vocabulary in varied sentences, promoting joint attention and interest, and encouraging active participation in discussions about word meanings.

Theme 5: Interesting Personal Reasons

Table 5 presents the fifth subtheme, Interesting Personal Reasons, wherein the participants' motives to study and learn English are emphasized.

Table 5. Lived experiences of the English majors in terms of reasons or motivation for English language learning

Subject Probed	Core Ideas	Code	Essential Themes
English majors' lived experiences as to why they want to learn English	- Past experiences pushed the participants to learn English more - Participants were motivated to rise up from past failures - Wanting to prove something after bullying experience	- Personal motives of participants - Interesting stories as motivating factors - Determination	Interesting Personal Reasons

This theme reflects the factors that push the participants to major in English. The participants decided to learn more about the English language as a result of their past experiences. Some of the encounters have left a mark on the participants' lives. For example, one participant suffered from bullying and humiliation in front of the class because he gave an incorrect answer. Another participant joined public speaking competitions in school several times, but despite her desperate efforts to win, she would always end up losing. These failures ignited the participants' determination, and instead of getting disheartened by these unfortunate occurrences, they felt more motivated and determined to better themselves in learning the English language.

(Maybe, the significant moment po talaga na hindi ko talaga makalimutan was there was a student, I mean he is an English major student, and nagpa practice teach po siya sa school namin. He asked me "what is an adverb?" So, since I am not really that passionate about learning English language, and I don't know what is an adverb. I answered that adverb is an action word, so my other classmates laughed and they bullied me. I mean, siguro yun po yung pinaka significant because that's the reason why I want to learn more about this language so I can avoid judgment and bullying from other people just because I don't know what an adverb is.) Maybe, the most significant moment that I could not forget was when there was a student, I mean he is an English major student, and he was practice-teaching in our school. He asked me "What is an adverb?" So, since I am not that passionate about learning the English language, and I don't know what an adverb is, I answered that an adverb is an action word. So, my other classmates laughed and bullied me. I mean, it probably was most significant because that's the reason why I want to learn more about this language so I can avoid judgment and bullying from other people just because I don't know what an adverb is (P6).

(Naa diay one time, ma'am nga high school na ko ba, first year na ko, murag na ingganyo na jud ko about sa English language. One time, niapil ko og kuan unya naulawan ko. Niapil ko og mga speech,

extemporaneous speech, mga monologue, ingon ana. Mga first experiences nako kay murag maulawan ko ba kay wala ko nakadaog. First experience pa man so mura bitaw'g dili pa kaayo nako ma adapt ko nga kanang mapildi, ingon ana, kay bag o pa gud. Didto ko nga murag na down ko bah hangtud naningkamut jud kog unsaon kay labi nag comprehension kay dili kaayo ko kabalo'g comprehension ba.) There was one time, ma'am when I was already in high school. I was in the first year; I became deeply interested in the English language. One time, I joined a contest and I got humiliated. I joined a speech competition, extemporaneous speech, monologue, and things like that. I got embarrassed during my first experiences because I did not always win in the competition. That was my first experience so it seemed like I could not adapt to losing because it was new for me. That got me feeling so down until I strived very hard especially when it comes to comprehension because I am not good at comprehension (P5).

Participants 5 and 6 were motivated to overcome their English weaknesses after a negative experience, aiming to demonstrate their capabilities. This is echoed in Jaliyya and Idrus's (2017) study on Indonesian EFL students, where the participants believed proficiency in English is essential for societal acceptance, enabling them to freely engage and gain community respect.

Theme 6: Cogent Teacher Forces

Table 6 bears theme 6, Cogent Teacher Forces, which highlights how a teacher's support can go a long way in the lives of their students.

Table 6. Lived experiences of the English majors in terms of support and motivation received from their teachers

Subject Probed	Core Ideas	Code	Essential Themes
English majors' lived experiences in learning English with the support of their teachers	• Getting moral support and encouragement from teachers • Teachers' commendations and recognition • English-competent teachers serving as inspiration	• Positive teacher influence • Teacher as role model • Favorable encounters with teachers	• Cogent Teacher Forces

This theme speaks of the participants' experiences as regards their teachers who would shower them with praises and moral support whenever they had accomplishments in school. The encouragement the participants received from their teachers gave them another reason to improve their English skills. The commendations helped elevate their sense of self-worth and somehow diminished their self-doubts.

(If naa'y mga competitions like about speaking, they would always say my name. Suki na suki. Actually, maulaw ko gyud because I know myself nga dili pa gyud ko ingon ana ka maayo, but then they always try to encourage me to join because they love my capability so I was also encouraged because I know a lot of people support me in that genre and field. So, in those experiences, I have again developed my proficiency in English language and maybe that is also one of the reasons why I decided, like fixed decision, to pursue English major in college.) If there were competitions like about speaking, they would always say my name. I'm like a frequenter. I was really shy because I knew that I was not that good yet, but then they always tried to encourage me to join because they love my capability so I was also encouraged because I know a lot of people support me in that genre and field. So, in those experiences, I have again developed my proficiency in the English language and maybe that is also one of the reasons why I decided, like a fixed decision, to pursue an English major in college (P6).

Up until I was in high school, I was inspired by two of my English teachers. They were my teachers in high school so I was too excited during our English classes especially when we'd take up literature, Philippine literature, and world literature. I always have this *kilig* feeling within me that I can't comprehend (P3).

Teachers indeed play a significant role in shaping students' values, such as motivation. Noels (2015) had the same observation stating that teacher's influence significantly impacts students' motivation for second language learning, affecting

their feelings of autonomy and competence. She further asserted that perceived teacher control decreases students' spontaneous learning and intrinsic motivation, while active teacher involvement, such as giving informative praise and encouragement, enhances students' feelings of competence.

The participants in the current study reported increased self-esteem due to their teachers' praises and encouragement. Self-esteem, as defined by Branden (2006), reflects a person's sense of competence and worthiness, which, according to Brown (1987), is crucial for successful cognitive and affective activities. Learners who are confident in their language learning abilities are motivated to use the target language, as belief in their capabilities facilitates success (Karim, Nur, & Mohd, 2016).

Conclusions

Based on the findings outlined above, several conclusions can be drawn. Firstly, the experience of English majors in learning the language is characterized by their dedication, early exposure to English, and ongoing engagement in English-related activities. Secondly, English majors demonstrate a positive attitude towards the language, its speakers, and the learning process itself. Despite facing challenges, they remain committed to improving their proficiency. Thirdly, consistent practice and application of English in everyday conversations contribute significantly to language competence and acquisition. Fourthly, positive reinforcement and encouragement from both family and school play a vital role in motivating students and fostering a positive attitude towards English learning. Lastly, mass media and technology, such as books, TV, and the internet, serve as effective tools for enhancing English language competence among English majors.

Contributions of Authors

The authors confirm the equal contribution in each part of this work. All authors reviewed and approved the final version of this work.

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Conflict of Interests

All authors declare that they have no conflicts of interest

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