

**Contemporary language teaching-learning strategies
and English language proficiency among college students**

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ABSTRACT

This study determined the relationship between contemporary language teaching-learning strategies and English language proficiency. The focal strategies encompassed Communicative Language Teaching, Task-based Language Teaching, Content-based Language Teaching, Technology-Enhanced Language Learning, Multilingual Education, Personalized Learning, Collaborative Learning, and Project-Based Learning. With the use of the quantitative descriptive correlational method, the research utilized stratified sampling for student respondents and purposive sampling for teacher respondents, yielding a sample size of 260 students and five (5) for teacher respondents. The research used an adapted instrument for gathering data on contemporary language-teaching strategies and a Standardized Examination for English Proficiency. The findings revealed a low but positive correlation between the employed contemporary language-teaching strategies and English language proficiency levels. To further fortify these findings and contributed to language education, a proposed project, titled "Project JERIC (Journey to Excellence through Reinforced Innovative Communication)," was outlined. This project aimed to reinforce innovative communication methodologies and elevate language proficiency to new heights.

Keywords: Contemporary, proficiency, strategies, language, teaching-learning.

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INTRODUCTION

In an increasingly interconnected and globalized world, English language proficiency has become an essential competency for college students seeking academic and professional success. Effective communication through English is particularly significant in a rapidly changing global environment because the language is widely used in international business, education, and general communication. Proficiency in English can therefore increase an individual's opportunities to participate successfully in global academic and professional contexts. Recognizing this importance, state universities, colleges, and other educational institutions worldwide have sought to strengthen the English language proficiency of their students. Achieving this goal requires language teachers to continually examine, adapt, and

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integrate teaching and learning strategies that respond to students' diverse learning styles and facilitate effective language acquisition.

English proficiency is also closely associated with competitiveness in contemporary society and the global labor market. English is used across more than 100 countries, with approximately 300 million people using it as a first language and more than 600 million people using it as a second language. These figures demonstrate the extensive role of English in contemporary communication and reinforce the need for students to develop competence in its use. As students become more proficient in communicating through English, they are also better positioned to compete for employment and participate in international environments. This educational priority is consistent with United Nations Sustainable Development Goal 4, which seeks to ensure quality education for all and encompasses the elimination of discrimination in education, the development of global citizens, the expansion of scholarships worldwide, and the increase in the number of qualified teachers. From this perspective, improving English language proficiency is not limited to linguistic development but also contributes to broader educational objectives related to access, quality, global participation, and lifelong opportunities.

The importance of English proficiency has become even more pronounced in the context of globalization, internationalization, and ASEAN integration, where the demand for effective international communication continues to increase. Although the Philippines is recognized for its proficiency in English, continued efforts are necessary to validate and enhance this standing through appropriate language teaching practices. According to the EF English Proficiency Index data for 2022, the Philippines ranked 22nd among countries and regions based on English skills. This position highlights the country's existing competence while simultaneously emphasizing the importance of sustaining and further improving English proficiency. Thus, the concern extends beyond maintaining the country's ranking to identifying teaching strategies that can support continued improvement in English language competence, particularly among students preparing to participate in increasingly competitive academic, professional, and international environments.

Within this context, contemporary approaches to language instruction have become increasingly important because educational systems and learner needs continue to evolve. Language teachers continually explore contemporary language teaching and learning strategies that align with students' learning styles and enhance language acquisition. However, despite the growing application of contemporary strategies in instruction, limited research has comprehensively examined their relationship with actual English language proficiency. Existing studies may address contemporary language strategies as instructional practices, yet fewer studies appear to establish how effectively these strategies enhance English language competency. The rapidly changing educational environment further increases the need for empirical evidence regarding the efficiency of contemporary approaches. More research is therefore necessary to determine which strategies are most effective under varying learning conditions and how their utilization relates to measurable levels of English proficiency among college students.

The need to examine this relationship is particularly relevant to educators who are responsible for monitoring students' academic performance and maintaining educational quality. Determining how contemporary language teaching and learning strategies relate to students' English proficiency can provide educators with evidence for improving instructional decisions and responding more appropriately to learner needs. This concern also motivated the present study because the researcher, as an educator, recognized the importance of monitoring students' academic performance, particularly their use of English, while identifying instructional strategies that could contribute to maintaining educational quality. The researcher's passion for teaching further strengthened the interest in investigating this area.

Moreover, because the researcher is affiliated with St. Dominic College of Asia, where the study was conducted, the institution is expected to benefit directly from the findings and the resulting output of the study, particularly through the development of a new program for teaching English.

The investigation of contemporary language teaching and learning strategies is theoretically supported by perspectives that explain how learners process information, construct knowledge, and acquire language. Cognitive Load Theory provides one foundation for understanding how instructional strategies can facilitate or hinder learning depending on the amount and organization of information presented to learners. Asma and Dallel (2020), in their study on Cognitive Load Theory and its relation to instructional design from the perspectives of Algerian university teachers of English, employed the theory to examine the effectiveness of instructional design. Cognitive Load Theory, grounded in education and psychology, explains how the human brain receives information and acquires new concepts. It proposes that working memory has a limited capacity for processing new information. New knowledge may be processed within working memory before being transferred to long term memory, where it can be stored and accessed later. Applied to language learning, the theory suggests that learners can process only a limited amount of new information at a given time. Consequently, cognitive load must be appropriately managed to maximize learning. This perspective is particularly relevant to contemporary language instruction because effective strategies should organize learning experiences in ways that facilitate comprehension without overwhelming students' cognitive capacities.

Complementing this cognitive perspective is Constructivism Learning Theory, which emphasizes the active role of learners in developing knowledge through experience. Islam (2019), in the study entitled "A Critical Reflection of Constructivist Teaching in CLT at Higher Secondary Education in Bangladesh," applied constructivist theory to the development of communicative competence through communicative language teaching. Jean Piaget's theory of constructivism proposes that individuals learn and develop understanding based on their experiences. Rather than focusing primarily on external influences on learning, Piaget's constructivist perspective emphasizes the processes through which learning occurs. Within this framework, teachers assume a crucial but transformed role. Instead of functioning merely as providers of lectures and discussions, teachers serve as facilitators and guides who assist students in discovering and constructing the knowledge they need. The focus of instruction consequently shifts from the teacher and the delivery of lessons toward students and their learning processes. This orientation aligns closely with contemporary language teaching practices that emphasize meaningful communication, learner participation, interaction, collaboration, and active engagement.

The Language Acquisition Theory provides another essential foundation by explaining the human capacity to perceive, produce, understand, and use language for communication. In psychology, language acquisition refers to the process through which humans develop the ability to comprehend and use words, a capacity that typically emerges during early childhood through a complex interaction of genetic, cognitive, and social factors. Language represents a form of cognition that distinguishes human communication from that of other species. Although other species may communicate through innate meaningful vocalizations, such as bonobos, or partially learned systems, such as bird songs, no other species is currently known to possess the ability to express an infinite range of ideas and sentences through a limited set of symbols consisting of speech sounds and words (Lemetyinen, 2023). This perspective emphasizes the distinctive human capacity for language while recognizing the complex processes involved in its development.

Language acquisition is further explained through the proposition that the ability to acquire language is innate, while the environment in which an individual develops plays a significant role in the acquisition process. The concept of the Language Acquisition Device, or LAD, proposes an innate mental mechanism that enables individuals to acquire language rapidly. The LAD is conceptualized as an internal capacity present from birth that allows individuals to comprehend and learn words as they develop (Anil, 2022). The relevance of Language Acquisition Theory to language education is demonstrated by Cachuela (2022) in the study entitled “English Language Learning Strategy Adoption and Language Proficiency in The New Normal Modalities Among Grade 7 Learners in Camp Vicente Lim Integrated School,” which used Language Acquisition Theory as a theoretical foundation. Together, these ideas underscore that language development reflects both inherent human capacities and the influence of learning environments, thereby reinforcing the importance of instructional strategies that provide meaningful opportunities for language exposure, interaction, practice, and application.

Taken collectively, Cognitive Load Theory, Constructivism Learning Theory, and Language Acquisition Theory provide complementary explanations for how contemporary language instruction may influence English proficiency. Cognitive Load Theory highlights the importance of managing the amount and complexity of information that learners process, Constructivism Learning Theory emphasizes active knowledge construction and the facilitative role of teachers, and Language Acquisition Theory explains the interaction between innate linguistic capacity and environmental influences. These perspectives converge in suggesting that effective language learning depends not simply on exposure to instructional content but also on how learning experiences are structured, experienced, processed, and applied. Through the application of these theories, the researcher developed a deeper understanding that provided new and unique insights into the study and established a theoretical basis for examining the relationship between instructional strategies and language proficiency.

Guided by these theoretical foundations, the research paradigm focused on the connection between contemporary language teaching and learning strategies and the English language proficiency of first year college students. Contemporary language teaching and learning strategies constituted the independent variable and referred to recent and cutting-edge strategies, techniques, and methodologies employed in language education. These included Communicative Language Teaching, Task Based Language Teaching, Content Based Language Teaching, Technology Enhanced Language Learning, Multilingual Education, Personalized Learning, Collaborative Learning, and Project Based Learning. Although these approaches differ in their specific instructional emphases, they collectively reflect the movement toward more communicative, learner centered, contextualized, collaborative, personalized, and technologically responsive language education.

English language proficiency among first year college students constituted the dependent variable and represented the students' level of competence and ability as measured by the TOEIC. The research paradigm therefore proposed that the implementation and utilization of contemporary language teaching and learning strategies could be systematically examined in relation to students' measurable English language proficiency. This relationship provides an empirical means of determining whether contemporary instructional practices correspond with stronger language competencies among first year college students. It also connects the theoretical propositions of cognitive processing, active knowledge construction, and language acquisition with observable instructional practices and measurable proficiency outcomes.

Accordingly, the study investigated the utilization of contemporary language teaching and learning strategies in enhancing English language proficiency among selected college students, with particular emphasis on determining the relationship between these instructional

strategies and the English language proficiency of first year college students. By addressing the identified gap concerning the effectiveness of contemporary language strategies in relation to measurable language competency, the study sought to generate evidence that could inform instructional practice and educational decision making. Its findings were expected to provide valuable insights for educators, policymakers, and curriculum developers regarding appropriate teaching approaches for promoting language acquisition and communication skills among students. For St. Dominic College of Asia, the findings were also expected to provide a contextual basis for strengthening English language instruction and developing a new program responsive to students' learning needs. Ultimately, the results of the study were intended to serve as the basis for designing an evidence-based plan of action that responds to the needs and learning styles of college students and promotes improved language acquisition, English proficiency, and communication skills within an increasingly globalized educational and professional environment.

Statement of the problem

Language fluency, particularly in English, is increasingly valued in today's globalized society. The capacity to communicate successfully in English is critical for academic, professional, and social success as countries become increasingly integrated and diversified. However, there is a need to investigate contemporary language teaching and learning methodologies used in higher education institutions, with particular emphasis on the English language proficiency of first year college students. These concerns must be addressed to define and narrow the scope of this investigation.

1. What is the level of utilization of contemporary language teaching and learning strategies as assessed by the first year students and teachers of St. Dominic College of Asia in terms of Communicative Language Teaching, Task based Language Teaching, Content based Language Teaching, Technology enhanced Language Learning, Multilingual Education, Personalized Learning, Collaborative Learning, and Project based Learning?
2. Is there a significant difference between the assessments of the first year students and teachers of St. Dominic College of Asia regarding the level of utilization of contemporary language teaching and learning strategies?
3. What is the English language proficiency level of the first year students at St. Dominic College of Asia based on the standardized test?
4. Is there a significant relationship between the level of utilization of contemporary language teaching and learning strategies and the English language proficiency level among first year college students?
5. Based on the findings of the study, what program may be proposed to enhance the English proficiency of the students?

METHODOLOGY

This chapter presents the methodological framework utilized in the study and explains the research design employed to address the research queries that emerged throughout the investigation. It describes the methods used for collecting data, including the sampling techniques and specific research instruments used in gathering the necessary information. It also presents the procedures followed in analyzing the collected data to obtain meaningful

insights regarding contemporary language teaching and learning strategies and English language proficiency among first year students at St. Dominic College of Asia.

The study utilized a quantitative descriptive correlational research design to investigate the relationship between contemporary language teaching and learning strategies and English language proficiency among first year students at St. Dominic College of Asia. English language proficiency has become increasingly important for academic, professional, and social success in the globalized world of the twenty first century. Consequently, educational institutions continuously investigate innovative teaching and learning strategies that may improve students' English language proficiency. The quantitative descriptive correlational research method was considered appropriate for the study because it allowed objective measurement of the variables, examination of relationships, analysis of a significant sample size, and descriptive analysis of the collected data. These characteristics were consistent with the research goals of examining contemporary language teaching and learning strategies and their relationship with English language proficiency among first year college students. The design sought to describe the relationship between the variables without assuming causation. Through this design, the study provided valuable insights into the efficacy of teaching and learning strategies in improving students' English language proficiency.

The study was conducted at St. Dominic College of Asia in Bacoar, Cavite, Philippines, 4102. Selecting an appropriate research locale was necessary to conduct a comprehensive investigation of contemporary language teaching and learning strategies and English language proficiency among first year college students. St. Dominic College of Asia is a prestigious higher education institution with a diverse student body, making it an appropriate location for investigating and analyzing the relationship between language teaching and learning strategies and English language proficiency. The location of the college at a significant intersection also provided convenient access and connectivity to Manila, the capital of the Philippines. The research site further benefited from its proximity to malls, public markets, and other notable establishments. This convenient location provided students with a lively environment that may influence their language learning experiences. By conducting the investigation at St. Dominic College of Asia, the study obtained valuable insights into the relationship between contemporary language teaching and learning strategies and English language proficiency among first year college students.

An appropriate sampling method was employed to ensure the comprehensiveness of the investigation. The population of interest consisted of students of St. Dominic College of Asia, and stratified sampling was used to obtain a representative sample. This method involved dividing the population into subgroups or strata according to pertinent characteristics. According to Thomas (2020), stratified sampling was appropriate for the study because it encompassed the diversity of the student population. Separating the students into strata, such as according to academic year, ensured that each subgroup was adequately represented in the sample. The study specifically focused on first year college students, who functioned as a distinct stratum. Stratified sampling permitted a more thorough examination of the relationship between contemporary language teaching and learning strategies and English language proficiency among the subgroup of first year college students. The findings of the study were intended to represent the broader St. Dominic College of Asia student population through the selection of a representative sample from each stratum.

Teachers handling the Purposive Communication subject at St. Dominic College of Asia were also included as respondents in alignment with statement of the problem number one. Since only 5 teachers were involved in teaching the subject, all 5 were included in the study. In this case, prospective sampling, also known as purposive sampling, was considered a suitable approach for selecting the teacher respondents. Prospective sampling allowed the research to select participants possessing specific expertise or knowledge relevant to the

research topic. The teachers who employed purposive communication techniques were of particular interest to the study. Through this sampling approach, the research purposefully selected teachers with experience in implementing these strategies in their language teaching. Prospective sampling also allowed the inclusion of teachers with diverse backgrounds and experiences. By purposefully selecting respondents who represented different teaching contexts, methods, or approaches, the research obtained a range of perspectives regarding contemporary language teaching and learning strategies and their impact on English language proficiency among first year college students.

Furthermore, as computed using G*Power, 260 first year students at St. Dominic College of Asia provided a sizable sample for the investigation. This sizeable sample was intended to ensure that the findings and conclusions of the research represented the college's student body. In total, the study involved 265 respondents, consisting of 260 students and 5 teachers. The 260 student respondents represented 98% of the total number of respondents, while the 5 teacher respondents represented 2%. Thus, the overall frequency was 265, corresponding to 100% of the respondents.

The selection of appropriate research participants was of considerable importance in examining contemporary language teaching and learning strategies and English language proficiency. First year students at St. Dominic College of Asia were selected as respondents through stratified sampling, while the teachers were selected through purposive sampling. Several factors influenced the decision to focus on first year students. First, first year students at St. Dominic College of Asia were particularly significant because of their participation in the TOEIC (Test of English for International Communication) examination. This standardized English proficiency test provided a reliable measure of students' English language abilities, making them an appropriate population for examining contemporary language teaching and learning strategies.

In addition, during their first year, the students took a course titled "Purposive Communication," which emphasized practical communication skills in various real world contexts. This subject provided a relevant framework for investigating the effect of contemporary language teaching and learning strategies on English language proficiency. By selecting first year students as research participants, the study aimed to obtain insights into their experiences, challenges, and accomplishments within the context of language learning at St. Dominic College of Asia. The results of the study were intended to provide constructive information that could serve as the basis for developing a plan of action to improve English language proficiency among this group of students.

For the teacher respondents, only five were included because only five teachers at St. Dominic College of Asia handled the Purposive Communication subject. The study sought to gather information regarding the contemporary language teaching and learning strategies used in the context of first year college students. Through purposive sampling, the research ensured that the selected teacher respondents possessed relevant teaching experience and knowledge at this educational level. This targeted approach increased the likelihood of obtaining insightful and relevant information for the study. Through a thorough investigation of contemporary language teaching and learning strategies and their association with English language proficiency, the study aimed to contribute to the understanding of effective language education practices and provide a foundation for targeted interventions and enhancements.

The selection of appropriate research instruments was essential for gathering reliable and valid data. For the study of contemporary language teaching and learning strategies and English language proficiency among first year college students at St. Dominic College of Asia, specific research instruments were selected to measure the variables of interest. The

independent variable, "Contemporary Language Teaching and Learning Strategies," was assessed using an adaptive instrument. The questions or statements contained in the adaptive instrument were modified according to the particular individual level of utilization. This approach ensured that the assessment corresponded with the dynamic nature of contemporary language teaching and learning strategies and effectively captured the students' experiences and perceptions.

The dependent variable, English Language Proficiency, was measured using the TOEIC (Test of English for International Communication) examination. The Test of English for International Communication (TOEIC) is a widely recognized standardized examination that evaluates individuals' English language skills within real world academic and occupational settings. As a valid and established instrument, the TOEIC examination served as a reliable indicator of the students' English language proficiency. To protect the confidentiality of the data and prevent the possibility of examination dissemination, the research provided only a sample of the TOEIC examination. The actual examination results were obtained from the language center of St. Dominic College of Asia, thereby ensuring the integrity and confidentiality of the data. Through the use of an adaptive instrument for contemporary language teaching and learning strategies and the established TOEIC examination for English language proficiency, the study aimed to collect comprehensive and accurate data for analyzing the relationship between these variables. The combination of these research instruments yielded valuable insights into the efficacy of contemporary language teaching and learning strategies in enhancing English language proficiency among first year students at St. Dominic College of Asia.

Before the gathering of data, the reliability and validity of the research instrument were verified. The adaptive instrument used to measure the independent variable was subjected to validation in the study of contemporary language teaching and learning strategies and English language proficiency among first year college students at St. Dominic College of Asia. Significant individuals, including the research director, statistician, and adviser, validated the adaptive instrument to ensure its validity. An institutional validation tool was utilized, which typically involved an in depth assessment of the content, structure, and general suitability of the instrument for the study. This validation process ensured that the instrument accurately evaluated the intended constructs and generated meaningful data.

Following the validation procedure, the instrument was pilot tested on a sample of non target respondents. Typically, a minimum of 15 individuals with characteristics similar to those of the intended study participants were selected for the pilot test. The pilot test enabled a sample administration of the questionnaire to identify any potential problems, ambiguities, or difficulties encountered by respondents while completing the instrument. Feedback from the participants in the pilot test was instrumental in refining and enhancing the research instrument. Once the final version of the instrument had been established, the data collected from the study participants were subjected to a reliability test. Statistical methods such as Cronbach's Alpha were used to evaluate the internal reliability of the instrument. The reliability test ensured that the instrument consistently measured the constructs of interest and generated consistent results across items. Through validation and reliability testing, the study sought to ensure the consistency and accuracy of the research instrument. This thorough procedure increased the validity and reliability of the collected data and provided a solid basis for analyzing the relationship between contemporary language teaching and learning strategies and English language proficiency among first year students at St. Dominic College of Asia.

The data gathering process involved collecting information from first year college students regarding their English language proficiency and contemporary language teaching and learning strategies. The English language proficiency of the students was measured using the standardized TOEIC language proficiency examination. In addition, data regarding the

teaching and learning strategies used in classrooms were collected through surveys. The study modified the survey instrument to reflect the teachers' point of view because teachers were also included in the data collection process to determine the level of utilization of contemporary language teaching and learning strategies. Statistical analysis techniques, including correlation analysis, were subsequently used to determine the direction and strength of the relationship between contemporary language teaching and learning strategies and English language proficiency.

Ethical considerations were observed throughout the research process to protect the privacy and well being of the respondents, preserve scientific credibility, and ensure compliance with ethical regulations and institutional guidelines. Obtaining informed consent from the study participants was a primary ethical consideration. Informed consent ensured that participants completely understood the objectives, procedures, possible risks, and benefits associated with the study. The process of obtaining informed consent was open and voluntary, and participants were provided with opportunities to raise questions and withdraw from the study at any time.

Furthermore, the research adhered to institutional guidelines and procedures to demonstrate compliance with ethical standards and ensure the protection of everyone involved. Specifically, the research followed the LCBA research manual and the Data Protection Policy. It was also considered essential to observe and comply with the specific requirements established by the institution. By adhering to these ethical rules and procedures, the study sought to preserve the highest standards of ethical conduct, protect the rights and welfare of the participants, and provide accurate and trustworthy findings.

The quantitative data gathered in the study consisted of numerical information acquired through organized measurements or findings that could be statistically analyzed and interpreted. Such information was treated through a set of procedures and techniques designed to arrange, expand, and interpret the data systematically and rigorously. The statistical treatment used in the study was based on the statement of the problem and the specific quantitative information required to address each research question.

To assess the level of utilization of contemporary language learning strategies, the average scores obtained from the teacher and student respondents were used to provide a quantitative representation of the level of utilization of each strategy. This assessment was conducted using a Likert scale. The mean and standard deviation were calculated to provide a measure of central tendency and indicate which strategy was employed. To identify whether there was a significant difference between the assessments of the first year students and teachers at St. Dominic College of Asia regarding the level of utilization of contemporary language learning strategies, the t test was used as a statistical test to compare the two groups.

To determine the level of English proficiency of the first year students based on a standardized test, the mean was calculated. Finally, the Pearson Correlation Coefficient was employed to examine the relationship between the level of contemporary language teaching and learning strategies and the English language proficiency level among first year college students. This statistical treatment measured the direction and strength of the linear relationship between the two variables. Through the combined use of descriptive and inferential statistical procedures, the study systematically examined the level of utilization of contemporary language teaching and learning strategies, differences between the assessments of student and teacher respondents, the English language proficiency of first year students, and the relationship between contemporary language teaching and learning strategies and English language proficiency.

RESULTS AND DISCUSSION

As this study proceeds, it is essential to recognize that these findings are a crucial foundation for understanding the key aspects of the study. The meticulous examination of the data provides insights into patterns, trends, and relationships that offer a comprehensive view of the investigation. This chapter aims to unravel the significance of the collected information for a deeper understanding of the research objectives. The study employed a descriptive-comparative and correlational research design to assess the level of utilization of contemporary language teaching and learning strategies as evaluated by 260 first-year students and their teachers at St. Dominic College of Asia, and to determine the English language proficiency level of the students based on their scores in the Test of English for International Communication (TOEIC). Data were gathered using a researcher-developed questionnaire for the teaching strategies, which was validated by experts and pilot-tested for reliability, and the standardized TOEIC examination for the proficiency measure. The statistical techniques utilized included means and standard deviations for descriptive analysis, independent samples t-tests to determine significant differences between the two groups of respondents, and Pearson product-moment correlation coefficients to examine the relationship between the level of strategy utilization and English language proficiency. All quantitative data were subjected to analysis using the Statistical Package for the Social Sciences (SPSS) with a level of significance set at 0.05, and the interpretation of the results was grounded in the collected data in direct relation to the objectives of the study.

Problem Number 1 sought to determine the level of utilization of contemporary language teaching and learning strategies as assessed by the first-year students and teachers in St. Dominic College of Asia across eight specific contemporary approaches. Communicative Language Teaching (CLT) received a general assessment of 3.68 with a verbal interpretation of Fully Utilized based on the composite mean of the assessments from both teachers and students. All ten indicators for CLT were verbally interpreted as Fully Utilized, with composite means ranging from 3.65 to 3.74. The indicator "I can apply all activities for my other English subjects since these activities are very useful for me to improve my English listening and speaking skills" obtained the highest composite mean of 3.74, while the indicators "Even though this method takes me much time to practice on my own, I continue using it" and "The teacher assigns the students in other English classes to make a video since it is very useful for them to write their own English script to improve English ability" had the lowest computed composite means of 3.65. The teacher respondents consistently rated each indicator at 4.00 or 3.80, all classified as Fully Utilized, with a teacher mean of 3.98, whereas the student respondents provided ratings ranging from 3.30 to 3.51, also all classified as Fully Utilized, with a student mean of 3.38. This positive overall evaluation from both groups indicates that CLT strategies are being effectively implemented, though the lower student ratings suggest that concerns about time constraints and the practicality of certain activities may warrant attention. The finding is supported by the study of Al-Amri (2020), which noted that previous language instruction approaches proved insufficient in effectively improving the communicative competence of English as a foreign language (EFL) learners, leading to the widespread adoption of CLT in second and foreign language instruction. Insofar as this case, CLT was still proven effective, and addressing concerns about time limits and instructional approaches can improve the effectiveness of CLT strategies, resulting in a more comprehensive and useful language learning experience for both students and teachers.

Task-Based Language Teaching (TBLT) was also assessed as Fully Utilized with a general assessment composite mean of 3.68, with all ten indicators interpreted as Fully Utilized and composite means ranging from 3.60 to 3.78. The indicator "It draws different aspects of language learning, such as grammar, vocabulary, and pronunciation" achieved the highest

computed composite mean of 3.78, while the indicator "I participate actively in the class tasks assigned" had the lowest computed composite mean of 3.60. Teacher ratings for TBLT ranged from 3.80 to 4.00 with a mean of 3.96, while student ratings ranged from 3.30 to 3.55 with a mean of 3.41, both classified as Fully Utilized. The successful implementation of TBLT at St. Dominic College of Asia, with its strong emphasis on diverse aspects of language learning, demonstrates that this approach is a valuable and widely used strategy that contributes to a robust language learning environment. Attention can be given to strategies that promote higher student participation in class work to improve the effectiveness of TBLT strategies. The positive assessment for this strategy was supported by the recent study of Kawasaki (2021), which stated that relevant and interesting tasks were assigned to the students, requiring learners to use the assigned language to communicate with other individuals and prioritizing authentic language use over focusing on grammar and vocabulary questions. This reflected the indicator that had the highest computed mean, suggesting that having a good disposition in terms of grammar, vocabulary, and pronunciation enables students to finish assigned tasks successfully.

Content-Based Language Teaching (CBLT) received a general assessment of 3.60, interpreted as Fully Utilized, with all ten indicators verbally interpreted as either Fully Utilized or, for two student-rated indicators, Utilized. The indicators "It develops a deep understanding of the content as they engage with the language used in various subject areas" and "It supports the development of language fluency and accuracy as students practice using language structures and vocabulary in authentic contexts" had the highest computed composite mean of 3.74, while the indicator "I improve my Business English proficiency in the international trade field" had the lowest computed composite mean of 3.32. Teacher ratings ranged from 3.60 to 4.00 with a mean of 3.86, while student ratings ranged from 3.03 to 3.47 with a mean of 3.33; the student rating of 3.03 for the indicator "I have broadened my view about the International Trade Business through CBLT" and 3.03 for "I improve my Business English proficiency in the international trade field" were interpreted as Utilized (2.50 to 3.24) rather than Fully Utilized, indicating a potential area for improvement. Learners actively participate in real-world applications, enhancing the learning process's relevance and motivation if language learning links to substantive topics. In the study by Chen (2019) about Content-Based Language Curriculum Development with an Emphasis on Business English in Higher Education in China, it was mentioned that as English became a major course in China, it became the second language of most students, and this change in education required more attention not only in terms of communication but also about every specific discipline of the language for them to become more competitive in the global context, which was the part where content-based instruction has emerged. Addressing these specific areas for development, particularly in the context of Business English proficiency in international trade, can lead to a more robust and individualized language teaching and learning experience for both students and staff at St. Dominic College of Asia.

Technology-Enhanced Language Learning (TELL) was assessed as Fully Utilized with a general assessment composite mean of 3.62, with nine indicators interpreted as Fully Utilized and one indicator receiving a rating of Utilized from the teachers. The indicator "I can access digital resources, such as online dictionaries, language learning websites, and multimedia content, to enhance their language skills" had the highest computed composite mean of 3.78, while the indicator "Virtual communication tools such as Zoom, Google Meet, and Microsoft Teams" had the lowest computed composite mean of 3.26. Teacher ratings for TELL ranged from 3.00 to 4.00 with a mean of 3.74, with the indicator for virtual communication tools rated at 3.00, interpreted as Utilized rather than Fully Utilized, while student ratings ranged from 3.38 to 3.55 with a mean of 3.48, all classified as Fully Utilized. The research indicates a

positive overall assessment of the integration of Technology-Enhanced Language Learning at St. Dominic College of Asia, with successful use of various digital resources, but there may be an opportunity for enhanced integration of certain virtual communication tools. One significant aspect of technology integration was using interactive software and applications catering to diverse learning styles, providing interactive activities, multimedia content, and real-time feedback, creating dynamic and personalized student language learning experiences. In support of this, the study of Alkhatnai (2022) mentioned that due to its diverse implementation methods, the utilization of modern technology in education became a teaching trend and the subject of numerous studies, emerging from social contact as a social process that necessitates ongoing communication, allowing learners to engage in various ways by utilizing various online language learning resources as noted by Alvi (2022). Addressing these issues may help optimize the benefits of TELL techniques, contributing to a more comprehensive and effective language teaching and learning experience for both students and teachers.

Multilingual Education was assessed as Fully Utilized with a general assessment composite mean of 3.73, with all ten indicators interpreted as Fully Utilized and composite means ranging from 3.54 to 3.80. The indicator "It provides opportunities to students to learn and use their home languages in the educational setting" had the highest computed composite mean of 3.80, while the indicator "It values and recognizes students' diverse linguistic backgrounds and cultures" had the lowest computed composite mean of 3.54. Teacher ratings ranged from 3.60 to 4.00 with a mean of 3.94, while student ratings ranged from 3.47 to 3.59 with a mean of 3.52, both classified as Fully Utilized. These strategies significantly contribute to fostering positive attitudes toward linguistic diversity and improving students' understanding of language structures and functions, though there may be room for improvement in strategies that explicitly value and recognize students' diverse linguistic backgrounds and cultures within the educational setting. Understanding the linguistic background and culture of the learners can be of great help, as having strong control over the native language is one way to become proficient in the target language. According to a recent publication by Ollerhead and Taylor-Leech (2019) called "Using Multilingual Approaches: Moving from Theory to Practice," a growing body of research demonstrated the negative consequences of prohibiting students from utilizing their native languages in English language classrooms, as this approach impeded learning, ignored students' linguistic rights as human beings, and lost valuable chances for teachers to dive into and expand on their students' knowledge and experiences.

Personalized Learning was assessed as Fully Utilized with a general assessment composite mean of 3.70, with all ten indicators interpreted as Fully Utilized and composite means ranging from 3.61 to 3.74. The indicator "It provides me with opportunities to learn from each other" had the highest computed composite mean of 3.74, while the indicators "Instructions are tailored to each student's language proficiency level, enabling targeted and individualized instruction in language experiences" and "I can define language-learning objectives and work independently, promoting self-directed learning and independence" had the lowest computed composite mean of 3.61. Teacher ratings ranged from 3.80 to 4.00 with a mean of 3.96, while student ratings ranged from 3.38 to 3.48 with a mean of 3.43, both classified as Fully Utilized. While the overall assessment is positive, addressing the specific areas of lower scores could enhance the effectiveness of language teaching and learning strategies in the context of personalized learning at St. Dominic College of Asia, resulting in a more comprehensive and personalized educational experience for students. As stated by Patrick et al. (2013, cited in Arnesen et al., 2019), personalized instruction included customizing the learning experience to each student's unique abilities, needs, and interests, allowing students to voice what, how, when, and where they learn and offering flexibility and assistance to attain mastery of the highest standards.

Collaborative Learning was assessed as Fully Utilized with a general assessment composite mean of 3.66, with all ten indicators interpreted as Fully Utilized and composite means ranging from 3.49 to 3.73. The indicator "Through active participation in group activities, students experience a sense of ownership and accountability for their learning, promoting motivation and engagement" had the highest computed composite mean of 3.73, while the indicator "Collaborative activities, such as group discussions and role-playing, foster accuracy, and self-assurance in the target language are provided" had the lowest computed composite mean of 3.49. Teacher ratings ranged from 3.60 to 4.00 with a mean of 3.92, while student ratings ranged from 3.29 to 3.46 with a mean of 3.40, both classified as Fully Utilized. The result highlights the importance of collaborative learning in fostering higher-order cognitive processes and the necessity for students to negotiate meaning, clarity, and misunderstandings during the collaborative learning experience, and indicates a potential area for improvement in enhancing the effectiveness of collaborative activities to promote accuracy and self-assurance in the target language. The positive impact of collaborative language learning lies in its ability to encourage peer-to-peer interaction, cultural exchange, and the development of communication skills in a collaborative setting. In support of this, the study by Nhi Ha et al. (2022) entitled "The Effects of Collaborative Learning on Young ESL Learners' L2 Anxiety and Speaking Performance" suggested that collaborative learning could be advantageous and suitable for teaching students in educational settings, potentially enhancing language learning, improving speech proficiency, and creating a more secure classroom environment by alleviating language anxiety.

Project-Based Learning (PBL) was assessed as Fully Utilized with a general assessment composite mean of 3.71, with all ten indicators interpreted as Fully Utilized and composite means ranging from 3.58 to 3.80. The indicator "It enables us to apply their knowledge and skills to real-world problems" had the highest computed composite mean of 3.80, while the indicator "Language instruction is embedded within the tasks of the project, allowing us to implement and enhance language skills in a meaningful and contextual setting" had the lowest computed composite mean of 3.58. Teacher ratings ranged from 3.80 to 4.00 with a mean of 3.98, while student ratings ranged from 3.27 to 3.60 with a mean of 3.43, both classified as Fully Utilized. Project-Based Learning is successful in fostering critical thinking skills and problem-solving abilities among students, aligning with the broader educational goals, and while they can apply their knowledge in the real world, it is important to note that instructions are one of the many keys to the successful implementation of any strategy. Project-based language learning positively impacts learners by providing a contextually rich, engaging, and collaborative environment, enhancing language skills and promoting broader cognitive and interpersonal development. In 2022, Kemaloglu-Er and Sahin conducted a case study entitled "Project-Based Learning in English Language Teaching at a Rural School: A Case Study from Turkey," and the study's findings indicated that project-based learning was widely recognized as a practical educational approach that contributes to developing various competencies, with students reporting high English language usage in their daily lives as they spent a significant amount of time and effort investigating topics, participating in discussions, generating oral and written outputs, and gaining confidence in their ability to use English effectively for investigation and communication.

Problem Number 2 investigated whether there is a significant difference between the assessments of the first-year students and teachers in St. Dominic College of Asia regarding the level of utilization of contemporary language learning strategies. The independent samples t-test results revealed that there was a significant difference between the responses of the two groups of respondents on seven of the eight sub-variables. The generated computed probability

values for Communicative Language Teaching (CLT) was 0.008, Task-Based Language Teaching (TBLT) was 0.011, Content-Based Language Teaching (CBLT) was 0.026, Multilingual Education was 0.048, Personalized Learning was 0.022, Collaborative Learning was 0.021, and Project-Based Learning (PBL) was 0.016, all of which were lesser than the level of significance at 0.05, thus the null hypothesis was rejected for these seven sub-variables. This means that first-year students and teachers have different perceptions about the level of utilization of these contemporary language teaching and learning strategies in St. Dominic College of Asia. On the other hand, in terms of Technology-Enhanced Language Learning, the computed probability value was 0.186, which is greater than the level of significance at 0.05, indicating that there is no significant difference in the level of utilization of contemporary language teaching and learning strategies as perceived by first-year students and teachers, and thus the null hypothesis is accepted. This finding suggests that for TELL, both students and teachers share similar perceptions about how technology is integrated into language instruction, which may be attributed to the ubiquitous nature of technology in modern education. Employing technology was no longer a luxury but a requirement; given its pervasive presence in every aspect of people's lives, ranging from mobile phones, cars, and applications to computers and smart homes, many examples illustrate its indispensability. Due to the shift from traditional teacher-centered to student-centered education, students were now intimately connected to technology through smartphones, with software, coding, and digital applications becoming essential in daily lives and the educational process as noted by Yilmaz (2021).

Problem Number 3 sought to determine the English language proficiency level of the first-year students in St. Dominic College of Asia based on the standardized TOEIC test. The results showed that among the 260 students who took the examination, the mean score was 863 with a standard deviation of 43.15, which was interpreted as Advanced Working Proficiency. In terms of the distribution of proficiency levels, 212 students or 81.54 percent possessed Advanced Working Proficiency (scores ranging from 785 to 900), while 48 students or 18.46 percent were already in Advanced Professional Proficiency (scores ranging from 905 to 990). No students fell into the categories of Basic Working Proficiency (605 to 780), Intermediate Proficiency (405 to 600), Elementary Proficiency (255 to 400), or Novice or Beginning Proficiency (10 to 250), all of which had zero students and zero percent. This indicates that many first-year students at St. Dominic College of Asia have achieved a high level of language ability referred to as "Advanced Working Proficiency," with a notable percentage displaying an even more advanced level also referred to as "Advanced Professional Proficiency." Achieving a high level of language ability in the global world facilitates effective communication and opens doors to many opportunities in education, careers, diplomacy, and cultural exchange. It is crucial in promoting interconnectedness and understanding in an increasingly globalized society. In the study of Rao (2019), it was stated that in a world of fast-growing and fast-changing economies, it was a proven fact that a need for shared language arises, and the use of English as a language for communication with other people from other regions and countries was recognized. An individual with a good command in the use of English can be able to be employed since most of the jobs deal internationally.

Problem Number 4 examined whether there is a significant relationship between the level of utilization of contemporary language teaching and learning strategies and English language proficiency level among first-year college students. The Pearson product-moment correlation analysis revealed that there was a significant relationship between the dependent variable of English language proficiency and each of the eight independent variables representing contemporary language teaching and learning strategies. The computed r values ranged from 0.126 to 0.264, which were interpreted as indicating a low positive correlation. Specifically, the r value for Communicative Language Teaching was 0.173 with a p value of 0.000, for Task-Based Language Teaching was 0.158 with a p value of 0.013, for

Content-Based Language Teaching was 0.264 with a p value of 0.000, for Technology-Enhanced Language Learning was 0.139 with a p value of 0.014, for Multilingual Education was 0.126 with a p value of 0.011, for Personalized Learning was 0.193 with a p value of 0.000, for Collaborative Learning was 0.151 with a p value of 0.023, and for Project-Based Learning was 0.174 with a p value of 0.024. All computed probability values were lesser than the level of significance at 0.05, thus the null hypothesis was rejected for all eight sub-variables, indicating that there is a significant relationship between the level of utilization of each contemporary language teaching and learning strategy and the English language proficiency level of the first-year students. The low positive correlation between variables was attributed to the gap between the time of utilization of these strategies and the English Proficiency examination, as the strategies were implemented throughout the academic year while the TOEIC examination was administered at a specific point in time. Also, the correlation can be deemed to be closely related if the Pearson Correlation findings are close to one and not close to zero. Therefore, teaching and learning strategies affected their TOEIC score, but this does not rule out the potential that students who answered negatively about the strategy could also achieve good scores in TOEIC. The research conducted by Gultom and Oktaviani (2022) found that students with high self-esteem tend to achieve higher scores in EPT compared to those with lower self-esteem, and although the study revealed a weak association between these two variables as evidenced by Pearson Correlation measurements nearing zero, it was important to note that a correlation was typically considered strong when the Pearson Correlation findings approach one rather than zero, so while students' self-esteem does impact their EPT scores, it does not eliminate the possibility that individuals with low self-esteem can also attain favorable scores. It can be concluded that the utilization of contemporary language teaching strategies had a significant relationship with English Language Proficiency Level, but to be specific it has a low positive correlation, meaning that two variables tend to move in the same direction, but the relationship is weak; as the value of one particular variable increases, the value of the other variable also tends to increase, but the increase in the second variable is not very pronounced for a given increase in the first variable. The higher the contemporary language teaching strategies, the higher the English Language Proficiency Level of first-year Students of St. Dominic College of Asia.

Problem Number 5, which sought to propose a project based on the findings of the study to support the English proficiency of the students, was addressed through the development of PROJECT JERIC: Journey to Excellence through Reinforced Innovative Communication. Building on the insights from this study on contemporary language teaching-learning strategies and English language proficiency, this section outlines a strategic roadmap for action that leverages the findings to enhance language education practices, with other program courses also having the option to use this plan for further application. The rationale for the project lies in recognizing the dynamic landscape of language proficiency and effective communication's evolving nature, wherein participants commence on a Journey of Excellence in language proficiency by employing Reinforced Innovative Communication strategies. The project acknowledges that language proficiency is not a static achievement but a continuous journey of growth and refinement, emphasizing the ongoing nature of language development and encouraging participants to view proficiency as a dynamic process rather than a fixed destination. The inclusion of "Reinforced Innovative Communication" underscores the project's commitment to leveraging contemporary teaching strategies, recognizing that conventional methods may only partially align with the demands of today's communicative landscape, and seeking to reinforce and strengthen language skills through innovative approaches even though the study's result was positive regarding the utilization. This emphasis

on reinforcement acknowledges the need for sustained efforts to consolidate and enhance language proficiency. Moreover, the project recognizes the importance of communication as a multifaceted skill that goes beyond mere linguistic competence to encompass the ability to adapt, collaborate, and express oneself creatively in various contexts, with the term "Innovative Communication" highlighting the project's commitment to cultivating linguistic proficiency and the agility to navigate diverse and evolving communication scenarios and impact the community. The project aims to apply and reinforce language proficiency skills through real-world communication experiences, engage with a non-profit organization related to their chosen field, and emphasize the practical application of innovative communication strategies. The project implementation matrix outlines a structured timeline from January 15 to March 30, 2024, involving students, assigned teachers, project coordinators, and non-profit organization staff, with activities including the selection of a non-profit organization, researching and verifying legitimacy, letter composition, the approval process, engagement confirmation, engagement activities (online or face-to-face), documentation and reflection, and feedback and assessment. The risk management plan addresses potential challenges across each project phase, including difficulties in selecting an organization, unprofessional letters, delayed approvals, limited volunteer opportunities, safety concerns, and incomplete documentation, with corresponding prevention and mitigation strategies to ensure the successful implementation of the project. In synthesizing the major findings of this chapter, the results demonstrate that all eight contemporary language teaching and learning strategies were assessed as Fully Utilized, with composite means ranging from 3.60 to 3.73, indicating that these approaches are effectively implemented at St. Dominic College of Asia. The significant differences between teacher and student perceptions on seven of the eight strategies suggest that educators and learners may have varying expectations and experiences with these methodologies, while the lack of significant difference in Technology-Enhanced Language Learning implies a shared understanding of technological integration. The high level of English language proficiency among first-year students, with a mean TOEIC score of 863, positions them at an Advanced Working Proficiency level, and the significant albeit low positive correlations between strategy utilization and proficiency scores confirm that these contemporary approaches do influence language development, albeit as one of multiple contributing factors. The proposed PROJECT JERIC serves as a practical application of these findings, offering a structured intervention to reinforce language skills through real-world engagement. These results collectively address the research objectives by confirming the widespread use of contemporary language teaching strategies, identifying areas for improvement in specific approaches and indicators, establishing the current proficiency levels of students, and providing an evidence-based project to further enhance English language education. The contribution of this study to the field lies in its comprehensive assessment of multiple contemporary strategies within a single institutional context, its comparison of stakeholder perceptions, and its integration of proficiency data to validate the effectiveness of these approaches, thereby preparing the reader for the subsequent chapter which will elaborate on the conclusions, implications, and recommendations derived from these findings.

CONCLUSION

The findings of the study provide a comprehensive understanding of the utilization of contemporary language teaching and learning strategies and their relationship with the English language proficiency of first year students at St. Dominic College of Asia. The assessment of both students and teachers revealed that all contemporary language teaching and learning strategies examined in the study were fully utilized. Communicative Language Teaching (CLT) obtained a general assessment of 3.68, verbally interpreted as Fully Utilized, while Task based

Language Teaching (TBLT) similarly obtained 3.68 with the same verbal interpretation. Content based Language Teaching (CBLT) registered a general assessment of 3.60, Technology enhanced Language Learning (TELL) obtained 3.62, Multilingual Education recorded 3.73, Personalized Learning obtained 3.70, Collaborative Learning registered 3.66, and Project based Learning (PBL) obtained 3.71, all verbally interpreted as Fully Utilized. These results demonstrate the comprehensive integration of contemporary pedagogical approaches within the language teaching and learning environment of the institution. Collectively, these strategies provide a strong foundation for enriching students' language learning experiences, although opportunities remain for refining their implementation to address specific concerns and further improve their effectiveness.

Despite the generally positive assessment of strategy utilization, the comparison between the assessments of first year students and teachers revealed differences in their perceptions of several contemporary language teaching and learning strategies. Significant differences were found in Communicative Language Teaching (CLT), Task Based Language Teaching (TBLT), Content Based Language Teaching (CBLT), Multilingual Education, Personalized Learning, Collaborative Learning, and Project Based Learning (PBL). The generated computed probability values for these strategies were .008, .011, .026, .048, .022, .021, and .016, respectively, all of which were lower than the level of significance of 0.05. Consequently, the null hypothesis was rejected for these variables. These findings indicate that students and teachers did not share identical perceptions regarding the extent to which these strategies were utilized. In contrast, no significant difference was observed between the perceptions of first year students and teachers regarding Technology enhanced Language Learning. The differences identified between the two groups emphasize the importance of considering both student and teacher perspectives when evaluating the implementation and effectiveness of contemporary language teaching practices.

The standardized English language proficiency assessment further revealed a generally high level of language competence among the first year students of St. Dominic College of Asia. The students obtained an average score of 863, which was interpreted as Advanced Working Proficiency. Of the 260 students included in the assessment, 212 or 81.54% demonstrated Advanced Working Proficiency, while 48 or 18.46% attained Advanced Professional Proficiency. These findings indicate that the majority of the students possessed a high level of functional English language ability, while a notable proportion had already achieved an even more advanced level of proficiency. The results therefore reflect positively on the students' existing language competencies and provide an important basis for sustaining and further developing their proficiency through appropriately challenging and responsive language learning opportunities.

The analysis of the relationship between contemporary language teaching and learning strategies and English language proficiency also established a significant relationship between the independent and dependent variables. The obtained r values ranged from .126 to .264, indicating a low positive correlation between the utilization of contemporary language teaching and learning strategies and English language proficiency. The computed probability values of .000, .011, .013, .014, .023, and .024 were lower than the established level of significance of $P < 0.05$, resulting in the rejection of the null hypothesis. These findings indicate that greater utilization of contemporary language teaching and learning strategies is associated with higher English language proficiency among first year students of St. Dominic College of Asia. However, the low positive correlation suggests that the relationship, although statistically significant, is limited in magnitude and that language proficiency may also be influenced by other factors. The gap between the period during which the strategies were utilized and the

administration of the English proficiency examination may have contributed to the relatively low correlation. Moreover, Pearson correlation values closer to one indicate stronger relationships, whereas values closer to zero indicate weaker relationships. Thus, while contemporary teaching and learning strategies may affect TOEIC scores, the findings do not exclude the possibility that students who provide negative assessments of particular strategies may nevertheless obtain good TOEIC scores.

Taken collectively, the findings demonstrate that contemporary language teaching and learning strategies are extensively utilized at St. Dominic College of Asia and contribute to an educational environment supportive of language proficiency development. The strengths demonstrated by Communicative Language Teaching, Task Based Language Teaching, Content Based Language Teaching, Technology enhanced Language Learning, Multilingual Education, Personalized Learning, Collaborative Learning, and Project Based Learning collectively establish a robust pedagogical foundation for language education. Nevertheless, the differences between student and teacher perceptions and the low positive correlations between strategy utilization and English language proficiency indicate that the mere presence or frequent utilization of these approaches does not automatically guarantee stronger language outcomes. Their effectiveness depends on the quality, relevance, consistency, and responsiveness of their implementation. Consequently, the institution may further optimize its language teaching and learning environment by refining these strategies according to students' emerging needs and providing a more practical, responsive, and personalized educational experience.

In light of these findings, St. Dominic College of Asia and other Higher Education Institutions may capitalize on the demonstrated strengths of contemporary language teaching and learning strategies while systematically addressing areas requiring improvement. Continuous professional development programs for educators may be strengthened to ensure that teachers remain knowledgeable and competent in applying current pedagogical approaches. Such programs should not merely introduce contemporary strategies but should also enable educators to refine and customize their implementation according to the proficiency levels, learning needs, and experiences of students. Since significant differences were identified between student and teacher assessments of several strategies, professional development initiatives may also provide opportunities for dialogue that allow educators to understand the perspectives and experiences of learners more comprehensively.

The institution may likewise establish a systematic feedback mechanism through which students can regularly communicate their experiences with various language teaching and learning approaches. Such a mechanism can provide evidence for determining whether particular strategies are being experienced by students in the manner intended by educators. The differences between student and teacher perceptions suggest that evaluating instructional practices exclusively from the perspective of either group may provide an incomplete understanding of actual implementation. Integrating both perspectives into institutional evaluation and instructional planning may therefore contribute to more responsive language teaching practices and support the continuous refinement of classroom instruction.

Given that 212 or 81.54% of the 260 students demonstrated Advanced Working Proficiency and 48 or 18.46% achieved Advanced Professional Proficiency, the institution may continue prioritizing and strengthening initiatives designed to sustain and further elevate students' English language abilities. Advanced language courses or specialized learning tracks may be considered for students who have already attained high levels of proficiency so that they continue to encounter appropriate academic and linguistic challenges. Opportunities for collaboration with industry partners and language experts may likewise be explored to provide students with authentic contexts in which their advanced language abilities can be applied.

Exposure to practical and professional communication situations may complement classroom learning and strengthen the transfer of language competence to real world contexts.

The significant relationship between contemporary language teaching and learning strategies and English language proficiency further supports the continued refinement and customization of these pedagogical approaches. Since the correlations ranged from .126 to .264 and were interpreted as low positive relationships, regular monitoring and assessment should be undertaken to determine how particular strategies contribute to students' language development over time. Technology integration may also be explored more extensively because of its potential to enhance access, interaction, engagement, and opportunities for language practice. Continuous assessment of these strategies may allow the institution to identify emerging concerns and introduce timely adjustments rather than relying solely on generalized assessments of utilization.

Building on these empirical findings, Project JERIC, or Journey to Excellence through Reinforced Innovative Communication, may be implemented as a strategic initiative designed to address the identified areas for improvement and strengthen the sustainability of students' language proficiency. The project may serve as a structured mechanism for translating the findings of the study into concrete educational practices and interventions. While the comprehensive utilization of contemporary language teaching and learning strategies already provides a strong foundation for language education at St. Dominic College of Asia, the ultimate objective extends beyond their mere utilization. Greater emphasis should be placed on sustaining and enhancing actual language proficiency outcomes. Project JERIC therefore represents a means of reinforcing innovative communication practices and consolidating the strengths of existing pedagogical strategies while responding to areas that require further development. The proposed project may likewise be adapted and utilized by other program courses when appropriate for their respective instructional contexts.

Overall, the study establishes that contemporary language teaching and learning strategies are fully utilized within St. Dominic College of Asia, that first year students generally demonstrate high levels of English language proficiency, and that a statistically significant but low positive relationship exists between the utilization of these strategies and English language proficiency. These findings support the continued use of contemporary pedagogical approaches while emphasizing the need for sustained refinement, professional development, student feedback, technology integration, systematic monitoring, and targeted institutional interventions. Future researchers may build on the present study by further examining the multifaceted nature of language education, particularly the refinement of teaching and learning strategies, differences between student and teacher perceptions, factors associated with high proficiency outcomes, the relationship between instructional strategies and proficiency measures, and the sustainability and effectiveness of dedicated language development projects such as Project JERIC. Further investigation of these areas may contribute to a more nuanced, evidence based, and responsive language education environment that continuously supports and enhances learners' English language proficiency.

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