



EXPERT AND LANGUAGE FALLACY AMONG ESL LEARNERS OF DIFFERENT TERTIARY PROGRAMS UNDER ENGLISH-CENTRIC PEDAGOGY: A PHENOMENOLOGICAL STUDY

Jgence Joelle Faylon Parcon

Laguna State Polytechnic University Sta. Cruz Laguna 4009 Philippines

ABSTRACT

This study was conducted to determine, examine, analyse, and understand the lived experience of ESL Learners of different Tertiary Programs under English-Centric Pedagogy in relation to Expert and Language Fallacy. This study specifically sought to answer the following (1.) How do you find your teaching-learning experience with English as the medium of instruction? (2) Do you find difficulties understanding or comprehending lessons due to the medium of instruction? and (3) How do you feel during class when a teacher is fluent in English?

The study utilized a Phenomenological Research design to explore the lived experiences of the selected participants. Additionally, the paper was limited to selected 1st Year students of Laguna State Polytechnic University – San Pablo City Campus of different colleges who are enrolled in the A.Y. 2023-2024.

The findings showed the following superordinate themes: English as a Medium of Instruction, Psychological Factors, and Linguistic Barriers. These also generated the following subordinate themes Tailoring Teaching Methods to Learning Styles, Code Switching, Anxiety and Fear of Speaking, Low Self-esteem due to Language Proficiency, Vocabulary Usage, Grammar Rules, and Pronunciation Challenges. The findings showed that the participants were unable to express their ideas and thoughts while using the English language as a conversation medium. It was also observed that the participants were cautious while conversing with their instructors since they did not trust them to offer sound and comprehensive views and opinions this causes them to become passive learners. These were then noted to be part of the fallacy filter, specifically Language and Expert Fallacy.

In conclusion, there is shared experience between all the participants where it was noted that both the English language and their instructor played a vital role in their teaching-learning experience. It can be inferred that there are nuances in the transaction of learning between the teacher and the students where a space for reasoning formation goes through a fallacy filter. This filter affects the students conscious understanding of the discourse. However, other aspects of the learning experience should be explored to further understand how this filter affects the students.

Therefore, it is recommended for ESL institutions and those involved with its pedagogy, to examine Language and Expert Fallacy as filters in reasoning formation of students specially with English as the medium of discourse. Also, instructors should be keen in making their teaching strategies and methodologies to be flexible to accommodate a broader audience specifically ESL learners.

KEYWORDS: *ESL Learners; Tertiary Programs; English-Centric Pedagogy*

1. INTRODUCTION

There are multiple factors to consider on how and why students learn within the classroom. These factors may contribute to the overall learning and understanding of the students. Teachers were ranked the most influential factor in student's achievement (Hattie, 2009). Their academic practices play a vital role in a student's academic growth. Moreover, evidence suggests that teachers' implicit biases and assumptions may unintentionally influence their interactions with students, potentially affecting their academic outcomes and prospects (Gill et al., 2019).

A fallacy refers to a mistaken or misleading belief, argument, or reasoning process that can lead to erroneous conclusions or decisions. Fallacies in education can have significant consequences as they can hinder critical thinking, distort understanding, and impact the overall quality of education.

One such fallacy is Appeal to Authority which states that arguing a particular idea or concept in education is valid simply because an authority figure, like a famous educator or expert,

endorses it. This overlooks the need for evidence and critical analysis. This can lead to multiple issues such as low comprehension, less analytical argumentation, and even passive learning.

According to research conducted by Hwang and Evans (2015), students who are not fluent in English tend to rely heavily on their teacher's language skills, even if the teacher's content knowledge is limited. In this study, students who were not fluent in English reported feeling less engaged in the learning process when their teacher spoke English fluently but did not provide accurate information. This suggests that the use of English as the medium of instruction in classrooms where students are not fluent in the language can result in passive learning.

Another study by Chen (2017) found that the use of a second language in the classroom can create a language barrier that limits students' ability to engage with the content of the lesson. In this study, students who were not fluent in English reported feeling less confident about their ability to understand and engage with the lesson when the teacher spoke English. This



suggests that the use of a second language in the classroom can lead to feelings of frustration and disengagement, which can contribute to passive learning.

Furthermore, research by Van Deven, Snyder, and Combs (2018) found that students who are not fluent in English may have a more difficult time understanding complex academic concepts when they are presented in a second language. In this study, students who were not fluent in English reported feeling less confident in their ability to understand and apply complex concepts when the teacher spoke English. This suggests that the use of a second language in the classroom can lead to passive learning, as students may struggle to fully engage with the material.

This paper would like to investigate the possibility of the presence of fallacies within English as a Secondary Language (ESL) learning environment. The collective belief that English as a medium of instruction has an effect on student's learning is too broad. The themes that may be inferred from this paper may shed light in some of the nuances in the relationship between students and teacher within an English-centric pedagogy. The exploration of these fallacies based from the experiences of the students may showcase the observable or otherwise effect in their learning.

1.1 Statement of the Problem

Specifically, this paper would like to answer the following questions:

1. How can the participants describe their teaching-learning experience with English as the medium of instruction?

2. What were the difficulties faced by the participants in terms of understanding or comprehending lessons with English as the medium of instruction?
3. How can the participants explain their personal feelings during class when the teacher is fluent in English?

2. METHODOLOGY

A phenomenological study design in research is a qualitative research approach that aims to explore and understand the lived experiences of individuals or groups regarding a particular phenomenon. It seeks to delve deeply into the subjective perspectives, meanings, and interpretations that people attach to their experiences, rather than focusing on objective measurements or generalizability (Creswell, 2013).

In a phenomenological study, researchers typically conduct in-depth interviews, observations, or analyses of written or visual materials to uncover the essential qualities and structures of the phenomenon under investigation. These studies often result in rich, descriptive narratives that capture the essence of the participants' experiences.

3. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of data gathered to answer the sub problem relative to the main problem of this study. This part discusses the findings of the study based on the research questions.

Table 1. Superordinate and Subordinate themes of The Lived Experiences of ESL Learners of different Tertiary Programs under English-Fluent Pedagogy

Superordinate	Subordinate
English as a Medium of Instruction	<ul style="list-style-type: none"> ● Tailoring Teaching Methods to Learning Styles ● Code Switching
Psychological Factors	<ul style="list-style-type: none"> ● Anxiety and Fear of Speaking ● Low Self-esteem due to Language Proficiency
Linguistic Barriers	<ul style="list-style-type: none"> ● Vocabulary Usage ● Grammar Rules ● Pronunciation Challenges

The data analysis manifests 5-higher ordered themes that describe the experiences of ESL Learners of different Tertiary Programs under English-Fluent Pedagogy at Laguna State Polytechnic University San Pablo City Campus. A table was created for visualizing the emerging superordinate and subordinate of the cases (see table 1) specifically, (1) English as a Medium of Instruction, (2) Psychological Factors, and (3) Linguistic Factors.

Theme 1 addresses the research question 1; How do you find your teaching-learning experience with English as the medium of instruction? Theme 2 answers the research question: Do you find difficulties understanding or comprehending lessons due to the medium of instruction? Theme 3 tackles the research question on how the participants feel during class when a teacher is fluent in English? Each theme is discussed in further detail below using a thematic map:

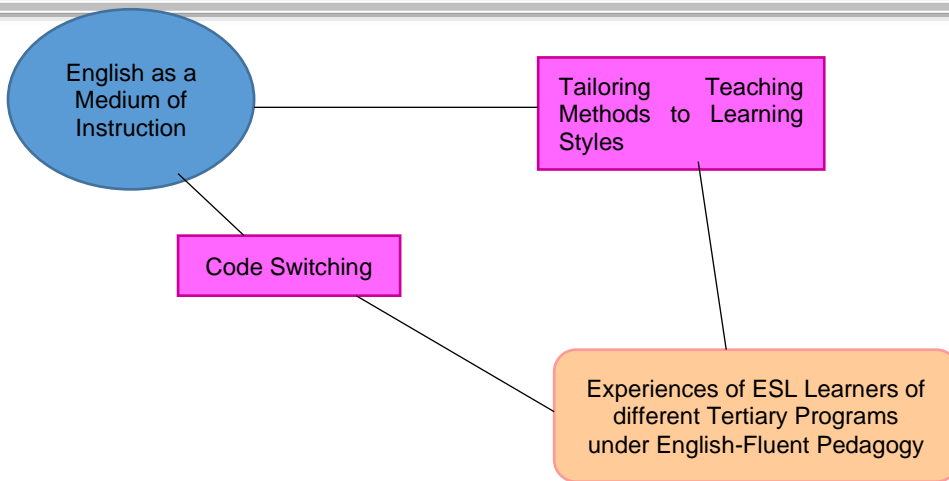


Figure 2. Thematic Map on English as a Medium of Instruction experienced by ESL Learners under English-Fluent Pedagogy

Theme 1. English as a Medium of Instruction. Participants viewed English as a difficult yet necessary medium of instruction for their chosen field of speculation. As English is considered a widely spoken language, it is imperative for the participants not to only learn it but also utilize it in discourse. The major sub themes for Theme 1 are Tailoring Teaching Methods to Learning Styles and Code Switching.

Tailoring Teaching Methods is viewed by the participant as a crucial part in understanding, immersing, and participating in an English centric pedagogy. The participants shared that a huge factor for them is how the teacher handles the class especially for those who do not use English or has little confidence in using the language

Code Switching refers to the practice of the participants of using two or more languages, or language varieties, in the course of a single conversation or interaction.

Table 2. Thematic breakdown of the teaching-learning experience of the participants with English as the medium of instruction.

Superordinate	Subordinate	Transcription
English as a Medium of Instruction	Tailoring Teaching Methods to Learning Styles	Student A <i>“ . . . medyo nahahirapan po ako sa klase kasi minsan nakaka intimidatayung prof naming. Minsan may mga sinasabi siya na gets ko naman pero pag tinatanong na ako to share yung ideas ko, nablalangko ako. . . ”</i>
		Student B <i>“I think malaking factor po yung teacher pagdating po sa pagkatuto ng students. Kasi, for example, ako po, gusto ko mag participate in class pero madalas po ay nahihya ako kasi naiisip ko baka mali sabihin ko baka mali yung grammar ko ganoon po. Tapos may mga instance din po na feeling ko tama naman sinasabi ng prof pero wala ako maintindihan. Pero hindi naman po kasalanan ng prof, feeling ko lang po kasi parang pag sasagot kami, syempre as college students na, dapat po ay tama yung sasabihin.”</i>
	Code Switching	Student C <i>“Personally po, madalas po talaga akong nag Tatagalog sa klase po kahit English po yung subject. Ewan ko po, mas madali kasi iexpress yung sarili ko sa Tagalog kesa sa English. Tsaka po minsan talagang hindi ko po alam yung sasabihin. Parang yung idea ko nasa Tagalog lang talaga.”</i>
		Student D <i>“ . . . mas madali po talaga pag Tagalog. I experienced po kasi talaga na nablalangko ako pag magsasalita na infront of the class. Tapos minsan po pag may question po yung teacher hindi ko po talaga maiwasan mag Tagalog.”</i>

Student E

“Siguro po, ano kadalasan po kasi sa campus naming even po na yung subject po namin ay is dapat English marami pong teachers sa amin or professors na gumagamit po talga sila ng TagLish minsan parang yan po ay Taglish para mas maintindihan po naming yung lesson po nila. So sa way na po yon parang doon po naming lalong maintinihan po naming yung mga lesson po naming sa kanila siguro po yun po yung sa English po naming”

“ . . . mas madalas po kaming magsalita ng . . . parang kapag nagtanong po sila ng English yung sagot po namin ay parang ayun po Tagalog, minsan TagLish . . siguro po sa panahon ngayon sa ngayon mas nakaka, natuto po talaga kami sa TagLish po, as a Filipino po tayo syempre mas naiintindihan po natin yung mga lesson through Tagalog po. Syempre po second language natin ang English, parang ayun po, nagsasama sila tapos doon po talaga natin natutunan yung lesson ”

Using the data obtained about the experience with English as the medium of instruction, participants view English as an important part of learning their specialization. However, it can also be noted how they see the language as both a bridge and a gap for them in truly immersing in the teaching-learning experience. Furthermore, teachers who uses the English language in the classroom tends to be a factor with the participants to fully engage themselves in learning. This is supported by the research of Johnson (2018) who states that being able to communicate in English allows people to work with colleagues, engage in discussion, and access a multitude

of English-language resources. In academic contexts, where scholarly publications and conferences primarily utilize English as the medium of communication, this characteristic of English as a bridge is especially important (Smith & Brown, 2020). On the contrary, the variety of English dialects and accents can be confusing and challenging to comprehend for ESL learners (Jones & Smith, 2021). Variations in vocabulary and pronunciation among English speakers from different regions make it difficult for learners to communicate in real life since they may have trouble recognizing accents, they are unfamiliar with.

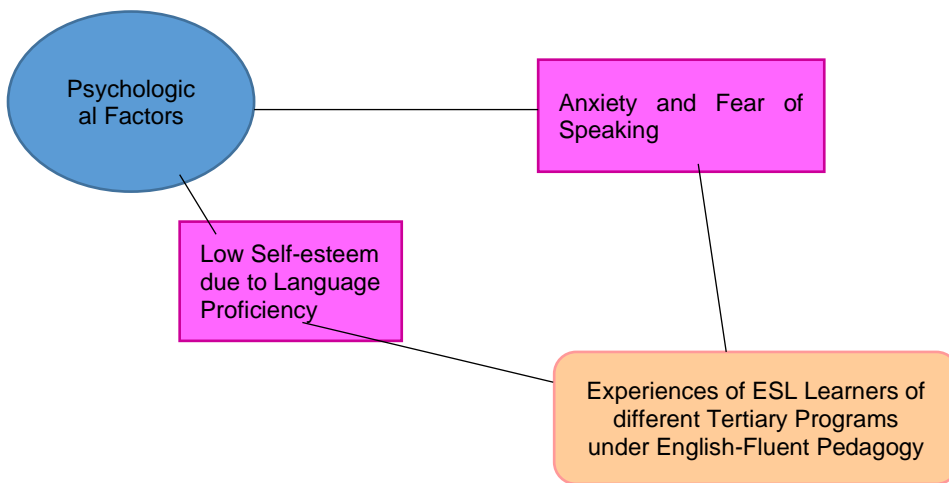


Figure 3. Thematic Map on Psychological Factors experienced by ESL Learners under English-Fluent Pedagogy

Theme 2. Psychological Factors. Nguyen, T. H., and Hernandez, M. (2022) talked about how learner motivation, self-efficacy beliefs, anxiety, and cultural background can profoundly influence ESL students' learning experiences and outcomes.

Low Self-esteem due to Language Proficiency resulted in reduced classroom participation, limited progress, and negative self-perception of the participants.

Anxiety and Fear of Speaking. The participants experience apprehension or dread of speaking in class which led to decreased engagement in classroom discourse

Table 3. Thematic breakdown of the difficulties faced by the participants in terms of understanding or comprehending lessons with English as the medium of instruction.

Superordinate	Subordinate	Transcription
Psychological Factors	Low Self-esteem due to Language Proficiency	<p>Student A</p> <p>“Umpisa palang naman po talaga ay kabado na po ako lalo na kapag English po yung teacher. Taspo yung mga magagaling mag English na teacher pa yung magtuturo. Nahihiya po talaga ako kasi hindi naman ako magaling mag English. Kaya madalas po talaga ay umiiwas po ako mag salita kasi nahihiya ako.”</p>

Anxiety and Fear of Speaking

Student C

“Feeling ko po talaga pag hindi ka confident sa English mo parang ang hina hina mo sa klase. Kasi kahit anong aral ko ng topic minsan pag andyan na, wala, zero talaga. May mga times po talaga na kahit aral na aral ako, pag nasa classroom na tatameme po ako . . .”

Student B

“. . . nahihya po talaga ako magsalita. Kahit anong klase pong pagsasalita. Feeling ko po kasi pagtatawanan lang ako ng classmates ko. May experience po kasi ako na may nasabi ako na feeling ko naman tama pero may mali pala tapos yung iba kong classmate nakita ko po na tumatawa. Ever since po noon talagang iniwasan ko na po pag ganyan na need magsalita or mag share sa classroom. . .

Student E

“. . .siguro po kasi hindi po talaga ako confident sa pagsasalita ko po ng English since ayun nga po parang nahhirapan po talaga ako pero marunong po ako mag English pero hindi ko lang po siya ma express through ano po talaga through words.”

Based on their own accounts, the majority of participants report feeling insecure and self-conscious when speaking in English. This is linked to a combination of internal and external influences that eventually cause the pupils to become less engaged in class. These insecurities are sometimes observable but, in most account, they are not visible to an untrained eye. MacIntyre and Gardner (2016) corroborate this, stating that language anxiety is a common occurrence for ESL students and

can have an impact on their performance. Fear of making errors, worry about getting bad feedback, or nervousness about speaking in front of others can all contribute to this anxiety. Furthermore, speaking English with peers encourages language growth. Students can feel more at ease using their language abilities in a supportive learning environment when they have positive peer interactions.(Lantolf & Thorne, 2006).

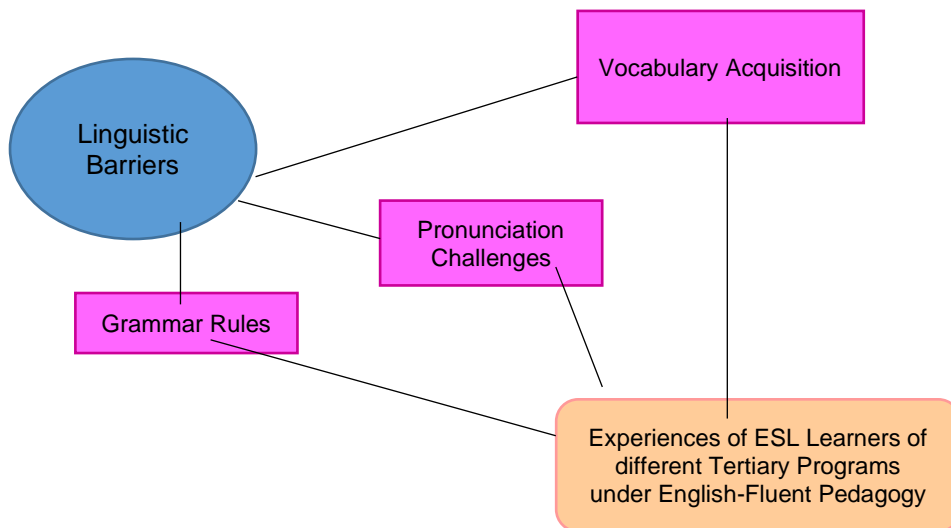


Figure 4. Thematic Map on Linguistic Barriers experienced by ESL Learners under English-Fluent Pedagogy

Figure 3 illustrates the (2) major themes extracted on Experiences of ESL Learners of different Tertiary Programs under English-Fluent Pedagogy. Sub Themes that emerged from "Linguistic Barriers" are (Vocabulary Usage, Grammar Rules, and Pronunciation Challenges)

Theme 3. Linguistic Barriers. Linguistic challenges have a significant impact on ESL learning in the classroom, including grammatical comprehension, vocabulary growth, pronunciation, and cultural awareness. (Chen, L., & Garcia, M., 2022).

Vocabulary Usage is the skill to utilize vocabulary to expound on thoughts and ideas. As per the participants, these vocabularies were acquired mostly during classroom engagements and discussion

Grammar Rules is the set rules within the class as per the standard of the English language. It was noted by the participants that this was a difficult aspect in forming their thoughts and ideas.



Pronunciation Challenges is probably one of the most common issues faced by students when talking about the English Language. The influence of a learner's native language (L1) can lead to pronunciation difficulties. L1 interference

occurs when sounds or patterns from the native language are carried over to English pronunciation.(Brown, 2007)

Table 4 Thematic breakdown of the participants' personal feeling during class when the teacher is fluent in English.

Superordinate	Subordinate	Transcription
Linguistic Barriers	Vocabulary Usage	<p>Student E <i>“ . . . so tapos po minsan din po nawalan din po ako ng interest nalang making since hindi ko din po naiintindihan masyado yung ibang words na sinasabi po nila. So para po sa akin ayun po yung na fefeel ko every time sobrang fluent po magsalit ng isang prof. . . .”</i></p>
	Grammar Rules	<p>Student C <i>“Konting words lang po kasi talaga alam ko sa English. Yung mga basic lang po talaga. Kaya hirap po ako magsalita kasi mas madami akong alam sa Tagalog kesa English”</i></p> <p>Student D <i>“ . . . nakakalito po ang grammar pag sa English. Pero ganon din naman po sa Filipino so parang same lang. Pero pag dating po kasi sa English parang ang hirap po tandaan yung mga rules. Minsan kung ano nalang nasa isip ko kahit hindi ko sure tama yung grammar sasabihin ko nalang po”</i></p>
	Pronunciation Challenges	<p>Student C <i>“May mga words po sa English na hindi ko alam paano sabihin kaya madalas po ay tinaTagalog ko nalang po. Ang complicated po kasi minsan ng words. Tapos minsan hindi ko alam yung word 740ay un, example po ay first time ko lang marinig. Tapos pag sa class naman po, pag nagkamali ka lang na salita, pagtatawanan ka.</i></p> <p><i>Even though college na po kami, meron at meron po talagang instance na parang nabubully ka kasi mali yung pronunciation mo . . . Kahit magtry ka po, yung genuine na gusto mo talagang mag salita in English, nahihiya nalang din po ako kasi worry ko baka mali yung pagkasabi ko doon sa word”</i></p> <p>Student A <i>“ . . . nakakahiya po kasi minsan, ano po kasi, baluktot minsan po yung English ko po. May mga salita ako na hindi masyado kayang sabihin. Pero kaya ko naman po sabihin, hindi ko lang po minsan talaga alam if tama yung pronunciation. Tapos madalas po since yung sa course nga po naming ay need din po alam ng basic English, nakaka kaba po kasi minsan talaga hindi ko alam yung word paano sabihin”</i></p>

The experience of the participants showcased how teachers can have a huge role in the learning process of the students. Specifically, if a teacher is well versed in the English language, students tend to have hesitation in participating in class. This illustrates the huge role a teacher plays in the overall learning experience of the students. As the authority within the classroom, students view their teachers as the sole source of information. Therefore, any and all knowledge shared by them, should, in theory be factual. However, students tend to be intimidated by the sheer presence of such authority within the

classroom as they view themselves as lower in terms of overall grasp of the English language. Linguistic barriers in the classroom can pose significant challenges for ESL students. However, the presence of English fluent teachers plays a vital role in mitigating these barriers. Such teachers contribute to clearer communication, effective instruction, and a supportive learning environment. (Nguyen, H., & Ryan, J., 2015). This is the ideal setting; however, it proves to be not the case in the context of the current study.

Thematic Data Result Framework

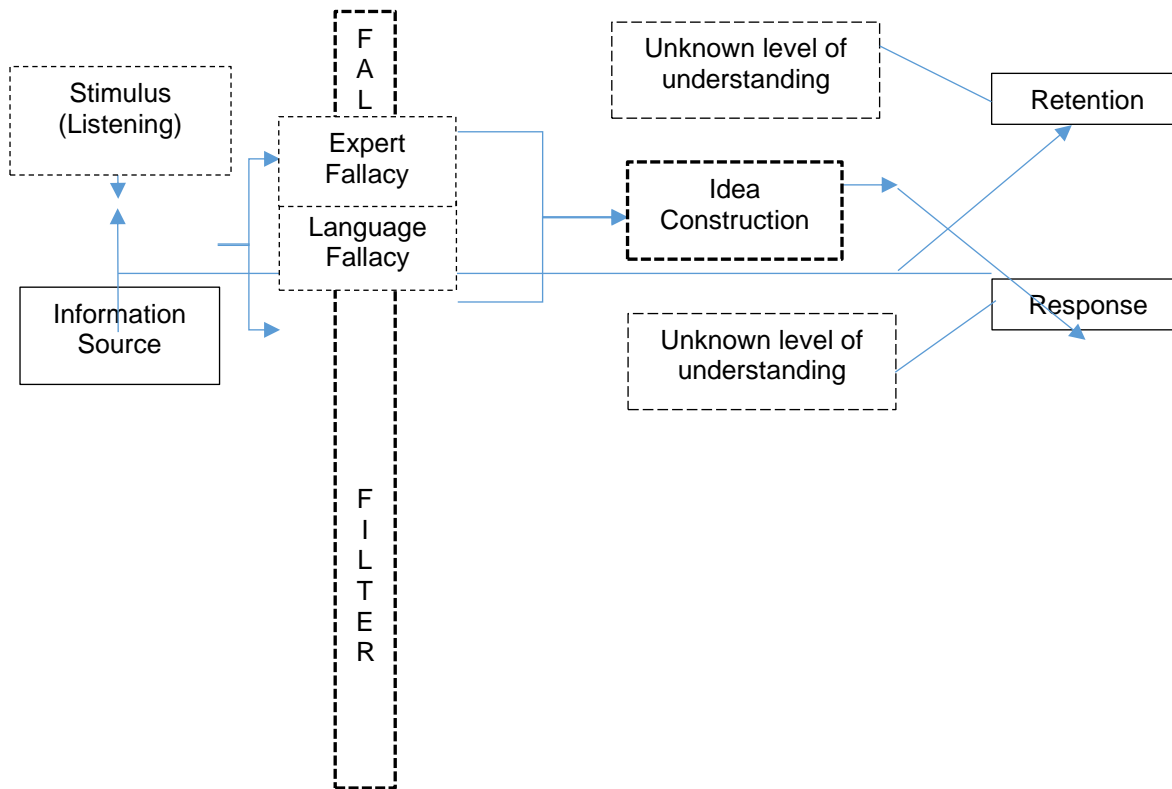


Figure 5. Thematic Data Results Framework of Expert and Language Fallacy

As the themes emerged from the data gathered, the researcher came up with a proposed framework to explain the Language and Expert Fallacy Phenomena as experienced by Tertiary Education Students. The figure illustrates the potential occurrence of Expert Fallacy and Language Fallacy in the classroom.

The broken lines illustrate the concepts that cannot be outwardly observed. These are instances where the phenomena occurring may differ depending on the individual. On the other hand, the solid lines show concepts that are easier to see. Such concepts may have an observable manifestation from an outside perspective. Lastly, the arrows demonstrate how the flow of exchange usually occurs within the classroom.

Students are often stimulated by an external force. These forces are the information source which may be in the form of their teacher or classmates depending on the circumstance. During this stimulation, students often listen to the messages delivered from the source. However, they do not immediately form thoughts and ideas to understand or react to the information source, rather, they go through the fallacy filter that could potentially interfere in the formation of their reasoning.

The fallacy filter is composed with two concepts – expert and language fallacy. These fallacies are independent from each other but may sometimes overlap. In context of the paper, there were nuances in the experiences of the participants with regards to these fallacies. Language fallacy took the form of challenges faced by the participants when they perceive their instructor as

fluent in the language. Consequently, Expert fallacy manifested when their instructor appears to have a grandiose façade. These aspects of the fallacy filter overlap with each other.

After passing through the filter, students are now tasked to form their ideas and/or opinions about the topic they heard. This phase is the idea construction. Students are now trying to simultaneously understand and comprehend the situation while creating their own thoughts. This part is where students need to decide whether their ideas should be shared as a response to the stimulus or it should be retained as background information.

The choice of the students to either respond or retain the information they have formed during the process is immeasurable. There are many factors to consider during this phase. Hence, there is an unknown level of understanding for the student at this level unless the teacher decides to assess them through different assessment tools like oral recitation or written tests. If students decide to share the information they have constructed, the teacher may be able to evaluate them. However, this may also be limited depending on many factors such as the clarity of thought, the presentation of information, the supporting details presented by the student, etc. On the other hand, teachers may opt to have a written assessment which gauges the stock knowledge of the student. Though, much like an oral presentation, this can still be nuanced depending on several factors such as type of test, time allotted, memory retention etc.

Overall, the figure is limited only to the observable teaching-



learning experience of the participants within the study. Other modalities, methodology, teaching techniques may impact the overall flow of information in the class. Although the fallacy filter was almost always present for each participant, this is not an indication that these are the only factors that may have an effect on students and their experiences.

4. CONCLUSION AND RECOMMENDATIONS

Based on the gathered data, it can be concluded that most of the participants unknowingly experience Language and Expert Fallacy.

The researcher found that the participants are heavily influenced with how the English language is utilized within the confines of the classroom. As presented with the data, the participants were not able to formulate their thoughts and ideas when presented with the English language as a medium for discourse.

It was also observed that the participants are cautious in engaging with their teachers as they are hesitant with their capabilities and competence in creating sound and comprehensive ideas and thoughts. This leads to their inactiveness in class which makes them passive learners.

Both of these phenomena can be attributed to the Language and Expert Fallacy. Wherein, a language fallacy is a filter that, via the use or absence thereof of contextualized English, produces misunderstandings or mistakes in reasoning. This misconception may impede students' learning and comprehension of language usage. The idea that the teacher alone, as the "expert," is the only one with knowledge and authority is also known as the expert fallacy. This misconception may hinder students' language learning and involvement by fostering an atmosphere in which students believe they must rely entirely on their teachers for knowledge and direction.

Based on the findings and conclusions, the following are recommended:

1. Teachers are encouraged to adopt more positive reinforcement as a Methodology. Constructive criticism and encouragement should be prioritized in the classroom. This is to lessen tension on the side of the students and actually enjoy learning and using the English language
2. Students and peers are urged to form supportive learning environment where communicating using the English language is encouraged. Also, there is room to establish student-led groups to practice speaking, reading, and writing in English outside of the classroom.
3. School Administrators may provide a curriculum that addresses concerns among students who do not specialize in the English language. After school workshops or clubs may be implemented to encourage students to be with their peers and create an environment where they can communicate and improve their language skills. Furthermore, the school administrators may conduct internal review among

teachers to assess the methodology they use in non-English specialization.

REFERENCE

1. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
2. Gill, H., et al. (2019). *Teacher expectations mediate children's motivation and achievement*. *Child Development*, 90(2), e126-e135.
3. Hwang, Y., & Evans, M. (2015). *EFL learners' perceptions of the effectiveness of native English-speaking teachers vs. non-native English-speaking teachers*. *English Language Teaching*, 8(11), 69-78.
5. Chen, L., & Garcia, M. (2022). *Impact of Linguistic Barriers on ESL Learning in the Classroom*. *Journal of Language Education and Acquisition*, 8(2), 45-62.
6. Chen, X. (2017). *The impact of language barrier on ESL/EFL students in higher education*. *Journal of Language Teaching and Research*, 8(5), 956-963.
7. Van Deven, T., Snyder, J., & Combs, K. (2018). *The impact of language barriers on academic achievement and psychological well-being among university students*. *Journal of International Students*, 8(1), 292-308.
8. Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches (3rd ed.)*. Sage Publications.
9. Johnson, C., & Smith, A. (2018). *The Expert-Novice Continuum and the Role of Experience in Education*. *Journal of Educational Psychology*, 110(4), 485-498. <https://doi.org/10.1037/edp0000224>
10. Johnson, M. (2018). *English as a Lingua Franca: Implications for Language Teaching*. *TESOL Quarterly*, 42(2), 375-388.
11. Smith, A., & Brown, C. (2020). *The Importance of English in Academic Publishing*. *Journal of Academic Writing*, 7(1), 102-115.
12. Nguyen, H., & Ryan, J. (2015). "Linguistic Barriers in the Classroom: The Impact of English Fluent Teachers on ESL Learning." *TESOL Journal*, 6(2), 269-285.
13. Nguyen, T. H., & Hernandez, M. (2022). *The Influence of Psychological Factors on ESL Learning in the Classroom*. *Journal of Language Education and Psychology*, 9(2), 87-104.
14. MacIntyre, P. D., & Gardner, R. C. (2016). *Language anxiety: Its relation to other anxieties and to processing in native and second languages*. *Language Teaching*, 49(2), 186-212.
15. Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford University Press.
16. Chen, L., & Garcia, M. (2022). *Impact of Linguistic Barriers on ESL Learning in the Classroom*. *Journal of Language Education and Acquisition*, 8(2), 45-62.
17. Brown, H. D. (2007). *Principles of language learning and teaching (5th ed.)*. Pearson Education.