From Textbooks to Technology: Assessing the Effects of Customized Instructional Materials in Enhancing English Language Proficiency Among Wufeng Junior High School Learners, Taiwan

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ABSTRACT

The study aimed to evaluate the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners at Wufeng Junior High School, Taiwan during the school year 2024-2025. The respondents of the study were junior high school students at Wufeng Junior High School, Taiwan. The researcher purposively selects fifty (50) students.

The findings revealed that junior high school students' English language proficiency significantly improved after using customized instructional resources. Also, English language proficiency of junior high school students was significantly different before and after the use of customized instructional resources. Then, English language proficiency was significantly improved using customized instructional resources including skill development, collaboration and interaction, feedback and satisfaction, and engagement levels. Moreso, Junior high school students' proficiency in English is significantly correlated with their use of customized instructional resources. Further, customized instructional resources have a big effect on how well junior high school students speak and write English.

As an outcome of the findings and the conclusions, the following recommendations were enumerated: Teachers may utilize a mix of multimedia resources such as videos, podcasts, interactive apps, and graphic novels to cater to different learning preferences and keep students engaged; Teachers may create group projects and peer-to-peer learning opportunities that allow students to work together, fostering communication skills and encouraging collaborative learning; Teachers may leverage technology to create personalized learning paths, such as adaptive learning platforms that adjust to a student's pace and styles, providing immediate feedback; Students may set achievable language learning goals and reflect on their progress regularly to foster motivation and self-directed learning; and School administrators may offer training workshops for teachers focused on creating and implementing customized instructional resources, ensuring they have the skills to adapt materials effectively.

Keywords: Customized instructional resources, English language proficiency, skill development, collaboration and interaction

Chapter 1
THE PROBLEM AND ITS BACKGROUND
Introduction

The educational scenario has undergone radical transformation over the past few decades; mainly, this has been the result of better technological advancement and growing demands for individualized learning experience. In fact, all educational milieu, especially ESL learning in school and college levels, demonstrate obvious changes in its teaching aspect. The growing digital education resources and learnt instructional materials have provided a new route for enhancing language skills among learners.

English is a lingua franca, and proficiency in English cannot be exaggerated in today's world. Thus, it should be fostered beautifully for junior high school learners to achieve both academic and vocational success later on in their lives. Conventional methods of instruction that are very reliant on standardized textbooks would most likely not be enough to meet the needs and vary learning styles of all students, though. This gap underlines the need for better educational modalities that are adaptive and tailored to individual learner needs. Earlier reviews of literature discussed the effect of technology on language learning. This, in turn, might engage learners more than traditional modalities.

Studies have shown that the nature of ICTs, such as interactive software and online resources, allows for a student-centered learning pathway. Accordingly, this could lead to better outcomes of language acquisition, particularly among ESL students. However, there are no empirical studies to date concerning specific instruction of junior high school ESL students, based within the Taiwanese education framework. Though the majority of literature claims that technology is used to augment conventional teaching methodologies rather than replacing them entirely, in some cases, there are study findings that indicate that blended learning models, which integrate face-to-face teaching with digital components, increase the level of student engagement and motivation. However, switching from textbooks to fully integrated technological means is far more complex and creates many ambiguities, which need further research, particularly related to language ability output from learners in the new scenario.

More importantly, a large number of previous studies primarily focus on adult or college-going English language learners, which leaves a gap in understanding the dynamics applicable to junior high school environments. Students of junior high school possess distinctive developmental characteristics and educational needs that are far different from those of their older peers. It is essential to understand how specially designed learning resources can meet the needs of these younger learners, considering the cognitive, social, and emotional stages of development.

Past studies examine effective case implementations of tailored pedagogic strategies across several international contexts. Some findings suggest that instructional materials that align with student interests or learning style will result in significantly increased engagement levels, which will impact significantly on retention and use of language. However, few studies have focused explicitly on the effectiveness of this approach at the junior high school level within Taiwan. Therefore, there remains a major gap, which necessitates further research in this area.

To help bridge such gaps in the literature, this study will assess systematically the various impacts that possibly could be brought about by customized instructional materials with a view to enhancing English language proficiency among learners enrolled at Wufeng Junior High School. Through the integrative use of qualitative and quantitative approaches in the framework of this study, this study will provide valuable insights into the workings of personalized learning material, detailing and demonstrating how such

learning materials significantly influence student attitudes, motivation levels, and overall proficiency in the language of instruction-English language proficiency.

Thus, the outcomes of the study are expected to go a long way in helping to advance and drive the pertinent debate that has been ongoing and about the best practices in language teaching both within the borders of Taiwan and in other educational settings. As educators are beginning to put more emphasis on delivering differentiated learning experiences that cater to specific learning needs within each learning environment, the study will not only help improve and refine the current pedagogy used at Wufeng Junior High School but also have much broader implications and insights for educational stakeholders who are proactively looking to enhance and raise the standards of English language teaching within multiple diverse learning environments. Leading the way to this significant change is Wufeng Junior High School in Taiwan. The institution is presently trying to embark on an intensive search to establish whether the tailoring of teaching materials can indeed bring about the desired, positive improvement of English skills among learners.

Theoretical Framework

The study is anchored to Constructivist Theory, popularized by Jean Piaget and Lev Vygotsky, holds that children actively build knowledge via environmental and social interactions. Piaget defined learning as assimilation and accommodation, when learners incorporate new knowledge into their cognitive structures to get a greater understanding. Vygotsky expanded on this by emphasizing the importance of social contact and cultural instruments for learning. He also introduced the Zone of Proximal Development (ZPD), which emphasizes the need of collaborative learning for education and personal progress. Constructivism theory helps explain how customized teaching materials affect Wufeng Junior High School students' English language skills. This research will demonstrate constructivist theory's emphasis on active involvement and tailored learning experiences that meet each learner's requirements. These have several limitations that may impair students' capacity to interact effectively with the information and greatly impact education. However, one may tailor teaching materials to individual students' interests, backgrounds, and learning styles. By adding current technology to existing resources, educators may easily create an interactive and immersive learning experience that improves education. Students may apply ideas, solve problems, and work with classmates in a dynamic learning environment. This technique alone makes learning more relevant and interesting, and it lets students own their learning experience. This motivates and engages children in language acquisition.

Constructivism also holds that learners learn best by socializing and negotiating meaning with peers in collaborative situations. Wufeng Junior High School may benefit from relevant, personalized learning resources for group work and collaboration. These products promote student contact and conversation, which are essential to language development. Students may meaningfully utilize the target language by offering chances for active student-self involvement. This research will determine whether these meaningful ties increase students' English language ability. Modern technology and constructivist ideals, which emphasize active learning and experience-based learning, provide a rare opportunity to transform conventional courses. This change might improve student learning, especially language acquisition.

Conceptual Framework

The conceptual model that guided the researcher in conducting this study is shown below using the IPO format or Input; Process; and Output.

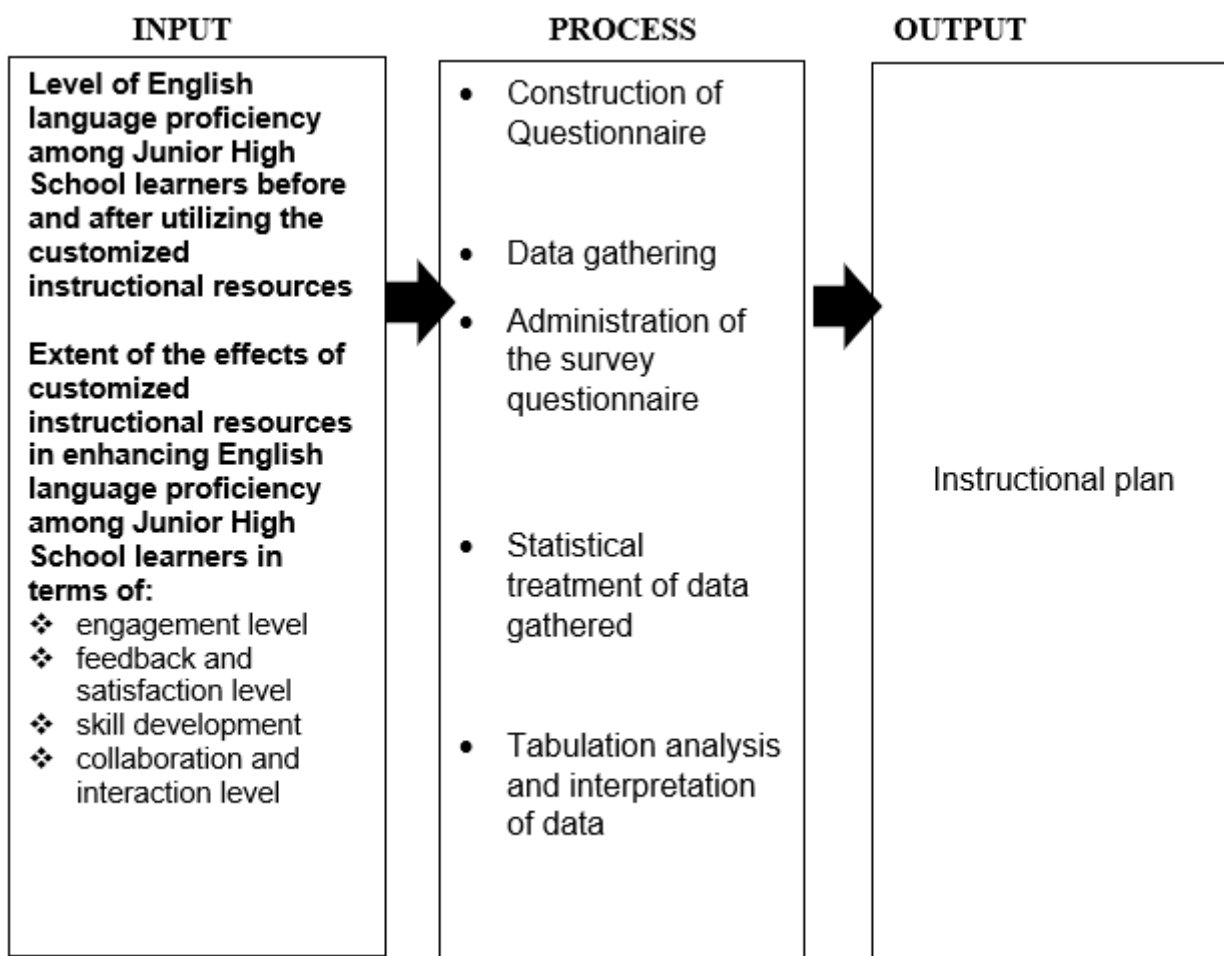| INPUT	PROCESS	OUTPUT
Level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources **Extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of:** ❖ engagement level ❖ feedback and satisfaction level ❖ skill development ❖ collaboration and interaction level	• Construction of Questionnaire • Data gathering • Administration of the survey questionnaire • Statistical treatment of data gathered • Tabulation analysis and interpretation of data	Instructional plan

Figure 1: Research Paradigm

The first frame shows the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources; and the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of engagement level, feedback and satisfaction level, skill development, and collaboration and interaction level.

The second box indicates the process or the methodology in handling the research; the data gathering through survey questionnaire and observation; administration and retrieval of the questionnaire; statistical treatment of data gathered; and tabulation, analysis, and interpretation of the data.

The third frame consists of the expected output of the study which is the instructional plan that can be used by teachers in planning, designing, and crafting instructional materials that could enhance the English language proficiency among Junior High School learners at Wufeng Junior High School, Taiwan.

Statement of the Problem

This study aimed to assess the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners at Wufeng Junior High School, Taiwan during the school year 2024-2025.

Specifically, this study sought to answer the following sub-problems:

1. What is the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources?
2. Is there a significant difference on the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources?
3. What is the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of:

3.1. engagement level;

3.2. feedback and satisfaction level;

3.3. skill development; and

3.4. collaboration and interaction level?

4. Is there a significant relationship between the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources and the extent of the effects of customized instructional resources?
5. Does the customized instructional resources have significantly effects on the English language proficiency among Junior High School learners at Wufeng Junior High School, Taiwan?
6. Based on the findings of the study, what instructional plan may be proposed?

Hypotheses

In light of the research questions presented in this study, the hypotheses below were tested at a 0.05 level of significance:

1. There is no significant difference on the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources.
2. There is no significant relationship between the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources and the extent of the effects of customized instructional resources.
3. Customized instructional resources have not significantly effects on the English language proficiency among Junior High School learners at Wufeng Junior High School, Taiwan.

Scope and Delimitation of the Study

The study aimed to evaluate the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners at Wufeng Junior High School, Taiwan during the school year 2024-2025.

The respondents of the study were junior high school students at Wufeng Junior High School, Taiwan. The researcher purposively selects fifty (50) students. The respondents evaluated the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of engagement level, feedback and satisfaction level, skill development, and collaboration and interaction level. Moreso, the researcher analyzed the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources.

The researcher used the non-probability sampling utilizing the purposive sampling technique in determining the respondents of the study. Moreover, the researcher utilized a researcher-made instrument. Then, the data gathered were calculated, analyzed, and interpreted using the appropriate statistical tools.

Significance of the Study

The research on the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners has important implications for a variety of stakeholders.

Teachers. This study provides valuable insights into innovative teaching methodologies and the effectiveness of customized instructional materials. By understanding how these materials enhance English language proficiency, teachers can adapt their own teaching strategies to integrate technology and personalized learning. This research may also contribute to curriculum development at the higher education level, fostering an environment that prepares students for modern pedagogical approaches.

Students. The findings of this study hold direct significance for students, particularly junior high learners. By assessing the impacts of customized instructional materials, students can benefit from enhanced engagement and improved language skills. This research emphasizes the importance of tailored educational experiences that cater to individual learning styles and preferences, which can lead to greater motivation and confidence in using the English language.

School Administrators. This study underscores the importance of integrating technology into the curriculum to improve student outcomes. The results can inform decision-making regarding resource allocation, faculty training, and curriculum design. By demonstrating the efficacy of customized instructional materials, the study can support initiatives aimed at enhancing the academic performance of junior high school learners, thereby contributing to the institution's mission of fostering educational excellence and innovation.

Future Researchers. This study is significant as it lays a foundation for further exploration into the effects of customized instructional materials on language learning. It opens avenues for comparative studies, longitudinal research, and investigations into other educational contexts or subjects. Additionally, the methodologies and findings can serve as a reference point for developing new research questions and frameworks, particularly in the field of educational technology and pedagogy.

Definition of Terms

The following terms were defined operationally to provide a common frame of reference:

Customized Instructional Materials. These refer to the tailored educational resources developed specifically for a particular group of learners, incorporating diverse formats (e.g., digital content, videos, interactive exercises) designed to meet the unique needs and learning styles of junior high school students at Wufeng Junior High School in the context of English language acquisition.

Engagement Levels. It refers to the degree to which students actively participate in learning activities using customized instructional materials, measured through observations, participation rates, and self-reported surveys assessing interest and involvement in lessons.

English Language Proficiency. It refers to the demonstrable ability of students to use the English language effectively in four key domains: reading, writing, listening, and speaking, measured through standardized assessments and performance tasks that evaluate comprehension, fluency, and overall communicative competence.

Feedback and Satisfaction Level. It refers to the responses collected from students regarding their experiences with the customized instructional materials, assessed through surveys or interviews that gauge their perceived usefulness, enjoyment, and areas for improvement.

Interaction and Collaboration Level. It refers to the extent to which students engage with peers and instructors during learning activities, measured by frequency and quality of interactions in group work,

discussions, and collaborative projects utilizing customized materials.

Posttest. It refers to an assessment given after the intervention period using customized instructional materials, intended to measure changes in students' English language proficiency compared to the pretest results, thereby evaluating the effectiveness of the instructional approach.

Pretest. It refers to an assessment administered before the implementation of customized instructional materials, designed to establish a baseline measure of students' English language proficiency and identify specific areas of strength and weakness.

Skill Development. It refers to the process of enhancing students' abilities in the English language across the four key areas (reading, writing, listening, speaking) as evidenced by measurable improvements in performance on assessments and practical applications in classroom settings.

Chapter 2
REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents relevant literature and studies, both foreign and local, that have given direction to the present study**.**

Effects of Customized Instructional Resources

Education is the greatest, appropriate and vital components of human resources for developmental activities. The presence of education today is accorded a place of pride in many countries for their growth to help mankind" There is no disbelief that the significant of education cannot be emphasized because there is no country that has prospered without educating her citizens. This study is aimed at determining the effects integrating Personalized Learning Environment on students' achievement in social studies in secondary schools in Imo State, Nigeria. The reliability of the research instrument was established using Kuder-Richardson (K-20) and this gave a reliability coefficient of 0.86. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using Analysis of Covariance (ANCOVA) F- test statistics at 0.05 level of significance were used to interpret the result. From data analyzed, the findings from study are: Personal Learning environment is effective in the improvement of students' academic achievement and also revealed that personal learning is more effective on the male students than on the female students. The study recommended among others that: since the use of personalized learning environment has been found to enhance achievement in social studies, teachers of social studies should employ this technologically enriched method to teach students in the classroom more especially those abstract topics. The use of personalized learning strategies in teaching and learning social studies has a positive effect on the students' academic achievement and retention in social studies in the secondary schools. The achievement scores of the male and female students were not dependent on the mode of instruction. That is, students' gender has no significant influence on their achievement in social studies. The increase in the students' performance is attributed only to the use of personalized learning strategies. Therefore, it is hoped that the findings of this study would encourage more teachers to incorporate personal learning environment to enhance instruction and help students reach desired learning outcomes (Onyenma, 2024).

Although many studies have been conducted on personalized learning strategies, teacher attitudes and perceptions, and student engagement, few studies have focused on personalized learning and its impact on student achievement when compared to the traditional classroom. The purpose of this study was to determine if personalized learning increased student achievement in three school districts by analyzing

student assessments for three consecutive school years. The data were collected from Renaissance Learning for math and reading. In addition to examining the students' achievement scores, the study also included interview responses from teachers in one school district who taught personalized learning and traditional learning. The information collected from the interviews focused on the teaching strategies used in each model and the professional development each teacher attended. There was no significant statistical difference between the achievement of students who received instruction in the personalized learning classrooms versus those who were taught in traditional learning classrooms. Results also showed that the teachers of both models used similar teaching strategies to increase student achievement and engaged with similar professional development opportunities that they felt increased student achievement (Phillips, 2023).

Access to quality education is still a major bottleneck in developing countries. Efforts at opening access to a large majority of citizens in developing nations have explored different strategies including the use of multimedia technology. This paper provides a systematic review of different multimedia tools in the teaching and learning processes with a view to examining how multimedia technologies have proven to be a veritable strategy for bridging the gap in the provision of unrestricted access to quality education and improved learners' performance. The review process includes conducting extensive search of relevant scientific literature, selection of relevant studies using a pre-determined inclusion criterion, literature analysis, and synthesis of the findings of the various studies that have investigated how multimedia have been used for learning and teaching processes. The review examines various case study reports of multimedia tools, their success and limiting factors, application areas, evaluation methodologies, technology components, and age groups targeted by the tools. Future research directions are also provided. Apart from text and images, existing tools were found to have multimedia components such as audio, video, animation and 3-D. The study concluded that the majority of the multimedia solutions deployed for teaching and learning target the solution to the pedagogical content of the subject of interest and the user audience of the solution while the success of the different multimedia tools that have been used on the various target groups and subjects can be attributed to the technologies and components embedded in their development (Faruk, 2020).

Digital technology especially raised hopes to open up new possibilities to personalize learning. Although various schools have implemented approaches of technology-supported personalized learning, the impact on instructional quality remains unclear. As a common definition of the multilayered construct personalized learning is lacking, our study focuses on two theoretical dimensions of technology-supported personalized learning to investigate the impact on instructional quality. For this purpose, our study has analyzed data from a survey of $N = 860$ students (8th grade) from 31 Swiss schools with personalized learning concepts. Results show that student-centered teaching methods in the context of technology-supported personalized learning stimulate the cognitive activation of the students, and the supportive climate increases slightly with a higher degree of students' voice and choice on the computer. The schools of our sample indicate that student-centered teaching methods and students' voice and choice in technology-supported personalized learning have the potential to improve two dimensions of the instructional quality. Implementing student-centered teaching methods supported by technology in class can help to cognitively activate students. Further, if the teacher gives the students the freedom to co-determine the content, the procedure, and the temporal aspects of their learning processes supported by technology, the students might feel better supported individually, which can foster their learning

motivation. The emergency remote teaching during the pandemic also clearly showed how important it is for the students to feel well supported (Schmid, 2022).

The utilization of digital educational infrastructure in schools has propelled digital educational games to the forefront of educational innovation. Despite an abundance of empirical studies on the relationship between digital educational games and student's motivation for learning, a consensus has yet to be reached. This study aims to bridge existing research gaps by adopting a mixed-methods approach grounded in behaviorist learning theory and contextual cognitive theory. A detailed questionnaire was disseminated to students from three distinct university in Thailand. After the exclusion of invalid responses, a robust sample of 434 valid responses was curated and utilized for analysis. Utilizing SPSS and MPLUS software, empirical analyses were conducted to explore the impact of digital educational games on students' motivation for learning. Research results indicate that: First, digital educational games positively influence student's motivation for learning; Second, learning engagement serves as a mediator between digital educational games and student's motivation for learning; Third, the digital environment moderates the relationship between digital educational games and student's learning engagement. Notably, the positive impact of digital educational games on student learning engagement is amplified in a more immersive digital environment. This study contributes to behaviorist theory and social cognition theory by elucidating how digital educational games affect students' motivation for learning through their engagement and by highlighting the moderating role of the digital environment. Practically, these findings underscore the significance of digital educational games and the digital environments in schools to enhance student's motivation for learning (Li, 2024).

Adaptive e-learning is viewed as stimulation to support learning and improve student engagement, so designing appropriate adaptive e-learning environments contributes to personalizing instruction to reinforce learning outcomes. The purpose of this paper is to design an adaptive e-learning environment based on students' learning styles and study the impact of the adaptive e-learning environment on students' engagement. This research attempts as well to outline and compare the proposed adaptive e-learning environment with a conventional e-learning approach. The paper is based on mixed research methods that were used to study the impact as follows: Development method is used in designing the adaptive e-learning environment, a quasi-experimental research design for conducting the research experiment. The student engagement scale is used to measure the following effective and behavioral factors of engagement (skills, participation/interaction, performance, emotional). The results revealed that the experimental group is statistically significantly higher than those in the control group. These experimental results imply the potential of an adaptive e-learning environment to engage students towards learning. Several practical recommendations forward from this paper: how to design a base for adaptive e-learning based on the learning styles and their implementation; how to increase the impact of adaptive e-learning in education; how to raise cost efficiency of education. The proposed adaptive e-learning approach and the results can help e-learning institutes in designing and developing more customized and adaptive e-learning environments to reinforce student engagement (El-Sabagh, 2021).

Mobile technologies have grown so ingrained in everyone's lives that they have permeated all facets of existence. The purpose of this study is to investigate the effect of using mobile devices as an instructional tool on teachers' creativity and to promote their usage as instructional tools in educational settings. The research also studies the perceptions of teachers on the effect of using mobile devices as an instructional tool on their creativity and what features of mobile devices are believed to help in terms of enhancing their creativity. It is found that the use of mobile devices as a teaching tool significantly increases teachers'

creativity by enabling them to manifest their creativity and explore different pedagogical vistas in which they can use a wide variety of instructional resources and tools. Using mobile devices as a teaching tool improved three skills: motivation, self-confidence and communication skills. Mobile applications, cameras and portability of these devices are among the features that teachers considered to have encouraged their creativity. Finding the obstacles and difficulties teachers have while utilizing these tools to demonstrate their creativity may be valuable for future studies. First, because respondents were teachers from elementary and secondary classes, the population was not entirely homogenous, even though they had adequate help. Second, only semi-structured interviews were utilized for data gathering in this study. Further data collection methods, including observational research or participant-written reflective diaries, are thought to have been preferred. For future research, it may be interesting to determine whether the results of this study can be applied to other demographic groups. Based on this study, it is also recommended to conduct a quantitative study to know teachers' perceptions of the impact of these devices on creativity, since these studies can have promising results for teachers. Through the use of various materials, tools and activities, these devices provide several distinctive teaching alternatives. Because of this, using it as a teaching tool gives teachers the ability to tailor courses to a range of learner types. Additionally, having easy access to a multitude of online resources and the capacity to interact with others helped in ideation. The teachers experienced feelings of motivation, self-confidence and a desire to impart information, all of which are traits of creative teachers. Based on the findings of this study, we may now think about using mobile devices in the classroom to encourage teachers' creativity (Javid, 2023).

English Language Proficiency

International student exchange programs have gained popularity as a means to increase enrollments, support international academic partnerships, and improve student preparedness for globalized work environments. However, the relationships between English language proficiency, cultural intelligence, teamwork, self-efficacy, academic success, and other factors within these programs are not clear. This study investigates the correlations among international accounting students' English language proficiency, accounting knowledge, and academic performance in a transnational education program in mainland China. Data were obtained from academic records of 104 accounting students enrolled in the program. A quantitative measuring of the Pearson correlation statistical tests was employed to measure the relationships between English language proficiency and academic performance, as well as between previous accounting knowledge and academic success. The results indicate a statistically significant relationship between English language proficiency and academic performance, and between previous accounting knowledge and academic success. This study has significant implications for transnational education programs, academic institutions, and policymakers and provides insights into effective strategies for enhancing the quality of transnational education programs and promoting the internationalization of higher education (Wang, 2023).

Many studies acknowledge that English proficiency contributes to academic performance, eventually affecting one's career. This study, therefore, aimed to investigate whether English proficiency (EPT) could predict students' academic performance at a state Islamic university in Indonesia. A quantitative approach was used, in which the data of students' EPT and their Grade Point Averages (GPAs) were collected from 4,959 bachelor's degree seeking students from various faculties. These data were taken from the university's information center and then analyze using regression analysis to estimate if EPT significantly predicted GPA, whose finding was statistically significant ($R^2 = [.016]$, $F(1, 4958) = [82.885]$, $p = [.000]$).

Further regression analysis was carried out at the faculty level, and the finding indicated that EPT at the faculty of medicine contributed to academic performance the most ($R2 = [.362]$, $F (1, 96) = [54.554]$, $p = [.000]$). These findings mean that English proficiency can explain 1.6% of the variation in academic performance at the university level across faculties but much more with 36.2% at the faculty of medicine, implying the need to observe the learning process in each faculty to understand how English is used. In addition, it is also important to further study other factors affecting academic performance (Azkiyah, 2023).

The interest in the use of English medium instruction (EMI), in particular at the tertiary level, has continued unabated since the beginning of the new millennium. This article reports a quantitative empirical study that explored the relationship between English language proficiency and academic language-related challenges experienced by students when studying through English Medium Instruction (EMI). Questionnaire data using the EMI Challenges Scale and student English language test score data were collected at a public university in Turkey. Two academic subjects were compared: International Relations (a Social Science subject, n = 99) and Electronic Engineering (a Mathematics, Physical and Life Sciences subject, n = 99). Results revealed that in both subjects, English language proficiency statistically significantly predicted academic language-related challenges. Furthermore, a gain in English proficiency significantly predicted the challenges in International Relations but not in Electronic Engineering. Finally, Electronic Engineering students experienced significantly different levels of linguistic-related challenges in each language skill when at a lower proficiency (A2) compared to a higher proficiency (B2). In International Relations, a proficiency threshold was more evident; students experienced significantly higher levels of linguistic-related challenges as proficiency decreased. Important pedagogical implications of this established relationship between language proficiency, language gain, and language-related challenges in two academic divisions are discussed (Soruc, 2021).

The learners' personal choice of learning strategies and their level of language proficiency are perceived to be good predictors of success in L2 learning. In fact, the use of overt or covert learning strategies in dealing with language learning task may indicate students' level of language proficiency and vice versa. This study investigates the relationship between language learning strategies and language proficiency among Grade 12 students. Specifically, it determines the levels of language proficiency and the dominant learning strategies employed by the students. Following Oxford's (1990) strategy inventory for language learning (SILL) framework, the SILL survey was administered to 107 respondents. Survey responses and test scores were analyzed using frequency count, mean, and standard deviation. Results showed that the respondents' scores are distributed in the five proficiency levels, but they generally belong to "approaching proficiency." Moreover, respondents are aware of the importance of the learning strategies in their language achievement as reflected in the choice and quantity of strategy use. Of the six strategies, metacognitive strategies are the most frequently used while the memory strategies are the least used. Finally, results of the Chi-Square test revealed that there is no significant relationship between language learning strategies and language proficiency (2018).

In Kenya, English language is the standard medium of instruction at primary and post-secondary levels of education and training. At universities, English is the primary language of academics and research. Its mastery and proficiency among students and staff also influence the overall learning experience. This research paper examined the influence of English language proficiency on academic performance among non-English speaking undergraduate students in Kenyan universities. These are foreign students whose countries of origin do not use English as the main language of instruction. The study was conducted in six

universities that use the Grade Point Average in determining academic performance. The mixed methods of research design were utilized to gather both qualitative and quantitative data concurrently. Using the purposive sampling techniques, 61 foreign students and 13 academic staff were selected, while semi structured questionnaires and document analysis guide were used to collect data. The findings revealed a positive correlation between English language proficiency and academic performance (.000). It also emerged that over 76% undergraduate students from non-English speaking backgrounds lacked the expected language skills for quality learning experience. Specifically, students' difficulties in listening and speaking had the strongest influence on their academic performance (Rs =1.000, p<0.01). Finally, the study recommended the need for universities to conduct English proficiency assessment when admitting undergraduate students from non-English speaking countries. It also suggested academic writing and mentor support programs to equip foreign undergraduate students with the requisite English literacy skills. The study further recommended faculty to practice pedagogical approaches that nurture foreign students to actively engage in academic and social interactions (Kithinji, 2022).

Teaching and learning are two basic processes underlying the activity of students and teachers nowadays. The learning process puts both parties toward each other, what it teaches, and what it takes, the teacher and the student. Today, students have great importance to the training of students to teach themselves, their education, equipping them with the skills of independent work with the most advanced methods of learning conscious, sustainable, active and creative. The purpose of this topic is to know the importance of usage of all skills during a lesson hour. The teacher is free to use a variety of methods and strategies of teaching / learning to suit the needs of students in different classes. He combines these methods during the learning process and adapts according to the increasing development of linguistic competence and independence of student development, the consistency of this process. Teaching has at its center the method of communication, task-based methods, functional methods and situations like real life etc. These methods are realized through various strategies and techniques, according to language skills (listening, speaking, reading, writing). Teacher and students collaborate on the organization of teaching / learning. To facilitate the teaching / learning, the teacher finds efficient ways to organize communication activities, provides and suggests source materials for students. In contemporary teaching, teachers not only play the role of teachers, but also play the role of supervisor. Together they establish cooperative relations in the process of learning. The teacher clarifies the students and takes their understanding of what happens in the classroom. This means clarifying the rules of the line of work and responsibilities of students in the process of activities. The teacher suggests and provides the use of audiovisual means, electronic, and helps students to use various forms of information technology within and outside the classroom. It gives students the website in accordance with the age and educational requirements. At a teaching hour should be applied all four language skills strategies, but they escalate from level to level depending on the objectives. Setting the students in the spotlight makes the student actively participate in linguistic interaction, preparing it for a new phase of his education or of being able to face the demands of the labor market (Sadiku, 2021).

The efficacy of incorporating literacy instruction into content area instruction to facilitate learning is well documented. Integrating reading, writing, speaking, and listening skills into the social studies classroom is needed to increase student comprehension of nonfiction text, to better prepare students for literacy tasks associated with postsecondary training, and to engage in the work required by an increasingly demanding job market. However, we have limited information about how incorporating all four literacy skills into social studies instruction will influence students understanding of social studies content and how the use of these skills influences student writing about social studies concepts and ideas. Data from a criterion-

referenced social studies pre and posttest and data from pre and post instruction writing samples were analyzed to evaluate the influence of the integration of literacy tasks in middle school social studies classrooms on content area knowledge acquisition and argumentative writing quality. Analysis of the Criterion Referenced Test (CRT) data using regression analysis showed that there was a statistically significant increase in the students' performance on the CRT after the students engaged in tasks emphasizing reading, writing, speaking, and listening during the social studies instruction. Analysis of the writing rubric scores using Cohen's d showed statistically significant differences exist between the students pre and post essay scores. These results suggest that having students engage in reading, writing, speaking, and listening tasks and in explicit writing instruction and production during a social studies unit facilitates their content knowledge acquisition, improves the overall quality of students' argumentative writing, and more specifically, improves the organization and development of that writing. It is recommended that further research be conducted to determine the best way to group students for collaboration when incorporating reading, writing, speaking, and listening tasks within content area instruction (Evans, 2023).

Conceptually, although the effectiveness of communication is generally associated with the development of language skills, studies that model this relationship comprehensively are limited. Based on this, the current study examines the relationship between different linguistic variables (listening skills, attitude towards reading habits, speech self-efficacy, and writing disposition) and their own communication skills. The study data was collected from 566 prospective teachers in Turkey. As a result of the study, the theoretical structure between linguistic variables and communication skills has been statistically proven. In the model, it was seen that the model-data fit was at a good level (χ^2/df=4.46, CFI=.955, RMSEA=.078, SRMR=.033). The proposed model indicates that listening skills affect communication skills at a medium level and speech self-efficacy at a high level. In addition, writing disposition affects communication skills indirectly through speech self-efficacy, and reading habits affect communication skills indirectly through both listening skills and speech self-efficacy. The highest relationship is between listening skills and speech self-efficacy. Also, the relationships between all the variables are significant. The study supports existing hypotheses about the role language plays in communication skills (Kansızoğlu, 2022).

Engagement Level, and Feedback and Satisfaction Level

Students in Higher Education (HE), like academics and support staff members are critical roles players. This study provides insights into how students experience involvement, engagement, and satisfaction in Higher Education institutions. This study is qualitative in nature and the authors examined extant and relevant literature in analyzing, defining, explaining, and understanding the phenomenon of student's involvement, engagement, and satisfaction in Higher Education. The exploration was guided by two critical literary review questions posed, namely: "What are the educational experiences of students in the Higher Educational institutions?" and "How does involvement and engagement of Higher Education students influence their satisfaction?" The databases of the Educational Resources Information Centre, Google Scholar, Springer and Research Gate were used to search for literature online. Effective teaching methodologies support students to become good learners when the necessary environment is created for students to learn. The literature recommended that to attain the educational goals of higher educational institutions, higher educational managers could identify and improve areas of educational environment that affect students' satisfaction levels (Khumalo, 2024).

Student course engagement and academic life satisfaction are two determinants of student success. In university courses, student course engagement holds the power to shape numerous results, including learning, achievements, retention rates, satisfaction levels, and overall academic success. Academic life satisfaction, on the other hand, is defined as the student's attitude and sense of well-being with regard to their learning activities. Academic life satisfaction also plays a significant role in shaping student course engagement. This study utilized descriptive-predictive research design which provides insights into the levels of student course engagement and academic life satisfaction. The research aims to identify correlations and predictors, particularly the impact of academic life satisfaction on student course engagement. The result shows that student course engagement and academic life satisfaction have a significant relationship. The overall student course engagement of the college students had a mean score ($\bar{x}$= 3.72, SD= .736) reflecting an overall positively engaged analysis. In addition, the overall Academic Life Satisfaction of the college students had a mean score of ($\bar{x}$= 3.75, SD= .628) shows that the satisfaction is oftentimes evident, indicating a generally positive perception of their personal and academic circumstances. Moreover, using Linear Regression Analysis, personal satisfaction is the only predictor that contributes to student course engagement among the respondents. Linear regression analysis indicates a positive correlation between two variables: as the student becomes satisfied, the more they will engage themselves in certain activities. Lastly, this study is beneficial to the current student enrolled in the institution by knowing one of the factors that predict academic success (Rebusa, 2024).

There have been debates related to online and blended learning from the perspective of learner experiences in terms of student satisfaction, engagement and performance. The focus was on the acquisition of new skills and competencies, and their application in authentic mini projects throughout the module. Student feedback was coded and analyzed for 665 students both from a quantitative and qualitative perspective. The association between satisfaction and engagement was significant and positively correlated. Furthermore, there was a weak but positive significant correlation between satisfaction and engagement with their overall performances. Students were generally satisfied with the learning design philosophy, irrespective of their performance levels. Students, however, reported issues related to lack of tutor support and experiencing technical difficulties across groups. The findings raise implications for institutional e-learning policy making to improve student experiences. The factors that are important relate to the object of such policies, learning design models, student support and counseling, and learning analytics (Rajabalee, 2021).

The COVID-19 pandemic forced universities worldwide to make the switch to online instruction, raising concerns about the quality of online courses and their impact on student satisfaction and engagement. This study aimed to explore Korean university students' satisfaction levels with online English-mediated instruction (EMI) courses during the pandemic and identify factors that influence class satisfaction. The results showed IS use and satisfaction differed among disciplines. Specifically, there were significant differences in satisfaction levels between Arts, STEM, Business, Social Sciences, and Literature and Languages majors. Additionally, there were significant relationships between demographics, AC, AI, IS use, and satisfaction. SEM was used to provide a general view of factors mediating the link between engagement and satisfaction. The results revealed that AC, AI, and IS use mediated the link between engagement and satisfaction. Multiple regression analysis showed that students were more satisfied with instructors who demonstrated care and warmth using social networking sites to communicate. Overall, this study provides valuable insights into student satisfaction with online EMI courses during the COVID-19 pandemic and for the future of online EMI teaching-learning. The findings suggest that online EMI

instructors should consider using social networking sites to communicate with students to increase satisfaction levels. Additionally, instructors should be aware that different disciplines may require different instructional strategies to maximize student engagement and satisfaction (Murdoch, 2023).

Skill Development, and Collaboration and Interaction Level

The diversity of topics in education makes it difficult for artificial intelligence (AI) to address them all in depth. Therefore, guiding focus efforts on specific issues is essential. The analysis of competency development by fostering collaboration should be one of them because competencies are the way to validate that the educational exercise has been successful and because collaboration has proven to be one of the most effective strategies to improve performance outcomes. Overall, however, the data from this systematic review suggest that, although AI has great potential to improve education, it should be approached with caution. More research is needed to fully understand its impact and how best to apply this technology in the classroom, minimizing its drawbacks, which may be relevant, and making truly effective and productive use of it (Guacas, 2023).

Learning and socializing are fostered via collaborative learning. The study determined the level of learners' collaborative learning and learners' academic performance in elementary schools of. The learners' level of academic performance and its relationship to collaborative learning. The results indicated the highest in collaborative learning in terms of promotive interaction, while individual accountability was the lowest. There was a significant relationship between collaborative learning and learners' academic performance. It is recommended that teachers should continuously encourage the learners to promote positive attitudes, motivation, and a sense of shared purpose. Further, teachers need to improve strategies, evaluate group dynamics, collect feedback from collaborative activities, and make necessary adjustments (Cagatan, 2024).

Emotions play a crucial role in our daily lives, contributing to our mental health as well as to our learning and performance efficiency. Emotions are easily influenced by the surrounding environment and objects, and in response, we may behave differently depending on the interaction between us and the object/environment, which shape social-emotional interactions. In collaborative contexts, social-emotional interactions can affect learners' cognitive processes, collaboration satisfaction, and learning outcomes. This study selects and reviews current empirical findings on social emotional interactions in collaborative learning contexts, with a special focus on the function of social-emotional interactions in collaboration and how they are measured for research purposes. This paper synthesizes the major findings and addresses the important role shared-regulation plays in maintaining positive emotional interactions in collaborative learning. Furthermore, the paper identifies how emotions are studied in social contexts and points out advanced methodological applications for future research. Finally, the paper calls for interventions on facilitating sound social emotional interactions in collaborative learning by providing practical directions for educators and instructors (Huang, 2023).

In 21st century education, students are required to be active learners in the learning process from various aspects. Therefore, besides planning for students' academic achievement, there is a need for development of their desired skills such as communication and interaction with society. In this regard, collaborative learning plays an important role in developing students' social interaction skills. This research aims to identify students' perception towards implementing collaborative learning in classrooms. Moreover, this research determines students' understanding, knowledge, and attitude towards collaborative learning to identify the relationship between collaborative learning and some demographic factors, such as gender

and family background. In addition, this study also examines the relationship between collaborative learning and students' interaction skills. The survey questionnaire was randomly distributed to a total of 100 secondary school students in Klang, Malaysia. Results show that students prefer to work in groups rather than individually. Therefore, collaborative learning has a significant effect on students' social interaction skills. Students believe that collaborative learning encourages everyone to work best with others and enhances socialization among members (Simin, 2020).

Today's students have taken to social networking like fish to water; yet, from our perspectives, there is little social interaction taking place in many of today's classrooms from kindergarten through college. The model of discourse in most classrooms is one-way communication from the teacher to the students. For example, the first thing one kindergartener said to his mother after his first day of school was: "All teachers do is talk, talk, talk." Due to the lack of student engagement in the common lecture centered model, we explored a model of instructional delivery where our undergraduate and graduate classes were structured so that students had opportunities for daily interaction with each other. Specifically, we examined how students perceived the value of social interaction on their learning by reflecting on their classroom experiences at the end of each class period. Three literacy teacher preparation courses during a summer session were chosen for this study based on the highly interactive nature of each course. The purpose of the study was not to determine the difference between different models of instruction, but to determine our students' perceptions of the value of the social interaction that was taking place in our classrooms on their learning. The findings reveal that students in all three courses perceived that social interaction improved their learning by enhancing their knowledge of literacy and teaching and their critical thinking and problem-solving skills (Hurst, 2023).

The term "student experience" increasingly functions as a fraught nomenclature and a discipline of its own within higher education. This study explores the relationship between satisfaction and engagement survey items through an institutionally based survey, drawing on the two largest higher education student experience surveys in the world. The UK-based National Student Survey (NSS) was designed to inform students about choice and drive competition and the US-based National Survey of Student Engagement (NSSE) was developed to provide actionable data for institutional enhancement. Comparing these surveys leads to a critical review of how such data can be used for policy decisions and institutional enhancement. The Institutional Experience Survey thus draws on findings from a survey of 1480 non-final year undergraduate students in a research-intensive UK university. Those who reported higher levels of engagement, measured across 17 engagement benchmarks, also reported significantly higher levels of satisfaction. Results are used to discuss the application of engagement-based surveys in the UK, compared to satisfaction-based surveys, and the benefits and challenges of both approaches. Conclusions are made about the usefulness of nationally standardized experience surveys, the different outcome goals of engagement and satisfaction, such as responsibility for learning and change, audience and results and lessons for other countries looking to measure the student experience. The paper highlights the need for a shift in perspective in relation to the role of student surveys in determining national and institutional policy from a student-as-customer approach to one that sees students and institutions as co-responsible for learning and engagement (Howson, 2021).

Synthesis

The integration of customized instructional materials in language education has proven to be a pivotal strategy for enhancing English language proficiency among junior high school learners at Wufeng School

in Taiwan. These personalized resources are designed to meet the diverse needs of students, accommodating varying levels of language ability and learning preferences. Research highlights that when instructional materials are tailored to the specific context and interests of learners, they not only foster greater engagement but also improve overall language skills, including reading, writing, speaking, and listening.

One significant effect of customized instructional materials is the increased motivation and engagement among students. Traditional English language teaching often relies on standardized textbooks, which may not resonate with all learners. In contrast, customized materials—such as thematic units based on students' interests, culturally relevant content, and interactive digital tools—capture students' attention more effectively.

At Wufeng School, teachers who implement these resources report heightened enthusiasm in their classrooms, as students are more inclined to participate in discussions, complete assignments, and engage in collaborative learning activities, leading to a more dynamic educational environment. Additionally, customized instructional materials promote differentiated learning, allowing teachers to address the varying proficiency levels present within a single classroom. By providing materials that cater to different skill levels—such as simplified texts for beginners and more challenging resources for advanced learners, teachers at Wufeng School can ensure that all students are adequately supported in their language development. This approach not only helps to bridge the gap between learners but also encourages a sense of accomplishment and progression, as students feel they are making meaningful strides in their English language skills.

Another critical aspect of customized instructional materials is their role in fostering communicative competence. By utilizing real-life scenarios, role-playing exercises, and project-based learning, educators can create an immersive language experience that encourages students to use English in practical contexts. At Wufeng School, teachers emphasize the importance of communication skills, integrating personalized activities that promote interaction among peers. This focus not only enhances students' linguistic abilities but also builds their confidence in using English, crucial for effective communication in an increasingly globalized world.

Thus, the effects of customized instructional materials on enhancing English language proficiency among junior high school learners at Wufeng School, Taiwan, are substantial. By increasing student motivation, promoting differentiated learning, and fostering communicative competence, these materials serve as powerful tools in language education. As the demand for English proficiency continues to rise in Taiwan and globally, the continued development and implementation of customized instructional strategies will be essential in preparing students for future academic and professional success.

Chapter 3
RESEARCH METHODOLOGY
This chapter discusses and presents the methodology, research design, respondents of the study, population, research instrument, data gathering procedure, and statistical tools used in this study.

Research Design
The study used descriptive correlational research designs since it assessed the significant relationship between the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources and the extent of the effects of customized instructional

resources. According to Katzukov (2020), a descriptive correlational study describes the relationships among variables without seeking to establish a causal connection. Also, correlational research helps in comparing two or more entities or variables.

Moreso, the study used documentary analysis in gathering the needed data from the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources in terms of reading, writing, listening, and speaking. This data analyzed to identify the level of performance of teachers as well as to draw facts, information, and insights into the study.

Population and Sampling

The general population of this study refers to the selected junior high school students at Wufeng Junior High School, Taiwan during the school year 2024-2025.

To determine the sample respondents, the study employed non-probability sampling utilizing the purposive sampling technique in determining the respondents of the study.

Respondents of the Study

The respondents of the study were junior high school students at Wufeng Junior High School, Taiwan. The researcher was selected fifty (50) students. The respondents evaluated the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of engagement level, feedback and satisfaction level, skill development, and collaboration and interaction level.

Instrumentation

In gathering the needed data, the researcher utilized a researcher- made questionnaire – checklist as the major instrument of the study. Part 1 – This section determined the demographic profile of the respondents. Part 2 – This part determined level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources; Part 3 determined the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of engagement level, feedback and satisfaction level, skill development, and collaboration and interaction level.

The four (4) point scale was used on the questionnaire checklist.

Scale	Range	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree
3	2.51 – 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

Validation and Test of Reliability of Instrument

The survey questionnaire that was used in the research was given to the adviser to gain preliminary feedback and ideas for improving the questionnaire checklist. Following the modification of the instrument, the researcher's questionnaire checklist was evaluated by specialists with a suitable background in test building and on the subject to remark on its content for the finalization of the questionnaire checklist items. Professors from the University of Perpetual Help System Dalta and English

teachers at Wufeng Junior High School, Taiwan assessed the questionnaire checklist. The researcher selected them specifically since they were all active in the program.

Data Gathering Procedure

It is the Gantt chart that directs the path that the inquiry was taken. An application for authorization to carry out research was submitted to the Office of the President and the Office of the Administrator at Wufeng Junior High School, which was in Taiwan.

The questionnaire was validated by the researcher with the support of professionals and others who were aware about the individualized instructional materials for improving English language competence. After it has been finished, the researcher handed the questionnaire along to the people who participated in the study. Once the questionnaire was obtained, the researcher proceeded to analyze the data that was gathered using an appropriate statistical instrument. Depending on the interpretations and conclusions that were derived from the data that was obtained, the results of past research on the subject may either corroborate or contradict the findings.

In a similar fashion, the researcher offered a summary of the findings and conclusions of the study, in addition to any suggestions that were based on those findings. In the end, the researcher completed the remaining chapters of the study and was ready for the oral defense that was the last part of the evaluation.

Statistical Treatment

In order to systematically interpret the data gathered from the study, the following statistical tools were utilized:

To determine the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources; weighted mean, frequency and percentage distribution were used.

To find out if there is a significant difference on the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources; t-test was applied.

To determine the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of engagement level, feedback and satisfaction level, skill development, and collaboration and interaction level; weighted mean was used.

To find out if there is a significant relationship between the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources and the extent of the effects of customized instructional resources; Pearson-r correlation was used.

To find out if the customized instructional resources have significantly impact the English language proficiency among Junior High School learners at Wufeng Junior High School, Taiwan; Regression Analysis was used.

Ethical Considerations

This section addressed the concepts and methods related to the study's execution in accordance with ethical research writing standards, including the participation of respondents. Prior to data collection, the researcher submitted properly completed forms and documentation that have been thoroughly vetted by the Research Ethics Committee (REC) of the University of Perpetual Help System Dalta. The REC endorsed the execution of this research.

The researcher complied with ethical standards in research writing by validating the reliability of the sources utilized in the study's literature and by duly recognizing and attributing their authors for their contributions to the research. By complying with copyright and patent regulations and acknowledging the legitimate proprietors of the published studies utilized in this publication, the researcher circumvented plagiarism. The researcher secured the requisite authorization to utilize materials as a foundation for the substantiated development of this project, regardless of its lack of intent for public dissemination.

Prior to data collection, the researcher secured respondents' agreement by furnishing them with concise background information and the study's objective. The researcher fully preserved the rights of key informants, ensuring complete secrecy of any information they elect to disclose to fulfill the study's objectives. The identities of the respondents were kept confidential if this research was released. Furthermore, participants were notified that they may seek access to the study findings by contacting the researcher via email at maryanne.rrlc@gmail.com. The researcher secured the respondents' agreement without inflicting damage, coercion, or manipulation and advised them of their right to withdraw from the study at their discretion.

Furthermore, the researcher refrained from fabricating or misrepresenting data to provide an unbiased, accurate, and valid outcome in this study. This research complied with the rules established by the American Psychological Association (APA) 7th Edition.

Chapter 4
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA
The findings, analysis, and interpretation of the data collected in light of the research's challenges are briefly discussed in this chapter.

Problem No. 1: What is the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources?
Table 1 illustrates the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources.

Table 1: Mean of the Level of English Language Proficiency Among Junior High School Learners Before and After Utilizing the Customized Instructional Resources

Utilization of the Customized Instructional Resources	N	Min	Max	Std. Deviation	Mean	Descriptive
Before	50	5.00	15.0	2.57627	10.66	Low Proficient
After	50	24.00	30.0	1.49134	27.02	Very High Proficient

The significant increase in English language proficiency among Junior High School learners, as evidenced by the mean scores of 10.66 before and 27.02 after utilizing customized instructional resources, suggests that tailored educational interventions can substantially enhance learning outcomes. This drastic improvement indicates that when instructional materials are aligned with students' specific needs and interests, engagement levels may rise, leading to better comprehension and usage of the language. Customized resources might include differentiated reading materials, interactive activities, or technology-driven tools which cater to diverse learning styles, thereby creating a more effective learning environment.

A related study by Alajmi (2020) found that the use of personalized instructional strategies significantly boosted students' performance in English language skills. The research revealed that learners who engaged with customized resources performed better in both speaking and writing tasks compared to those who followed a standard curriculum. Such findings underscore the importance of adapting teaching methodologies to meet the varying needs of students, particularly in language acquisition, where motivation and accessibility play critical roles in fostering proficiency.

Problem No. 2: Is there a significant difference on the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources?

Table 2 illustrates the difference on the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources.

Table 2: Difference on the Level of English Language Proficiency Among Junior High School Learners Before and After Utilizing the Customized Instructional Resources

Indicators	Paired Differences					t	df	Sig. (2-tailed)	Decision Ho	Interpretation
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
Before After	-16.36000	3.48032	.49219	-17.34910	-15.37079	-33.239	49	.000	R	S

The rejection of the null hypothesis, indicated by a p-value less than 0.05, signifies that there is a statistically significant difference in the English language proficiency levels of Junior High School learners before and after the implementation of customized instructional resources. This finding suggests that tailored educational strategies can effectively enhance language skills, as these resources may cater specifically to the diverse needs, interests, and learning styles of students. Such an approach could foster greater engagement, motivation, and comprehension, ultimately leading to a more profound mastery of the English language. The implications for educators are substantial; it emphasizes the necessity of integrating personalized methods in language instruction, which could lead to improved academic outcomes for students.

A related study by McNaughton, et al. (2021) supports these findings, highlighting the positive impact of customized instructional materials on student performance in language acquisition. The researchers found that when learners were provided with resources tailored to their individual proficiency levels and learning preferences, their engagement and success in mastering English significantly increased. This underscores the importance of adaptive teaching practices in fostering language development among Junior High School learners, suggesting that further investment in customized instructional materials could yield considerable benefits in educational settings.

Problem No. 3: What is the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of engagement level, feedback and satisfaction level, skill development, and collaboration and interaction level?

Table 3.1 illustrates the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of engagement level.

Table 3.1: Mean of the Respondents' Assessment on the Extent of the Effects of Customized Instructional Resources in Enhancing English Language Proficiency among Junior High School Learners in terms of Engagement Level

Indicators	Mean	VI
1. I find that customized instructional materials capture my interest more than traditional resources.	3.92	GE
2. I am more engaged in English lessons when customized instructional materials are used.	3.86	GE
3. I feel more confident expressing my thoughts in English when using customized resources.	3.90	GE
4. Using customized resources has increased my motivation to participate in English language activities.	3.90	GE
5. Customized instructional resources help me to actively contribute to class discussions in English.	3.90	GE
Overall Mean	**3.90**	**GE**

***Legend: 3.26-4.00-Greatly Efficient; 2.51-3.25- Efficient; 1.76-2.50 –Slightly Efficient; 1.00-1.75 – Not Efficient*

The findings indicate that customized instructional resources significantly enhance English language proficiency among Junior High School learners, particularly in terms of engagement levels, which received an overall mean of 3.90, interpreted as greatly efficient. This high level of efficiency suggests that learners are not only receiving tailored content but are also more actively involved in their learning processes. When instructional materials align with students' individual interests and learning styles, they become more motivated to participate, thereby increasing their investment in language acquisition. The engagement experienced by students can lead to a deeper understanding of the language, fostering improved communication skills and literacy outcomes.

A related study by Van de Water, L., & Neumann, M. M. (2020) supports this conclusion by demonstrating that personalized instructional strategies markedly enhance student engagement and proficiency in language learning. The researchers found that when educational materials were adapted to meet the diverse needs of learners, students exhibited higher levels of motivation and participation in classroom activities, resulting in improved language skills. This reinforces the notion that customized resources are invaluable in promoting engagement and success among Junior High School learners, highlighting the necessity for educators to implement such strategies in their teaching practices to optimize learning outcomes.

Table 3.2 shows the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of feedback and satisfaction level.

The findings on the effects of customized instructional resources reveal substantial implications for enhancing English language proficiency among Junior High School learners, particularly concerning feedback and satisfaction levels. With an overall mean of 3.88, interpreted as greatly efficient, it indicates that students not only appreciate the personalized materials but also find them effective in aiding their learning. This satisfaction is crucial, as positive feedback can lead to increased motivation and persistence

in language learning. When students feel that their unique learning needs are being addressed, they are more likely to engage with the material, participate actively in class, and ultimately improve their language skills. The emphasis on tailored resources fosters an environment where learners feel valued and understood, thus promoting a more conducive atmosphere for educational growth.

Table 3.2: Mean of the Respondents' Assessment on the Extent of the Effects of Customized Instructional Resources in Enhancing English Language Proficiency among Junior High School Learners in terms of Feedback and Satisfaction Level

Indicators	Mean	VI
1. I am satisfied with the feedback I receive when using customized instructional resources for learning English.	3.90	GE
2. Customized instructional resources provide me with clear and constructive feedback on my English language skills.	3.88	GE
3. The feedback from customized materials helps me to improve my English proficiency more effectively than traditional resources.	3.88	GE
4. I feel that the individualized feedback from customized resources is timely and relevant to my learning needs.	3.84	GE
5. I am more motivated to learn English when I receive personalized feedback from customized instructional resources.	3.86	GE
Overall Mean	**3.88**	**GE**

***Legend: 3.26-4.00-Greatly Efficient; 2.51-3.25- Efficient; 1.76-2.50 –Slightly Efficient; 1.00-1.75 – Not Efficient*

A study by Hattie and Timperley (2020) underscores the importance of feedback in the learning process, suggesting that effective feedback significantly influences student achievement and satisfaction. The authors argue that personalized feedback helps learners understand their strengths and areas for improvement, which enhances their engagement and commitment to learning. By integrating customized instructional resources that provide targeted feedback, educators can ensure that students are not only more satisfied with their educational experience but also make measurable gains in their English language proficiency. Consequently, the adoption of customized resources becomes essential for teachers, aiming to elevate student performance and satisfaction in language education.

Table 3.3 exhibits the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of skill development.

Table 3.3: Mean of the Respondents' Assessment on the Extent of the Effects of Customized Instructional Resources in Enhancing English Language Proficiency among Junior High School Learners in terms of Skill Development

Indicators	Mean	VI
1. Customized instructional resources have significantly improved my reading comprehension skills in English.	3.90	GE

Indicators	Mean	VI
2. I feel that my writing skills in English have developed more effectively through the use of customized instructional materials.	3.88	GE
3. I believe that customized instructional resources aid in the development of my speaking skills in English.	3.94	GE
4. The listening activities provided in customized resources enhance my ability to understand spoken English.	3.88	GE
5. Customized instructional resources allow me to practice my English skills in a way that meets my individual learning needs.	3.90	GE
Overall Mean	**3.90**	**GE**

***Legend: 3.26-4.00-Greatly Efficient; 2.51-3.25- Efficient; 1.76-2.50 –Slightly Efficient; 1.00-1.75 – Not Efficient*

The findings indicate that customized instructional resources significantly contribute to the skill development of Junior High School learners in English language proficiency, yielding an overall mean of 3.90, which is interpreted as greatly efficient. This high rating suggests that personalized learning materials not only cater to the individual needs of students but also facilitate the acquisition of essential language skills such as reading, writing, listening, and speaking. By incorporating tailored resources that align with the diverse skill levels and learning styles of students, educators are better positioned to address gaps in knowledge and proficiency. This targeted approach fosters a deeper engagement with the material, ultimately enhancing students' competence and confidence in using the English language.

Moreover, research by Li et al. (2020) supports the notion that personalized instructional strategies lead to improved language outcomes. Their study found that students who engaged with customized resources demonstrated greater progress in vocabulary acquisition and grammar usage compared to those who experienced traditional, one-size-fits-all teaching methods. This aligns with the current findings, emphasizing the importance of adapting instructional materials to meet the specific linguistic needs of learners. Consequently, the effective implementation of customized resources can be seen as a critical step toward developing comprehensive English language skills in Junior High School students, paving the way for their future academic and communicative success.

Table 3.4 manifests the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of collaboration and interaction level.

Table 3.4: Mean of the Respondents' Assessment on the Extent of the Effects of Customized Instructional Resources in Enhancing English Language Proficiency among Junior High School Learners in terms of Collaboration and Interaction Level

Indicators	Mean	VI
1. Customized instructional resources promote collaborative learning among students in English language classes.	3.94	GE
2. I have more opportunities to interact with my peers when using customized instructional materials in English.	3.80	GE
3. The interactive features of customized resources facilitate discussions and conversations in English among students.	3.88	GE

4. Customized instructional resources help create a supportive environment for peer interaction in learning English.	3.94	GE
5. Collaborative projects using customized instructional materials increase my motivation to learn English.	3.94	GE
Overall Mean	**3.89**	**GE**

***Legend: 3.26-4.00-Greatly Efficient; 2.51-3.25- Efficient; 1.76-2.50 –Slightly Efficient; 1.00-1.75 – Not Efficient*

The findings suggesting that customized instructional resources enhance English language proficiency among Junior High School learners, with an overall mean rating of 3.89 interpreted as greatly efficient, imply significant benefits for collaboration and interaction within the classroom setting. When educators utilize tailored instructional materials, they create opportunities for students to engage more actively with their peers and the learning process. This interactive environment promotes collaborative learning, where students can share ideas, practice language skills, and provide feedback to one another. The personalized nature of these resources caters to varied learning styles, allowing students to participate in discussions and activities that align with their interests and strengths, thereby fostering a sense of ownership over their learning.

Moreover, research by Johnson et al. (2019) underscores the importance of collaboration in language learning, indicating that students who engage with customized instructional resources not only improve their individual language skills but also enhance their ability to work in groups. Their study found that such collaborative efforts lead to increased motivation and better language retention among students. As learners interact with their peers through structured activities guided by personalized materials, they develop essential communication skills, boosting their confidence and competence in using the English language in social contexts. Therefore, the implementation of customized resources is crucial for promoting effective collaboration and interaction, ultimately contributing to improved language proficiency among Junior High School students.

Table 3.5 presents the summary of the extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners.

Table 3.5: Summary of the Mean of the Respondents' Assessment on the Extent of the Effects of Customized Instructional Resources in Enhancing English Language Proficiency among Junior High School Learners

Indicators	**Mean**	**VI**
Engagement Level	3.90	GE
Feedback and Satisfaction Level	3.88	GE
Skill Development	3.90	GE
Collaboration and Interaction Level	3.89	GE
Composite Mean	**3.89**	**GE**

***Legend: 3.26-4.00-Greatly Efficient; 2.51-3.25- Efficient; 1.76-2.50 –Slightly Efficient; 1.00-1.75 – Not Efficient*

The findings, which show that customized instructional resources significantly improve English language proficiency among Junior High School students, with a composite mean of 3.89 interpreted as "greatly efficient," imply that these tailored materials play an important role in fostering a more engaging and effective learning environment. One-way teachers can make learning more engaging and relevant for their students by tailoring course materials to each individual's interests and strengths. This approach not only enhances students' understanding of the language but also promotes greater motivation to learn. As learners interact with content that resonates with them, they are more likely to engage in meaningful dialogue, collaborate with peers, and apply their skills in real-world contexts.

Further, the research conducted by Zhang and Wang (2020) supports the notion that customized instructional resources facilitate deeper collaborative learning experiences. In their study, they found that when students were provided with personalized materials, their ability to communicate effectively in English improved significantly. The study highlighted that student who engaged with customized content demonstrated enhanced collaboration skills, resulting in increased language retention and confidence. These findings underscore the importance of implementing tailored instructional resources in Junior High School settings, as they not only boost individual language proficiency but also foster essential social interactions that contribute to overall educational success.

Problem No. 4: Is there a significant relationship between the level of English language proficiency among Junior High School learners after utilizing the customized instructional resources and the extent of the effects of customized instructional resources?

Table 4 illustrates the relationship between the level of English language proficiency among Junior High School learners after utilizing the customized instructional resources and the extent of the effects of customized instructional resources.

Table 4: Relationship Between the Level of English Language Proficiency Among Junior High School Learners After Utilizing the Customized Instructional Resources and the Extent of the Effects of Customized Instructional Resources

Indicators		Pearson r	Sig	Decision	VI
Level of English Language Proficiency	Extent of the Effects of Customized Instructional Resources	.948	.000	Reject H_o	Significant

The findings indicating a significant relationship between the level of English language proficiency among Junior High School learners and the utilization of customized instructional resources are noteworthy. With a p-value less than the .05 level of significance, the null hypothesis is rejected, suggesting that the implementation of tailored materials positively impacts students' language skills. The high Pearson r correlation of .948 indicates a very strong positive relationship, implying that as the use of customized instructional resources increases, so does the proficiency level in English among learners. This result highlights the effectiveness of personalized learning experiences in enhancing language acquisition, which is crucial for engaging students and meeting their individual learning needs.

Supporting this conclusion, a study by Alshahrani (2021) found that customized instructional materials significantly improved language proficiency among middle school students. The research revealed that students exposed to tailored resources demonstrated higher engagement levels and better retention of new vocabulary and grammatical structures compared to those using standard materials. This aligns with the current findings, emphasizing the importance of adapting educational resources to fit learners' unique backgrounds and preferences, thereby fostering an environment conducive to language development. The implications of these results underscore the necessity for educators to embrace customized instructional strategies to optimize student outcomes in language learning.

Problem No. 5: Do the customized instructional resources significantly impact the English language proficiency among Junior High School learners at Wufeng Junior High School, Taiwan?

Table 5 illustrates the regression analysis on the effects of customized instructional resources to the English language proficiency among Junior High School learners.

Table 5: Regression Analysis on the Effects of Customized Instructional Resources to the English Language Proficiency Among Junior High School Learners

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision	VI
	B	Std. Error	Beta				
(Constant)	27.960	4.787		5.841	.000	R	S
Engagement Level	-56.220	27.128	-10.953	-2.072	.044	R	S
Feedback and Satisfaction Level	-57.104	27.184	-11.318	-2.101	.041	R	S
Skill Development	-62.568	27.519	-10.805	-2.274	.028	R	S
Collaboration and Interaction Level	-57.190	27.229	-9.520	-2.100	.041	R	S

The findings of this study highlight the significant impact that customized instructional resources have on English language proficiency among Junior High School learners. With a p-value of less than .05, the null hypothesis is rejected, indicating that the tailored materials effectively enhance language skills. This significance extends beyond mere proficiency; it encompasses various dimensions such as engagement levels, student satisfaction, feedback quality, skill development, and opportunities for collaboration and interaction. When learners engage with materials specifically designed to meet their linguistic needs, they are more likely to participate actively in their learning process, fostering an environment where language acquisition can thrive. This is crucial, as the integration of personalized learning experiences allows educators to cater to diverse learner backgrounds and preferences, ultimately facilitating better educational outcomes.

Supporting this assertion, a study by Hsieh and Chang (2021) found that students who used customized instructional resources exhibited higher levels of motivation and satisfaction, which correlated with improved language proficiency. Their research suggests that when learners receive adaptive and relevant

materials, they not only engage more deeply but also develop essential language skills more effectively through collaborative tasks and interactive activities. Therefore, it is imperative for educators to consider the implementation of such resources, as they play a vital role in enhancing student engagement and facilitating meaningful learning experiences in language education.

Problem No. 6: Based on the findings of the study, what instructional plan may be proposed?
Instructional Plan: Enhancing English Language Proficiency Through Customized Instructional Resources for Junior High School Learners

A. Introduction:

In the contemporary educational environment, proficiency in English is not merely an advantageous talent; it is frequently a prerequisite for academic achievement and prospective professional possibilities. Junior high school students, typically in a pivotal phase of their language development, encounter distinct obstacles in attaining English proficiency. The deployment of personalized instructional materials designed to address the distinct needs, interests, and learning preferences of these learners can markedly improve engagement and language acquisition. Teachers can establish an inclusive atmosphere that encourages greater language comprehension and usage by offering individualized resources. Tailored teaching resources may encompass differentiated reading materials, interactive digital platforms, collaborative projects, and multimedia content that align with students' cultural backgrounds and experiences. These materials enable educators to accommodate diverse competence levels in the classroom, ensuring that each student may engage with the curriculum in personally relevant ways.

Furthermore, these tools promote active engagement, allowing learners to practice and enhance their abilities within meaningful contexts. Utilizing tailored educational tools enhances language proficiency and fosters vital abilities, like critical thinking, teamwork, and self-directed learning. When students engage with materials tailored to their needs, they are more inclined to retain information, cultivate confidence in their skills, and experience pleasure in the learning process. This instructional plan delineates ways for integrating tailored resources into English language instruction, with the objective of improving proficiency while sustaining elevated levels of student interest and engagement.

B. Objectives:

1. Improve the speaking, listening, reading, and writing skills of Junior High School learners through the use of customized instructional resources.
2. Increase student engagement and motivation by utilizing materials that reflect their interests and learning preferences.
3. Encourage collaboration among students through interactive activities and group projects that utilize customized resources.
4. Implement ongoing assessments to monitor individual language development and adjust instructional strategies accordingly.

C. Beneficiaries:

- Students: Junior High School learners who will benefit directly from enhanced instructional materials tailored to their needs.
- Teachers: Educators who will have access to effective resources and strategies for teaching English, improving their instructional practices.
- Parents: Families who will observe improvements in their children's language skills and overall confidence in English communication.

D. Plan Matrix:

Activity	Customization Approach	Resources Needed	Timeline	Assessment
Needs Assessment	Conduct surveys and interviews with students to identify interests and proficiency levels.	Survey tools, interview guides	Week 1	Analysis of student needs
Resource Development	Create or curate tailored materials (e.g., readings, videos) based on assessment results.	Texts, digital platforms, multimedia tools	Weeks 2-4	Peer review of materials
Implementation of Resources	Integrate customized resources into daily lessons and activities.	Lesson plans, customized materials	Ongoing	Observation and feedback
Interactive Activities	Organize group projects and presentations using customized resources to encourage collaboration.	Project guidelines, rubrics	Weeks 5-8	Student performance evaluations
Continuous Assessment	Conduct formative assessments (quizzes, reflections) to measure progress.	Assessment tools	Throughout the semester	Review of assessment data

E. Monitoring and Evaluation:

To ensure the effectiveness of the customized instructional resources in enhancing English language proficiency, a comprehensive monitoring and evaluation plan will be established:

1. Formative Assessments: Regular quizzes, student reflections, and peer evaluations will be employed to gauge understanding and language improvement throughout the instructional period.
2. Observation and Feedback: Teachers will engage in regular classroom observations to assess student engagement, participation, and collaborative efforts. Feedback will be provided for both students and staff to foster continuous improvement.
3. Final Evaluation: At the end of the instructional term, a summative assessment will be conducted to measure overall language proficiency gains. This will include standardized tests, written assignments, and oral presentations.
4. Stakeholder Feedback: Collecting feedback from students, parents, and teachers will be crucial in assessing the relevance and impact of customized resources. Adjustments to the instructional plan will be made based on this input to better meet the needs of all stakeholders.

Teachers can set their junior high school students up for future academic and professional success by carefully following this lesson plan and raising their students' English language proficiency levels.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the results, the conclusions reached, and the suggestions made considering the information gathered.

Summary of Findings

The following sentences are the significant outcomes of the study:

1. **Level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources**

The notable rise in English language competence among Junior High School students, indicated by mean scores of 10.66 prior to and 27.02 after using customized instructional resources, implies that personalized educational strategies might significantly improve learning results. This significant improvement suggests that engagement levels may increase and that improved language usage and comprehension may result from instructional materials that are tailored to each student's unique needs and interests.

2. **Difference on the level of English language proficiency among Junior High School learners before and after utilizing the customized instructional resources**

The existence of a statistically significant difference in the English language proficiency levels of Junior High School learners before and after the implementation of customized instructional resources is indicated by the rejection of the null hypothesis, as indicated by a p-value less than 0.05. This research indicates that customized educational tactics can significantly improve language skills, as these resources may particularly address the varied requirements, interests, and learning styles of pupils.

3. **Extent of the effects of customized instructional resources in enhancing English language proficiency among Junior High School learners in terms of engagement level, feedback and satisfaction level, skill development, and collaboration and interaction level**

The results indicate that customized instructional resources markedly enhance English language proficiency in Junior High School students, with a composite mean of 3.89 classified as "highly effective," suggesting that these customized materials are crucial in creating a more engaging and productive learning atmosphere. Teachers can enhance student engagement and relevance in learning by customizing course materials to align with each individual's interests and strengths.

4. **Relationship Between the Level of English Language Proficiency Among Junior High School Learners After Utilizing the Customized Instructional Resources and the Extent of the Effects of Customized Instructional Resources**

The results showing a strong correlation between students' English proficiency and the use of personalized learning materials in junior high school are remarkable. The null hypothesis is rejected due to a p-value below the .05 significance threshold, indicating that the use of customized materials enhances students' linguistic abilities. The Pearson r correlation of .948 signifies a robust positive association, suggesting that an increase in the utilization of personalized instructional tools correlates with enhanced English proficiency among learners.

5. **Regression analysis on the effects of customized instructional resources to the English language proficiency among Junior High School learners**

The customized instructional resources significantly impact the English language proficiency of Junior High School learners. The null hypothesis is rejected due to a p-value below .05, signifying that the customized materials significantly improve language abilities. This importance is beyond basic

proficiency; it includes factors like engagement level, feedback and satisfaction level, skill development, and collaboration and interaction level.

Conclusions

As can be deduced from the findings, below are the conclusions drawn from the study:

1. Junior high school students' English language proficiency significantly improved after using customized instructional resources.
2. English language proficiency of junior high school students was significantly different before and after the use of customized instructional resources.
3. English language proficiency was significantly improved using customized instructional resources including skill development, collaboration and interaction, feedback and satisfaction, and engagement levels.
4. Junior high school students' proficiency in English is significantly correlated with their use of customized instructional resources.
5. Customized instructional resources have a big effect on how well junior high school students speak and write English.

Recommendations

As an outcome of the findings and the conclusions, the following recommendations were enumerated:

1. Teachers may utilize a mix of multimedia resources such as videos, podcasts, interactive apps, and graphic novels to cater to different learning preferences and keep students engaged.
2. Teachers may create group projects and peer-to-peer learning opportunities that allow students to work together, fostering communication skills and encouraging collaborative learning.
3. Teachers may leverage technology to create personalized learning paths, such as adaptive learning platforms that adjust to a student's pace and styles, providing immediate feedback.
4. Students may set achievable language learning goals and reflect on their progress regularly to foster motivation and self-directed learning.
5. School administrators may offer training workshops for teachers focused on creating and implementing customized instructional resources, ensuring they have the skills to adapt materials effectively.
6. School administrators may allocate budgets for acquiring diverse instructional materials and technology tools that support the customization of learning experiences for all students.
7. Parallel study may be conducted using different variables.

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