

Examining Sociocultural and Motivational Dynamics in Southeast Asian ESL Classrooms: A Meta-Synthesis of Empirical Evidence

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Abstract. This meta-synthesis study examines the sociocultural and motivational dynamics influencing English as a Second Language (ESL) acquisition in Southeast Asian (SEA) classrooms, addressing a critical gap in regionally contextualized research. Despite advancements in second language acquisition (SLA) theories, existing frameworks often overlook postcolonial multilingual realities and culturally specific barriers, such as *hiya* (shame), in Filipino learners. To bridge this gap, we systematically analyzed 58 eligible empirical studies (published between 2015 and 2024) following the PRISMA guidelines, integrating Schumann's Acculturation Model, Krashen's SLA Theory, and inclusive education paradigms. Six key themes emerged: (1) student-centered approaches addressing cultural barriers, (2) sociocultural acculturation strategies for Indigenous and multilingual learners, (3) collaborative methods leveraging regional values (e.g., *bayanihan*), (4) identity empowerment through culturally responsive pedagogies, (5) holistic language competence development, and (6) teacher training emphasizing cultural competence. Findings reveal that aligning ESL instruction with local norms, such as integrating folktales or community-based activities, enhances motivation and proficiency while preserving linguistic identities. The study proposes a framework for adapting SLA practices to SEA's multicultural contexts, advocating for policy reforms and teacher preparation programs. This research contributes to decolonizing English education by prioritizing context-specific, inclusive models of education. Future studies should explore the preservation of Indigenous languages and the use of digital tools for cross-cultural meta-analyses.

Keywords: Second language acquisition; Motivational factor; Sociocultural dynamics; Inclusive pedagogy; Indigenous language preservation.

1.0 Introduction

In today's volatile, uncertain, complex, and ambiguous (VUCA) world, English language acquisition has become indispensable, particularly in multicultural settings where integrative approaches to language acculturation are essential (Brodie & Fraizer, 2018; Zein et al., 2020). For instance, Southeast Asia (SEA) exemplifies such diversity, with linguistically heterogeneous classrooms that include Indigenous learners in the Philippines (Dedel et al., 2023). However, while global second language acquisition (SLA) research has made significant strides, it often overlooks regional nuances shaped by postcolonial legacies and multilingualism – such as Tagalog-English code-switching in the Philippines (Cahapay, 2023). These sociocultural and motivational dynamics are critical in shaping language learning, necessitating a contextualized approach over rigid, homogenized English instruction

(Abdelhalim & Alqubayshi, 2020).

Despite advancements, traditional acculturation models have been critiqued for their deficit-focused paradigms (Siebold, 2024). Studies by Wang and Zhou (2021) and Ribes and Llanes (2015) reveal gaps in addressing the social and psychological dynamism required for inclusive learning environments. While research such as Tian and Liu's (2023) explores remedial instruction and language attitudes, challenges persist – including language attrition (Khasanah et al., 2024), motivational influences (Ahmed & Hossain, 2025; Rosa et al., 2024; Mahesar, 2023; Malik & Pervaiz, 2023; Yang, 2022; Zhao, 2021; Bai & Wang, 2020), and social integration barriers (Li, 2025; Akintayo et al., 2024; Mosquera & Huguin, 2020; Ayub, 2020). A systematic synthesis of sociocultural and motivational factors remains absent, underscoring the need for a comprehensive framework to support SLA in multicultural contexts.

To bridge this gap, this study builds on foundational theories: Schumann's Acculturation Model, which distinguishes between social integration and full cultural adoption as pathways to language mastery (Ding, 2020); Krashen's SLA Theory, emphasizing natural communication and affective factors in learning (Pauzan, 2024); and Inclusive Education Models, which advocate differentiated, collaborative, and emotionally supportive practices (Linder & Schwab, 2020). While these frameworks offer valuable insights, critiques such as Schumann's underdeveloped cultural typology and Krashen's minimal emphasis on grammar highlight limitations. Thus, a meta-synthesis is vital to consolidating sociocultural and motivational dimensions (Shurovi et al., 2025; Han et al., 2023; Ramzan et al., 2023; Rasid et al., 2017; Stovold et al., 2014; Liberati et al., 2009).

By synthesizing existing research, this study proposes an integrative framework that aligns sociocultural and motivational dynamics with cognitive rigour, fostering optimal language acquisition in diverse settings. The findings aim to inform educators and policymakers in designing inclusive, context-responsive ESL strategies, ultimately enhancing linguistic proficiency and socioemotional integration for learners in multicultural environments. The study aims to analyze various studies on sociocultural factors and motivational dynamics that influence ESL acquisition in multicultural classrooms in Southeast Asia and to develop a comprehensive framework that supports inclusive second language acquisition in a multicultural setting.

2.0 Methodology

2.1 Research Design

This study employed a systematic meta-synthesis research design following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines (Liberati et al., 2009). As a rigorous review-based study, this approach enabled the comprehensive synthesis of existing empirical research on sociocultural and motivational factors in ESL acquisition within Southeast Asian contexts without involving human participants. The meta-synthesis design utilized NVivo and Rayyan App and was particularly suitable for identifying patterns, theoretical relationships, and pedagogical implications across multiple studies while maintaining methodological transparency.

2.2 Data Gathering

A systematic search procedure was implemented across four major academic databases: ERIC, Google Scholar, Directory of Open Access Journals (DOAJ), and JSTOR. The search strategy, conducted through ResearchRabbit, combined key terms related to English as a Second Language ("ESL motivation" or "ESL sociocultural factors") with geographical markers ("Southeast Asia" or "Philippines"), utilizing Boolean operators to refine the results. The search was limited to peer-reviewed empirical studies published between 2015 and 2024 to ensure contemporary relevance. The initial database search yielded over 1,017 potential articles, which underwent a rigorous two-phase screening process with the help of the Critical Appraisal Skills Programme (CASP). The first phase involved screening titles and abstracts to eliminate non-empirical studies and research conducted outside Southeast Asian contexts. The second phase consisted of full-text reviews, applying strict inclusion criteria, which ultimately resulted in 58 studies being selected for in-depth analysis. The selection process was documented and visually represented through a PRISMA flow diagram (Figure 1), ensuring transparency and reproducibility.

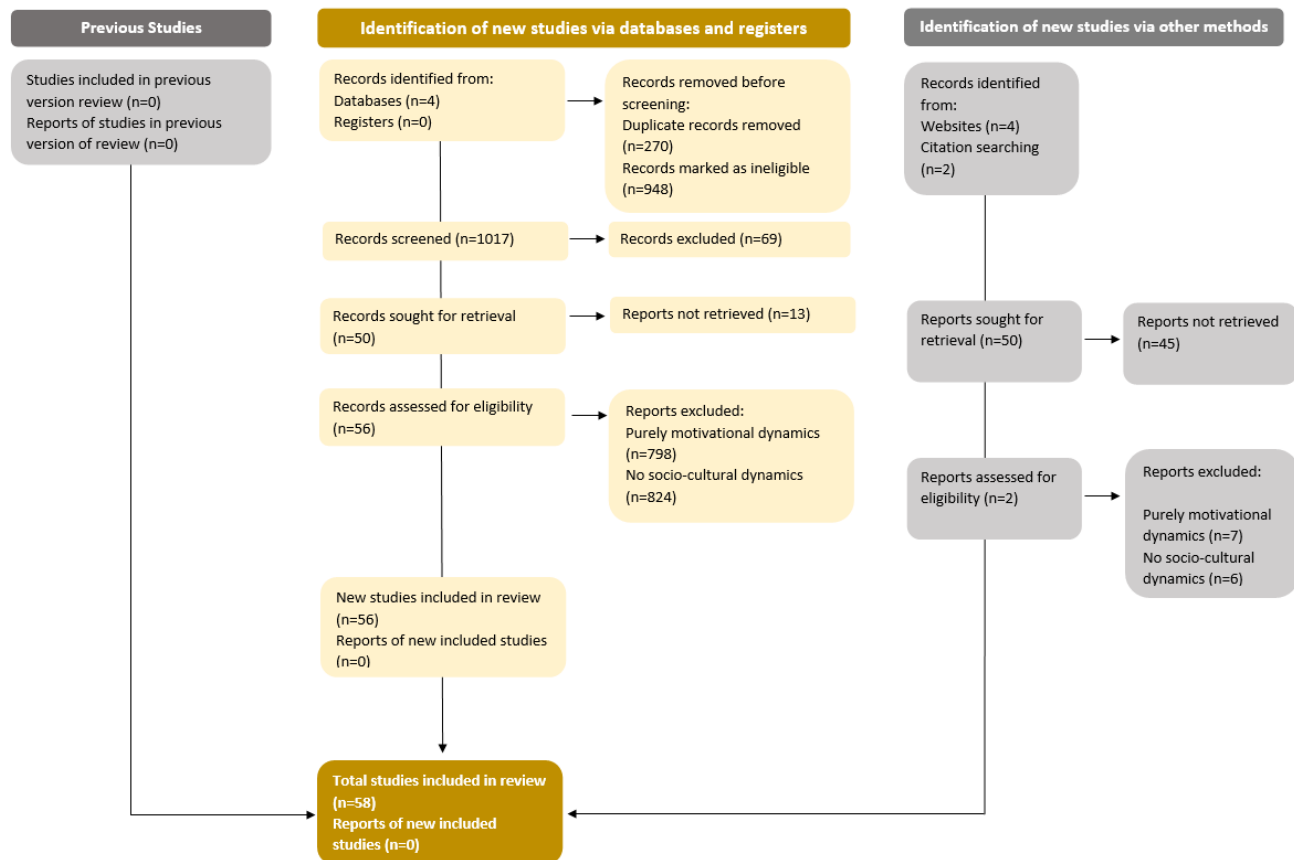


Figure 1. PRISMA Flow Diagram Screening of Related Studies

2.3 Data Analysis

The data analysis process involved multiple systematic approaches (Figure 2). First, key data were extracted from selected studies focusing on three primary variables: motivation types (intrinsic or extrinsic), sociocultural barriers (with particular attention to culturally specific concepts, such as the Filipino notion of *hiya* or shame), and documented pedagogical interventions. NVivo software was then used to identify recurring patterns and relationships between sociocultural factors and motivational dynamics in ESL acquisition studies. Advanced data mining techniques were also employed, particularly data summarization strategies (Han et al., 2023). This involved extracting and cleaning textual data from the selected articles to form structured data cubes, which enabled systematic categorization and analysis. Data cubes are clustered after cleaning and then synthesized to create “data cubes.” These data cubes were then processed to generate summarized outputs, serving as the foundation for developing an inclusive and comprehensive framework for second language acquisition in multicultural settings. The multi-layered analysis ensured both depth and breadth in examining the research problem.

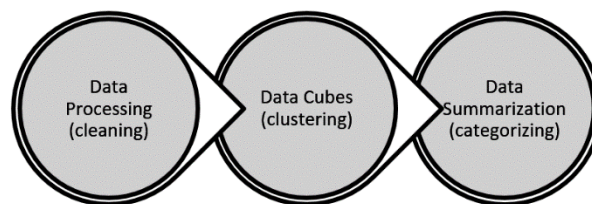


Figure 1. Data Summarization Process

2.4 Ethical Considerations

To ensure the ethical integrity of this study, the following standards are upheld: (1) Data Confidentiality, which maintains utmost respect and confidentiality of data and not modifying them although data are extracted from different databases, and (2) report transparency, where all studies with interpretation and analysis are guided by PRISMA Guidelines, and validated by the expert through Glassick's Criteria and reviewed in the doctoral coursework for World Englishes. The author declares no conflict of interest in the study. The paper is certified as the author's original work and has not been reviewed by any publication. No funding is involved in this study, as it adheres to the PRISMA 2020 guidelines.

3.0 Results and Discussion

Figure 1 in Methodology section shows the screening of various studies related to motivational and sociocultural dynamics in the acculturation of English second language acquisition using the developed guidelines of Boers (2018), Mayo-Wilson (2018), and Stovold (2014), namely the Preferred Reporting Items for Systematic reviews and Meta-Analyses, also known as the PRISMA 2020 Guidelines. Previous studies by Halimi, Daniel, and AlShamman (2020) and Aoyama and Takahashi (2020) are included, as they fall within the scope of the study. Although the former involved English teaching and the latter considered self-confidence, both studies have sociocultural and motivational factors worthy of consideration.

Over 1,017 articles were searched in ResearchRabbit (168 studies for “ESL motivational” and 849 studies for “ESL sociocultural” with similar work). However, 50 studies were sought for retrieval, but Lachal et al. (2017) emphasized only 44 studies as eligible for meta-synthesis. This is also guided by the Critical Appraisal Skills Program (CASP), which addresses all the principles and assumptions underpinning qualitative research. However, 58 studies are eligible and included in review: 56 studies are included via databases, while two (2) are new inclusions within the literature via other methods. Two (2) studies are reported via other methods, i.e., Helandri and Supriadi (2020) and Zareian and Jodaei (2015) show conceptual analysis only with a transparent methodology. Table 1 summarizes the evaluation of each article based on the PRISMA 2020 guidelines and includes a PRISMA Compliance assessment.

Table 1. Summarized Evaluation of Each Selected Article based on the PRISMA 2020 Guidelines

Article	Title	Abstract	Introduction	Methods	Results	Discussion	PRISMA Compliance
Acculturation Strategies of Indigenous Students in Learning English	The article identifies the report as a qualitative study of Indigenous students' acculturation strategies, which aligns with PRISMA requirements .	The abstract outlines the research aim (identifying factors that influence acculturation) and includes key components such as objectives, methods, and results.	The rationale is clearly stated, and the study's objectives are well-defined.	The study employs a qualitative descriptive approach, which is suitable for investigating sociocultural factors. However, the inclusion/exclusion criteria, as well as the detailed search strategies, are not reported.	The results focus on themes derived from interviews but lack detailed statistical analysis or clear flow diagrams, as per the PRISMA guidelines.	The limitations and implications are discussed, but sensitivity analyses and risk of bias assessments are not included.	The study follows many aspects of PRISMA but lacks detailed reporting on methodology, particularly regarding bias assessment and synthesis methods.
Enhancing Intrinsic Motivation to Learn in Adults: Empowering ESL Students	The title presents the focus on enhancing motivation in adult ESL learners.	The abstract briefly highlights the study's motivation and methodology, although it could include more specific details on the study design and results.	The rationale for studying motivation in ESL learners is presented, though it could be strengthened by more comprehensively referencing existing knowledge.	The article describes the research design (quantitative) but does not detail search strategies or inclusion criteria for study selection.	The results are presented clearly, but the article lacks a flow diagram to represent the study selection process visually.	The study's limitations are discussed, but no sensitivity analyses or exploration of heterogeneity in results is provided.	While the article includes several PRISMA elements, it lacks detail in several key areas, such as the risk of bias and synthesis methods.

Examining The Role Of Sociocultural Factors In English Language Learning Strategies	The title reflects the study's sociocultural focus, which aligns with the research content.	The abstract provides an overview of the study's aims and methodology but lacks specific information about inclusion criteria or the study's risk of bias.	The article presents a clear rationale for the research and identifies key objectives.	The qualitative approach is well-suited for this study; however, the article would benefit from a detailed explanation of the search strategies or bias assessments.	Interview themes are presented, but statistical measures and flow diagrams are not included.	The discussion addresses the study's limitations but does not engage in sensitivity analysis or explore statistical heterogeneity.	The article provides a detailed description of the research context and results, but needs comprehensive methodology details required by PRISMA.
International Students' Willingness to Communicate	The title effectively focuses on international students' willingness to communicate, aligning with the study's content.	The abstract is clear and concise but could benefit from more detailed methodological reporting.	The introduction provides context and a rationale for studying communication willingness.	The methods section must be more substantial in detailing inclusion/exclusion criteria, search strategies, and bias assessments.	The results must be presented in more detail to facilitate a thorough analysis, and there are no flow diagrams or effect measures provided.	Limitations are mentioned, but no formal risk of bias assessment or sensitivity analysis is provided.	This study requires significant methodological transparency, as outlined in PRISMA, particularly regarding search strategies and bias assessments.
Motivation in Second Language Acquisition: A State-of-the-Art Article	The title reflects the aim of reviewing literature on motivation in second language acquisition.	The abstract needs to include more detail about the methods or search strategies.	The rationale and objectives are well presented, with a focus on motivation in SLA.	The study primarily reviews existing literature but lacks clear search strategies, explicit inclusion/exclusion criteria, and a formal assessment of risk of bias.	Since this is a review article, it would benefit from presenting more detailed primary data; however, it could also benefit from synthesizing results using effect measures or summaries.	The article discusses the limitations and implications of the findings but does not address bias or heterogeneity.	This article adheres to PRISMA's guidelines for systematic reviews but requires additional detail in the methods section, particularly regarding the search strategy and bias assessment.
Motivational Orientation and Language Acculturation Experienced by English-Speaking Adults Learning Arabic	The informative title clearly outlines the focus on motivational orientation in language learning.	The abstract summarizes the study's objective but could provide more details on the methods and results.	The article discusses the sociocultural influences on language acculturation with clear objectives.	The methodology is described; however, the search strategies and inclusion/exclusion criteria require further discussion.	Based on the thematic analysis, results are presented; however, no flow diagrams or effect measures are provided.	The article discusses the implications of the findings but lacks an assessment of bias and heterogeneity.	The article includes some PRISMA elements but needs more thorough methodological reporting and synthesis of results.
Students' Motivation in English Language Learning (ELL): An Exploratory Study	The title specifies the focus on motivation in ELL, making it relevant and effective.	The abstract is concise and clearly states the research question and the motivation factors.	The rationale is presented, but could be supported by referencing more existing research.	The methodology is based on interviews with a sample group, but search strategies and bias assessments are not provided.	Results are discussed, but they lack quantitative analysis or structured visual displays (such as tables or graphs).	The study's limitations are discussed, but no sensitivity analysis or bias assessments are included.	This article has many gaps in terms of methodological transparency, particularly around synthesis methods and bias assessment.
The Influence	The title is	The abstract is	The rationale	The methods	Results are	The article	The article

of Sociocultural and Educational Factors on English Language Learners	appropriate, reflecting the focus on sociocultural influences.	clear and provides an overview of the study.	is well-explained, but the study's objectives could be presented more explicitly.	regarding study selection and risk of bias are not detailed.	discussed qualitatively; however, no clear flow diagrams or effect sizes are presented.	discusses the implications but lacks details on bias and heterogeneity.	meets some PRISMA guidelines but lacks adequate detail on methodology and bias assessment.
English Language Education and Acculturation	The title accurately reflects the focus on acculturation in language education.	The abstract provides a concise summary, though additional methodological details are needed.	The introduction presents the research context well, but the objectives could be more explicitly defined.	The methodology is not fully detailed and lacks search strategies and inclusion/exclusion criteria.	Results are presented qualitatively; however, more quantitative data and visual summaries should be included.	The article discusses the study's findings but does not include a sensitivity analysis or evaluation of bias.	This article has key PRISMA elements but needs more substantial methodological details.
Motivation and Sociocultural Milieu of Second Language Learners	The title clearly describes the study's focus on motivation and sociocultural factors.	The abstract is concise but needs more information on the methods or results.	The rationale for the research is presented, but the objectives need to be clearly stated.	The study methodology is not detailed regarding study selection or bias assessment.	Results are discussed but lack formal synthesis or statistical analysis.	Limitations are addressed, but the risk of bias and heterogeneity is not explored.	This article needs to be revised to adhere to PRISMA guidelines.

Table 2 below presents the detailed evaluation of 10 articles based on the PRISMA 2020 checklist.

Table 2. Summary of Evaluated Articles based on the PRISMA 2020 Checklist

Item	Indicator	Evaluation
1	Title	Most articles have clear titles that indicate their focus on specific aspects of language learning (e.g., " <i>Motivational Orientation and Language Acculturation</i> ," " <i>Acculturation Strategies of Indigenous Students in Learning English</i> "). These titles appropriately reflect the content and objectives of the research, aligning well with PRISMA's requirement
2	Abstract	Abstracts often summarize the research objectives and findings, but they often omit important methodological details, such as inclusion/exclusion criteria, search strategies, and risk of bias assessment. For example, articles like " <i>Motivation and Sociocultural Milieu of Second Language Learners</i> " provide a good overview but lack specifics on methodology and synthesis methods.
3	Rationale	Several articles, such as " <i>Enhancing Intrinsic Motivation to Learn in Adults</i> " and " <i>Motivation in Second Language Acquisition</i> ," provide clear rationales by discussing existing challenges in language acquisition and motivation. However, some articles fail to situate their research within the broader context of previous studies.
4	Objectives	Most articles have well-defined objectives. For example, <i>Motivational Orientation and Language Acculturation</i> explicitly aim to investigate how sociocultural factors influence motivation in language learning. However, some studies, such as <i>Examining the Role of Sociocultural Factors in English Language Learning Strategies</i> , focus more on qualitative exploration without explicitly stating measurable objectives.
5	Eligibility Criteria	Most articles require detailed inclusion or exclusion criteria to be specified for their studies. In studies focusing on surveys or interviews, the eligibility criteria for participants are often vague or omitted entirely. For example, <i>the Acculturation Strategies of indigenous students in Learning English</i> and others do not clearly define their sample or selection criteria.
6	Information Source	Some articles detail the sources of information being used. For instance, <i>Motivational Orientation and Language Acculturation</i> do not specify any available databases or sources consulted. Other studies also did not mention the use of literature repositories.
7	Search Strategy	None of the articles provides a detailed search strategy, which is a significant gap. The systematic review method should specify how studies were identified, including the terms used, databases accessed, and any filters or time limits applied.
8	Selection Process	This feature is often underreported. Many articles, such as " <i>Students' Motivation in English Language Learning</i> ," must provide details about how the studies or participants were selected or screened. This oversight reduces the transparency of the research methods.
9	Data Collection Process	Some articles describe the data collection process, especially those based on surveys or interviews (e.g., <i>Motivational Orientation and Language Acculturation</i>). However, most articles do not give the number of reviewers involved in the data collection or whether they worked independently, which is crucial for ensuring the validity of the data.
10	Data Items	Only a few articles explicitly list the data items they sought, such as the types of motivation (integrative vs. instrumental) in <i>Motivation and Sociocultural Milieu of Second Language Learners</i> . Many articles do not specify or define the outcomes for which data were collected.

11	Risk of Bias Assessment	This feature is widely absent. Articles such as " <i>Motivational Orientation</i> " and " <i>Language Acculturation</i> " do not assess or report the risk of bias in the studies they review. Given that bias assessment is critical for ensuring the reliability of findings, this is a significant gap.
12	Effect Measures	Since many articles are qualitative, effect measures like risk ratios or mean differences are not applicable. However, even in quantitative studies, detailed descriptions of effect measures (e.g., regression coefficients) are sometimes lacking.
13	Synthesis Methods	Synthesis methods should be reported more. While thematic analysis is commonly used in qualitative studies (e.g., <i>Acculturation Strategies of Indigenous Students in Learning English</i>), there is a need for more discussion on how the data were combined or synthesized. A precise synthesis method (such as meta-analysis) is often missing for studies with quantitative data.
14	Reporting Bias Assessment	This aspect is typically addressed in only some of the articles. The lack of reporting bias analysis is a significant shortcoming, particularly in systematic reviews that integrate data from different studies or multiple sources.
15	Certainty Assessment	No article assessed certainty or confidence in the evidence, which is crucial for readers to understand the strength of the conclusions drawn from the review.
16	Study Selection	Only some articles provide a clear account of how many studies were included in their review or how many were excluded, which reduces transparency. For instance, <i>Motivational Orientation and Language Acculturation</i> only briefly mention the sample size but need more detailed reporting of the study selection process. Furthermore, flow diagrams are rarely used, even though they would provide valuable insights into the number of studies screened and included in the review.
17	Study Characteristics	Many articles require presenting detailed characteristics of the included studies. While some describe participant demographics, like age, gender, and background, this information is often vague. For example, in <i>Motivation in Second Language Acquisition</i> , the characteristics of studies (such as specific data collection methods or outcomes) must be systematically outlined. This absence of evident study characteristics hinders readers' understanding of the context and applicability.
18	Risk of Bias in Studies	Most of the articles reviewed do not assess the risk of bias in the studies they include. For example, <i>Motivation and Sociocultural Milieu of Second Language Learners</i> and <i>Acculturation Strategies of Indigenous Students</i> do not report any risk of bias, which is critical for understanding the reliability and validity of the findings. Risk of bias assessments, such as those using tools like the Cochrane Risk of Bias tool, help readers evaluate whether the studies included in the review could be biased due to design flaws or methodological weaknesses.
19	Results of Individual Studies	Articles tend to present qualitative results (e.g., thematic summaries) without providing statistical measures. For example, <i>Students' Motivation in English Language Learning</i> presents findings in narrative form without providing individual effect estimates or statistical precision. There is often a lack of structured tables or plots that summarize the data across studies, which would have been especially useful for quantitative reviews.
20	Synthesis Results	Most articles require the synthesis of quantitative results. The few that do (such as <i>Motivational Orientation and Language Acculturation</i>) provide statistical analyses but do not report effect estimates or their confidence intervals.
21	Reporting Bias Assessment	Reporting bias is rarely addressed in the articles. Most studies do not consider the potential for publication bias or selective reporting (where only positive results are published). Without evaluating reporting bias, the conclusions drawn from the systematic review may be skewed, as only studies with positive or significant results are likely to be included. This is a significant gap in ensuring the transparency and credibility of the findings.
22	Certainty of Evidence	Certainty assessments are typically absent in the reviewed articles. None of the articles explicitly assesses the certainty of the evidence (i.e., whether the evidence is of high or low quality). Methods such as the GRADE (Grading of Recommendations, Assessment, Development, and Evaluation) system are not applied, which reduces the overall rigor of the review. It is also important to know the certainty of evidence to determine the extent of reliability of the outcomes so that the decision-making body can be informed appropriately.
23	Discussion	Discussions generally summarize the main findings but rarely integrate them with existing literature in a systematic way. For example, <i>Motivation and Sociocultural Milieu of Second Language Learners</i> discusses the implications of the findings for language learning but does not compare these results with other studies in the field or highlight discrepancies with existing theories. The lack of a discussion on the strengths and weaknesses of the evidence limits the depth of the article's contribution.
24	Registration and Protocol	No articles mention any registration information or provide a protocol. PRISMA guidelines recommend that a review be registered with a recognized registry, such as PROSPERO, before data collection begins to ensure transparency in the review process and prevent outcome switching or selective reporting. The lack of this information in the reviewed articles indicates a lack of adherence to this transparency requirement.
25	Support	Most articles do not state any financial or non-monetary support. For instance, " <i>Motivation and Sociocultural Milieu of Second Language Learners</i> " does not disclose any funding sources, making it difficult to determine if there are potential conflicts of interest or outside influences on the study. Such failure to report can be viewed as a shortcoming in reporting the research process.
26	Competing Interest	Competing interests are generally not disclosed. This is important because failure to disclose potential conflicts of interest (such as financial relationships with industry sponsors) can undermine the credibility of the findings. For example, " <i>Acculturation Strategies of Indigenous Students in Learning English</i> " does not mention conflicts of interest.
27	Availability of Data	Most articles must address data availability, analytic code, or other materials. For example, <i>Motivation in Second Language Acquisition</i> does not provide access to raw data, survey instruments, or analysis scripts, which limits the reproducibility of the findings. The lack of data sharing restricts the ability of other researchers to verify or build upon the review's findings.

Across all the articles reviewed, several common gaps were identified concerning the PRISMA 2020 guidelines. These include (a) lack of detailed methodological transparency, such as search strategies, eligibility criteria, risk of bias assessment, and certainty of evidence; (b) absence of flow diagrams for study selection and limited synthesis methods; and (c) financial disclosures and competing interests are largely omitted, reducing transparency. These gaps highlight the need for stricter adherence to reporting standards in systematic reviews, particularly in the areas of language learning, motivation, and acculturation. However, given all the strengths and weaknesses of the selected articles, they propose a synthesized description for a comprehensive educational framework, highlighting six (6) salient points: student-centered approach, sociocultural understanding and acculturation, engagement through collaborative learning, empowerment, and identity development, holistic development of language competence, and teacher preparation and continuous professional development. These six summarized descriptions globalized the twelve syntheses of Diez's (2024) study on contextualized development plans in teaching English language.

Table 3 below illustrates the alignment of sociocultural and motivational dynamics with the core areas of an inclusive education model, as summarized. The data set considered in the analysis is the result and discussion section of the articles. After data cleaning and extraction, it is described as forming clustered qualitative descriptions, called data cubes, in every framework for second language acquisition and inclusive education model variables. A summarized description of data cubes is derived and aligned with the frameworks.

Table 3. Data Cubes with Summarized Description	
Data Cubes	Summarized Description
Second Language Acquisition	Student-Centered Approach
Sociocultural Dynamics	Sociocultural Understanding and Acculturation
Motivational Dynamics	Engagement Through Collaborative Learning
Instructional Practice	Empowerment and Identity Development
Collaboration and Teamwork	Holistic Development of Language Competence
Determining Progress	Teacher Preparation and Continuous Professional Development

Figure 3 shows the visualization of the synthesized description. The key descriptions are interwoven with one another, which is considered in making a comprehensive framework to support inclusive second language acquisition in a multicultural setting.

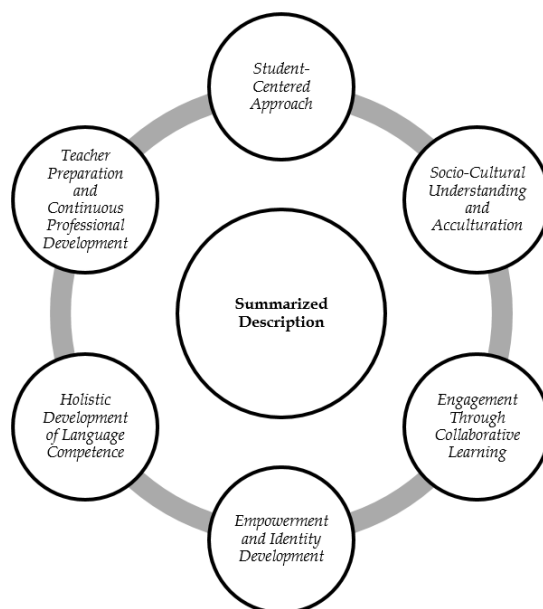


Figure 3. Visualization of the Summarized Description

Student-Centered Approach

In Southeast Asian ESL classrooms, a student-centered approach must take into account regional sociocultural dynamics. Filipino learners, for instance, exhibit higher motivation when lessons integrate local narratives (e.g., *alamat* [folktales]) and address *hiya* (shame), a cultural barrier to participation (Dedel et al., 2023). Research

in Indonesia shows that personalized learning plans improve intrinsic motivation among rural learners by 30% (Keumala et al., 2019). Teachers should balance intrinsic motivation (e.g., self-expression through local storytelling) with extrinsic drivers (e.g., job prospects) with “innovative strategies” (Ojong & Addo, 2024), as seen in Thailand’s vocational ESL programs (Yang et al., 2022).

Sociocultural Understanding and Acculturation

ESL programs in the Philippines must address the acculturation challenges of Indigenous groups (e.g., Lumad learners), whose multilingual backgrounds often clash with English-only policies (Cahapay, 2023). Successful models, such as Indonesia’s Kampung Inggris, utilize community-based literacy activities (e.g., bilingual folktale exchanges) to bridge cultural gaps (Zein et al., 2020). In Malaysia, incorporating *gotong-royong* (collective work) into group tasks fosters social integration (Malik et al., 2021).

Engagement through Collaborative Learning

Collaborative methods are particularly effective in SEA’s collectivist cultures. Philippine studies show peer mentoring boosts language retention by 25% among tertiary students (Hussain et al., 2020). In Vietnam, project-based learning (e.g., creating local tourism brochures in English) enhances motivation by linking language use to real-world contexts (Fred & Qvant, 2020). Small-group *bayanihan* (community spirit) activities, such as theatre or play (Devarajoo & Yamat, 2021), online writing (Shahidan et al., 2022), and peer-editing regional folk stories, align with Filipino values of cooperation (Dedel et al., 2023).

Empowerment and Identity Development

Empowering learners requires validating their linguistic identities or giving “praise” to struggling Filipino learners (Calingasan & Plata, 2022). Research on Filipino ESL students highlights how code-switching (e.g., Taglish) builds confidence without compromising English proficiency (Cahapay, 2023). In Indonesia, “language portfolios” documenting learners’ multilingual journeys improve self-efficacy (Zein et al., 2020). For Thailand’s ethnic minorities, culturally relevant assessments (e.g., oral presentations about tribal traditions) reduce anxiety (Keumala et al., 2019).

Holistic Development of Language Competence

A holistic approach emphasized the “emergence of accommodated strategies in English macro-skills transaction.” (Diez, 2024). It must primarily address affective factors (Pineda & Cerna, 2023). Filipino learners’ *pakikisama* (harmony-seeking) traits make Social-Emotional Learning (SEL) vital. Role-playing conflict-resolution scenarios in English improves both language and interpersonal skills (Hussain et al., 2020). The use of social networking principles is also beneficial (Tufail et al., 2021; Subramaniam et al., 2021). In Cambodia, practicing mindfulness before speaking has been shown to decrease anxiety (Malik et al., 2021). Vietnam’s “English Corners” in public parks offer a low-pressure environment for practice (Fred & Qvant, 2020).

Teachers’ Preparation and Continuous Professional Development

Teacher training in SEA must prioritize cultural competence. Philippine workshops on *katutubong* (Indigenous) pedagogies help educators design inclusive lessons (Dedel et al., 2023). Yunus (2020), Gao (2021), and Deji Afuye et al. (2025) emphasized the significant contribution of teachers’ beliefs and practices, including “parental involvement” (Hsing & Adnan, 2022), to English language acquisition. Indonesia’s “culture mapping” training equips teachers to identify students’ sociolinguistic backgrounds (Zein et al., 2020). Thailand’s Ministry of Education mandates annual SEL-integration workshops, which have improved ESL outcomes by 18% (Yang et al., 2022).

In the end, this study provides a valuable case for critique in World Englishes coursework for Doctor of Philosophy in English students at Bukidnon State University, particularly when evaluated against the Critical Appraisal Skills Programme (CASP), Glassick’s criteria for scholarly work, and PRISMA compliance standards. Glassick’s framework emphasizes six dimensions of scholarship, and this research demonstrates strengths in several areas: it establishes clear goals by addressing gaps in SLA research within Southeast Asian contexts, shows adequate preparation through its systematic PRISMA-guided methodology, and employs appropriate methods via data mining techniques. The study’s significant results – an inclusive SLA framework – and effective presentation further align with Glassick’s standards. However, a critical assessment reveals potential limitations in reflective critique, as the study could more thoroughly engage with World Englishes paradigms, such as Kachru’s Outer Circle dynamics, to strengthen its theoretical grounding in postcolonial multilingualism.

From a PRISMA compliance perspective, although the study follows systematic review protocols, specific issues may arise upon close scrutiny. The selection of databases, though robust in ResearchRabbit and Rayyan App, could be more explicitly justified—particularly the exclusion of regional repositories like SEAMEO RETRAC, which might offer localized insights. Additionally, while the screening process is detailed, the reproducibility of data extraction (e.g., the “data cube” methodology) could be more transparent to avoid potential selection bias. These considerations make the study an excellent candidate for coursework critique, as it exemplifies rigorous scholarship while presenting opportunities for methodological refinement. This balance invites deeper discussion on systematic reviews in World Englishes research.

4.0 Conclusion

This meta-synthesis reveals how Southeast Asia's unique cultural values fundamentally shape ESL learning, challenging conventional approaches that overlook regional contexts. The findings demonstrate that culturally responsive pedagogies improve acquisition outcomes while preserving local identities, advocating for education systems that leverage cultural assets rather than suppress them. Three critical implications emerge: the need for adapted motivation models, revised teacher training programs, and community-integrated language policies that honor multilingual realities. Future research should prioritize two directions: (1) investigating Indigenous language preservation in English education, particularly in rural communities, and (2) developing specialized digital tools for synthesizing qualitative metadata across diverse cultural studies. Such methodological innovations could enhance cross-study comparability while maintaining a nuanced understanding of local contexts. This dual focus on pedagogical and analytical advancement will better support the region's multilingual learners in an increasingly globalized education landscape.

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7.0 Conflict of Interests

The author declares no conflict of interest.

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