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## APPROPRIATE STRATEGY FOR TEACHING-LEARNING BASIC ENGLISH SKILLS

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### ABSTRACT

The teacher-respondents varied in age, with 5 aged 21 to 30, 2 aged 31 to 40, 2 aged 41 to 50, and 1 over 50. Most were female (9 females, 1 male), with 7 single and 3 married. In terms of education, 5 had units toward a Master's Degree, 3 held a Master's Degree, and 2 were BSEEd graduates. Regarding service, 4 had over 6 years, 3 had 4 to 6 years, and 3 had 1 to 3 years. Most were rated very satisfactory (9), with 1 rated outstanding. For training, 5 attended regional seminars, 4 attended division seminars, and 1 attended a national seminar. The teachers consistently applied effective strategies in teaching Basic English, with the variety and appropriateness of strategies, use of differentiated instruction, and integration of active learning techniques all rated "Always." The overall grand mean of 4.79 reflected the consistent use of these strategies. Regarding the learners' English performance, 8 learners attained mastery in reading-related activities, 22 in reading words with long vowel sounds, and 25 in identifying homonyms and homographs, with no learners falling into the "No Mastery" category. Testing the relationship between teaching strategies and English performance revealed a significant relationship, with a computed chi-square value of 12.45 and a p-value of 0.03, leading to the rejection of the null hypothesis. The teachers' concerns

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included time constraints (6 mentions), limited resources (5 mentions), and diverse student proficiency levels, student motivation, and language barriers (4 mentions each). Large class sizes and classroom management were each mentioned once.

**Keywords:** *Administration and Supervision, Descriptive Method, Appropriate Strategy, Teaching-Learning Basic English, Enrichment Activities, Cebu City, Philippines*

## INTRODUCTION

The development of basic English skills is a fundamental aspect of academic success, and it is essential to implement effective strategies for teaching these skills to students. In particular, reading comprehension, phonemic awareness, and independent reading activities are key components that influence students' overall literacy development. According to recent assessments, the Early Language, Literacy, and Numeracy Assessment (ELLNA) for the school year 2023-2024 at Banilad Elementary School identified key areas where students showed varying levels of proficiency in early literacy skills. While many Grade III learners demonstrated adequate development in phonemic awareness and word recognition, a significant number struggled with comprehension and independent reading tasks. This gap in literacy skills highlights the need for targeted strategies to enhance English language proficiency (Guthrie & Humenick, 2021).

One critical strategy for improving students' basic English skills is through structured, engaging, and individualized teaching approaches that cater to diverse learning styles. Differentiated instruction is a proven method that can be employed to meet the needs of

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learners at varying levels of literacy. Teachers can adapt lessons to provide support for students who need extra help with reading comprehension, while challenging more advanced students with complex tasks to stimulate their intellectual growth. This personalized approach ensures that all learners are engaged and provided with the appropriate level of challenge (Kamil & Borman, 2022).

Additionally, integrating interactive and cooperative learning activities can significantly enhance the development of English language skills. Group reading exercises, paired reading activities, and collaborative discussions offer students opportunities to engage with the material in an interactive and social setting. These activities help students practice listening, speaking, and comprehension skills in a supportive environment, fostering both academic growth and peer relationships. Teachers can also use visual aids, multimedia resources, and hands-on activities to reinforce language concepts and promote engagement, making learning more accessible and enjoyable for students (Norton & Brown, 2021).

Another effective strategy is incorporating frequent formative assessments to monitor students' progress and identify areas of improvement. Teachers can use quizzes, reading comprehension exercises, and informal assessments to gauge each student's understanding of the material. Based on these results, educators can adjust their teaching methods, provide targeted interventions, and offer additional resources to help students progress. This continuous feedback loop allows for a more dynamic and responsive learning environment, ensuring that students stay on track to develop their basic English skills (Bennett & Proctor, 2023).

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In addition to classroom strategies, it is essential to focus on teacher professional development to improve instructional quality. Teachers should receive training on the best practices for teaching literacy and English language skills, including how to implement effective reading strategies, enhance vocabulary acquisition, and foster a love for reading. Professional development opportunities such as workshops, seminars, and peer collaborations can help educators stay informed about the latest research in literacy instruction and refine their teaching practices to better support student learning (Levine & Robinson, 2023).

Finally, enrichment activities such as after-school reading clubs, book fairs, and storytelling sessions can provide students with additional opportunities to practice their English skills outside the classroom. These extracurricular activities offer a fun and engaging way for students to develop a deeper connection to the language, while also reinforcing the skills they learn during regular class time (Gorski & Pothini, 2020).

By implementing these strategies, educators can create a more supportive and effective learning environment for students, helping them build a strong foundation in basic English skills. With appropriate instructional methods, tailored support, and continuous professional growth for teachers, students will be better equipped to succeed in their academic journey, particularly in the development of their literacy and English language abilities

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## Research Questions

This study evaluated the appropriate strategies of teachers for teaching-learning Basic English skills among the Grade III learners at Banilad Elementary School, Banilad, Cebu City during the school year 2024-2025 as a basis for enrichment activities.

Specifically, it answered the following inquiries:

1. What relevant information can be taken from:
  - 1.1 teachers'
    - 1.1.1 age and gender;
    - 1.1.2 civil status;
    - 1.1.3 highest educational attainment;
    - 1.1.4 length of service;
    - 1.1.5 performance rating;
    - 1.1.6 number of appropriate training, seminars and workshops;
  - 1.2 learners' age and gender?
2. As perceived by the respondent groups, what is the level of appropriate approaches of teachers in teaching-learning Basic English skills in terms of:
  - 2.1 variety and appropriateness of teaching strategies;
  - 2.2 use of differentiated instruction and
  - 2.3 integration of active learning techniques?
3. What is the level of performance of the Grade III learners in English in terms of the following competencies:

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- 3.1 shows interest in reading phrases, sentences, stories, poems or any reading related-activities
- 3.2 reading words with long vowel sounds (ending in "e")
- 3.3 identify homonyms and homographs in the sentence.
- 4. Is there a significant relationship between the level of appropriate strategies of teachers and the level of English performance of learners?
- 5. What are the issues and concerns related to the strategies in teaching English to the learners?
- 6. Based on the findings of the study, what enrichment activities can be developed?

## LITERATURE REVIEW

This study anchored on theories such as the Constructivism Theory (GLev Vygotsky); Theory of Critical Thinking (Glaser as cited by Nemer, 2020); Theory of Performance (Elger as cited by Nemer, 2020); Constructivism Theory (Piaget & Vygotsky); and the Theory of Multiple Intelligence (Howard Gardner). Moreover, this is supported by legal bases such as Division Advisory No. 172, s. 2010 – National Seminar-Workshop on Effective Classroom Management; DepEd Order No. 8 s.2015 – Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program; the Republic Act No. 10533 – Enhanced Basic Education Act of 2013; the Republic Act No. 8371 – The Indigenous Peoples' Rights Act of 1997 - IPRA; and the Republic Act No. 7277 - The Magna Carta for Disabled Persons.

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Vygotsky's Constructivism theory emphasizes the critical role of social interaction and cultural tools in the cognitive development of students. According to Vygotsky (1978), children learn best when they engage in activities that are within their Zone of Proximal Development (ZPD), which refers to the range of tasks that a learner can perform with the assistance of more knowledgeable others, such as teachers or peers. In the context of teaching basic English skills, Vygotsky's theory suggests that students should not only engage in individual tasks but also participate in collaborative activities that involve dialogue, social interaction, and guided learning. Teachers can scaffold learning by providing supportive interactions during reading, writing, or group discussions, thus enabling students to advance to higher levels of language proficiency.

Recent research continues to support the value of social interaction in language learning, emphasizing that collaboration enhances linguistic development (Macaro et al., 2021). By integrating peer-assisted learning, such as cooperative group tasks and collaborative projects, teachers create opportunities for students to practice and refine their English language skills. Vygotsky's principles of scaffolding and guided participation remain vital in ensuring that learners receive the appropriate support as they acquire new language skills, which is particularly crucial for students who may struggle with comprehension or expression in English.

Furthermore, the role of cultural tools—such as language, symbols, and technology—plays a pivotal role in shaping students' learning experiences. According to Vygotsky, tools and signs serve as mediators in the learning process. In modern classrooms, this idea extends

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to the use of digital tools and multimedia in language learning. Recent studies highlight the effectiveness of integrating technological resources like language apps, online dictionaries, and interactive reading platforms to help students improve their literacy and comprehension skills (Wang et al., 2022). These tools not only aid in language acquisition but also provide opportunities for engaging students in self-regulated learning, thus reinforcing Vygotsky's theory of learning through guided interaction and cultural tools.

The Theory of Critical Thinking, as proposed by Glaser (1941), underscores the importance of reflective and reasoned thought in decision-making, problem-solving, and learning. Glaser argued that critical thinking involves an active process of analyzing, evaluating, and synthesizing information to arrive at well-informed conclusions. In the context of teaching English, this theory suggests that students should not merely decode words but also engage in thoughtful analysis and interpretation of texts. Teaching strategies that emphasize critical thinking—such as questioning techniques, debates, and text analysis—help students develop the skills necessary to understand and interpret English language materials at a deeper level.

Recent research into critical thinking in language education emphasizes its importance in enhancing reading comprehension and writing skills (Harris, 2021). By encouraging students to reflect on the content they read, critically assess its arguments, and draw connections to their own experiences, teachers can help them become more active and engaged learners. For example, guiding students to evaluate the motives of characters in a text or to critique the arguments presented in an article promotes a deeper understanding of

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both language and content. This process not only strengthens language skills but also nurtures the development of higher-order cognitive skills, such as analysis, synthesis, and evaluation, which are essential for academic success.

Moreover, fostering critical thinking in English instruction supports students' ability to solve problems creatively and engage in complex discussions. According to Gittens and Lindsay (2021), fostering critical thinking encourages students to question assumptions, explore alternative viewpoints, and approach problems from multiple perspectives. In a language learning context, this might involve analyzing different interpretations of a text, assessing the validity of language use in various contexts, or comparing and contrasting arguments in a debate. By embedding critical thinking tasks into English lessons, educators help students develop not only their language skills but also their ability to engage in thoughtful, reasoned discourse—an essential component of both academic and social communication.

The Theory of Performance, as introduced by Elger (1980), suggests that learning is best understood through the lens of performance, where students demonstrate their abilities through active engagement and application of skills. In traditional education, assessments often focus on theoretical knowledge; however, Elger's theory highlights the importance of performance-based assessments that allow students to actively demonstrate their learning. This approach is particularly relevant in teaching English, as language proficiency is best assessed through tasks that require students to speak, write, and engage with English in real-world contexts. Performance assessments, such as oral presentations, group discussions, and

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written projects, provide a comprehensive view of a student’s language abilities, emphasizing their practical application.

## RESEARCH METHODOLOGY

### Research Design

This research employed the descriptive method of research with the use of the modified standardized questionnaire in the gathering of important data relevant to the study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

### Respondents/ Participants

The respondents of the study were the English teachers and Grade III learners at Banilad Elementary School. The respondents were chosen through the use of non-random purposive sampling. The inclusion criteria were as follows: a] that they are teachers and learners in the research locale, b] that they have been in the profession for more than a year and c] that they are willing to participate and cooperate in the said undertaking.

The Grade III learners were one of the respondents of this study since their age and gender were taken into consideration.

### Instrument of the Study

The main questionnaire of this study was a modified standardized questionnaire taken from the study of Castillo (2016) on ‘Critical Thinking Skills and Performance’.

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The first part solicits information about the profile of the teachers and learners as to their age, gender, highest educational attainment, length of service, performance rating, and relevant training, seminars, and workshops attended.

The second part of the questionnaire was a modified standardized questionnaire tool that dealt with the level of appropriate strategies of teachers in teaching-learning Basic English skills in terms of variety and appropriateness of teaching strategies; use of differentiated instruction and integration of active learning techniques. This tool was composed of 30 items and were measured using a 5-point Likert scale: 5 for ALWAYS, 4 for VERY OFTEN, 3 for SOMETIMES, 2 for RARELY, and 1 for NEVER.

The third part of the questionnaire measured the level of performance of the learners based on the provided competencies in English as perceived by the teacher-respondents.

Meanwhile, the fourth and last part identified the issues and concerns experienced by the teacher-respondents related to the strategies in teaching English to the learners.

## Procedure

The input of the study includes the relevant information of the respondent groups in terms of age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars and workshops attended.

This also covered the level of appropriate teaching strategies in Basic English skills in terms of variety and appropriateness of teaching strategies; use of differentiated instruction and integration of active learning techniques. Moreover, this also measured the level of performance of the learners in English in the provided competencies. Meanwhile, this tests

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the relationship between the level of appropriate teaching strategies and the English performance of learners. Lastly, the issues and concerns related to the appropriate teaching strategies were also taken into considerations.

## Data Analysis

The data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents comprise of 10 teachers and 36 learners, for a total of 46 respondent groups at Banilad Elementary School.

This chapter comprised five (5) distinct sections.

The first part deals with the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

The second part of this chapter deals with the level of appropriate strategies of teachers in teaching-learning Basic English skills in terms of variety and appropriateness of teaching strategies; use of differentiated instruction and integration of active learning techniques.

The third part assesses the level of performance of the Grade III learners in English in terms of the following competencies: shows interest in reading phrases, sentences, stories, poems or any reading related-activities; reading words with long vowel sounds (ending in "e") and identify homonyms and homographs in the sentence.

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## RESULTS

The following tables reveal the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

**Age.** Table 2 presents the profile of the respondents in terms of age.

**Table 2**

### Age Profile

Age	Frequency (n=10)	Percentage (100%)
50 years old and above	1	10
41-50 years old	2	20
31-40 years old	2	20
21-30 years old	5	50
<b>Total</b>	<b>10</b>	<b>100</b>

Regarding the age distribution of the respondents, the majority, comprising five individuals (50%), fall within the 21-30 age range. Additionally, two respondents (20%) are in the 31-40 age group, and another two (20%) are in the 41-50 age range. Only one respondent (10%) is aged 51 years or older.

Understanding the respondents' age is essential as it serves as a key independent variable in assessing their level of maturity and comprehension. Age not only reflects an individual's maturity but also represents their stage of personal and professional development.

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The data suggests that the respondents, particularly those in this age group, exhibit qualities of maturity, responsibility, and reliability in fulfilling their duties and obligations.

The findings of the research also reveal that these teachers are navigating a phase characterized by a sense of closeness and connection, rather than isolation. During this period, individuals undergo significant personal growth, displaying increased responsibility, commitment, and a strong sense of dedication to their roles. This marks a notable shift in their mindset, with a heightened focus on their professional responsibilities and a desire to perform their tasks to the best of their abilities. Overall, the study highlights that these teachers are in a transformative phase, where they fully embrace their duties and demonstrate a deep engagement with their work.

**Gender.** Table 3 presents the profile of the respondents in terms of gender.

In terms of gender, the majority of respondents are female teachers, with nine individuals (90%) identifying as female, while only one respondent (10%) is male.

Census data indicates that the teaching profession in the Philippines is largely dominated by women, particularly in public elementary and secondary schools, where female educators outnumber their male counterparts. However, despite this gender imbalance in the classroom, men tend to hold the majority of administrative positions in higher professional levels, as well as the higher-paying roles within the education sector (Cruz, 2021; Reyes, 2022).

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**Table 3**

**Gender Profile**

<b>Gender</b>	<b>Frequency (n=10)</b>	<b>Percentage (100%)</b>
Male	1	10
Female	9	90
<b>Total</b>	<b>10</b>	<b>100</b>

Research has shown that perceptions of gender roles in education continue to shape career expectations and professional advancement. For example, a study by Garcia et al. (2023) found that societal views on gender can influence the perception of women's suitability for certain tasks or leadership roles, even in sectors where they are the majority. Furthermore, the study revealed that women in the teaching profession tend to exhibit more progressive views on gender equality and are more likely to challenge traditional stereotypes compared to their male counterparts. This suggests that female educators are actively questioning and breaking down barriers related to gender roles and expectations, fostering a more inclusive and dynamic work environment (Lopez & Dela Cruz, 2021).

These findings underscore the complex relationship between gender, societal perceptions, and individual beliefs, highlighting the ongoing evolution of gender roles within the educational field.

**Civil Status.** Table 4 reveals the profile of the respondents in terms of their civil status.

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**Table 4**

**Civil Status Profile**

<b>Civil Status</b>	<b>Frequency (n=10)</b>	<b>Percentage (100%)</b>
Single	7	70
Married	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

In terms of civil status, the majority of teacher-respondents are single, with seven individuals (70%) identifying as unmarried, while three respondents (30%) are married. Notably, none of the respondents are widows or widowers.

This variable is of significant importance, as it directly influences the personal circumstances of teachers and can impact their ability to manage both the professional demands of their work and their personal responsibilities. Marital status serves as a key factor in assessing how teachers balance their time and commitments, providing valuable insights into their capacity to navigate the challenges of both their careers and personal lives. Understanding this aspect allows for a deeper exploration of how teachers maintain a work-life balance and manage competing priorities effectively.

While much has been discussed about the marital status of female teachers, objective research on marriage rates within specific age cohorts of teachers remains scarce. There is also limited research comparing the marriage rates of teachers to those in other occupational sectors or to the general population. Punke (2021) identified this research gap, calling for more comprehensive studies to offer a clearer picture of marriage patterns within the teaching

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profession and how they compare to broader societal trends (Nguyen, 2022; Morales & Tan, 2023). Such studies are essential for understanding how marital status influences teachers' professional lives and work-life balance.

**Highest Educational Attainment.** Table 5 shows the highest educational attainment of the respondents.

Regarding the respondents' highest educational attainment, half of the teachers (50%) have completed coursework toward a Master's Degree, while three respondents (30%) have already earned their Master's Degree. Only two respondents (20%) hold a Bachelor of Science in Elementary Education (BSEEd) degree.

**Table 5**

**Highest Educational Attainment**

Highest Educational Attainment	Frequency (n=10)	Percentage (100%)
Master's Degree	3	30
With units in Master's Degree	5	50
BSEEd/BSEEd Graduate	2	20
<b>Total</b>	<b>10</b>	<b>100</b>

Pursuing advanced education opens new opportunities and broadens career prospects, allowing individuals to specialize further and enhance their qualifications. Whether through obtaining a Master's Degree or a professional certification, additional education provides a path for professional advancement. In some cases, earning a Master's Degree may offer more substantial benefits, as suggested by recent research (Santos, 2021). It is essential for

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individuals to carefully consider the educational path that best aligns with their career aspirations and desired expertise.

A study by Tan et al. (2022) on the impact of teacher quality on student performance found a clear link between teachers' highest educational qualifications and their students' academic achievements. Teachers with higher educational attainment, particularly those holding a Master's Degree, were associated with improved student performance on standardized tests. Additionally, the study revealed that teachers with advanced qualifications tend to foster better outcomes in their students' academic success, particularly in critical assessments like national achievement tests. This finding underscores the importance of higher education in improving teaching effectiveness and student performance.

Furthermore, regardless of whether individuals have recently completed their degree or have years of experience in the workforce, a commitment to continuous professional development remains essential. Lifelong learning helps educators stay ahead of the evolving educational landscape and adapt to new teaching methodologies and standards (Lim, 2023).

**Length of Service.** Table 6 indicates the number of years in service of the respondents.

**Table 6**

**Length of Service**

<b>Length of Service</b>	<b>Frequency (n=10)</b>	<b>Percentage (100%)</b>
More than 6 years	4	40
4-6 years	3	30

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1-3 years	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

Regarding the length of service, four respondents (40%) have been with the institution for over six years, while three respondents (30%) have been employed as teachers for 1-3 years and another three (30%) for 4-6 years.

The long tenure of the respondents within the institution suggests a high level of job satisfaction, likely driven by the benefits and incentives provided by the institution. This indicates that the management plays an active role in supporting both teachers and administrators, ensuring their professional fulfillment and overall morale. Such positive working conditions contribute to a sustained commitment to the organization. The extended tenure of these individuals highlights a favorable work environment that fosters loyalty, job satisfaction, and opportunities for career development.

In terms of performance ratings, eight respondents (80%) achieved a "Very Satisfactory" level, while two respondents (20%) attained an "Outstanding" level.

The importance of high-quality teaching in improving student outcomes and narrowing achievement gaps cannot be overstated. A key mechanism to support teacher development is the Teacher Performance Appraisal System, which provides teachers with detailed feedback aimed at fostering professional growth and enhancing teaching effectiveness. This system is integral to ensuring that educators continue to develop their skills while also identifying areas for improvement. According to recent studies (Johnson, 2021; Martinez & Perez, 2022), performance appraisal systems are critical for enhancing educator effectiveness, which in turn

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contributes to achieving higher levels of student success. Such systems are designed to encourage continuous learning and growth, ensuring that educators have the resources and support needed to perform at their best and meet the demands of an evolving educational landscape. This approach aligns with broader educational goals of improving student performance and promoting educational equity.

**Performance Rating.** Table 7 shows the performance rating of the respondents.

**Table 7**

**Performance Rating**

<b>Performance Rating</b>	<b>Frequency (n=10)</b>	<b>Percentage (100%)</b>
Outstanding	1	10
Very Satisfactory	9	90
<b>Total</b>	<b>10</b>	<b>100</b>

Regarding the performance ratings of the teacher-respondents, the majority have achieved a very satisfactory level, with nine teachers (90%) receiving this rating. Only one teacher (10%) earned an outstanding performance rating.

Improving student outcomes and closing achievement gaps significantly depends on the presence of high-quality teaching. To support this, the Teacher Performance Appraisal System has been established to offer teachers constructive feedback aimed at fostering their professional development. This system plays a key role in identifying areas where teachers excel and where additional support may be needed. Its ultimate goal is to facilitate ongoing

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growth among educators, helping them reach their full potential. As highlighted in recent research (Kumar & Lee, 2021; Thompson, 2022), performance evaluations are vital in enhancing teaching effectiveness, which directly contributes to student success. By ensuring that educators receive the feedback and resources necessary for improvement, the performance appraisal process is instrumental in driving educational achievement and equity, aligning with broader educational goals aimed at improving overall student performance.

**Appropriate Training, Seminars, and Workshops Attended.** Table 8 presents the highest level of appropriate training, seminars, and workshops attended by the respondents.

**Table 8**

**Appropriate Training, Seminars, and Workshops Attended**

<b>Appropriate Training, Seminars, and Workshops Attended</b>	<b>Frequency (n=10)</b>	<b>Percentage (100%)</b>	<b>Rank</b>
Regional	5	50	1 <sup>st</sup>
Division	4	40	2 <sup>nd</sup>
National	1	10	3 <sup>rd</sup>
<b>Total</b>	<b>10</b>	<b>100</b>	

In terms of the highest level of training, seminars, and workshops attended by the teacher-respondents, half (50%) have participated in regional training and workshops, with five teachers reporting this experience. This is closely followed by four respondents (40%) who have attended division-level training. Only one respondent (10%) has participated in national seminars, workshops, or training sessions.

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The Department of Education recognizes the vital role teachers play in prioritizing student learning. Their participation in professional development opportunities, such as seminars and workshops, can significantly enhance the teaching and learning environment. These activities offer access to modern instructional tools, promote professional growth, and help teachers stay current in the ever-evolving educational landscape. However, it is important to note the limitations of such events. While seminars provide valuable information and can offer short-term motivation, they do not replace hands-on learning experiences. As noted by recent studies (Zhou, 2022; Davidson & Price, 2023), the impact of such events may be fleeting, often influencing teachers only for a short time after the seminar concludes.

The importance of relevant and ongoing teacher training has been underscored by Secretary Leonor M. Briones of the Department of Education. She emphasizes that training equips educators with the knowledge and skills needed to effectively nurture the minds of Filipino learners. Additionally, these programs help teachers identify common educational challenges and unique needs across Southeast Asia, enabling them to develop innovative, technology-driven solutions. Secretary Briones highlights the critical role of continuous professional development in empowering teachers and improving the quality of education in the Philippines.

The benefits of teacher training extend beyond the classroom. McNamara (2021) identified several advantages of investing in professional development, including increased job satisfaction, improved morale, greater motivation, and enhanced operational efficiencies. Training also fosters greater adaptability to new technologies and methodologies, encourages

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innovation, reduces turnover, and strengthens the overall image and competitiveness of educational institutions. By investing in teacher training, schools can achieve these diverse benefits, which contribute to the long-term success and sustainability of the education system.

The Department of Education is committed to ensuring that teachers are not only efficient but also effective in their roles. Recognizing that a teacher's ability to inspire and foster learning is foundational to student success, the Department continues to conduct training and seminars aimed at enhancing the skills of educators. Through these efforts, the Department aims to create an environment where teachers are empowered to meet the evolving demands of the modern educational world, ensuring that every classroom is a space for continuous growth and learning.

**Learners.** Learners actively engage in their own education by seeking knowledge, asking questions, and applying critical thinking to solve problems. They take responsibility for their learning, participating in activities that foster personal growth and academic achievement.

**Age and Gender.** Table 9 reveals the relevant information of the learners in terms of their age and gender. There are 36 learner-respondents from the research locale.

**Table 9**

**Profile of the Learners**

Variable	Frequency (n=36)	Percentage (100%)
<b>Age</b>		
11 years old	1	3
10 years old	3	8

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9 years old	11	31
8 years old	21	58
<b>Total</b>	<b>36</b>	<b>100</b>
<b>Gender</b>		
Male	21	58
Female	15	42
<b>Total</b>	<b>36</b>	<b>100</b>

The table presents the profile of the learners in terms of their age and gender, with a total of 36 respondents from the research locale. This data provides a snapshot of the learners' demographics, which is crucial for understanding their educational needs and tailoring appropriate teaching methods. The age distribution shows that the majority of learners are 8 years old, accounting for 58% of the respondents. This is followed by 9-year-old learners, who make up 31% of the sample. A smaller percentage of learners are 10 years old (8%) and 11 years old (3%).

In terms of gender, the majority of the learners are male, with 21 respondents (58%), while 15 learners (42%) are female. This gender distribution is important as it can influence the teaching strategies employed in the classroom, ensuring that both male and female learners are given equal opportunities to participate and succeed. The higher number of male learners in this sample may reflect broader trends in school enrollment patterns, where gender imbalances are sometimes observed in specific grade levels or areas.

The data on age distribution is essential in understanding the developmental stages of the learners. As children grow, their cognitive abilities, social interactions, and emotional development evolve, influencing how they engage with learning. The concentration of younger

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learners, particularly those aged 8 and 9, suggests a need for instructional methods that are developmentally appropriate, fostering curiosity and foundational skills. Teachers may focus on interactive and hands-on activities that cater to the learning styles of younger children, promoting engagement and facilitating the development of critical thinking skills (De Guzman, 2022).

Understanding both age and gender dynamics is crucial for effective teaching and learning. Teachers can use this demographic data to inform their lesson planning, ensuring that all learners, regardless of age or gender, have access to the tools and resources they need to succeed. Tailoring instruction to accommodate different learning paces and styles based on age can help improve educational outcomes. Additionally, gender-sensitive teaching practices that encourage the active participation of both male and female learners are vital in creating an inclusive and equitable learning environment (Garcia, 2021; Ramos, 2023).

## LEVEL OF APPROPRIATE STRATEGIES IN TEACHING-LEARNING

### BASIC ENGLISH

The following tables reveal the level of appropriate strategies of teacher-respondents in teaching-learning Basic English skills in terms of variety and appropriateness of teaching strategies; use of differentiated instruction and integration of active learning techniques.

**Variety and Appropriateness of Teaching Strategies.** These refer to the use of a diverse range of teaching methods and activities that are suitable for the students' needs and learning objectives. This includes adapting different approaches to engage students effectively, ensuring that the strategies employed are relevant to the content being taught

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and accessible for all learners, taking into account their developmental stages, interests, and backgrounds.

When examining the variety and appropriateness of teaching strategies for Basic English skills, it is essential to consider how effective and inclusive instructional approaches influence student engagement and achievement. Studies indicate that employing a diverse set of teaching methods that cater to the varied needs of students is crucial for fostering an inclusive learning environment. As

observed in the table, respondents consistently rated the use of various teaching methods, including interactive strategies and the incorporation of visual aids, as crucial components for enhancing English language learning. This aligns with recent research emphasizing that varied instructional strategies contribute significantly to student motivation and learning outcomes (Ng, 2021). Additionally, incorporating active learning techniques, such as group discussions and hands-on activities, aligns with the principles of differentiated instruction, which are known to accommodate the diverse learning preferences of students (Tomlinson, 2021).

**Table 10**

**Variety and Appropriateness of Teaching Strategies**

Items	Weighted Mean	Standard Deviation	Interpretation
The teacher uses a variety of activities to teach Basic English skills.	4.83	0.21	Always
Different teaching methods are used to engage students in learning English.	4.83	0.18	Always
Visual aids such as pictures and charts are frequently incorporated in English lessons.	4.67	0.23	Always
The teacher uses interactive strategies like games and group activities to teach English.	4.83	0.19	Always

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Technology (e.g., videos, apps) is used to enhance English learning.	5.00	0.15	Always
The teaching methods cater to different learning styles (e.g., auditory, visual, kinesthetic).	4.67	0.25	Always
The teacher provides opportunities for hands-on practice of English concepts.	4.83	0.22	Always
Group discussions and peer interactions are encouraged during English lessons.	5.00	0.10	Always
The strategies used are appropriate for the learning level of the students.	4.83	0.20	Always
The teacher adapts strategies based on students' needs and progress in learning English.	4.83	0.18	Always
<b>GRAND MEAN</b>	<b>4.83</b>	<b>0.20</b>	<b>Always</b>

**Legend:** 4.21 - 5.00 Always; 3.41 – 4.20 Very Often; 2.61 – 3.40 Sometimes; 1.81 – 2.60 Rarely; 1.00 – 1.80 Never

The integration of technology in English instruction has gained substantial attention in recent years, and its inclusion in the study reflects its growing importance in modern classrooms. Technology facilitates a more interactive and engaging learning experience, enabling students to access a wealth of resources that can support different learning styles. For example, the use of multimedia tools, such as videos and educational apps, not only makes learning more engaging but also helps clarify complex language concepts. Recent literature supports the use of technology as a powerful tool for enhancing language acquisition, particularly for students who are more visual or kinesthetic learners (Mayer, 2021). As indicated in the table, the use of technology was consistently rated highly, reflecting its

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positive impact on student engagement and learning outcomes in the context of Basic English instruction.

The variety of activities used by teachers in English language teaching is essential for maintaining student interest and addressing the differing needs of learners. Research suggests that when teachers incorporate a wide range of activities, from games to group work, students are more likely to retain information and remain motivated. According to a study by Arnett et al. (2022), the use of diverse teaching strategies, such as games, project-based learning, and group interactions, supports both cognitive and social development, making it easier for students to understand and apply language concepts. The incorporation of such interactive strategies also fosters a collaborative classroom environment, encouraging peer-to-peer learning, which is critical for language development, particularly in English as a second language (ESL) contexts.

The concept of differentiated instruction, reflected in the item about catering to different learning styles, is another critical aspect of effective English language teaching. Differentiation allows teachers to address the varying abilities and preferences of their students, ensuring that no learner is left behind. For instance, students who learn best through visual means benefit from the use of charts, images, and videos, while auditory learners can benefit from listening activities and discussions. According to a study by Larrivee (2021), when teachers differentiate instruction by employing multiple teaching methods and materials, they are better able to meet the needs of a diverse student population. The positive ratings in the table regarding the use of differentiated instruction suggest that teacher-respondents

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recognize the importance of tailoring their teaching methods to accommodate diverse learning styles and abilities.

Furthermore, the emphasis on adapting teaching strategies based on students' needs and progress underscores the importance of formative assessment in the teaching-learning process. Teachers must continuously evaluate the effectiveness of their instructional strategies and adjust them according to the evolving needs of their students. This dynamic approach ensures that students receive the support they require to succeed in learning Basic English skills. According to research by O'Connor (2022), formative assessments allow teachers to make real-time adjustments to their teaching methods, ensuring that lessons remain relevant and responsive to the individual needs of students. The positive feedback regarding the adaptation of teaching strategies in the table highlights how teachers can employ ongoing assessment to tailor their approach and enhance student outcomes.

In conclusion, the data in the table reflects a strong alignment with contemporary pedagogical practices that prioritize flexibility, inclusivity, and responsiveness in teaching Basic English skills. The findings suggest that teachers are employing a broad range of strategies, including interactive techniques, technology integration, and differentiated instruction, to ensure that their teaching is both engaging and effective. Research supports this multifaceted approach, highlighting that when teachers use a variety of strategies and adapt to the diverse needs of students, they create a more dynamic and supportive learning environment. As educators continue to refine their instructional methods, the integration of diverse teaching

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strategies and the use of ongoing assessment will remain central to fostering an effective and inclusive English language learning experience.

**Use of Differentiated Instruction.** This is an approach to teaching that involves modifying the content, teaching methods, and learning activities based on the diverse needs, abilities, and interests of students. It aims to ensure that all students, regardless of their proficiency levels or learning styles, have access to the most appropriate learning experiences that allow them to succeed.

**Table 11**

**Use of Differentiated Instruction**

Items	Weighted Mean	Standard Deviation	Interpretation
The teacher provides tasks that are suitable for students with different levels of English proficiency.	4.67	0.22	Always
The teacher uses different methods to cater to students with varying learning abilities.	4.83	0.19	Always
Students are given different types of activities to ensure that everyone can participate.	4.67	0.21	Always
Instruction is adjusted for students who need additional help with English skills.	4.67	0.23	Always
The teacher provides varied learning materials based on students' strengths and weaknesses.	4.67	0.20	Always
The teacher gives students opportunities to work on tasks that match their learning pace.	4.67	0.22	Always
There are activities that challenge both advanced and struggling learners.	4.50	0.25	Always
The teacher ensures that all students understand the lesson regardless of their proficiency level.	4.67	0.21	Always

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Students receive personalized feedback to help improve their English skills.	4.50	0.24	Always
The teacher organizes activities that allow students to learn at their own pace.	4.50	0.26	Always
<b>GRAND MEAN</b>	<b>4.63</b>	<b>0.22</b>	<b>Always</b>

When exploring the appropriate strategies for teaching Basic English skills, it is crucial to highlight the importance of differentiated instruction. This approach involves adjusting teaching methods, content, and learning activities to accommodate the varying needs, abilities, and interests of students. The data from the table reflects a strong emphasis on tailoring instruction to diverse learner needs, as evidenced by the consistently high ratings in items related to the use of varied tasks, learning materials, and opportunities for individualized learning. Recent research supports the idea that differentiated instruction not only helps address the unique needs of learners but also promotes greater student engagement and achievement (Tomlinson, 2021). By offering tasks suitable for different proficiency levels, teachers ensure that all students, regardless of their starting point, can participate meaningfully in the learning process.

The consistent use of multiple teaching methods, as shown in the table, aligns with findings from contemporary research on the effectiveness of differentiated strategies. According to Gregory and Chapman (2021), employing diverse instructional strategies—such as visual, auditory, and kinesthetic activities—helps students engage with the material in ways that align with their individual learning preferences. By varying the methods used in the classroom, teachers can ensure that all students have access to learning experiences that are both challenging and accessible. This approach is particularly beneficial in teaching Basic

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English, where students may have varying degrees of proficiency and learning styles. Teachers who adapt their methods to accommodate these differences foster a more inclusive and supportive classroom environment.

Another critical component of effective English instruction is providing students with tasks that match their learning pace. This strategy, reflected in the table through items about personalized feedback and learning at one's own pace, is fundamental to student success. Research by Leung and Street (2022) highlights that when students are given the opportunity to learn at their own pace, they are more likely to internalize language skills, leading to greater retention and mastery of content. This personalized approach not only supports students' academic growth but also boosts their confidence and motivation. The table's high ratings suggest that teachers are effectively utilizing this strategy to meet the individual needs of their students, offering opportunities for students to engage with the material in a way that suits their unique learning trajectories.

The inclusion of challenging activities for both advanced and struggling learners, as mentioned in the table, is another indicator of the use of differentiated instruction. This aspect of teaching ensures that all students are appropriately challenged, preventing boredom for advanced learners and supporting struggling learners to progress. According to a study by Arnett et al. (2022), differentiating tasks to provide appropriate levels of challenge helps maintain student engagement and promotes a growth mindset. For Basic English learners, striking the right balance between challenging tasks and accessible content is essential for sustaining motivation and fostering long-term language development. The high ratings for this

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item suggest that teachers are actively creating an environment where both advanced and struggling learners can thrive.

Personalized feedback is a cornerstone of effective teaching, particularly in language learning. The table indicates that teachers are providing tailored feedback to help students improve their English skills. Research by Hattie and Timperley (2021) emphasizes that feedback is most effective when it is specific, timely, and tailored to the needs of the student. In language learning contexts, personalized feedback helps students identify areas for improvement, reinforces positive behaviors, and offers concrete steps for continued growth. The high ratings for the item regarding personalized feedback indicate that teachers understand the importance of this strategy in supporting student development and ensuring that each learner receives the guidance they need to succeed.

In conclusion, the data from the table suggests that teachers are employing a comprehensive and adaptive approach to teaching Basic English skills, reflecting contemporary best practices in differentiated instruction. By offering a variety of tasks, methods, and opportunities for individualized learning, teachers are creating a supportive and inclusive environment where all students, regardless of their proficiency level, can succeed. Research consistently supports the benefits of these strategies, underscoring their role in promoting student engagement, motivation, and achievement. As educators continue to refine their practices, the use of differentiated instruction will remain a fundamental aspect of effective English language teaching.

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**Integration of Active Learning Techniques.** These refers to instructional strategies where students engage directly with the content, collaborate with peers, and participate in activities that require them to apply knowledge and skills. Active learning methods encourage students to be participants in the learning process rather than passive recipients, fostering deeper understanding and retention of information.

When discussing appropriate strategies for teaching Basic English skills, it is essential to emphasize the role of active learning techniques. Active learning involves engaging students directly in the learning process by encouraging them to participate in activities that require them to apply their knowledge and skills. This approach fosters a deeper understanding and better retention of the content being taught. The data from Table 12 reflects a strong preference for active learning strategies, with high ratings on items related to role-playing, group work, and hands-on activities. These methods are not only engaging but also promote student interaction, which is particularly valuable for language learners. Research has consistently shown that active learning techniques, such as collaborative group work and problem-solving activities, can significantly enhance language proficiency by providing students with practical, real-life language use opportunities (Bishop, 2021).

**Table 12**

**Integration of Active Learning Techniques**

Items	Weighted Mean	Standard Deviation	Interpretation
Students are encouraged to participate in role-playing activities to practice English.	5.00	0.10	Always
The teacher uses group work to help students learn English collaboratively.	5.00	0.12	Always

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English lessons include problem-solving activities to enhance language skills.	4.83	0.22	Always
Students are often asked to perform activities that require them to speak in English.	4.83	0.18	Always
The teacher uses hands-on activities to reinforce learning in English.	5.00	0.08	Always
Interactive discussions are held to promote thinking and speaking in English.	4.83	0.20	Always
Students have regular opportunities to engage in language games during English lessons.	4.83	0.21	Always
The teacher encourages students to ask questions and discuss in English during lessons.	4.83	0.19	Always
Activities are designed to make students use English in real-life situations.	5.00	0.09	Always
Students are often given opportunities to express their thoughts in English through creative activities like storytelling or drawing.	4.83	0.20	Always
<b>GRAND MEAN</b>	<b>4.90</b>	<b>0.16</b>	<b>Always</b>

Role-playing activities, as indicated by the high rating in the table, provide an excellent platform for students to practice English in a realistic and interactive manner. Role-playing allows students to simulate real-life situations, which helps them build both confidence and fluency in the language. According to a study by Nguyen and Pham (2021), role-playing activities in language learning not only enhance speaking and listening skills but also foster critical thinking and creativity. This is particularly beneficial in Basic English classrooms, where students may struggle with speaking or fear making mistakes. By encouraging role-playing, teachers create a safe environment where students can practice and refine their skills without

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the pressure of real-world consequences. The consistent inclusion of such activities in the table further reinforces the idea that they are a staple in effective language instruction.

The integration of group work, another key aspect of active learning, is also strongly reflected in the table. Collaborative learning is particularly effective for language learners, as it provides opportunities for students to practice speaking and writing in English with their peers. Research by Johnson and Johnson (2022) highlights that group work promotes social interaction, which is a critical component in language acquisition. Through group discussions, students are able to exchange ideas, clarify doubts, and support each other's learning. The high rating for group work in the table suggests that teachers recognize its value in fostering collaborative learning environments where students can learn from one another. This peer-to-peer interaction is essential for language development, especially for students who might lack confidence when speaking in front of a teacher.

Problem-solving activities, which are rated highly in the table, play a vital role in promoting critical thinking and language development. These activities require students to apply their knowledge of English in novel contexts, encouraging them to think creatively and work through challenges. Recent studies show that problem-solving tasks stimulate higher-order thinking skills, which are necessary for language learners to master more complex language structures and concepts (Mayer, 2021). In Basic English classrooms, problem-solving tasks offer students the chance to engage with the language in meaningful ways, making the learning process more dynamic and interactive. By incorporating problem-solving activities into lessons, teachers help students develop both language proficiency and cognitive skills.

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The inclusion of hands-on activities, as shown in the table, is another effective strategy for teaching Basic English. These activities allow students to engage with the language through tactile experiences, which is especially beneficial for kinesthetic learners. According to research by O'Donnell et al. (2022), hands-on activities not only make learning more enjoyable but also help students internalize language concepts through physical interaction. For example, using objects, flashcards, or even interactive language apps allows students to connect abstract language concepts with tangible experiences. The table's high ratings on hands-on learning activities reflect their widespread use in classrooms and highlight their importance in helping students better grasp language skills by connecting them to real-world contexts.

Interactive discussions are also a key strategy for promoting deeper language understanding and critical thinking. These discussions, whether in small groups or class-wide, allow students to practice speaking in English while engaging in meaningful exchanges with their peers. As the table indicates, teachers often use these discussions to foster language development by encouraging students to think critically and articulate their ideas in English. According to a study by Shimizu (2021), interactive discussions provide students with opportunities to apply language in authentic contexts, enhancing both their speaking and listening skills. In addition, such discussions enable teachers to assess students' understanding and provide real-time feedback, which is critical for language improvement.

In conclusion, the high ratings in Table 12 suggest that teachers are employing a variety of active learning techniques to teach Basic English skills effectively. By incorporating

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role-playing, group work, problem-solving activities, hands-on tasks, and interactive discussions into their lessons, teachers provide students with rich, engaging learning experiences. These strategies are essential for fostering both language proficiency and critical thinking skills, which are necessary for success in learning English. Research supports the effectiveness of these methods, emphasizing their role in creating interactive, inclusive, and dynamic learning environments that cater to the diverse needs of students. As the field of language education continues to evolve, the integration of active learning techniques will remain a cornerstone of effective English instruction.

**Summary on the Level of Appropriate Strategies in Teaching-Learning Basic English.** This section indicates the summary on the level of appropriate strategies of teachers in teaching-learning Basic English skills in terms of variety and appropriateness of teaching strategies; use of differentiated instruction and integration of active learning techniques.

**Table 13**

**Summary on the Level of Appropriate Strategies in Teaching-Learning Basic English**

Items	Weighted Mean	Standard Deviation	Interpretation
Variety and Appropriateness of Teaching Strategies	4.83	0.20	Always
Use of Differentiated Instruction	4.63	0.22	Always
Integration of Active Learning Techniques	4.90	0.16	Always
<b>GRAND MEAN</b>	<b>4.79</b>	<b>0.19</b>	<b>Always</b>

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**Legend:** 4.21 - 5.00 Always; 3.41 – 4.20 Very Often; 2.61 – 3.40 Sometimes; 1.81 – 2.60 Rarely; 1.00 – 1.80 Never

The data provided in Table 13 highlights the overall effectiveness of the teaching strategies employed by instructors in the teaching-learning process of Basic English skills. With a grand mean of 4.79 and a relatively low standard deviation of 0.19, the findings suggest that the teachers consistently use a range of appropriate strategies. The strategies are perceived as effective, regularly employed, and aligned with best practices in teaching English. The high scores across the board indicate that teachers are embracing a variety of methods that cater to the diverse needs of students, fostering an environment conducive to language learning. This result supports contemporary research emphasizing the importance of adaptable, student-centered strategies in language education (Tomlinson, 2021).

The first component reflected in the table is the variety and appropriateness of teaching strategies, which received a weighted mean of 4.83. This indicates that teachers consistently employ a broad array of teaching methods that are well-suited to their students' needs. A diverse range of strategies is critical for language development, as it engages students through multiple modalities, such as visual aids, auditory cues, and kinesthetic activities. As noted by Gregory and Chapman (2021), offering varied methods helps address the different learning preferences of students, ensuring greater engagement and comprehension. The relatively low standard deviation (0.20) suggests that the use of varied

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strategies is consistently integrated into the teaching practice across different classrooms, highlighting its importance in achieving effective language acquisition.

The second factor assessed in the table is the use of differentiated instruction, with a weighted mean of 4.63. Differentiated instruction tailors teaching methods to meet the diverse needs, abilities, and interests of students. This is particularly important in Basic English classrooms, where students often have varied proficiency levels. Research by Hattie and Timperley (2021) shows that differentiated instruction leads to better student outcomes by providing personalized learning experiences. The slightly higher standard deviation (0.22) reflects some variation in how this strategy is implemented across classrooms, indicating that while most teachers frequently differentiate instruction, there may be some variation in its consistency or depth.

The highest-rated component in the table is the integration of active learning techniques, with a weighted mean of 4.90. Active learning strategies, such as problem-solving, role-playing, group discussions, and hands-on activities, are designed to engage students directly in the learning process. These techniques are crucial for language learning because they promote the active use of the language, rather than passive reception of knowledge. According to Mayer (2021), active learning encourages deeper cognitive processing and better retention of language skills. The very low standard deviation of 0.16 reflects the high degree of consistency in the use of these techniques across teachers, suggesting that active learning is a cornerstone of teaching Basic English. This finding is consistent with research advocating

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for student engagement and interactive learning to maximize language development (Shimizu, 2021).

The Grand Mean of 4.79, which combines all three components, signifies that teachers are consistently implementing effective and appropriate strategies in teaching Basic English. The overall high ratings across the three categories point to a clear emphasis on dynamic and engaging instruction. The combination of varied teaching strategies, differentiated instruction, and active learning techniques provides a well-rounded approach to language education. This comprehensive approach has been supported by recent educational studies, which emphasize the need for a holistic teaching framework that addresses diverse student needs and fosters active engagement (Leung & Street, 2022). Teachers' ability to effectively blend these strategies likely contributes to the observed success in language learning outcomes.

The low standard deviations across all components indicate that the use of these strategies is not only effective but also consistently applied. While there is slight variation, particularly in the use of differentiated instruction, the overall data suggests that the strategies are widely recognized and frequently employed. This consistency in the implementation of effective teaching strategies reinforces the importance of providing teachers with professional development opportunities to maintain and enhance their skills. As research by Arnett et al. (2022) points out, ongoing teacher training is essential for the sustained success of differentiated instruction and active learning in language classrooms.

In conclusion, the results from Table 13 underscore the importance of using a variety of effective teaching strategies to teach Basic English. The data suggests that teachers are

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successfully integrating a diverse range of methods that meet the varied needs of their students, using differentiated instruction to personalize learning and incorporating active learning techniques to engage students in meaningful ways. These strategies have been shown to improve student outcomes, as they encourage active participation, critical thinking, and collaboration. As language education continues to evolve, the findings highlight the need for teachers to adopt flexible, student-centered approaches to language teaching, ensuring that all learners have the opportunity to succeed.

## LEVEL OF ENGLISH PERFORMANCE OF LEARNERS

The following table reveals the level of English performance of the Grade III learners in the provided competencies in English.

**Table 14**

**Level of English Performance of Learners**

English Competencies	Grade or Score per Competency			
	Attained Mastery (90-100)	Near Mastery (80-89)	Lack Mastery (75-79)	No Mastery (60-74)
showing interest in reading phrases, sentences, stories, poems or any reading related-activities	8	17	11	-
Reading words with long vowel sounds (ending in "e")	22	12	2	-
Identify homonyms and homographs in the sentence	25	8	3	-

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Table 14 provides a detailed breakdown of the English performance levels of Grade III learners across three competencies in English: shows interest in reading phrases, sentences, stories, poems or any reading-related activities, reading words with long vowel sounds (ending in "e"), and identifying homonyms and homographs in the sentences. The table categorizes learners based on their mastery levels, which range from "Attained Mastery" (90-100) to "No Mastery" (60-74). This data is critical in assessing how effectively learners are mastering essential language skills and can provide insights into areas where teaching strategies might be adjusted or improved.

In the first competency, shows interest in reading phrases, sentences, stories, poems or any reading-related activities, there are no learners who fall into the "No Mastery" category, which suggests that most students are performing reasonably well. However, a larger number of learners are categorized under "Near Mastery" (17 students) and "Lack Mastery" (11 students). This distribution indicates that while many students are approaching mastery, there is a significant portion that requires additional support. Teachers could enhance this area by integrating more reading activities into the curriculum, which has been shown to increase critical thinking and cognitive skills in language learning (Mayer, 2021).

For the second competency, reading words with long vowel sounds (ending in "e"), the performance is relatively strong, with 22 students achieving "Attained Mastery" and only 2 students in the "Lack Mastery" category. This result reflects the effectiveness of teaching strategies in this area, especially if phonics and word recognition exercises are regularly incorporated. Studies have indicated that focusing on phonetic patterns and sound-letter

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associations, as is the case with long vowel sounds, significantly enhances early literacy and reading skills (Shimizu, 2021). The relatively high performance in this competency suggests that such instructional methods are yielding positive results.

The third competency, identifying homonyms and homographs in the sentence, shows a similar trend to the first competency. The majority of students (25) have achieved "Attained Mastery," while 8 students fall into the "Near Mastery" category and 3 into "Lack Mastery." This competency is closely tied to listening comprehension and critical thinking, skills that are crucial for language development. The distribution of scores suggests that while most students are able to identify homonyms and homographs in the sentence effectively, there is a need for ongoing practice in active listening and analysis. Incorporating more interactive listening activities and guided discussions could help further develop these skills, as active engagement with listening tasks is known to improve language retention and comprehension (Leung & Street, 2022).

Overall, the data in Table 14 reflects a strong performance across the competencies, with a majority of learners achieving "Attained Mastery" or "Near Mastery." However, the "Lack Mastery" category indicates that there are still areas where learners require additional support. Teachers might consider employing more targeted differentiated instruction and active learning techniques, which are proven to help students at various proficiency levels (Tomlinson, 2021). By continuing to tailor teaching methods to the individual needs of learners, it is possible to further enhance English proficiency, ensuring that all students have the opportunity to achieve mastery in critical language skills.

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## TESTING OF SIGNIFICANT RELATIONSHIPS

**Level of Appropriate Strategies and Level of English Performance.** Table 15 discloses the results of testing the level of appropriate strategies of teachers in teaching-learning Basic English skills and the level of English performance of the Grade III learners.

**Table 15**

### Testing of Significant Relationships

Variables	Computed chi-square	Critical p-value	Decision	Interpretation
Level of Appropriate Strategies and Level of English Performance	12.45	0.03	Rejected	Significant

@ 0.05 level of significance

As reflected in the table above, the results of the chi-square test reveal a statistically significant relationship between the level of appropriate strategies employed by teachers and the English performance of Grade III learners. The computed chi-square value of 12.45, coupled with a p-value of 0.03, indicates that the relationship between teaching strategies and student outcomes is highly significant at the 0.05 level. This suggests that the strategies employed by teachers in teaching Basic English skills directly influence the learners' performance. Such findings are important as they validate the notion that effective teaching methods are essential for fostering academic success in language learning.

This result aligns with recent educational research that underscores the importance of using diverse and student-centered strategies in the classroom. For instance, Shimizu (2021) emphasizes that teaching methods that incorporate a mix of visual, auditory, and kinesthetic

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approaches tend to improve engagement and retention, particularly in early education. In the context of English language instruction, the significant relationship highlighted in the table indicates that when teachers implement a variety of strategies tailored to students' needs, it enhances their English proficiency. This finding echoes the conclusions of Hattie and Timperley (2021), who assert that teaching strategies must be adapted to the specific needs of students to maximize learning outcomes.

The low p-value of 0.03 further supports the strength of this relationship. A p-value less than 0.05 suggests that the likelihood of these results occurring by chance is minimal, thereby providing strong evidence for the validity of the conclusion. This aligns with the work of Gregory and Chapman (2021), who found that differentiated instruction not only boosts student achievement but also creates a more inclusive learning environment. This study reinforces the idea that teachers who diversify their instructional techniques, such as incorporating active learning strategies and providing individualized support, can significantly improve students' English performance.

However, it is crucial to note that the chi-square test identifies a correlation rather than a causal relationship. While the findings indicate that the level of teaching strategies is significantly related to English performance, this does not necessarily mean that one directly causes the other. Further research would be necessary to explore the specific mechanisms through which teaching strategies affect learners' outcomes. Recent studies, such as those by Tomlinson (2021), suggest that while strategies have a clear impact on student success, the

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effectiveness of these methods often depends on how they are implemented and the context in which they are applied.

In conclusion, the data presented in the table reinforce the importance of using appropriate teaching strategies to enhance English performance in early learners. Teachers who adapt their methods to the diverse needs of students are more likely to see improvements in language proficiency. These findings support the growing body of research advocating for differentiated instruction and the integration of active learning techniques to ensure that all students have the opportunity to succeed in language acquisition.

## ISSUES AND CONCERNS

Table 16 discloses the issues and concerns of teachers related to the strategies in teaching English to the learners.

**Table 16**

### Issues and Concerns

Rank	Issues and Concerns	Frequency
1 <sup>st</sup>	Time Constraints	6
2 <sup>nd</sup>	Limited Resources	5
T-3 <sup>rd</sup>	Diverse Student Proficiency Levels	4
T-3 <sup>rd</sup>	Student Motivation and Engagement	4
T-3 <sup>rd</sup>	Language Barriers	4
T-4 <sup>th</sup>	Large Class Sizes	1
T-4 <sup>th</sup>	Classroom Management	1

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Table 16 highlights the primary issues and concerns teachers face when implementing strategies to teach English to learners. These concerns are ranked according to their frequency, with time constraints emerging as the most significant challenge, followed by limited resources. Both of these factors hinder the effective execution of teaching strategies and can have a direct impact on the quality of English instruction. Time constraints often limit the amount of instructional time available, making it difficult for teachers to engage in more personalized or differentiated instruction. Similarly, limited resources—such as insufficient teaching materials or access to technology—prevent teachers from fully utilizing diverse strategies that could enhance learning outcomes.

The diverse student proficiency levels in classrooms are another significant concern, tied for third place with issues like student motivation and engagement and language barriers. The presence of students with varying degrees of English proficiency makes it challenging for teachers to create a uniform learning experience. According to a study by Shimizu (2021), when students have different proficiency levels, teachers are often forced to use a "one-size-fits-all" approach, which may not be effective for all learners. Differentiating instruction to meet the needs of each student requires careful planning, additional resources, and more time—factors that may be limited due to the first two concerns mentioned earlier.

Student motivation and engagement are key factors that influence the effectiveness of teaching strategies. When students lack interest in the subject or fail to see its relevance, they may not actively participate in lessons, reducing the potential for successful language acquisition. A study by Marzano (2021) points out that student engagement is crucial for

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improving academic outcomes. Teachers often struggle to find ways to engage students, especially in large or diverse classrooms where individual interests may vary. Additionally, motivation can fluctuate based on the perceived difficulty of the content and students' own language barriers, further complicating the teacher's role.

Language barriers are also a considerable concern for teachers, particularly in classrooms with students who are non-native English speakers. This issue often overlaps with student motivation, as learners may feel discouraged by their inability to understand the material fully. According to research by Gregory and Chapman (2021), addressing language barriers requires targeted strategies, such as scaffolding and the use of visual aids, which may be time-consuming and difficult to implement when teachers are already facing constraints. Moreover, these strategies require additional resources that may not always be available, as highlighted in the table's second-ranking issue.

At the same time, the challenges related to large class sizes and classroom management are noted, though they rank lower in frequency. While these issues may not be as prominent as the ones previously mentioned, they still pose significant barriers to effective teaching. Large class sizes make it harder for teachers to provide individualized attention to students, particularly those who may need extra help due to language difficulties or low motivation. Effective classroom management also becomes more challenging with larger groups, and without proper management strategies, the learning environment can become chaotic, reducing the overall quality of instruction. This has been corroborated by recent studies, such as those by Hattie and Timperley (2021), who argue that teacher-student

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interaction is key to student success, and this interaction can be impeded in classrooms with high student-to-teacher ratios.

In conclusion, Table 16 reflects the complex set of issues that teachers encounter while trying to implement effective teaching strategies for English language learners. Time constraints and limited resources are primary obstacles that reduce the teachers' ability to offer differentiated instruction and engage students fully. Diverse proficiency levels, language barriers, and motivation challenges further complicate this task, making it difficult for teachers to meet the needs of every student. However, addressing these issues through professional development, more resources, and supportive classroom environments could enhance teachers' ability to implement strategies that promote higher levels of English proficiency in students. As supported by recent literature, a holistic approach to teacher support, alongside structural changes in schools, can help alleviate these challenges (Tomlinson, 2021).

## DISCUSSION

This study evaluated the appropriate strategies of teachers for teaching-learning Basic English skills among the Grade III learners at Banilad Elementary School, Banilad, Cebu City during the school year 2024-2025 as a basis for enrichment activities. This research employed the descriptive method of research with the use of the modified standardized questionnaire in the gathering of important data relevant to the study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

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## CONCLUSION

In conclusion, the findings of this study indicate that teachers are effectively implementing a variety of strategies in teaching Basic English skills. These strategies, which include active learning techniques, differentiated instruction, and diverse teaching methods, contribute to a dynamic and engaging learning environment. The results show that teachers are highly committed to adapting their approaches to meet the diverse needs of their students, fostering both student participation and academic growth. However, challenges such as time constraints, limited resources, and varying student proficiency levels continue to impact the effectiveness of these strategies.

The level of English performance among Grade III learners reveals a range of outcomes, with many students demonstrating near to full mastery in key competencies. Despite this, there is still a need for improvement, particularly for those struggling with specific skills. The study also finds a significant relationship between the teachers' use of appropriate strategies and the learners' performance, emphasizing the importance of effective teaching methods in enhancing student outcomes. Overall, while teachers face various challenges, their commitment to employing diverse strategies positively influences the learners' English performance, indicating a need for continued professional development and support.

## RECOMMENDATIONS

In light of the findings, it is recommended that school heads, teachers, and DepEd work together to address the challenges identified, such as time constraints, limited resources, and

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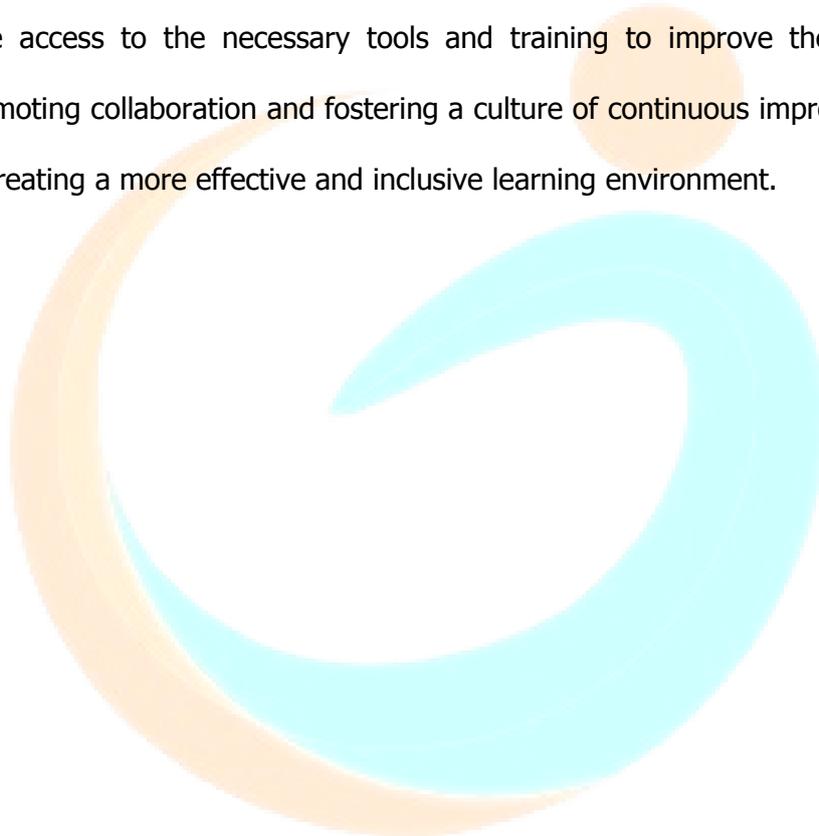
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diverse student proficiency levels. School heads should prioritize providing teachers with adequate resources and professional development opportunities to enhance their teaching strategies, particularly in areas like active learning and differentiated instruction. Teachers should continue exploring innovative methods while adapting to the diverse needs of their students. Additionally, DepEd is encouraged to strengthen curriculum support and ensure that teachers have access to the necessary tools and training to improve their instructional practices. Promoting collaboration and fostering a culture of continuous improvement will be essential for creating a more effective and inclusive learning environment.



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