



**PRIVATE SCHOOL TEACHERS' EXPERIENCES AND CHALLENGES IN USING
EXPLICIT INSTRUCTION STRATEGIES FOR TEACHING ENGLISH:
BASES FOR TRAINING WORKSHOP**

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ABSTRACT

This qualitative study was conducted to find out the private school teachers' experiences and challenges in using explicit instruction strategies for teaching English among the ten (10) English teachers as bases for training workshop. Results revealed that the experiences of English teachers in using explicit instruction strategies were: achieved objectives in writing paragraphs, learners clearly understood new concepts, learners' English performance improved through modeling and guided practice, and improved comprehension skills. The challenges of teachers in using explicit instruction were: learners become passive and lose focus, inability to effectively address diverse learner abilities, ineffective time management during instruction, lack of learners' engagement, and difficulty in transition from guided practice to independence. The coping strategies of teachers in using explicit instruction were: improving learners' interaction, using differentiated instruction, planning lessons ahead, boosting learners' confidence by giving encouragements, passion for teaching, and giving constructive feedback.

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Keywords: *Teachers' Experiences and Challenges, Explicit Instruction Strategies for Teaching*

English, Bases for Training Workshop

INTRODUCTION

Explicit instruction strategy is widely regarded as a highly effective teaching strategy for enhancing student understanding, promoting mastery of concepts, and supporting learners with diverse needs. Explicit instruction strategies are teaching methods where the teacher clearly and directly explains a concept or skill. It usually involves: "I Do" (modeling) where teacher demonstrates how to do a task in English, such as reading, writing, or grammar exercises;

"We Do" (guided practice)—teacher and students practice the task together with guidance, such as forming sentences or creating a short story; and "You Do" (independent practice) where students practice on their own to demonstrate understanding of the English lesson. The goal is to make learning clear and structured so that students understand the lesson and can perform the skill correctly.

According to Archer and Hughes (2021), explicit instruction is a systematic and structured teaching approach that allows learners to acquire skills more efficiently by providing clarity, modeling, and guided practice.

The process involves specifying learning intentions, modeling new skills, offering opportunities for guided practice, and providing immediate corrective feedback. This is

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supported by Hattie (2023), who also emphasized that explicit instruction, when implemented rigorously, significantly increases student achievement, especially in English since it is a complex language that needs to be mastered. Research done between 2021 and 2025 also emphasized that explicit instruction was effective in helping students learn complex English skills, including grammar rules, vocabulary development, reading, and writing.

English is an important subject in the school curriculum, given its contribution to communication, academic success, and living in a globalized world. English language competence provides students with relevant skills that help them succeed academically, socially, and professionally. Despite this, some students still face challenges in improving their English language competence, including reading, writing, and speaking skills.

In actual classroom practice, however, the consistent use of strategies for explicit instruction has remained a significant challenge. While teachers may have had a good understanding of the theory and principles that underpin the practice of explicit instruction, it has remained a challenge to bring these principles to life (Archer & Hughes, 2021). The increased use of educational technology, such as interactive whiteboards, learning platforms, multimedia presentations, and mobile apps, has created new possibilities for engaging the learners.

Given these realities, this study aimed at examining the actual practices of English teachers in employing explicit instruction strategies and the challenges encountered by these teachers. The results of this study may serve as a good basis for the development of a training

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workshop that can meet the actual needs of English teachers and further enrich the quality of

English instruction.

MATERIALS AND METHODS

Research Methodology

This chapter presents the underlying process of the phenomenological research and discuss the parts, namely: Research Method, Research Design, Participants in the Study, Sampling Design, Research Instrument, Validity of the Research Instrument, Data-gathering Procedure, and Data Analyses.

Research Method

This study employed the descriptive research method using in-depth interview to identify the teachers' experiences and challenges in using explicit instruction strategies.

According to Creswell and Creswell (2020), phenomenological research focuses on understanding how individuals perceive and make sense of their experiences in a particular context. This approach was chosen because it allowed the researcher to gain in-depth insights into the teachers' instructional practices, challenges, and coping strategies in the natural classroom setting.

Through qualitative interviews, the researcher was able to collect rich, descriptive data that reflect the participants' perspectives and personal experiences, which cannot be captured through quantitative methods. The method provided an opportunity to document the nuances

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of teacher-student interactions, lesson implementation, and adaptive strategies in real classroom contexts.

The qualitative research method enabled the researcher to generate rich, contextualized data that reflect teachers' real classroom experiences.

Research Design

This study used qualitative research design using a phenomenological approach. Phenomenology focuses on understanding the lived experiences of participants and how they perceive and make meaning of particular phenomena (Creswell & Poth, 2020).

In this study, the phenomenon of interest was teachers' practices and challenges in using explicit instruction strategies for teaching English. By using this method, the researcher explored the experiences of English teachers in depth, thus uncovering the essence of their instructional practices and the challenges they encountered.

The design was particularly suitable for this study because it enabled the identification of recurring themes related to teachers' experiences, challenges, and coping strategies. This approach aligned with the purpose of the research, which sought to understand how teachers navigate classroom realities and use explicit instruction to enhance students' learning.

Participants in the Study

The participants in the study were the total population of ten (10) English teachers from a private school. These teachers were selected because they represented the total

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population of English teachers in the said school, thus ensuring that the findings would reflect the experiences of all relevant educators.

To achieve fairness and confidentiality, these instructors were named Participants 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

Research Instrument

The researcher used in-depth interview guide questions as a research instrument to get comprehensive and in-depth information during the interview process.

The interview guide allowed the participants to share their experiences, challenges, and coping strategies in using explicit instruction strategies.

The instrument included three main sections aligned with the research questions: (1) teachers' experiences in implementing explicit instruction, (2) challenges encountered in the process, and (3) coping strategies employed to overcome these challenges. Respondents were encouraged to freely respond to the questions presented.

Validity of Research Instrument

The research instrument underwent validity to eliminate the possibilities of ambiguity among the questions and to maximize possible responses from the participants.

The researcher-made interview guide was submitted to the adviser for review and revision. The prepared interview guide was then submitted to a panel of experts for content-

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and-face validation. Revisions were carefully noted. Suggestions and corrections were thoroughly incorporated.

Data-gathering Procedures

The data-gathering procedures began after the study was approved by the panel of experts. Thereafter, the researcher secured permits to conduct the study from the Dean of the Graduate School and the school heads of the private school.

The researcher set a convenient schedule with the participants and asked each of them to answer the interview-guide questions. The researcher reassured the participants that their answers would be treated with utmost confidentiality.

After the interview, the researcher interpreted and analyzed all the comprehensive and in-depth information that were collected.

Data Analyses

The data gathered from the interviews were analyzed using thematic analysis, a qualitative approach that identifies, examines, and interprets patterns or themes within textual data (Braun & Clarke, 2021).

Significant statements that directly related to the research questions were highlighted and coded. Codes were developed inductively, meaning they emerged naturally from the participants' responses rather than being predetermined.

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After coding, similar codes were grouped into categories based on shared meanings or patterns. This process followed the step of categorization and reduction recommended by Miles, Huberman, and Saldaña (2022), which helps organize large amounts of qualitative data into manageable segments.

The categories were then analyzed and refined into overarching themes that addressed the main research questions.

RESULTS AND DISCUSSIONS

This study sought to determine the teachers' experiences and challenges in using explicit instruction strategies for teaching English in a private school and to serve as a bases the formulation of possible training workshop.

This qualitative research involved ten (10) English teachers who shared their experiences, challenges, and coping strategies in implementing explicit instruction strategies.

The study used a researcher-made in-depth interview guide to gather data. The instrument was subjected to validity tests and was found by the validators to be valid and appropriate to use.

The following are the findings of the study:

The experiences of teachers in using explicit instruction strategies for teaching English were: achieved objectives in writing paragraphs, learners clearly understood new concepts,

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learners' English performance improved through modeling and guided practice, and improved comprehension skills.

The challenges encountered by teachers in using explicit instruction strategies for teaching English were: learners become passive and lose focus, inability to effectively address diverse learner abilities, ineffective time management during instruction, lack of learner engagement, and difficulty in transition from guided practice to independence.

The coping strategies employed by teachers in using explicit instruction strategies for teaching English were: improving learners' interaction, using differentiated instruction planning lessons ahead, boosting learner's confidence by giving encouragements, passion for teaching and giving constructive feedback.

To address the teachers' experiences and challenges in using explicit instruction strategies for teaching English, a training workshop was formulated as a result of the study.

Conclusion

The findings indicate that explicit instruction effectively enhances learners' English skills, particularly in paragraph writing, comprehension, and overall language performance. Lessons that include clear explanations, modeling, and guided practice enable students to achieve learning objectives and build confidence.

However, teachers face challenges in implementation, including student passivity, varied learning abilities, engagement difficulties, time constraints, and the transition to independent learning. These challenges suggest that the success of explicit instruction

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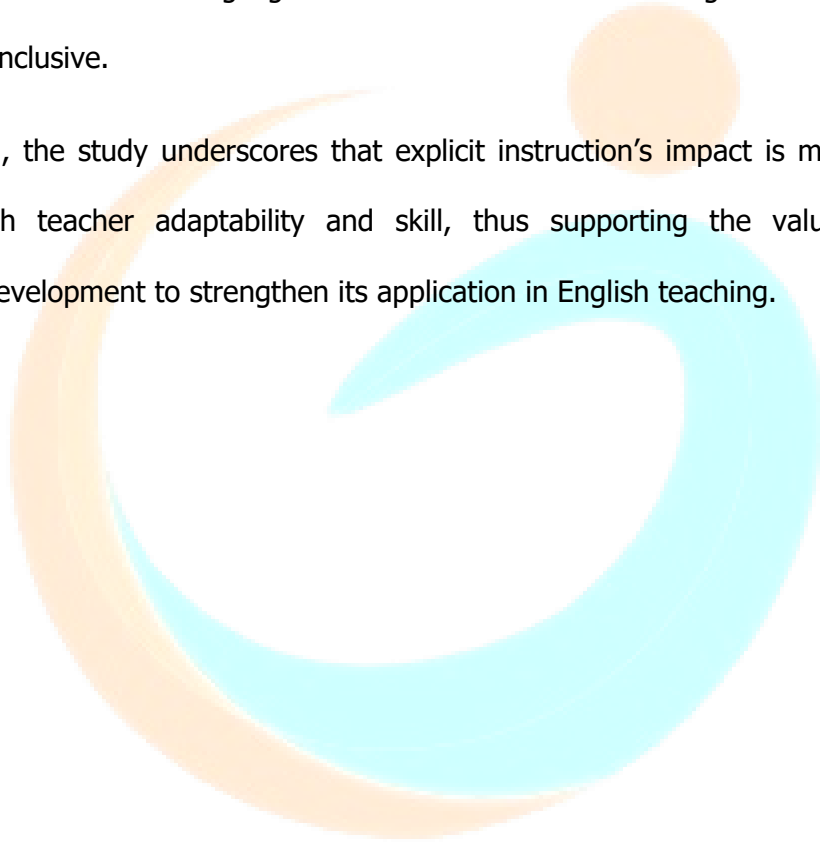
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depends not only on the strategy itself but also on the teacher's ability to adapt and manage classroom dynamics.

To overcome these challenges, teachers employ strategies such as fostering interaction, differentiating instruction, careful lesson planning, encouragement, and constructive feedback. These highlight the role of teachers in ensuring that instruction is both effective and inclusive.

Overall, the study underscores that explicit instruction's impact is maximized when combined with teacher adaptability and skill, thus supporting the value of targeted professional development to strengthen its application in English teaching.



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