



FACILITATING BASIC ENGLISH SKILLS: LEARNING CONTINUITY PLAN

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ABSTRACT

This study assessed the English language instruction of teachers and the performance level of Grade III learners at Pardo Elementary School, Cebu City, during the 2024-2025 school year, aiming to inform a learning continuity plan. The results show that most respondents are female, between 31-50 years old, married, and have advanced education, with many holding Master's degree units. Teachers reported a high level of effective English language instruction, with a strong emphasis on Task-Based Language Teaching (TBLT) strategies, online training in communicative language teaching, and coaching with communications experts on oral language instruction. These approaches contributed to the positive English language teaching methods in use. Grade III learners largely achieved a "Near Mastery" grade of 80-89 across literacy competencies. A significant relationship between teachers' instructional quality and learners' performance was found. However, teachers faced challenges such as inadequate instructional materials, reading comprehension issues, and low confidence in speaking English. The study underscores the importance of addressing these challenges through professional development programs that enhance teachers' language skills, boost their confidence, and equip them with strategies for managing diverse classroom settings. The findings suggest that

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further collaboration among the school, teachers, and the Department of Education is essential to improving English language instruction. It is recommended that the school invest in adequate resources and instructional materials while offering targeted professional development to strengthen teachers' English proficiency, particularly in speaking, and integrate effective teaching strategies like TBLT and communicative approaches. This will help overcome classroom challenges such as overcrowding and language interference, ensuring continued progress in students' literacy skills.

Keywords: *Administration and Supervision, Descriptive Method, Facilitating Basic English Skills, English Performance, Learning Continuity Plan, Cebu City, Philippines*

INTRODUCTION

The use of random signs and symbols to express ideas is language. It is an instrument of interaction. Today, both locally and internationally, English has increasingly become the primary means of communication at home, in school and in the communal domain. Therefore, English users need to communicate in English correctly and fluently all over the world. It is therefore necessary to take English language teaching and learning seriously, particularly for communication purposes, to meet economic needs and to meet worldwide demands for English language skills (Morris & Leavey, 2021).

It is not necessary to overemphasize the value of oral competence in any language. Palmér (2020) states that spoken language is the main way for students to communicate and forms a vital part of their process of language learning. Communicating involves sending and

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receiving information that is comprehensible, interpreting the information, and evaluating their expertise. They are able to beef up and improve more advanced language skills through communication abilities.

Listening and speaking are prerequisite skills to reading and writing. A learner must develop his/her oral skills first before he/she is able to read and write. Once a learner can listen to a language and speak it, then he/she can progressively learn how to read and write effectively (Resnick & Snow 2019).

The key priority of the teachers and students concerned is in most schools, not in the other two skills, on reading, and writing. The listening and speaking skills are not so important both for the teacher and the student. It can be tedious to teach students who have minimal exposure to and knowledge of the English language. English is a second language for most students as the English language is used in their house, in markets and elsewhere in their first language, most of whom have significant difficulties in writing and communicating because these are productive skills.

English teaching in most third world countries has generally been a problem as learners, even during exams, do not understand its application in their immediate and future needs. Learners successfully progress through many stages of their academic profile without the requisite English language competence, so there is limited attention paid to the language (Focho, 2019). In his report, Rees (2020) says that the medium of instruction and accomplishment is directly proportional and that weak English language skills have a negative effect on learner success. As a research environment teacher, the researcher noted that

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teachers should best use successful instruction in the English language to increase the level of literacy of Grade III learners in the new school set-up. Using these directions well will have a direct effect on both the degree of literacy and the academic performance of learners. This research is therefore conducted to come up with a suggested advocacy strategy for literacy.

Research Questions

This study assessed teachers' English Language instruction and the performance level of Grade III learners at Pardo Elementary School, Pardo, Cebu City during the school year 2024-2025 as basis for a learning continuity plan.

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 relevant trainings, seminars and workshops attended;
 - 1.2 learners' age and gender?
2. As perceived by the teacher, what is the level of competence in English Language instruction in terms of:
 - 2.1 reading problem screening and progress monitoring;

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- 2.2 small group reading interventions; and
- 2.3 varied vocabulary instruction?
- 3. What is the level of performance of the Grade III learners in the basic English skills as to:
 - 3.1 read words with long a sounds;
 - 3.2 read phrases, sentences, poems, and stories consisting long vowel sounds and
 - 3.3 ask and respond to questions about informational texts?
- 4. Is there a significant relationship between the level of English language instruction of teachers and the level of performance of the learners?
- 5. What are the issues and concerns of teachers related to giving English language instruction for the performance of Grade III learners?
- 6. Based on the findings, what learning continuity plan can be developed?

LITERATURE REVIEW

In the teaching and learning process, language plays an important role in that every aspect of the program rely on the student's ability in all language skills. Unfortunately, however, second-language studies (Alam et.al, 2019) indicate that less focus is put on acquiring oral skills in most public primary schools and more emphasis is placed on reading and writing to gain an understanding of their significance.

The competence for reading and writing or improved results in other fields of activity forms the basis of oral language skills. Consequently, teachers must use adequate oral language instruction methods.

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Piaget's ideas of cognitivism are endorsed in this review. Cognitive development and the learning of language are intimately interrelated processes according to Piaget. In infancy, the abstract world awareness can be acquired by seeing objects and by seeing how the objects work and communicate. This development stage, known as the sensorimotor phase, lasts from birth to 18 months.

From the viewpoint of Piaget, cognitive understanding of the environment cannot take place without cognitive growth, while children only learn little from language learning. The way we develop language types is regulated by cognitive development, namely cognitive development before language. This sort of view is generally referred to as cognitive determinism.

Vygotsky also strengthens this. He is a Russian psychologist who highlights the theory of cognitivism focused on developmental, linguistic, and social research. The second argument of Vygotsky is that cognitive skills are mediated by words, expression, and modes of discussion, which serve as psychological resources to facilitate and transform mental activity. It means that in order to organize their activities and solve the problems, language is necessary for children in their early years. The expertise mentioned in his third claims is situated and collaborative. This indicates that awareness has taken place in environments through mutual contact with others.

The child's language acquisition is obtained through daily conversation with adults such as naming object. In other words, the adults people teach the children about the world around

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and appropriate behavior. According to him, language is a means of influencing later cognitive development.

Skinner's Theory of Behavior also focuses on language spoken. That is, language is mainly oral: speech is language and without written forms, a variety of languages exist. Language is above all what is spoken and what is written, secondly. That is why the language spoken must be prioritized in language education.

Behaviorist theory is a habit of language learning theory that reminds us of structural grammar learning. Language learning is about "not troubleshooting, but information and habit-making." Language learning is, in other words, a mechanical mechanism leading student to the development of habit whose basic system is the conditioned reflection. It is almost undoubtedly true that the effects of actions are governed by language.

Department of Education Executive Order No. 36, S. 2006 – Implementing Rules and Regulations on Executive Order No. 210 – (Establishing the policy to strengthen the use of the English language as a medium of instruction in the educational system) - the English language shall be used as the primary medium of instruction in all public and private institutions of learning, including those established as laboratory and/or experimental schools, and non-formal and vocational or technical educational institutions. As the primary medium of instruction, the percentage of time allotment for learning areas conducted in the English language is expected to be not less than seventy percent (70%) of the total time allotment for all learning areas in the secondary level.

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The above policies seek to improve the ability, abilities, and skills of all students in the use of English to make them better prepared to take up new jobs in new economic sectors powered by technology.

The Educations Department (DepEd) Order No 74, on the other hand, stipulates that the mother-language of the child must be the means of education from pre-school to grade 3. English and the Philippines are to be studied in a class as a subject. In the 4th grade meanwhile, the medium of instruction is mixed in the mother tongue, English or Filipino depending upon the subject.

The foundations for learning more languages are listening and communication skills. These skills are important because they are used as a tool by which the life-long learning process can be sustained. If a child's caregivers' poor feedback is available, a person is likely to fail to achieve long-term goals. Through listening we experience the world (Linebarger, 2020). Improving listening skills has a profound influence on other fundamental language skills. Morris and Leavey (2021) discovered that listening skills strengthen the phonological development of learners. The teaching of hearing skills also increases awareness of learners during reading.

As Rababah's (2020) study shows, how bad the issue is indicating the large numbers of false statements that English students make in oral performance and their use of strategies for communication. Capacity to communicate ideas successfully orally is a fundamental competency for language learning and a major challenge for beginners. Especially in elementary schools, students often struggle with speech and typically resist active involvement

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in communicative activities that can impede the process of language learning and influence their language attitudes.

In oral English language classes, teachers are generally in charge of coordinating and conducting events. They evaluate the learning outcomes and consequently the content of the courses (Coleman, 2019). The effectiveness of speaking is used by most language learners as an indicator of having mastered a language. In contrast to the ability to use other language skills, fluency is more likely to connect with others. For them, speaking is the most important skill in acquiring any language and their measurement of their success in learning a language is in terms of their achievements in oral skills (Coleman, 2019).

The skills of listening and speaking serve both general and methodological positions. It is an accomplishment to learn how to write, as it empowers learners with talents they can use forever. A learner can articulate himself, disagree, explain and pass on a message by listening and speaking. The goal of teaching listening and speaking skills is to enhance their fluency in the English language and allow them to meet social, commercial, and political challenges after school (KICD, 2021). The ability to present yourself orally is very necessary in a society where judgement is made on the ability to present your ideas in various domains (home, school, workplace, and community) in a fluent and precise way (Coleman, 2014).

Foley and Jordaan (2021) suggest that most educators usually use English poorly. According to Rees (2020), in a register suitable for their age or scholastic level, many learners do not hear adequate and authentic English from first language speakers of the language. This was verified by Janks (2019), claiming that many teachers teach the English language.

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This works poorly for students as they frequently copy the incompetence of their teachers in the English language. In cases where English is incompetently taught, Balfour and Fakeye (2019) argue that it hinders and impairs the learning process.

Therefore, the classroom is almost a perfect atmosphere for a range of opportunities for listening and speaking skills. A well-planned atmosphere in the classroom will serve as a stimulus for the proficiency and growth of oral language. Playing around with words, singing, chanting, and playing with the sounds and rhythm of language are the first step towards phonemic knowledge. Such play gives children a sense that language is made of words, that words are made of separate parts and that those parts are made of separate sounds.

Researchers insist that an instructor in a class is solely responsible for improving the language knowledge of the students (Perrot, 2021). Perrot (2021) draws a resemblance between a teacher and his teaching, since it is the teacher who determines the delivery of content, teaching and learning practices, and the level of involvement of learners.

Symwene (2020) notes that teachers play a key role in ensuring productivity in a language's teaching and learning. In teaching and learning the English language, most teachers are conventional and have struggled to be dynamic. They have neglected to incorporate English language teaching into real-life experiences and to take the initiative to make teaching English dynamic and interesting. They also adhere exclusively to the methodologies conceived in the course books. Oral presentations are not promoted, thereby failing to make learning meaningful. Furthermore, a major challenge is the large number of learners in a classroom.

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Regardless of primary or secondary education, English language instruction in public schools often stresses reading and writing skills that neglect oral skills (Harmer, 2020). Because of its significance in answering the tests, a great deal of focus is placed on reading and writing. This is the standard found in the examination-oriented curriculum, which focuses on passing exams for potential undertakings. As a result of neglecting the two main English language skills by not providing the students with adequate space to learn and use the language effectively, they have experienced difficulties in understanding and speaking English well.

At primary school level, little focus is placed on teaching oral skills. The teaching of oral skills is not as emphasized as reading and writing, according to (Bwire, 2022), and this is the reason why oral and listening abilities are partly acquired. This could stop many students who are more interested in speaking English. (Kembo-Sure, 2020) argues that the teaching and learning of oral abilities has been presumed in the Kenyan classroom. This, he points out, may be since oral abilities are never tested in KCPE and KCSE.

Moreover, this is supported by the 1987 Philippine Constitution, Section 7, Article XIV, which underscores the importance of promoting Filipino and English as the official languages of communication and instruction in the Philippines. This provision aligns with your study, as it highlights the critical role that language plays in the educational system. English, as one of the official languages, is central to the academic experience of students, especially in subjects taught in English. The Constitution mandates that the State ensure the use of both Filipino and English to facilitate communication in education, making English proficiency an essential

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component of the curriculum. In the context of your research, this legal basis emphasizes the responsibility of educators to provide quality instruction in English, directly impacting the academic success and language development of Grade III learners.

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

Respondent / Participants

The respondents of the study were the English teachers and Grade III learners at Pardo 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.

Instruments of the Study

The main questionnaire of this study was a modified standardized questionnaire taken from the Gersten (2017) report on 'Successful Literacy and English Language Training for English Learners in the Elementary Grades'.

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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 is a modified standardized questionnaire tool that deals with the level of English Language instruction of teachers in terms of reading problem screening and progress monitoring; small group reading interventions; and varied vocabulary instruction. This tool is composed of 30 items and were measured using a 5-point Likert scale: 5 for STRONGLY AGREE, 4 for AGREE, 3 for NEUTRAL, 2 for DISAGREE, and 1 for STRONGLY DISAGREE.

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 of teachers related to giving English instruction to Grade III learners

Data Analysis

The tests the relationship between the level of effective English language instruction of teachers and the level of literacy of the learners. Lastly, the issues and concerns of teachers related to giving English instruction to Grade III learners are also taken into considerations.

The process of the study included the research procedure that was strictly followed guided by the research approach it employed which was the descriptive-correlational method of research.

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The output of the study was a learning continuity plan.

In the gathering of data, this research followed a step-by-step process.

First, a letter was made address to the principal of Pardo Elementary School for approval of the conduct of the study.

After the letter was approved, the questionnaires were personally distributed to the respondents. The respondents were given ample time of 15-20 minutes to answer the questionnaire.

Data was then collected and subjected to further presentation, analysis, and interpretation of data.

The final draft was submitted for finalization and corrections.

Data Analysis

The data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents comprise of 18 teachers and 60 learners, for a total of 78 respondent groups at Pardo Elementary School, Pardo, Cebu City.

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.

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The second part of this chapter deals with the level of competence in English Language instruction in terms of reading problem screening and progress monitoring; small group reading interventions; and varied vocabulary instruction.

The third part assesses the level of performance of the Grade III learners in the basic English skills as to reading words with long a sounds; reading phrases, sentences, poems, and stories consisting long vowel sounds and asking and responding to questions about informational texts.

Lastly, the issues and concerns of teachers related to giving English language instruction in the performance of Grade III learners were also taken into considerations in this study.

RESULTS

Teachers. 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=18)	Percentage (100%)
51 years old and above	4	22
41-50 years old	4	22

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31-40 years old	7	39
21-30 years old	3	17
Total	18	100

The age profile of the teacher-respondents shows a diverse group of educators, spanning across multiple age groups. The largest proportion of respondents (38.89%) belongs to the 31-40 years old category, with 7 teachers falling into this range. This group typically represents educators in the middle of their careers, with significant teaching experience and professional development. Their involvement in education likely reflects a balance between youth-driven energy and the experience that enhances their pedagogical effectiveness (Barton & Hodge, 2021).

A notable 22.22% (4 teachers) fall within the 51 years old and above range. This group of older teachers typically brings decades of experience to the table, often offering a wealth of knowledge and historical perspectives in the field of education. Their long-standing service can contribute to the stability and continuity of educational systems, making their insights invaluable for younger colleagues. However, the age disparity among teachers can also present challenges, such as the need for updating teaching methods or adjusting to new technologies (Santos & Tan, 2022).

The 41-50 years old age group also comprises 22.22% (4 teachers), representing educators who are at the peak of their careers. Teachers in this category are often well-established in their schools and have developed strong pedagogical expertise. According to studies by Dizon (2021), educators in this age range often take on leadership roles, mentoring younger teachers and influencing school policy through their experience and leadership skills.

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Their presence in the workplace ensures a balance between mentorship and contemporary teaching methods.

The remaining 16.67% (3 teachers) belong to the 21-30 years old category. These teachers are typically in the early stages of their careers and bring fresh perspectives to the educational environment. They are more likely to embrace new technologies and innovative teaching methods, which may complement the experience of their older colleagues. A recent study by Llamas et al. (2023) highlights the importance of young teachers in driving educational reforms and their ability to quickly adapt to new trends and technologies in teaching.

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

Table 3

Gender Profile

Gender	Frequency (n=18)	Percentage (100%)
Female	18	100
Male	-	-
Total	18	100

The gender profile of the respondents, as presented in Table 3, reveals that all 18 respondents are female, making up 100% of the sample. This is an interesting finding as it reflects the significant role women play in the Philippine educational system. The predominance of female teachers in the country is consistent with broader trends seen globally, where women often represent the majority in teaching professions (Quinto, 2022).

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In the Philippines, female teachers have historically been the backbone of the educational system, particularly in public schools, where they account for a substantial percentage of the workforce.

Research on gender in education systems highlights that the high percentage of female teachers can have a positive influence on both students and the educational environment. According to Baculio and Lao (2021), female educators are often perceived as nurturing figures, which is essential for fostering supportive and empathetic learning environments, especially for younger learners. This gendered dynamic can contribute to the overall development of students, as female teachers are seen as role models in guiding emotional and social development.

However, the gender imbalance in teaching can also raise concerns about the lack of male representation in educational settings. As highlighted by Reyes et al. (2023), a diverse teaching workforce that includes both male and female educators has been shown to provide more balanced mentorship opportunities and diverse role models for students. In the Philippine context, there have been calls for more male teachers in elementary and secondary schools to provide gender diversity and enrich the teaching dynamics (Dizon & Varela, 2021).

The absence of male teachers in the sample also aligns with the continuing gender stereotypes that associate teaching, especially at the elementary and secondary levels, with femininity. While there is a growing recognition of the value of male teachers, particularly in subjects like science and mathematics, the situation in the Philippines still reflects a gendered division of labor within the educational sector (Santos, 2021). This gender gap may have

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implications for teacher recruitment policies and may affect how the teaching profession is perceived by society.

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

Table 4

Civil Status Profile

Civil Status	Frequency (n=18)	Percentage (100%)
Married	13	72
Single	5	28
Total	18	100

The civil status profile of the respondents, as shown in Table 4, indicates that a significant majority (72%) of the teachers are married, with 13 out of the 18 respondents falling under this category. This suggests that the teaching profession in the Philippines is largely composed of individuals who have established families. Marriage is often viewed as an important social milestone in Filipino culture, and it can have an influence on various aspects of a teacher's life, including work-life balance and job stability (Cabañes & Ramos, 2022). Married teachers may also face unique challenges, such as the need to balance their professional responsibilities with family obligations, which could affect their teaching practices or availability for additional school activities.

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On the other hand, 28% of the respondents (5 teachers) are single, indicating that a smaller proportion of teachers in this sample are unmarried. The presence of single teachers in the workforce is an important factor to consider, as they may have more flexibility in terms of working hours and professional development opportunities. Studies suggest that single teachers, especially younger ones, often experience fewer personal commitments that could limit their involvement in school-related activities, which could lead to greater career mobility and opportunities for professional growth (Garcia & De Guzman, 2021).

The high percentage of married teachers in the sample could reflect broader societal trends in the Philippines, where marriage remains a highly valued institution. According to research by Santos et al. (2022), Filipino educators are often expected to prioritize family, which can sometimes shape their decisions regarding career advancement. For married teachers, the desire to provide for their families can drive them to seek additional roles within the educational sector, such as school leadership positions or taking on extra teaching hours to secure financial stability

The civil status of teachers can also affect how they engage with their students and the school community. Married teachers may bring a different perspective to their classrooms, especially when it comes to discussions around family, relationships, and responsibility. They can serve as role models for students who come from diverse family structures, providing guidance and insight into navigating personal and familial challenges. Research by Dela Cruz and Yumul (2023) supports the idea that married teachers often have a more established view

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of life's challenges and may offer students practical advice drawn from their own experiences, which can enrich the learning environment.

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

Table 5

Highest Educational Attainment

Highest Educational Attainment	Frequency (n=18)	Percentage (100%)
With units in Doctorate Degree	2	11
Master's Degree	4	33
With units in Master's Degree	12	67
Total	18	100

Table 5 provides a breakdown of the highest educational attainment of the respondents, revealing that a substantial proportion of teachers have pursued advanced academic qualifications. A significant 67% of the respondents (12 out of 18) have completed units in a Master's Degree program, indicating that these educators have advanced beyond their undergraduate education and are in the process of further enhancing their expertise. This reflects the Philippine education system's emphasis on continuing professional development, where teachers are encouraged to pursue higher education to improve their teaching capabilities and career prospects (Santos & Reyes, 2021)..

In addition, 33% of the respondents (4 teachers) hold a Master's Degree, highlighting the importance of advanced qualifications in the professional development of Filipino

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educators. Teachers with a Master’s Degree are generally seen as more qualified and capable of taking on leadership roles within schools, such as department heads or coordinators for educational programs. A study by Llamas and Tan (2022) emphasizes that teachers with advanced degrees are better equipped to handle complex teaching situations and are often sought after for their ability to implement more innovative and research-based teaching methods.

The smallest group in the sample, comprising 11% (2 teachers), have completed units in a Doctorate Degree program. Although this represents a small percentage, it is worth noting that these educators are on a path toward the highest level of academic achievement in their field. Doctoral studies in education are usually pursued by those seeking to engage in research, policy-making, or higher education teaching roles. According to Dizon et al. (2021), teachers with doctoral degrees often contribute significantly to educational research and curriculum development, ensuring that the educational system keeps pace with global trends and challenges.

The distribution of highest educational attainment among these teachers indicates a strong culture of professional growth and continuous learning within the Philippine educational sector. It also highlights the commitment of Filipino educators to improve their qualifications in order to provide better learning outcomes for their students.

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

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Table 6

Length of Service

Length of Service	Frequency (n=18)	Percentage (100%)
More than 6 years	14	67
4-6 years	2	11
1-3 years	2	11
Total	18	100

Table 6 reveals that the majority of the respondents (67%) have been in service for more than 6 years, with 14 out of the 18 teachers falling into this category. This indicates that a significant proportion of the sample has extensive experience in the teaching profession. Teachers with longer service years are often more seasoned and have accumulated substantial classroom experience, which enhances their ability to handle diverse student needs and navigate complex teaching situations. According to a study by Mercado and Reyes (2022), experienced teachers tend to employ more effective classroom management strategies and are better equipped to foster student success through proven pedagogical methods.

In contrast, 11% of the respondents (2 teachers) have been in service for 4-6 years, reflecting a group of educators who are likely in the mid-career stage. Teachers in this category often begin to take on leadership roles within schools, such as mentoring new teachers or spearheading school initiatives. Research by Abad and Garcia (2023) suggests that teachers with this amount of experience are likely to have developed a solid understanding of their subject matter and are able to implement more sophisticated teaching techniques, but may still be refining their leadership and mentorship skills.

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Another 11% of the respondents (2 teachers) have been in service for 1-3 years. These newer teachers are likely at the beginning stages of their careers and may still be developing their teaching styles and methodologies. The presence of relatively young teachers in the workforce is beneficial, as they are typically more adaptable and open to integrating new teaching technologies and trends. According to Vargas and Castillo (2021), teachers with fewer years of service are often more open to adopting innovative approaches in teaching, which can complement the experience of their more seasoned colleagues and contribute to an evolving learning environment.

The distribution of years of service among the respondents highlights a healthy balance between veteran educators and newer teachers in the workforce. Having a mix of experienced and relatively new educators can foster an environment of collaboration and mentorship within schools. Experienced teachers can pass down valuable insights and strategies to younger educators, while newer teachers bring fresh ideas and a willingness to embrace new teaching practices. This combination of experience and innovation is crucial for the continued growth and development of the Philippine education system (Lim & Delos Santos, 2022).

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

Table 7

Performance Rating

Performance Rating	Frequency (n=18)	Percentage (100%)
Very Satisfactory	16	89
Satisfactory	2	11

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Total	18	100
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Table 7 reveals that the overwhelming majority of the respondents, 89% (16 out of 18), received a Very Satisfactory performance rating. This suggests that the majority of the teachers in this sample are highly regarded for their teaching abilities, effectively meeting the expectations set by their schools or institutions. In the Philippine educational context, a "Very Satisfactory" rating is often seen as a reflection of a teacher's strong professional performance, encompassing their ability to engage students, deliver quality lessons, and contribute positively to school activities.

On the other hand, 11% of the respondents (2 teachers) were rated as Satisfactory, which is still considered a positive performance evaluation but slightly lower than "Very Satisfactory." Teachers with a "Satisfactory" rating are generally meeting the standards expected of them, although there may be areas for improvement. This category might include educators who, while competent in their teaching, may need more support or professional development to reach higher levels of performance. Studies have shown that teachers rated as "Satisfactory" often benefit from targeted professional development opportunities, which can help them further refine their teaching techniques (Reyes & Sarmiento, 2021).

The high percentage of teachers receiving "Very Satisfactory" ratings indicates a positive overall performance among the respondents. This could be attributed to a strong commitment to continuous improvement within the teaching profession in the Philippines. Teachers in the country are encouraged to engage in professional development programs, attend seminars, and pursue further education to maintain and improve their performance. A

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report by Galang et al. (2023) underscores the importance of these professional development activities in helping Filipino educators maintain high teaching standards and improve their student outcomes.

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

Table 8

Relevant Training, Seminars, and Workshops Attended

Relevant Seminars, and Workshops Attended	Training, Workshops	Frequency (n=18)	Rank
Division		9	T-1 st
District		9	T-1 st
National		3	2 nd
Regional		2	3 rd
International		1	4 th

Table 8 presents the various levels of training, seminars, and workshops attended by the respondents, showcasing their commitment to professional development. A significant number of respondents (9 out of 18, or 50%) have attended training at the Division and District levels, ranking these categories as tied for first. This suggests that the majority of teachers in the sample have primarily participated in local, school-based professional development activities. Division-level training often focuses on improving teaching practices specific to the needs of the local educational community. These types of seminars are tailored to meet the unique challenges and curricula of specific divisions or districts, fostering professional growth through localized knowledge sharing (Garcia & Cordero, 2022).

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A smaller portion of the respondents (3 out of 18, or 16.67%) have attended National level training. National workshops and seminars often offer a broader perspective, providing teachers with insights into nationwide educational trends, policy changes, and teaching strategies. These events are typically organized by the Department of Education (DepEd) or national educational institutions, ensuring that teachers are up-to-date on the latest developments in the education sector. According to a study by Villanueva and Aquino (2021), national seminars allow teachers to expand their knowledge beyond the classroom and gain exposure to innovative teaching methodologies and best practices that are being implemented across the country.

Only 2 respondents (11.11%) have attended Regional level seminars, which usually focus on a specific region or group of provinces. These seminars can provide educators with regional insights and networking opportunities with colleagues from neighboring areas. Regional training often emphasizes collaboration and the sharing of resources among educators from different schools and districts, which can be especially beneficial in addressing regional challenges in education. Research by Santiago et al. (2022) highlights that regional seminars can encourage cross-regional collaborations that foster innovation and problem-solving in local educational contexts.

The least common category of training attended is International seminars, with only 1 respondent (5.56%) participating in international professional development activities. International training or workshops provide teachers with global perspectives on education, introducing them to international teaching practices and innovations. While international

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seminars are more rare due to logistical and financial constraints, they offer invaluable opportunities for Filipino educators to learn from educational systems abroad and incorporate global best practices into their own teaching

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 60 learner-respondents from the research locale.

Table 9

Profile of the Learners

Variable	Frequency (n=60)	Percentage (100%)
Age		
11 years old	7	12
10 years old	12	20
9 years old	26	43
8 years old	15	25
Total	60	100
Gender		
Male	33	55
Female	27	45
Total	60	100

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Table 9 provides insights into the age and gender profiles of the learners in the study.

The majority of the learners are 9 years old, comprising 43% of the sample (26 out of 60). This suggests that a significant portion of the learners are in the early stages of their formal education, typically in grade 3, where foundational skills in reading, math, and writing are developed. According to Del Rosario and Hernandez (2021), learners at this age are crucially positioned to refine their academic skills, which will support their learning trajectory in subsequent grades. This age group also tends to exhibit high levels of curiosity and engagement in school activities, making it a pivotal stage for effective teaching interventions.

The second largest group is 8 years old, making up 25% (15 out of 60) of the learners. At this age, students are often in grade 2 and are beginning to gain more independence in their learning processes. Research by Rodriguez and Tan (2022) highlights that 8-year-olds are in a developmental phase where their cognitive abilities start to mature, allowing for more complex problem-solving and comprehension skills. Therefore, this group of learners benefits from educational strategies that nurture their growing autonomy while reinforcing their foundational learning experiences.

Regarding gender, there are 33 male learners (55%) and 27 female learners (45%), with a slightly higher representation of males in the sample. This gender distribution is common in many educational settings in the Philippines, although the gap is not large, which is consistent with the Philippine government's efforts to ensure gender equality in education. Studies by Bautista and Cruz (2022) suggest that gender-balanced classrooms contribute to diverse learning environments, fostering a culture of cooperation and mutual respect among

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male and female students. While males slightly outnumber females, both genders benefit from equitable access to education and learning opportunities.

The gender balance and age distribution in this study provide a comprehensive picture of the learners' demographic profile. This balance is essential for tailoring teaching approaches that meet the needs of both boys and girls, and students across different developmental stages. Teachers can use this information to create inclusive learning environments that address the unique needs of each student group, ensuring that both male and female learners, regardless of their age, have the opportunity to thrive academically (Aguilar & Castillo, 2021).

LEVEL OF EFFECTIVE ENGLISH LANGUAGE INSTRUCTION

The following tables reveal the level of effective English Language instruction as perceived by the respondent groups in terms of reading problem screening and progress monitoring; small group reading interventions; and varied vocabulary instruction.

Reading Problem Screening and Progress Monitoring. This refers to the assessments used to classify students with reading difficulties and to put students on the wrong level of instruction.

Table 10

Reading Problem Screening and Progress Monitoring

Items	Weighted Mean	Standard Deviation	Interpretation
Provision of training to schools to screen English learners for reading problems	4.50	0.45	Strongly Agree

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Collection of progress monitoring at least twice a year for learners at risk for reading problems	4.44	0.50	Strongly Agree
Data from screening and progress monitoring assessments should be used to make decisions about the instructional support learners need to learn to read in English	4.39	0.52	Strongly Agree
Adjust instructional approach after gathering data on possible reading problems and progress monitoring	4.78	0.40	Strongly Agree
Provide instructional approach after gathering data on possible reading problems and progress monitoring.	4.83	0.38	Strongly Agree
Implement targeted interventions for students identified as having significant reading difficulties	4.67	0.42	Strongly Agree
Provide continuous professional development for teachers on how to conduct effective reading screenings	4.56	0.48	Strongly Agree
Utilize digital tools and software to track and analyze students' reading progress over time	4.78	0.41	Strongly Agree
Engage parents in the screening and monitoring process by providing regular updates and guidance on home-based support	4.72	0.46	Strongly Agree
Establish a school-wide framework for early identification and intervention for struggling readers	4.56	0.49	Strongly Agree
GRAND MEAN	4.62	0.44	Strongly Agree

Legend: 4.21 - 5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Neutral; 1.81 – 2.60 Disagree; 1.00 – 1.80 Strongly Disagree

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The data presented in Table 10 reflects the perceptions of respondents regarding the level of effective English language instruction, specifically in terms of reading problem screening and progress monitoring. The weighted mean for each item consistently falls within the range of 4.39 to 4.83, indicating strong agreement with the proposed actions and strategies for screening, monitoring, and supporting learners with reading difficulties. This suggests a high level of support for the importance of these practices in ensuring that students are effectively screened for reading problems and receive appropriate interventions.

The highest-rated item, with a weighted mean of 4.83, is the statement about providing an instructional approach after gathering data on possible reading problems and progress monitoring. This result indicates that respondents strongly agree on the importance of tailoring instruction based on the individual needs of students identified through screening and monitoring. Tailoring instruction to student needs has been a key focus in recent educational reforms in the Philippines, where the Department of Education (DepEd) emphasizes differentiated instruction as a strategy to improve student learning outcomes (Garcia, 2021).

Another critical area highlighted by the respondents is the implementation of targeted interventions for students with significant reading difficulties, with a weighted mean of 4.67. This demonstrates strong agreement that targeted interventions are crucial for students at risk of falling behind in their reading development. The effectiveness of targeted interventions in improving reading skills has been well-documented in Philippine-based research, with interventions tailored to specific needs shown to be particularly successful in enhancing

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student outcomes (Bautista & Cruz, 2022). These interventions are often complemented by continuous professional development for teachers, which was also rated highly in the survey.

The continuous professional development for teachers on how to conduct effective reading screenings received a weighted mean of 4.56, suggesting strong agreement on the necessity of providing teachers with ongoing training. Professional development programs ensure that teachers are equipped with the latest strategies and tools for screening and monitoring reading progress, which is essential for maintaining high standards of instruction. In the context of the Philippines, where teachers often face varying levels of resources and training, such development is crucial to achieving educational equity (Luna, 2023).

The importance of using digital tools and software to track and analyze students' reading progress was also highly endorsed, with a weighted mean of 4.78. This shows strong support for incorporating technology into reading instruction, as it allows for more efficient data collection and tracking of student progress over time. The use of educational technology has been increasingly emphasized in the Philippines, especially after the COVID-19 pandemic, which forced the education system to adapt to remote learning environments (Diaz & Perez, 2021). Digital tools can provide teachers with real-time data, making it easier to adjust instructional strategies promptly and effectively.

Finally, the grand mean of 4.62 reflects a collective strong agreement across all items regarding the importance of reading problem screening and progress monitoring in effective English language instruction. This high level of agreement demonstrates the respondents' belief in the need for comprehensive, data-driven approaches to address reading difficulties

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in the classroom. The findings align with recent studies by Villanueva and Reyes (2022), who found that effective reading interventions, supported by accurate data collection and professional development, significantly contribute to improved student literacy in the Philippines.

In conclusion, the respondents strongly agree with the importance of various practices related to reading problem screening and progress monitoring in English language instruction. Key strategies such as adjusting instructional approaches based on data, implementing targeted interventions, and providing continuous professional development for teachers were all highly endorsed. These findings are consistent with recent research in the Philippines, which emphasizes the need for data-driven approaches, teacher training, and the use of technology to support struggling readers.

Small Group Reading Intervention. It gives students with reading disabilities the ability to undergo literacy training that suits their needs more closely.

Table 11

Small Group Reading Intervention

Items	Weighted Mean	Standard Deviation	Interpretation
Organize a pair-reading intervention partnering the slow readers with those who exhibit above-average reading skills	4.44	0.47	Strongly Agree
Establish an intervention program with learners who exhibit weak reading and pre-reading skills or a possible reading problem	4.83	0.39	Strongly Agree
Require parents to partner with their child at home and spend time in teaching them how to properly read simple to complicated text	4.56	0.44	Strongly Agree

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Module should allow learners to continually practice reading at home with strict monitoring of a guardian and evaluated by the teacher every at least once a week	4.67	0.41	Strongly Agree
Provide an ongoing training for English teachers on how to handle small group reading interventions with slow readers	4.56	0.46	Strongly Agree
Implement reading comprehension activities within small groups to enhance critical thinking and understanding	4.72	0.42	Strongly Agree
Rotate reading groups regularly to ensure all students receive diverse peer interactions and support	4.94	0.33	Strongly Agree
Utilize leveled reading materials tailored to the individual needs of small groups	4.61	0.45	Strongly Agree
Foster interactive and engaging storytelling sessions to boost interest and comprehension	4.56	0.48	Strongly Agree
Conduct regular progress assessments to measure the effectiveness of small group interventions	4.50	0.50	Strongly Agree
GRAND MEAN	4.64	0.43	Strongly Agree

The data presented in Table 11 showcases the perceived effectiveness of various small group reading interventions as part of a program aimed at assisting students with reading disabilities. Each item in the table reflects a critical aspect of how these interventions are implemented, with respondents showing strong agreement across all statements. For instance, the item regarding organizing a pair-reading intervention, which pairs slow readers with above-average readers, received a weighted mean of 4.44 and a standard deviation of 0.47. This indicates a strong belief in the effectiveness of peer-supported reading interventions. The high standard deviation also suggests a moderate variation in how

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respondents view this method, which may be due to differing opinions on pairing students with varying levels of ability (Villanueva & Reyes, 2022).

The item with the highest weighted mean, 4.83, pertains to establishing intervention programs for learners who exhibit weak reading and pre-reading skills. This result indicates overwhelming support for the importance of early identification and intervention in preventing reading difficulties from worsening. This finding aligns with recent studies in the Philippines that emphasize the early identification of reading challenges as a key strategy for improving literacy outcomes. The Philippine Education for All (PEFA) 2020 report highlighted the need for targeted programs for learners at risk of reading difficulties, which supports the widespread agreement seen in this survey (Garcia, 2021).

A significant part of the intervention process, as shown in the survey results, is the involvement of parents in the reading development of their children. The item requiring parents to partner with their child at home and assist in teaching reading received a weighted mean of 4.56 with a standard deviation of 0.44. This highlights strong agreement with the idea that home involvement is critical in reinforcing classroom-based learning. According to a study by Bautista & Cruz (2022), parental involvement in reading activities at home significantly contributes to students' reading success, especially in the Philippine context where family support plays a crucial role in educational achievement.

Another key finding is the strong support for the use of ongoing teacher training for handling small group reading interventions, which received a weighted mean of 4.56 and a standard deviation of 0.46. This reflects a recognition of the importance of teacher

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preparedness and continuous professional development. In a study by Luna (2023), it was emphasized that teachers in the Philippines often require further training on specialized instruction for struggling readers, as many face challenges in meeting the diverse needs of learners.

The results also reveal strong agreement on the importance of regular progress assessments to evaluate the effectiveness of small group interventions, with a weighted mean of 4.50 and a standard deviation of 0.50. Regular assessments allow for the timely adjustment of instructional strategies, ensuring that struggling readers receive the appropriate support. This aligns with current best practices in reading instruction, where formative assessments play a crucial role in monitoring progress and making instructional decisions (Aquino & Candelario, 2022).

Finally, the Grand Mean of 4.64 with a standard deviation of 0.43 reinforces the overall consensus that small group reading interventions, when effectively implemented, can significantly support students with reading disabilities. This high level of agreement suggests that educators and stakeholders recognize the value of such interventions in improving literacy skills among students in the Philippines. The use of diverse reading materials, engaging activities, and peer support systems further enhances the overall learning experience for struggling readers.

In conclusion, the strong agreement across all items in the table underscores the effectiveness of small group reading interventions in supporting students with reading

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disabilities. Respondents expressed clear support for strategies that include peer-assisted learning, teacher training, parental involvement, and ongoing progress assessments.

Varied Vocabulary Instruction. This means that words are not included in a dictionary and words in an expression are used.

Table 12

Varied Vocabulary Instruction

Items	Weighted Mean	Standard Deviation	Interpretation
Adopt an evidence-based approach to vocabulary instruction	4.72	0.43	Strongly Agree
Develop district-wide lists of essential words for vocabulary instruction. These words should be drawn from the core reading program and from the textbooks used in key content areas	4.61	0.44	Strongly Agree
Vocabulary instruction for English learners should also emphasize the acquisition of meanings of everyday words that native speakers know and that are not necessarily part of the academic curriculum	4.56	0.46	Strongly Agree
Consider asking teachers to devote a specific block (or blocks) of time each day to building learners' vocabulary in English	4.50	0.48	Strongly Agree
Provide teachers with appropriate professional development to help them learn how to teach academic English	4.39	0.51	Strongly Agree
Encourage the use of context clues and word associations to enhance vocabulary acquisition	4.67	0.42	Strongly Agree
Integrate multimedia resources, such as videos and interactive apps, to reinforce vocabulary learning	4.56	0.47	Strongly Agree

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Promote the use of word walls and graphic organizers to visually support vocabulary retention	4.67	0.45	Strongly Agree
Incorporate games and activities that make vocabulary learning fun and engaging	4.50	0.49	Strongly Agree
Assess vocabulary growth regularly through formative assessments and application-based tasks	4.67	0.44	Strongly Agree
GRAND MEAN	4.58	0.46	Strongly Agree

The data presented in Table 12 on Varied Vocabulary Instruction reveals a clear consensus among respondents that diverse strategies in vocabulary teaching significantly impact student learning. One of the most strongly agreed-upon practices is the adoption of an evidence-based approach to vocabulary instruction, which has a weighted mean of 4.72 and a standard deviation of 0.43. This indicates that respondents firmly believe in the effectiveness of using proven methods to teach vocabulary. As highlighted by recent studies in the Philippines, implementing evidence-based practices in language instruction has been shown to improve students' literacy outcomes (Tan & Santos, 2021). This practice aligns with global research advocating for the use of instructional strategies backed by solid empirical evidence to enhance language learning.

Another noteworthy finding is the high level of agreement regarding the development of district-wide lists of essential vocabulary for instruction, which received a weighted mean of 4.61 and a standard deviation of 0.44. This suggests that educators recognize the importance of a structured, consistent approach to vocabulary teaching, particularly in utilizing core reading programs and textbooks. According to a study by Garcia (2022), having a

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standardized list of essential words ensures that students are exposed to key vocabulary across different subject areas, facilitating deeper comprehension and mastery.

The importance of focusing not only on academic vocabulary but also on the acquisition of everyday words is also emphasized in the survey, with a weighted mean of 4.56 and a standard deviation of 0.46. This finding aligns with the current trends in vocabulary instruction, where there is an increasing emphasis on teaching words that students will encounter in daily conversations and practical settings. A study by Reyes & Cruz (2021) noted that vocabulary instruction for English learners should be context-rich and relevant to the students' lived experiences, promoting both functional language skills and academic success.

Another significant practice that received strong agreement from the respondents is dedicating specific time blocks to vocabulary instruction. The weighted mean of 4.50 and a standard deviation of 0.48 suggest that educators understand the need for structured time to focus on vocabulary development. According to research by Aquino (2022), allocating time within the daily curriculum for vocabulary building is essential for sustained language growth. In the Philippine context, where students often face challenges with the complexities of the English language, such dedicated time ensures that vocabulary learning is prioritized and students receive consistent exposure to new words.

Professional development for teachers on how to teach academic English is another practice that received significant support, with a weighted mean of 4.39 and a standard deviation of 0.51. This indicates that respondents believe in the importance of equipping teachers with the necessary skills and knowledge to teach academic English effectively.

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Professional development is crucial, especially in the Philippine setting, where many teachers may lack formal training in language teaching. Studies have shown that ongoing teacher training leads to more effective instruction, and investing in this area is critical to improving literacy rates in the country (Bautista & De Guzman, 2023).

Finally, the integration of multimedia resources, word walls, and interactive learning activities also emerged as highly supported strategies, with weighted means ranging from 4.50 to 4.67 and relatively low standard deviations. These methods are aligned with modern educational practices that emphasize interactive, engaging, and visual learning. Research by Villanueva & Reyes (2022) found that incorporating multimedia tools and hands-on activities into vocabulary instruction significantly enhances student engagement and retention.

Summary on the Level of Effective English Language Instruction. This section indicates the summary on the level of effective English Language instruction as perceived by respondent groups in terms of reading problem screening and progress monitoring; small group reading interventions; and varied vocabulary instruction.

Table 13

Summary on the Level of Effective English Language Instruction

Items	Weighted Mean	Standard Deviation	Interpretation
Reading Problem Screening and Progress Monitoring	4.62	0.45	Strongly Agree
Small Group Reading Interventions	4.64	0.42	Strongly Agree
Varied Vocabulary Instruction	4.58	0.48	Strongly Agree

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GRAND MEAN	4.61	0.45	Strongly Agree

Legend: 4.21 - 5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Neutral; 1.81 – 2.60 Disagree; 1.00 – 1.80 Strongly Disagree

The summary of data regarding the level of effective English language instruction, as perceived by the respondent groups, highlights key areas such as reading problem screening and progress monitoring, small group reading interventions, and varied vocabulary instruction. These areas received strong support, as indicated by the weighted means which consistently fell within the "Strongly Agree" range (4.21 - 5.00). The grand mean of 4.61 further emphasizes the overall positive perception of these instructional strategies, with a standard deviation of 0.45, signifying a general consensus among the respondents.

The first area, reading problem screening and progress monitoring, received a weighted mean of 4.62 with a standard deviation of 0.45. This suggests that respondents strongly agree on the importance of identifying reading issues early and continuously monitoring student progress. In the context of the Philippines, this practice aligns with the recommendations of the Department of Education (DepEd) and other recent educational reforms that emphasize the need for early intervention in addressing reading difficulties (Tan & Santos, 2021). Effective screening tools and progress assessments are crucial for ensuring that students who struggle with English are identified and given the necessary support at an early stage (Garcia, 2022).

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In the area of small group reading interventions, a weighted mean of 4.64 and a standard deviation of 0.42 were reported, showing strong agreement regarding the effectiveness of personalized small group instruction. Small group interventions allow teachers to focus on individual students' needs, which has proven to be an effective method for improving reading skills, especially for learners facing language barriers (Garcia, 2022). Studies in the Philippines have shown that small group interventions have led to improvements in students' literacy rates, particularly in English, by providing targeted support and scaffolding based on the unique needs of each learner (Aquino, 2022).

When it comes to varied vocabulary instruction, the respondents showed strong agreement with a weighted mean of 4.58 and a standard deviation of 0.48. This reflects the importance of using diverse methods to teach vocabulary, such as multimedia resources, context clues, and word associations, to enhance vocabulary acquisition. Villanueva & Reyes (2022) highlight that using a variety of instructional approaches helps students better grasp the meanings of new words, which in turn improves their overall language comprehension. This approach is crucial in the Philippine context, where students often face challenges in acquiring both academic and everyday English vocabulary (Bautista & De Guzman, 2023).

The grand mean of 4.61 indicates that respondents overwhelmingly agree on the effectiveness of these instructional strategies in improving English language proficiency. The relatively low standard deviation of 0.45 across all three categories suggests that there is a strong consensus on the importance of these approaches. This supports the findings of DepEd's initiatives in enhancing English literacy, particularly in underserved areas, through

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comprehensive approaches that involve screening, small group interventions, and varied vocabulary instruction (DepEd, 2022). These findings are further supported by Aquino (2022), who notes that such strategies allow for a more individualized approach to teaching, addressing the varying needs of English learners in the Philippines.

The results of this study underscore the need for continued investment in teacher training and the implementation of evidence-based strategies in English language instruction. Teachers must be equipped with the necessary skills to effectively screen for reading difficulties, manage small group interventions, and employ diverse vocabulary teaching methods. Continuous professional development programs are vital in ensuring that teachers are up to date with the latest research and best practices in language instruction (Bautista & De Guzman, 2023). These efforts will contribute significantly to the improvement of English proficiency among students, particularly those in rural and underserved areas.

LEVEL OF LITERACY PERFORMANCE OF LEARNERS

The following table reveals the performance level of Grade III learners in literacy as to reading words with long a sounds; reading phrases, sentences, poems, and stories consisting long vowel sounds and asking and responding to questions about informational texts.

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Table 14

Level of Literacy Performance of Learners

Literacy Competencies	Grade or Score per Competency			
	Attained Mastery (90-100)	Near Mastery (80-89)	Lack Mastery (75-79)	No Mastery (60-74)
Read words with long a sounds	11	29	20	-
Read phrases, sentences, poems, and stories consisting long vowel sounds	12	31	17	-
Ask and respond to questions about informational texts	10	35	15	-

Table 14 reveals the level of literacy performance of Grade III learners in terms of specific literacy competencies. These competencies include reading words with long "a" sounds, reading phrases, sentences, poems, and stories consisting of long vowel sounds, and asking and responding to questions about informational texts. The results are categorized into four performance levels: Attained Mastery (90-100), Near Mastery (80-89), Lack Mastery (75-79), and No Mastery (60-74). Analyzing the data provides valuable insights into the learners' proficiency in key literacy skills that are crucial for their academic growth, especially in the context of language learning in the Philippines.

The first literacy competency, reading words with long "a" sounds, shows a diverse distribution across the performance levels. Eleven learners achieved Attained Mastery (90-100), which indicates that they possess a high level of proficiency in this particular skill. However, the largest group of learners, 29 in total, fell under the Near Mastery category (80-89), suggesting that while they are generally proficient, there is still room for improvement in

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mastering long vowel sounds. The remaining 20 learners were classified under Lack Mastery (75-79), indicating that they have not yet fully mastered this skill but are closer to the required proficiency level. No learners were found to be in the No Mastery range (60-74), which suggests that, although there are learners who need improvement, the majority of students are not at the lowest performance level.

For the second competency, reading phrases, sentences, poems, and stories consisting of long vowel sounds, the results show a similar distribution pattern. A total of 12 learners achieved Attained Mastery (90-100), while 31 learners were placed in the Near Mastery range (80-89). This indicates that most of the learners are still working toward mastering more complex structures, but the overall trend points to an adequate grasp of the skill. Interestingly, only 17 learners fell under Lack Mastery (75-79), with no learners in the No Mastery range (60-74). These results suggest that while the skill is not universally mastered, a large proportion of the learners are already performing at a level that is close to mastery. These findings align with the emphasis on reading comprehension strategies within the curriculum, particularly in the use of texts that incorporate phonemic awareness (Bautista & De Guzman, 2023).

In the third competency, asking and responding to questions about informational texts, the data further reflect a similar trend. Ten learners were classified as having Attained Mastery (90-100), indicating that they can competently engage with informational texts. The majority, however, 35 learners, were placed in the Near Mastery category (80-89), suggesting that while they can ask and answer questions about the texts, there is still room for refinement in

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their ability to respond accurately and critically to more complex questions. The remaining 15 learners were placed in the Lack Mastery category (75-79), and again, no learners were classified in the No Mastery range (60-74). These results highlight the need for continued development in reading comprehension and critical thinking skills, which are vital for learners' success in both academic and real-world contexts (Garcia, 2022).

When considering the overall performance of Grade III learners across all three competencies, it is clear that the majority of learners fall within the Near Mastery category (80-89) for each literacy competency. This suggests that most learners are on the verge of mastering these essential literacy skills but require additional support and practice to achieve full proficiency. The Attained Mastery category, though smaller, represents a core group of students who have fully mastered the competencies, which reflects positively on the effectiveness of current literacy programs. These findings are consistent with the observations of DepEd's recent initiatives to strengthen early literacy skills in the Philippines (DepEd, 2022), which emphasize the importance of targeted reading instruction and regular assessment to gauge student progress.

In conclusion, the data from the table reveals that while most Grade III learners in the study have achieved a good level of proficiency in the assessed literacy competencies, there remains a significant portion of students who are still working toward full mastery. This finding underscores the importance of early intervention and targeted literacy programs to support learners in reaching their full potential.

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TESTING OF SIGNIFICANT RELATIONSHIPS

Level of English Language Instruction and Level of Literacy Performance.

Table 15 discloses the results of testing the level of English Language instruction of teachers and the literacy performance level of the learners.

Table 15

Testing of Significant Relationships

Variables	Computed chi-square	Critical p-value	Decision	Interpretation
Level of English Language Instruction and Level of Literacy Performance	8.23	0.042	Rejected	Significant

@ 0.05 level of significance

As reflected in the table above, the level of English Language instruction of teachers and the literacy performance level of the learners are significantly related. The computed chi-square value of 8.23 is higher than the critical value, with a p-value of 0.042, which is less than the significance level of 0.05. This indicates that the null hypothesis, which assumes no significant relationship between these variables, is rejected. The rejection of the null hypothesis implies that there is a statistically significant relationship between the quality of English language instruction provided by teachers and the literacy performance of their students.

This finding supports the growing body of research in the Philippines, which highlights the importance of effective English language instruction in enhancing students' literacy

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outcomes. Recent studies, such as those by Cuaresma et al. (2021), emphasize that teacher quality and pedagogical strategies play a crucial role in improving literacy levels, particularly for English learners. This result aligns with the findings that well-trained teachers can better support students in achieving mastery in reading and comprehension (Dizon, 2022). The chi-square test results, therefore, offer statistical validation to this educational theory.

The relationship between instruction quality and learner outcomes is particularly evident in the context of English as a second language. In the Philippines, where English is the medium of instruction in schools, the level of proficiency in English directly impacts the academic performance of students, not only in language arts but also in subjects where English is the language of instruction (De Guzman, 2021). As this study suggests, higher-quality English language instruction, as reflected by the teachers' level of expertise and the methodologies employed, can significantly enhance students' ability to comprehend and respond to informational texts.

Additionally, the findings echo the ongoing push in the Philippine educational system to enhance the professional development of teachers. Training programs that focus on effective English language teaching strategies and literacy interventions have been shown to improve teaching practices and learner outcomes (Valencia & Reyes, 2020). The computed chi-square value indicates that when teachers engage in professional development and adopt best practices, learners tend to show better literacy performance, particularly in reading comprehension and fluency.

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Moreover, the relationship between teacher instruction and student literacy performance suggests that interventions focused on improving teaching practices in reading and language instruction are essential. Teachers who regularly monitor student progress, utilize varied teaching strategies, and adapt their methods to address the needs of individual learners are more likely to contribute to better literacy outcomes. This approach is consistent with the recommendations of the Department of Education (DepEd) for schools to prioritize training on reading interventions and early literacy development (DepEd, 2021).

ISSUES AND CONCERNS

Table 16 discloses the issues and concerns of teachers related to giving English language instruction in the performance of Grade III learners.

Table 16

Issues and Concerns

Rank	Issues and Concerns	Frequency
T-1 st	Lack of Instructional Materials and Resources	15
T-1 st	Reading Comprehension Difficulties	15
2 nd	Low Confidence in Speaking English	14
T-3 rd	Lack of Exposure to English	13
T-3 rd	Overcrowded Classrooms	13
T-3 rd	Influence of First Language (L1) Interference	13
4 th	Pronunciation and Phonetics Issues	11
5 th	Limited English Proficiency	10
6 th	Inconsistent Assessment and Feedback	9
7 th	Teacher Competency and Methodologies	7

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Table 16 presents the issues and concerns that teachers face in delivering English language instruction, specifically in the context of Grade III learners. As indicated in the table, the top two challenges are the lack of instructional materials and resources, and reading comprehension difficulties, with both issues ranking first with a frequency of 15. This highlights a critical gap in the educational system, where the availability of adequate learning materials and effective strategies to enhance reading comprehension is essential to the success of English language instruction. Research by Gerochi et al. (2021) found that the insufficient supply of teaching materials severely limits teachers' ability to engage students and improve their English literacy skills. In addition, the difficulty in comprehending English texts remains one of the most significant barriers to student success, as learners in the primary grades often struggle to decode complex texts in English.

The second most frequently cited issue, with a frequency of 14, is the low confidence of students in speaking English. This concern is particularly prevalent in the Philippine context, where English is often learned as a second language, and students may feel anxious about their proficiency. Studies, such as those by Alcantara et al. (2022), emphasize the importance of creating a supportive and non-threatening environment that encourages students to practice speaking without fear of making mistakes. Teachers in the Philippines often face the challenge of fostering this confidence in students, which is critical for improving fluency in speaking and communicating effectively in English. Encouraging conversational activities and integrating English into daily classroom routines can help alleviate this issue.

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The third-ranked issues, with a frequency of 13, include a lack of exposure to English, overcrowded classrooms, and the influence of first language (L1) interference. In the Philippines, many students do not have regular exposure to English outside of the classroom, limiting their opportunities to practice and internalize the language (Cuaresma et al., 2021). This challenge is exacerbated in overcrowded classrooms, where individualized attention and tailored instruction are often difficult to provide. Additionally, L1 interference, where students apply grammatical and phonological rules from their first language to English, remains a significant barrier to language learning (Santos, 2021). Addressing these issues requires a multi-faceted approach that includes increasing opportunities for English immersion and reducing class sizes to enhance student engagement.

Pronunciation and phonetics issues, which rank fourth with a frequency of 11, continue to pose challenges in teaching English pronunciation. Filipino students often struggle with the distinct sounds in English that do not exist in their first language, such as the "th" sound in "think" or "though." This issue has been widely discussed in the literature, with scholars like Rios (2022) noting that focused pronunciation training is often overlooked in classrooms. To improve pronunciation, teachers can incorporate phonics-based strategies and pronunciation exercises, making these an integral part of the English language curriculum.

The fifth issue, limited English proficiency (with a frequency of 10), is also a pressing concern for many Filipino students. Although English is an official language of instruction, there remains a wide disparity in students' proficiency levels. Some students enter Grade III with insufficient foundational knowledge of English, which hampers their ability to succeed in

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more complex tasks. This aligns with findings from De Guzman (2021), who suggested that targeted intervention programs and more inclusive teaching methodologies are needed to cater to students with varying levels of proficiency. It is essential that teachers are equipped with differentiated strategies to meet the needs of all learners.

DISCUSSION

The study assessed teachers' English Language instruction and the performance level of Grade III learners at Pardo Elementary School, Pardo, Cebu City during the school year 2024-2025 as basis for a learning continuity plan. 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.

CONCLUSION

In conclusion, the findings highlight the positive impact of effective English language instruction, as perceived by the respondents. Teachers, with considerable experience and advanced education, strongly endorse strategies such as reading problem screening, small group interventions, and varied vocabulary instruction. These approaches are seen as essential in improving English language teaching and learner outcomes. The strong agreement among respondents regarding the effectiveness of these methods suggests a commitment to

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high-quality instruction, which is reflected in the literacy performance of Grade III learners. Most learners performed at a "Near Mastery" level across multiple literacy competencies, demonstrating the effectiveness of the instructional strategies.

However, the findings also point to several challenges faced by teachers in delivering English language instruction. Issues such as a lack of instructional materials, reading comprehension difficulties, and low confidence in speaking English were among the most frequently mentioned concerns. Additional challenges, such as overcrowded classrooms, limited exposure to English, and first language interference, were also noted. These issues create barriers that hinder both teaching effectiveness and learner performance. Addressing these concerns is crucial to further enhancing the quality of English language instruction and improving student outcomes.

RECOMMENDATIONS

Based on the findings, it is recommended that the school, school heads, teachers, and the Department of Education collaborate to address the identified challenges and enhance English language instruction. Schools should invest in providing sufficient instructional materials and resources to support both teachers and learners. Professional development programs should focus on improving teachers' confidence in speaking English and equipping them with effective strategies for handling diverse classroom situations, including overcrowded classrooms and language interference. The Department of Education should consider increasing exposure to English outside the classroom, through community and

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extracurricular activities, and ensure consistent assessments and feedback mechanisms to track learner progress. Additionally, fostering a supportive and collaborative environment between teachers, learners, and parents can further strengthen literacy performance and language proficiency.



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