



UTILIZATION OF THE STRUCTURE OF THE OBSERVED LEARNING OUTCOMES (SOLO) TAXONOMY AMONG JUNIOR HIGH SCHOOL ENGLISH LANGUAGE TEACHERS

MA. KRISTINE A. BUENAS
Master of Arts in Education
Major in English
Rizal College of Taal, Inc.
mkranorico@gmail.com

ABSTRACT

The study aimed to determine the utilization of the Structure of the Observed Learning Outcomes (SOLO) taxonomy among Junior High School English language teachers. Furthermore, this investigation designed a proposed School Learning Action Cell (SLAC) plan for teaching the English subject. This investigation employed a descriptive-correlational research design. The respondents of the study were 92 public Junior High School English language teachers from Congressional District 3 of Schools Division of Batangas. The primary research instrument used to gather data was a validated researcher-made questionnaire. Data were collected through a survey administered through Google form. The statistical tools used were frequency and percentage, weighted mean, ranking, Pearson Product-Moment Correlation Coefficient (Pearson r), and T-test and Analysis of Variance (ANOVA). The findings identified the demographic profile of the Junior High School English language teachers and their level of awareness of SOLO taxonomy in terms of purpose, level of learning outcomes, and relevance to teaching and assessment. Findings also assessed the extent of teachers' utilization of the SOLO taxonomy in terms of lesson planning, classroom instruction, and

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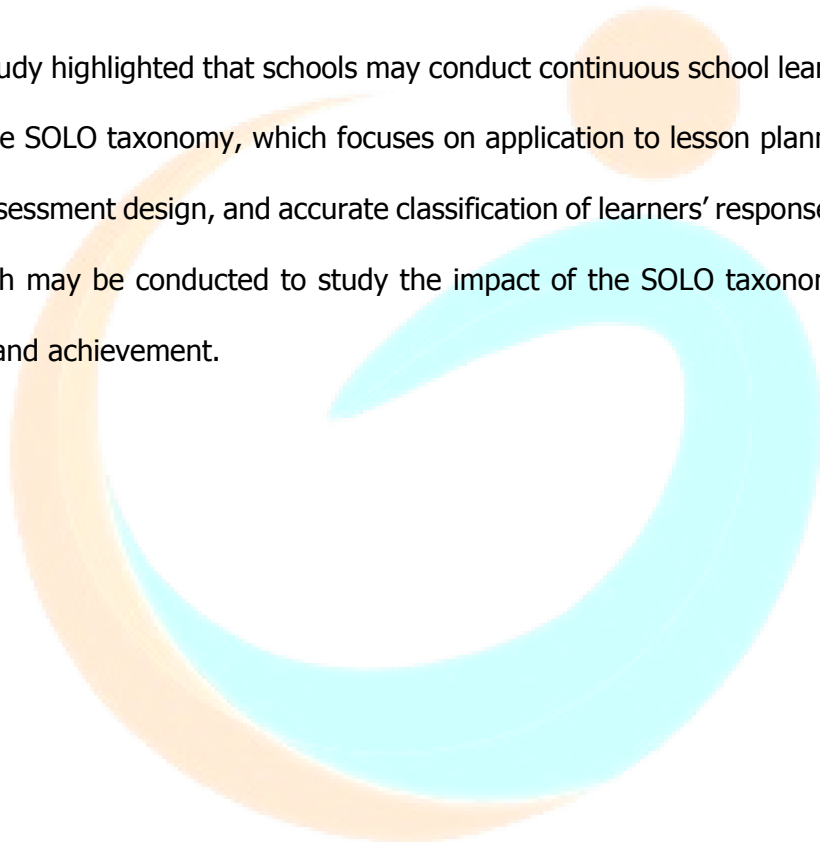
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assessment. Moreover, it also cited the challenges encountered by the English language teachers in the utilization of the SOLO taxonomy. Likewise, it also determined the significant relationship between the level of teachers' awareness and extent of utilization of the SOLO taxonomy and the significant difference between the English language teachers' demographic profile and level of awareness of SOLO taxonomy.

This study highlighted that schools may conduct continuous school learning action cell sessions on the SOLO taxonomy, which focuses on application to lesson planning, classroom instruction, assessment design, and accurate classification of learners' responses. Additionally, future research may be conducted to study the impact of the SOLO taxonomy on learners' development and achievement.



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