

Exploring the Topics, Teaching Strategies, and Assessments on English Language Teaching of Junior High School Teachers: An Exploratory Mixed Sequential Methods Inquiry



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Angelo John C. Palma¹ and Marisa B. Petalla²

^{1,2}*University of Negros Occidental Recoletos, Bacolod City, Philippines*

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ABSTRACT. This mixed-methods study examined the topics, strategies, and assessment methods employed by junior high school English teachers in the Schools Division of Negros Occidental to address gaps in English Language Teaching (ELT) integration. Semi-structured interviews with Master Teachers identified key themes regarding specific content and pedagogical approaches, which quantitative analysis confirmed were widely utilized. The findings highlight teachers' resilience in meeting competency demands despite resource challenges, underscoring the need for improved practices to maintain curriculum effectiveness. Based on these results, an Enhanced Teacher's Guide was developed for the Learning Resource Management Section to support secondary instruction. Future research should investigate ELT practices in private schools and other divisions, analyze time allocation for learning competencies, and utilize alternative methodologies to expand the scope of analysis.

1.0. Introduction

English Language Teaching (ELT) is a global educational priority due to its role in fostering economic competitiveness, cultural exchange, and global communication (Idrizi, 2023; Liu & Pan, 2019). Countries in Asia and the European Union have launched significant ELT initiatives to equip learners with global competencies (Nunan, 2017). Research highlights ELT's impact on individuals and societies (Larsen-Freeman, 2018).

In the Philippines, English education, particularly for junior high school students, is vital in developing language proficiency. The Department of Education (DepEd) has responded to globalization by implementing the Enhanced Basic Education Act of 2013, aligning the K–12 curriculum with international standards (Ojanola, 2022). The curriculum is intended to be learner-centered, inclusive, research-based, and adaptable to local contexts (Parisca & Aboy, 2022).

The English curriculum focuses on competencies such as critical thinking, communication, and cultural awareness (DepEd, 2020). Effective instruction in grammar, vocabulary, and literature supports these goals (Agbayani, 2021), alongside assessments like written work, performance tasks, and summative.

In Negros Occidental, the curriculum promotes reading, writing, listening, and speaking, as well as literary analysis. However, while topics like grammar, reading comprehension, and oral communication have been studied—often with strategies such as task-based learning and technology use—there remains a gap in integrating teaching, learning, and assessment into a cohesive framework. Effective tools like standardized tests and portfolios are in use, but clear guidance for implementation is lacking.

Although existing research has addressed language skills (Murray, 2020; Moorhouse & Kohnke, 2021; Hossain, 2024), vocabulary (Sun et al., 2023), reading (Mulatu & Regassa, 2022; Marabe & Petalla, 2023), and speaking (Wang et al., 2022), studies on assessment systems for junior secondary ELTs are scarce (Reyes et al., 2023; Bailey & Carroll, 2015; G areca, 2016).

***Correspondence:** angelojohn.palma@gmail.com
Angelo John C. Palma, *University of Negros Occidental-Recoletos, Bacolod City, Philippines*

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Limited empirical work addresses the integration of curriculum components at this level.

Thus, this study explored the topics, teaching strategies, and assessment practices used by Grade 10 English teachers in Negros Occidental, aiming to develop an enhanced supplementary teacher's guide.

2.0. Methodology

Research design. This study used an exploratory-sequential mixed-method design, characterized by an initial qualitative data collection and analysis stage involving interviews and the 3 C's. Consequently, it was followed by a quantitative data collection and analysis phase, but integration happened in between. The qualitative phase assessed the lived experiences (ideas on English language teaching). This study adopts a phenomenological method, necessitating a detailed examination of participants and their accounts. Rather than seeking an empirical description of an object or event, this approach focuses on a person's interpretation or portrayal of it.

Consequently, the quantitative phase addressed questions on generalizability. The utilization of the design allowed the researcher to integrate and merge data in the two phases to summarize the teachers' ideas in developing an enhanced secondary English teachers' guide for grade 10 and the extent of the practical application of the instructional material to English language instruction.

Locale of the Study and Participants. For the Qualitative phase, the participants were the seven Master Teachers in English in the Schools Division of Negros Occidental. The study employed purposive sampling, a widely accepted qualitative research technique for selecting information-rich cases to efficiently utilize limited resources. This involves identifying and selecting individuals or groups with significant knowledge or experience regarding the phenomenon of interest. These were the inclusion criteria in the study: (1) Public Secondary School Master Teachers I, II, and III in English; (2) Must have a Master's or Doctorate Degree in English Language Teaching; (3) Should be teaching the English language to Junior High School students for at least 10 years; and (4) Could be male or female. For the quantitative phase, a total of 212 participants composed of 153 Teacher I status, 26 Teacher II status, and 33 Teacher III status who are all English Language teachers in the Division of Negros Occidental. They were selected using stratified random sampling wherein English teachers in every high school in the Division of Negros Occidental are qualified and are included to participate.

Instrument and data collection process. A semi-structured interview served as the primary tool for data

collection in the qualitative phase of this study. The aim of employing semi-structured interviews for gathering data is to obtain insights from key informants regarding their personal experiences, attitudes, perceptions, and beliefs related to the research topic. The researcher generated the interview questions, and follow-up questions were asked by the researcher, making the participants agree, modify, or expound on their previous statements. For the quantitative phase, a researcher-made questionnaire was used. The questionnaire went through validity and reliability tests and CVR by Lawshe was utilized (CVI=0.98) and Cronbach's Alpha (0.956) respectively. A total of 212 participants composed of 153 Teacher I, 26 Teacher II, and 33 Teacher III who are all English Language teachers in the Division of Negros Occidental selected using stratified random sampling. The gathered data were analyzed using Mean and Standard Deviation.

Data Analysis. For the qualitative phase, the collected data were analyzed using Recursive Textual Analysis, employing Lichtman's 3Cs framework to extract the lived experiences of Junior High School English language teachers. Thematic analysis was done to analyze the qualitative data using Lichtman's 3Cs. Member checking method was done to ensure credibility. The researcher also employed thick and rich description of the data gathered ensuring transferability. Code-recode was used to establish the dependability of the study, and audit trail for confirmability.

For the quantitative phase, The descriptive analysis was utilized as an appropriate statistical tool. The mean and standard deviation (SD) were used to determine the extent to which the secondary English language teachers utilized the preliminary ideas in the enhanced teachers' guide and the extent to which the suggested topics, teaching strategies, and classroom assessment tools were practical in English language instruction.

3.0. Results

A. Qualitative Phase

Theme 1: Specific topics emphasized in teaching English language to junior high school students

This theme focuses on identifying and analyzing key concepts and lessons prioritized in teaching English to junior high school students. It explores how these topics contribute to language acquisition, comprehension, and communication skills, emphasizing subject matters that enhance student engagement and learning outcomes.

1.1. Propaganda and Advertisement Techniques. Understanding propaganda and advertisement techniques is an important part of teaching the English

language to Junior High School students because it helps them develop critical thinking and media literacy skills.

since they are already in Junior High School, we can teach them the different propaganda techniques (Participant 1, July 21, 2023)

the topics that I usually include in my discussion are those that trigger their critical thinking skills, such as identifying propaganda and advertisement techniques (Participant 6, September 23, 2023)

the topics that I give importance to and emphasize the most are propaganda techniques and advertisements. (Participant 7, September 23, 2023)

1.2. Formal and Informal Definition of Words.

Learning the formal and informal definitions of words is essential in teaching English to Junior High School students because it helps them understand how language is used in different situations.

they must be able to discern formal and informal definitions of words. (Participant 2, October 7, 2023)

I give importance to teaching students the technical and operational definitions of words and differentiating formal and informal definitions of words. (Participant 3, October 21, 2023)

I also include teaching differentiating formal from informal definitions of words. (Participant 6, September 23, 2023)

1.3. Sensory Images. Sensory images are an important part of teaching English to Junior High School students because they help bring language to life by appealing to the five senses—sight, sound, smell, taste, and touch.

They should also know the sensory images present in the excerpt read. (Participant 1, October 21, 2023)

For literature, sir, we can teach students the sensory images. (Participant 2, October 7, 2023)

express appreciation for sensory images used. (Participant 6, July 23, 2023)

1.4. Literary Devices. Literary devices are essential topics in teaching English to Junior High School students because they help students understand how authors create meaning, mood, and emotion in their writing.

So, our topic focuses more on appreciation of center images, use of literary devices, and determining the mood technique and purpose of

the author... so for literature, sir, students should be taught how to explain literary devices used. (Participant 1, July 21, 2023, and October 21, 2023)

also, they have to master the detection of discourse markers in conversations, and they have to point out the effectiveness of different literary devices used... and we can add the different literary devices such as figurative language (Participant 2, October 7, 2023)

I include topics such as explaining literary devices. (Participant 3, October 21, 2023)

1.5. Writing Basic Research. Writing basic research is an important skill in teaching English to Junior High School students because it helps them learn how to gather information, organize their thoughts, and present ideas clearly and logically.

for writing and composition, students will be gradually introduced to writing basic research. (Participant 1, October 21, 2023)

They should be able to know the technical and operational definitions used in basic research... for writing and composition, sir, we can include the teaching of basic research to students here. (Participant 2, October 7, 2023)

writing basic research. (Participant 5, September 23, 2023)

1.6. Essays. Teaching essays to Junior High School students is a key component of English language instruction because it helps them organize their thoughts, express their ideas clearly, and develop strong writing skills.

Different kinds of essays are written according to purpose, such as argumentative, persuasive, and informative. (Participant 1, October 21, 2023)

We could emphasize writing and composition, so in this quarter, they could touch on topics like nature types and elements of an essay, such as what the different elements of an essay are and the types of an essay. (Participant 4, July 15, 2023)

Essay writing comprises informative essays, argumentative essays, and persuasive writing techniques (Participant 6, September 23, 2023)

1.7. Sounds of Correct English. Understanding the sounds of correct English is vital to teaching the language to Junior High School students, as it helps them improve their pronunciation, listening skills, and overall communication.

I would like to suggest teaching public speaking to students, in order for them to boost their confidence in speaking in front of many people, alongside this will be the topic on teaching pronunciation or the sounds of correct English. (Participant 2, October 7, 2023)

Topics for this competency may include producing sounds of English correctly. (Participant 5, July 28, 2023)

Topics may include demonstrating confidence and ease of delivery, delivering impromptu and extemporaneous speeches, and using the correct sounds of English in delivering speeches. (Participant 7, July 29, 2023)

1.8. Reflexive and Intensive Pronouns. The topic of reflexive and intensive pronouns is important in the English language curriculum for Junior High School students because it helps them understand how to use pronouns correctly and effectively in writing and speaking.

For grammar, we discussed the topic of reflective and intensive pronouns. (Participant 1, July 21, 2023)

It is time to level up. They can actually proceed to reflexive and intensive pronouns (Participant 2, October 7, 2023)

the different kinds of pronouns, such as reflexive and intensive pronouns. (Participant 3, October 21, 2023)

Theme 2: Teaching strategies in teaching English language to junior high school students

This theme explores teaching strategies for English language instruction for junior high school students, focusing on teaching methods that enhance student engagement, comprehension, and language proficiency. It also identifies best practices and innovative approaches to improving learning outcomes for young learners.

2.1. Discussion and/or Lecture Methods. The use of discussion and lecture methods is essential in teaching English to Junior High School students, as both approaches support the development of key language skills such as listening, speaking, comprehension, and critical thinking.

through discussion and lectures... we can first have a lecture or discussion (Participant 1, July 21, 2023)

Anyway, the teaching style that we can incorporate with this is through classroom discussion... This will be taught through classroom discussion or lectures (Participant 2, October 7, 2023)

for the instruction part, we can have discussion or lecture method... I allow students to listen to my discussion through lectures... discussion and lecture are most appropriate, I think (Participant 3, October 21, 2023)

2.2. ICT Integration. ICT (Information and Communication Technology) integration is a powerful tool in teaching English to Junior High School students, as it enhances learning by making lessons more interactive, engaging, and accessible.

The teaching methods can span in the forms of CLT and other viewing activities with the presence of ICT or multimedia during the class. As much as possible, we have to make the class interactive so that students can embrace the topic being taught. (Participant 2, October 7, 2023)

It is a must that we integrate the use of ICT in our classroom. With ICT, we can teach students via multimedia teaching, allowing students to learn through viewing through a TV screen. (Participant 4, October 7, 2023)

To teach these competencies, sir, we need the help and aid of ICT, such as a television or projector, so that the students can watch the material to be presented. (Participant 7, September 23, 2023)

2.3. Differentiated Instruction. Differentiated instruction is an essential approach in teaching English to Junior High School students because it recognizes and addresses the diverse learning needs, abilities, and interests of each student.

I assess my students' performance in class by giving them differentiated instruction. I believe that every student is unique, and so are his or her learning mechanisms. (Participant 5, July 28, 2023)

I employ Differentiated Instruction where they can discover their learning by themselves and with the help of their classmates. (Participant 6, September 23, 2023)

I use different strategies and methods, such as active learning strategies and differentiated instruction. (Participant 7, July 29, 2023, Line 40)

2.4. Read-aloud/ Storytelling. Read-aloud and storytelling are powerful strategies in teaching English to Junior High School students, as they foster a love for

language while developing essential listening, comprehension, and speaking skills.

we give activities such as storytelling to the students... For this competency, read-aloud is more appropriate (Participant 1, October 21, 2023)

The activities that we can do to improve this competence will be reading aloud and storytelling. (Participant 6, September 23, 2023)

We teach literature by incorporating learning activities such as classroom discussion, storytelling, and reading aloud. (Participant 7, September 23, 2023)

2.5. Traditional Methods. Traditional methods, such as the use of manila paper and cartolina, remain valuable in teaching English to Junior High School students because they promote creativity, collaboration, and active participation in the classroom.

The best teaching strategy for this competency is discovery learning, wherein they learn an unfamiliar term or word through traditional methods using manila paper and cartolina. (Participant 4, October 7, 2023)

as much as possible using available traditional media like magazines, newspapers, cartolina, and manila paper. (Participant 5, July 28, 2023)

We can administer other traditional techniques like cartolina, manila paper, and the like. (Participant 6, September 23, 2023)

2.6. Public Speaking Activities. Public speaking activities play a crucial role in teaching English to Junior High School students, as they help develop confidence, fluency, and effective communication skills.

for this competency, sir, I would like to suggest teaching public speaking to students in order for them to boost their confidence in speaking in front of many people. (Participant 2, October 7, 2023)

for oral language fluency, sir, we can discuss topics to enhance the public speaking skills of the students (Participant 3, October 21, 2023)

they will be speaking in front based on the props given to them... We can use an activity that is delivering speeches or extemporaneous speaking activities (Participant 6, September 23, 2023)

2.7. Utilization of Graphic Organizers. The utilization of graphic organizers is an effective strategy in teaching English to Junior High School students, as it

helps them visually structure and understand information, ideas, and relationships within a text.

I think we also use tools for teaching, such as group work, checklists, and even graphic organizers. (Participant 1, July 21, 2023)

in line with this, we can teach graphic organizers to organize and select information and the non-linear and linear texts (Participant 3, October 21, 2023)

The activities that we can incorporate into this topic would be making literary critics and making graphic organizers (Participant 6, July 23, 2023)

Theme 3: Assessment strategies in teaching English language to junior high school students

This theme explores methods and tools for assessing and evaluating students' language proficiency and learning progress. It aims to identify best practices that enhance language acquisition, ensure accurate skill measurement, and provide meaningful feedback to support student growth in English language learning.

3.1. Paper and Pencil Test. The paper and pencil test remains a fundamental assessment tool in teaching English to Junior High School students, as it effectively measures their understanding of grammar, vocabulary, reading comprehension, and writing skills.

We can evaluate their achievement through paper and pencil tests... and still on paper and pencil tests... traditional test types, like paper and pencil tests or formative assessments, can be used. (Participant 3, October 21, 2023)

students here, sir, are assessed through graded recitation and formative paper and pencil tests... The assessment strategy to check whether they have learned from this competency is through giving traditional assessments like paper and pencil tests... To evaluate students, paper and pencil test is more fitting (Participant 4, July 15, 2023)

I also used paper and pencil tests as a form of authentic assessment that will help me determine the strengths and weaknesses of my students... the assessment that we can use is the paper and pencil test... we can assess these by paper and pencil test... we can assess this learning competence by paper and pencil tests... we can have quizzes, paper and pencil tests, and other traditional assessment techniques... For assessment, sir, paper and pencil test is commonly used (Participant 6, September 23, 2023)

3.2. Communicative Language Teaching Assessment. Assessing English language skills through the lens of Communicative Language Teaching (CLT) is crucial for Junior High School students because it prioritizes evaluating their capacity to use English effectively and suitably in authentic, real-world contexts.

we can assess their performances using CLT (Participant 3, October 21, 2023, Lines 171-173) even CLT assessment can be incorporated. (Participant 4, July 15, 2023)

I allow them to work in pairs or by group through communicative language teaching or CLT (Participant 5, September 28, 2023)

3.3. Graded Recitation. Graded recitation is an important strategy in teaching English to Junior High School students as it encourages active participation, sharpens speaking skills, and reinforces understanding of lesson content.

students here, sir, are assessed through graded recitation... To assess them, we can have oral recitations (Participant 4, October 7, 2023)

For some, the graded oral recitation may be a cliché. However, for me, it is an assessment that never gets old and is definitely a classic one... the assessment method for these is Graded Oral Recitation... I conduct quizzes or sometimes graded recitations... we can do graded recitations (Participant 5, September 23, 2023)

To assess students' listening comprehension, graded recitation, and oral recitation can be used again for formative assessments... To assess this competency, I use graded recitation (Participant 7, September 23)

3.4. Performance Tasks. Incorporating performance tasks is beneficial in Junior High School English instruction as they provide opportunities for students to showcase their language skills through authentic and meaningful activities.

I would require authentic assessment in the form of task-based assessment or performance task... we can use performance tasks (Participant 2, October 7, 2023)

I assess my students performance through performance tasks in their class standing in my English class. (Participant 3, July 19, 2023)

In order for me to assess students' performance in my English class, I now incorporate performance tasks and individual learning activities, which will help me as a teacher... the assessment that we can

do will be a group performance task (Participant 6, September 23, 2023)

3.5. Role Playing. Role-playing is an engaging and effective assessment in teaching English to Junior High School students, as it allows them to practice language skills in realistic and interactive scenarios.

So, most of our activities will focus on role-playing activities... even role-playing so that they will have to manipulate what they have learned from what they saw (Participant 1, October 21, 2023)

performances, either group performances like role-plays or monologues (Participant 4, July 15, 2023)

We can have role-playing as an activity for this learning competence. (Participant 6, July 23, 2023)

3.6. Essay Writing. A fundamental assessment tool in Junior High School English instruction is essay writing, which fosters the development of critical thinking, organizational abilities, and effective communication skills.

output would be essay writing on a specific topic. (Participant 4, July 15, 2023)

To assess students, written works are assigned to them, and essay writing activities (Participant 6, September 23, 2023)

I use formative and summative assessment methods such as giving homework, quizzes, exams, essays, and reports... To assess students written competence, formal theme writing, essay writing, and other authentic assessments are applied (Participant 7, September 23, 2023)

3.7. Worksheets. In Junior High School English instruction, worksheets serve as a crucial resource, offering structured practice and reinforcing concepts in grammar, vocabulary, reading comprehension, and writing.

We can use worksheets. (Participant 1, July 21, 2023)

for assessment, this could come on worksheets (Participant 2, July 15, 2023)

I give out vocabulary worksheets. (Participant 3, October 21, 2023)

For the activities, we can employ sentence-making, grammar worksheets, and grammar games (Participant 7, July 29, 2023)

Discussion

On specific topics in English instruction. The Junior High School English curriculum prioritizes critical thinking and communication. Instruction on propaganda and advertising equips students to analyze persuasive language and emotional appeals (Davison, 2019), while distinguishing between formal and informal definitions helps learners navigate diverse contexts (De Guzman & De Vera, 2018). In literature, sensory imagery and devices are used to deepen engagement and refine descriptive skills (Ginting et al., 2023). Furthermore, foundational writing—such as essays and research—combined with strict grammar instruction prepares students for academic rigor and effective expression (Hikmah et al., 2019).

On teaching strategies and activities. Effective instruction employs diverse strategies to enhance proficiency. A mix of lectures and discussions provides structure while fostering autonomous learning (Brown & Abeywickrama, 2010), while ICT integration modernizes delivery to connect classroom learning with real-world skills (Elmahdi & Fawzi, 2018). Teachers also utilize differentiated instruction to adapt materials for varied learner needs, ensuring inclusivity (Suson et al., 2020). These methods are reinforced by student-centered activities like read-alouds, public speaking, and graphic organizers, which collectively support dynamic language acquisition (Muzammil & Saifullah, 2021).

On assessment and evaluation strategies. Assessment methods vary to cover different competencies. Traditional Paper and Pencil Tests remain a staple for reliably benchmarking vocabulary and grammar (Brown & Abeywickrama, 2010), whereas Communicative Language Teaching (CLT) assessments prioritize real-world interaction and fluency (Dos Santos, 2020). Performance-based evaluations, such as graded recitations and projects, measure process-oriented skills and build confidence (Salma & Prastikawati, 2021). Additionally, role-playing is used to lower anxiety during speaking practice, while essay writing ensures a holistic evaluation of the four macro skills.

Table 1

Extent of Utilization of Topics for the Enhanced Teachers' Guide in terms of Specific Topics in English Language Teaching To JHS

Items	M	SD	Interpretation
Propaganda and Advertisement Techniques	3.63	0.57	Very Great Extent
Formal and Informal Definition of Words	3.77	0.44	Very Great Extent
Sensory Images	3.54	0.66	Very Great Extent
Literary Devices	3.54	0.58	Very Great Extent
Writing Basic Research	3.67	0.54	Very Great Extent
Essays	3.69	0.55	Very Great Extent
Sounds of Correct English	3.76	0.49	Very Great Extent
Reflexive and Intensive Pronouns	3.67	0.55	Very Great Extent
Whole	3.65	0.37	Very Great Extent

B. Quantitative Phase

Extent of Utilization of Topics in English Language Teaching To JHS

Table 1 indicates that the enhanced teachers' guide utilized all English language teaching topics to a very great extent, reflecting a balanced pedagogical approach. "Formal and Informal Definition of Words" ($M = 3.77$, $SD = 0.44$) and "Sounds of Correct English" ($M = 3.76$, $SD = 0.49$) received the highest emphasis, highlighting a priority on foundational vocabulary and pronunciation. Meanwhile, strong utilization of "Writing Basic Research" ($M = 3.67$) and "Essays" ($M = 3.69$) signals support for higher-order thinking. Although "Sensory Images" ($M = 3.54$, $SD = 0.66$) and "Literary Devices" ($M = 3.54$, $SD = 0.58$) recorded the lowest means, the consistently high scores and low standard deviations across all categories confirm the guide's comprehensive and reliable application in addressing both functional language use and literary appreciation.

These findings align with existing literature regarding holistic language competence. Bellido and Rico (2021) underscore the criticality of vocabulary instruction for second language proficiency, while Barrun and Sia (2023) affirm that a focus on pronunciation significantly influences intelligibility. Furthermore, Wale and Bishaw (2020) and Sison and Tabaog (2023) advocate for including literary and functional components, such as essays and research writing, to develop comprehensive literacy skills. Collectively, these scholarly works validate the guide's integrated approach to diverse ELT topics for Junior High School learners.

Extent of Teaching Strategies in English Language Teaching To JHS

As shown in Table 2, the enhanced teachers' guide for Junior High School English utilized all teaching strategies to a very great extent, with low standard deviations indicating a strong consensus among educators regarding their effectiveness. The highest-rated approaches were the "Utilization of Graphic Organizers" ($M = 3.84$, $SD = 0.40$) and "Public Speaking Activities" ($M = 3.79$, $SD = 0.47$), reflecting a prioritized focus on visual learning and communicative competence. Conversely, while still highly rated, "ICT Integration" ($M = 3.60$, $SD = 0.60$) and "Read-aloud/Storytelling" ($M = 3.62$, $SD = 0.55$) obtained the lowest means, suggesting that while teachers value

Table 2

Extent of Utilization of Teaching Strategies for the Enhanced Teachers' Guide in terms of Teaching Strategies in English Language Teaching in JHS

Items	M	SD	Interpretation
Discussion/ Lecture Methods	3.63	0.56	Very Great Extent
ICT Integration	3.60	0.60	Very Great Extent
Differentiated Instruction	3.70	0.50	Very Great Extent
Read-aloud/ Storytelling	3.62	0.55	Very Great Extent
Traditional Methods (Manila paper/Cartolina)	3.65	0.57	Very Great Extent
Public Speaking Activities	3.79	0.47	Very Great Extent
Utilization of Graphic Organizers	3.84	0.40	Very Great Extent
Overall	3.69	0.34	Very Great Extent

digital and narrative techniques, implementation may be hindered by resource availability or infrastructure gaps.

These findings align with current pedagogical literature supporting a diversified approach to English Language Teaching. The prominence of graphic organizers is consistent with Min et al. (2023), who note their utility in organizing ideas to enhance reading and writing skills, while the emphasis on oral presentation validates Muhajir and Redjeki's (2023) research on building confidence and fluency through speaking opportunities. Furthermore, the integration of differentiated instruction supports Angilan's (2021) conclusion that adapting methods to diverse learner needs is essential for effective instruction. Collectively, the data confirms that a balanced mix of interactive, traditional, and modern strategies is critical for success in the JHS context.

Extent of Utilization of Assessment for the Enhanced Teachers' Guide in English Language Teaching To JHS

Based on Table 3, the enhanced teachers' guide utilized all assessment methods to a "very great extent," reflecting a comprehensive approach to student evaluation. "Performance Tasks" (M = 3.85, SD = 0.40) and "Essay Writing" (M = 3.82, SD = 0.42) were the most frequently used strategies, highlighting a priority on authentic, higher-order thinking and output-based skills. High usage of "Graded Recitation" and "Role Playing" further emphasizes the value placed on oral communication. In contrast, "Communicative Language Teaching Assessment" (M = 3.59, SD = 0.56) and "Worksheets" (M = 3.65, SD = 0.55) were utilized slightly less, potentially indicating perceived limitations or lower familiarity with these specific tools. The consistently narrow standard deviations across all categories indicate a strong consensus among educators regarding the effectiveness of these diverse assessment practices.

Table 3

Extent of Utilization of Assessment for the Enhanced Teachers' Guide in terms of Assessments in English Language Teaching in JHS

Items	M	SD	Interpretation
Paper and Pencil Test	3.76	0.50	Very Great Extent
Communicative Language Teaching Assessment	3.59	0.56	Very Great Extent
Graded Recitation	3.79	0.46	Very Great Extent
Performance Tasks	3.85	0.40	Very Great Extent
Role Playing	3.77	0.47	Very Great Extent
Essay Writing	3.82	0.42	Very Great Extent
Worksheets	3.65	0.55	Very Great Extent
Overall	3.74	0.35	Very Great Extent

These findings align with current ELT literature advocating for varied and authentic evaluation. Sayow and Marsevani (2024) and Tabernero (2024) emphasize the necessity of performance-based assessments for measuring communicative competence, while Barrun and Sia (2023), and Petalla and Doromal (2021) validate the importance of contextually meaningful, classroom-based

tasks. Furthermore, the integration of both traditional and alternative formats supports the holistic approach recommended by Wafubwa (2020) and Swaie and Algazo (2023), who argue that diverse strategies are essential to accommodate different learning styles. Collectively, these studies confirm that the guide's incorporation of mixed assessment methods effectively equips teachers to measure a broad range of student competencies.

Overall Analysis

The synthesis of interview and survey data reveals critical insights into the topics, teaching strategies, and assessments of Junior High School English teachers in the Schools Division of Negros Occidental. The quantitative results confirm that the practices identified in the interviews are widely utilized across the division, primarily due to adherence to the Department of Education's English Curriculum Guide. While these instructional methods are standard and established, the findings indicate that they require specific enhancements and modifications to maximize their effectiveness.

Consequently, this study confirms that teachers actively utilize and adapt the curriculum guide to ensure a successful and sustainable implementation of the English program (DepEd, 2013). By corroborating qualitative and quantitative findings, the research validates the prevailing English Language Teaching practices within the division. Ultimately, this work contributes significant data to the existing literature

regarding the pedagogical approaches of junior high school English teachers (Marquez & Bando, 2020).

School English Teachers only, not teachers in private schools. Also, these teachers come from the Schools Division of Negros Occidental.

Joint Display

Phase I- QUAL	Phase II- QUAN	Metainferences
<p>A. Specific topics emphasized in teaching English to Junior High School students</p> <ul style="list-style-type: none"> ▪ Propaganda and Advertisement Techniques ▪ Formal and Informal Definition of Words ▪ Sensory Images ▪ Literary Devices ▪ Writing Basic Research ▪ Essays ▪ Sounds of Correct English ▪ Reflexive and Intensive Pronouns 	<p>A. The set of specific topics per learning competency is utilized to a Very Great Extent by Junior High School English Language Teachers.</p>	<p>A. Utilizing specific topics can appropriately address classroom needs and improve students' language acquisition outcomes in each learning competency.</p>
<p>B. Teaching Strategies in teaching English to Junior High School students.</p> <ul style="list-style-type: none"> ▪ Discussion/ Lecture Methods ▪ ICT Integration ▪ Differentiated Instruction ▪ Read-aloud/ Storytelling ▪ Traditional Methods ▪ Public Speaking Activities ▪ Utilization of Graphic Organizers 	<p>B. The set of teaching strategies per learning competency is utilized to a Very Great Extent by Junior High School English Language Teachers.</p>	<p>B. Utilization of teaching strategies can enhance student engagement and learning outcomes in English Language Teaching.</p>
<p>C. Assessments in teaching English to Junior High School students</p> <ul style="list-style-type: none"> ▪ Paper and Pencil ▪ Communicative Language Teaching Assessment ▪ Graded Recitation ▪ Performance Tasks ▪ Role-Playing ▪ Essay Writing ▪ Worksheets 	<p>C. The set of assessments per learning competency utilized a Very Great Extent by Junior High School English Language Teachers.</p>	<p>C. Utilization of assessment tools can appropriately measure students' English language learning and enable data-driven instructional adjustments.</p>

5.0. Conclusion

This exploratory sequential mixed methods study offers important insights into English language teaching in Junior High School classrooms in the Schools Division of Negros Occidental. Teachers' lived experiences revealed diverse practices in topics, strategies, and assessments shaped by local resources and conditions. Despite challenges, teachers actively seek ways to meet English language competency demands.

Although many suggested topics, strategies, and assessments are in use, the study identified areas for enhancement to keep pace with evolving classroom needs. The alignment between teacher insights and broader data highlights the need to refine current practices for a more effective and sustainable ELT program. Overall, this research supports ongoing improvements in teaching and assessment, contributing to the advancement of English language education.

6.0. Limitations of the Findings

This study recognizes that it has not fully addressed all relevant aspects and, as a result, has limitations that restrict the generalizability of its findings. The main limitation of the study is that the selected target participants and respondents are public Junior High

Realizing that the participants are from government-funded institutions, this study also sought the expertise of English language teachers from private schools' systems in the province. Regardless, the findings of this study can only be employed within the context of public Junior High Schools in the Schools Division of Negros Occidental. The items in the survey focus on the topics, teaching strategies, and assessments of Junior High School English Teachers.

7.0. Practical Value of the Paper

The surveyed and collected topics, teaching strategies, and assessments were collated and served as baseline data in the proposed Enhanced Teacher's Guide in English Language Teaching to Junior High School students. The enhanced teacher's guide can supplement Junior High School English Teachers on what topics, teaching strategies, or assessments to use in delivering classroom instruction on a specific English competency. The proposed guide could be submitted to the Learning Resource Management Section of the Schools Division of Negros Occidental for easy access to secondary schools, both public and private, and English teachers for the smooth delivery of English Language Teaching to Junior High School students.

8.0. Directions for Future Research

The present study acknowledges several limitations that may not have been fully addressed, presenting opportunities for further research. Future studies are encouraged to explore areas not covered in this research, such as the topics, teaching strategies, and assessments employed by English teachers in private schools or those from other Schools Division Offices within the province. Additionally, examining the duration and time allocation for teaching each learning competency is recommended. Researchers may also consider employing alternative methodologies to expand the depth and breadth of the analysis. Such endeavors could broaden the scope and impact of the research, contributing significantly to the existing body of knowledge in English Language Teaching.

9.0. Declaration of Conflict of Interest

The authors wish to confirm that there are no known conflicts of interest associated with this study and that

there has been no significant financial support for it that could have influenced its outcome. All of the data-gathering procedures were conducted with the participant's consent.

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Additional Author's Information:

ANGELO JOHN C. PALMA
 angelojohn.palma@gmail.com
<http://orcid.org/0000-0002-2267-6816>

MARISA B. PETALLA
 marshe112582@gmail.com
<http://orcid.org/0000-0001-9332-4829>