

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

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Introduction: English Language Teaching (ELT) plays a vital role in education globally, with countries like the Philippines adapting innovative strategies, curricula, and assessment tools to meet global standards. Despite efforts to improve English proficiency through context-based and learner-centered approaches, gaps remain in integrating teaching, learning, and assessment practices. This study aims to address these gaps by exploring topics, strategies, and assessment methods used by junior high school English teachers in the Schools Division of Negros Occidental, ultimately contributing to the development of an enhanced teacher's guide for Junior High School English language instruction.

Methodology: An exploratory mixed-methods inquiry was utilized. The researcher conducted semi-structured interviews with seven Junior High School Master English Teachers from the Schools Division of Negros Occidental on the topics, teaching strategies and assessments they use in English Language Teaching to Junior High School students. Member checking and audit trail by a qualitative research expert were used for data trustworthiness, and Lichtman's 3 Cs were used for data analysis. A survey questionnaire was formulated based on the themes constructed.

Results: The qualitative inquiry revealed three major themes; specific topics emphasized in teaching English to Junior High School Students; teaching strategies in teaching English to Junior High School students; and assessment strategies in teaching English language to Junior High School students. Quantitative data showed that the topics, teaching strategies, and assessments in English Language Teaching to Junior High School students are utilized with very great extent by the English Language teachers in the Schools Division of Negros Occidental.

Conclusion: This study explores English language teaching in Grade 10 classrooms in the Schools Division of Negros Occidental, revealing the diverse topics, strategies, and assessments employed by teachers to address varying educational resources and challenges. Despite differences in local capabilities, teachers strive to meet English competency demands, suggesting enhancements to maintain curriculum relevance and effectiveness. The findings highlight the importance of refining teaching practices to support sustainable and successful English Language education.

Practical Value: Collected data on instructional practices served as the baseline for the proposed Enhanced Teacher's Guide for Junior High School English, which supports teachers with competency-aligned topics, strategies, and assessments. The guide will be submitted to the Schools Division of Negros Occidental's Learning Resource Center to ensure accessibility for public and private secondary schools, ultimately facilitating more effective English language instruction.

Direction for Future Research: Future research should address this study's limitations by investigating the topics, strategies, and assessments used in private schools or other Schools Division Offices. Additionally, examining the time allocation for learning competencies and employing alternative methodologies would enhance the depth of analysis, significantly enriching the field of English Language Teaching.

Keywords: English language teaching, ELT topics, teaching strategies, assessment, exploratory-sequential mixed methods, Philippines

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