

Unraveling Effective Practices in Teaching Elementary English: A Reflection of the 21st Century Competence

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Abstract. This study unraveled the effective practices of teachers in teaching elementary English. There were ten (10) teachers of New Casay Integrated School, Dujali District of Davao Del Norte, who participated in the study. This study made use of a phenomenological approach to extract the ideas of the participants. The in-depth interview was employed to gather information with regard to their respective effective practices and coping mechanisms. Using the thematic analysis, the following themes emerged: the effective practices of teachers delved into keeping a literacy-rich environment, sensitivity to multisensory learning, and observing inclusive teaching. The identified coping mechanisms with the challenges dealt with enhancing professional development, embracing collaboration and support, and adaptation of teaching strategies. The insights drawn from the findings of the study focus on student-centered approaches, emphasize reflective practices, and encourage continuous learning. Results revealed that teachers' competence should be continuously cultivated and enhanced to be equipped with 21st-century knowledge, skills, attitudes, and values to accommodate their learners' needs effectively. Moreover, effective teaching of elementary English should be sustained and constantly monitored and evaluated. To make this study meaningful, publication in a reputable journal is essential. Emphasized reflective practice acknowledged the importance of this as a means of continuous improvement in teaching.

KEY WORDS

1. effective practices 2. elementary English 3. 21st century competence

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1. Introduction

In the context of teaching elementary English, unraveling effective practices in reflection on 21st-century competence unveils several critical issues and challenges. These include bridging the digital divide to ensure equitable access to technology and digital resources among students, fostering critical thinking and creativity through innovative pedagogical approaches amidst traditional educational paradigms, and addressing the complexities of cultural and linguistic diversity within increasingly heterogeneous classrooms. Moreover, there are challenges in providing adequate support and professional development for teachers to navigate these issues effectively while adapting to evolving educational standards and technological advancements. These multifaceted challenges underscore the need for comprehensive strategies that integrate inclusive teaching practices, promote digital literacy, and empower educators to

cultivate the diverse skills necessary for students to thrive in the 21st century. In Finland, Finnish education emphasized individualized learning plans that cater to the specific needs and pace of each student, fostering a supportive and inclusive environment. This approach is in line with 21st-century competencies that prioritize critical thinking, creativity, and problem-solving skills (Frontiers in Education, 2021). Finnish schools integrate technology to enhance learning experiences. This includes using digital tools for interactive learning, which helps students develop digital literacy, an essential 21st-century skill as revealed by Educational Sciences (2022). Finnish education promotes collaborative learning through group projects and peer interactions. This helps students develop teamwork and communication skills, which are critical for the 21st-century workforce (MDPI, 2022). Teaching English in the 21st-century classroom involves addressing a range of issues and concerns that are influenced by technological advancements, diverse student populations, and evolving educational standards. In the context of the Philippines, educators face specific challenges and opportunities that shape their teaching practices. Incorporating technology into the classroom can be challenging due to limited resources, inadequate training for teachers, and varying levels of student access to technology. Ensuring equitable access to digital tools and resources, maintaining student engagement in virtual environments, and protecting student data privacy are significant concerns. A study by Yu and Santos (2020) highlighted the digital divide in the Philippines, where urban schools often have better access to technology compared to rural schools. Effective practices involve blended learning approaches and using low-cost or readily available digital resources. Moving beyond rote memorization to foster critical thinking, creativity, and effective communication skills among students. Traditional teaching methods may not adequately prepare students for the demands of the 21st century, where critical thinking and problem-solving are essential. According to Cruz and Mercado (2021), project-based learning (PBL) has been effective in promoting critical thinking and communication skills in Philippine classrooms. Their research indicates that students engaged in PBL show improved language proficiency and higher-order thinking skills. Research by Ramirez and Bautista (2019) emphasized the importance of culturally responsive teaching (CRT) in the Philippines. CRT practices help bridge the gap between students' home languages and the English language, making learning more accessible and meaningful. Schools in Davao Region are relatively developed, there is still a disparity in access to technology among schools, particularly between public and private institutions. Ensuring equitable access to digital tools and effective use of technology in enhancing English language instruction remains a significant concern. In a study by Albano (2021), it was found that while private schools in Davao City often have state-of-the-art technological resources, many public schools struggle with inadequate digital infrastructure. This disparity affects the consistency and quality of English language teaching across the city. The researcher aimed to explore and unravel effective practices in teaching elementary English, specifically focusing on their alignment with 21st-century competencies. The 21st century is marked by rapid technological advancements and global interconnectedness, necessitating the development of new skills and competencies among learners. English language education plays a crucial role in equipping students with the necessary language skills and abilities to thrive in the contemporary world. This research seeks to identify and examine instructional strategies, pedagogical approaches, and assessment methods that foster the acquisition of English language proficiency while nurturing 21st-century competencies such as critical thinking, creativity, collaboration, and

digital literacy.

1.1. Purpose of the Study—The study dealt with the phenomenological inquiry, where it delved into the impact of unraveling effective practices in teaching in elementary English. The purpose of the study "Unraveling Effective Practices in Teaching Elementary English: A Reflection of the 21st Century Competence" was to examine and identify successful instructional practices for teaching English to elementary school students, with a specific focus on integrating 21st-century competencies. As the process unfolded in the context of this study, 21st-century competencies refer to the skills, knowledge, and dispositions that are considered essential for individuals to thrive in the modern world. These competencies often include critical thinking, problem-solving, communication, collaboration, digital literacy, cultural awareness, and creativity, among others. The researcher aimed to investigate how these 21st-century competencies can be effectively incorporated into English language teaching at the elementary level. This study sought to understand the instructional strategies, methodologies and approaches that best support the development of both language proficiency and 21st-century competencies in young learners. Moreover, this study endeavored to develop insights from the findings of the information data gathered. The insights drawn for this study are useful contribution to the existing body of knowledge to know the reality regarding on unraveling effective practices in teaching in elementary English. Further, this study enriched the effort in order to obtain information and to address these challenges which require collaboration among educators, policymakers, parents, and communities to provide holistic support for effective English language teaching in elementary education while incorporating 21st-century competencies. Continuous dialogue, sharing of best practices, and ongoing research can contribute to unraveling effective teaching practices and ensuring students are prepared for the challenges of the future.

1.2. Research Questions—In line with the purpose of exploring the lived experiences of unraveling effective practices in teaching elementary English as a reflection of 21st-century competencies, this study sought answers to the following research questions:

- (1) What are the effective practices of teachers in teaching elementary English?
- (2) How do they cope with the challenges of teaching elementary English?
- (3) What educational management insights can be drawn to enhance teachers' competence in teaching elementary English?

1.3. Definition of Terms—To fully understand the terms used in this study, the following were the defined operationally: Effective teaching is the knowledge, strategies, processes, and behaviors that lead to student outcomes. It involves the systematic application of pedagogical techniques, instructional strategies, and assessment methods to meet the diverse needs of learners and promote their intellectual, social, and emotional growth. Teacher competence refers to the set of knowledge, abilities, and beliefs a teacher possesses and brings to a teaching situation. It encompasses expertise in subject matter, pedagogy, classroom management, and assessment, as well as the ability to establish positive relationships, differentiate instruction, and adapt to diverse learning needs.

1.4. Significant of the Study—

The unraveling of effective practices in teaching elementary English in the 21st century requires educators to incorporate effective practices that align with the development of 21st-century competencies. These competencies include critical thinking, creativity, collaboration, communication, and digital literacy skills. By reflecting on effective teaching practices, educators can create an engaging and enriching learning environment for their students. This study is significant to the following: Department of Education. It plays a significant role in promoting effective practices in teaching elementary English and ensuring that they align with 21st-century competence. It also provides guidance, resources, and professional development opportunities to educators. School administrators. This study helps the school heads design the role of the school head or principal is crucial in promoting effective practices in teaching elementary. School administrators are responsible for ensuring that the English language curriculum aligns with 21st-century competence standards. Teachers. The role of teachers is pivotal in unraveling effective practices in teaching elementary English and fostering 21st-century competence among students especially in implementing the English curriculum effectively. They familiarize themselves with the curriculum guidelines, objectives, and standards to ensure that their instructional practices align with

them. Teachers incorporate diverse instructional strategies, such as project-based learning, cooperative learning, and technology integration, to foster critical thinking, creativity, communication, and collaboration skills among students. Parents. They play a significant role in creating a supportive learning environment at home. Parents who actively engage in their children's education by providing support, resources, and encouragement foster greater language development and proficiency in their children. Students. Students play a central role in their own learning process. It is crucial for them to actively engage in English language lessons by participating in class discussions, asking questions, and expressing their thoughts and ideas. Students can benefit from reflecting on their own learning progress and setting goals for improvement. They can assess their strengths, weaknesses, and areas of improvement in English language skills. Students can work with their teachers to set realistic goals and develop action plans to achieve those goals. Future Researchers. To unravel effective practices in teaching elementary English as a reflection of 21st-century competence, it's crucial to explore the evolving landscape of education, technology, and societal dynamics. Investigating the intersectionality of digital literacy, critical thinking, creativity, collaboration, and communication skills within the context of elementary English education is paramount.

1.5. Theoretical Lens—This study unraveled effective practices in teaching elementary English as a reflection of 21st-century competence. It is anchored on Medley's (1977) Teacher Competence Theory. Teacher Competence Theory was divided into 5 major components. Each component is focused on the following competencies, which were believed to be present inside each component: Instructional Skills, Classroom Management, Guidance Skills, and Personal and Professional

Skills. Medley (1977) has enumerated that teacher competencies were the knowledge, abilities, and skills a teacher possessed. It was a stable characteristic of the teacher and does not change appreciably when the teacher moves from one situation to another. Teachers who are successful when attempting new skills or tasks and receive positive reinforcement will internalize a self-reward system and a set of mastery goals. This can have a positive and long-term effect on their confidence. Because

they internalize their own set of standards, teachers will no longer depend on others to evaluate their performances or motivate them to continue. Instead, they will be motivated to continue independently because they recognize they are competent in that area. People who perceive themselves as highly competent in one area would also demonstrate higher effort and persistence and prefer more challenging tasks. People with high levels of competence are also likely to have high levels of self-worth and self-esteem, which can impact every area of their lives, from employment relationships. Using the right kind of praise and positive reinforcement can motivate an employee to want to perform in a way that would bring more praise. The sense of accomplishment the person experiences would provide an additional reward. The teacher may also come to define their own mastery goals. Positive reinforcement results in the general sense that can impact its circumstances. Here are a few ways you can use competence motivation in the workplace right away: Assign personally interesting tasks to teachers. Teachers were more interested in mastering an area if they were personally interested in the topic or task. This would create a peak involvement, where the teachers are not thinking about objectives, rewards, or anything else extrinsic. By being wholly involved in learning, the teachers should be more likely to achieve competency in the subject. Provide the right kind of feedback. Leaders can help teachers feel in control of their learning and achievements by providing feedback and encouraging them to recognize their power over what and how they learn. When giving feedback, talk about how far a teacher has come since first trying the task. Focus on the process they are using to learn. Assign tasks that were moderately and appropriately challenging. Encourage teachers to try tasks that are appropriately challenging for their skill levels. To do this successfully, encourage them to focus on mastery goals, which are always

out of reach. Also, focus on the constructive value of failure and mistakes. This would help you achieve a healthy balance, providing both mental challenges as well as comfort in knowing that occasional errors are okay. Encourage mastery, skill development, and the learning process. Unlike performance goals, which focus on a specific outcome, mastery goals are about mastering a task and being better each day than you were the day before. You never quite reach them because there was always room for improvement. By focusing on mastery, skill development, and the learning process, employees in your workplace were less likely to give up in difficult circumstances and more likely to persevere when experiencing setbacks. Encourage challenging but achievable goals. According to the competence motivation theory, success or mastery of a task can lead to an overall increase in the perception of one's competence. However, if the person was continually failed at a task or does not receive peer support, it can have the opposite effect. That was why it is essential to encourage challenging but achievable goals. If the goals are too easily achieved, the teacher can become bored or even embarrassed by the simplicity of the tasks they are given. Challenging goals are essential in a public setting like a workplace. Give praise when earned. Giving teachers praise for growth or increased mastery of a task or skill can help to create a high perception of competence. Praise teachers for their hard work, publicly reward success and praise exemplary work throughout your department or organization. Moreover, this was also supported by The Partnership for 21st Century Learning (2009), which outlines the Four Cs: critical thinking, communication, collaboration, and creativity. English teachers need to foster these skills in students through their instructional practices. Integrating the P21 framework in English instruction helps students develop essential skills for the 21st century while enhancing their understanding and appreciation

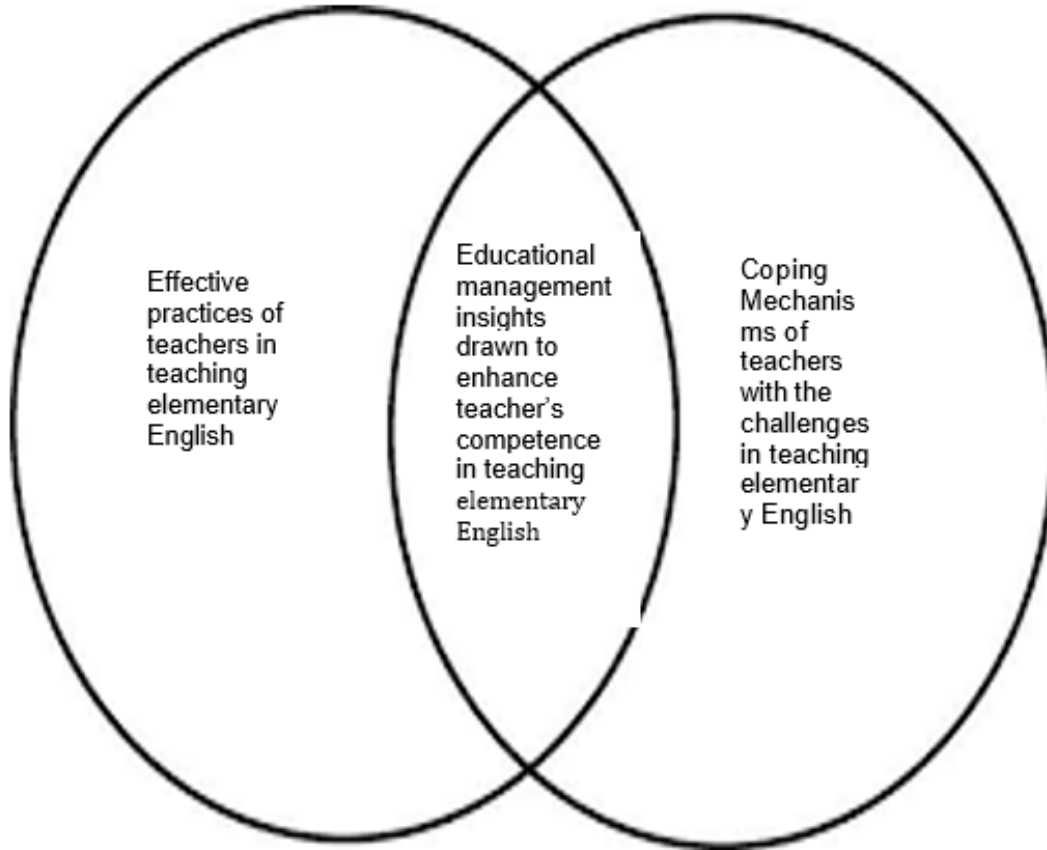


Fig. 1. The Conceptual Framework of the Study

of the English language and literature. This approach ensures that students are proficient in language skills and prepared to apply these skills in various real-world contexts. Figure 1 presents the conceptual framework of the study. Based on the figure, there were two interconnected working themes. These working themes were teachers' experiences in effective teaching practices, teachers' coping mechanisms with challenges in teaching elementary English, and the common denominator educational insights gained from the informants' experiences.

2. Methodology

This chapter discusses the research design used, the role of the researcher, the research participants, the data collection and analysis, the trustworthiness, and the ethical considerations. The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Each method is particularly suited for obtaining a specific type of data. Participant observation is appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth Interviews (IDI) were optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics were being explored. Focus groups effectively elicit data on a group's cultural norms and generate broad overviews of issues of concern to the

cultural groups or subgroups represented. Patton (2002) defined phenomenology as an inquiry that asks the question, "What is the structure and essence of the experience of his phenomenon for these people?" "the goal of this research worked well with this definition in trying to understand the practices of teachers in teaching elementary English. Giorgi (2007) cautioned researchers to be prepared for an investigation greater in depth and breadth than the offered description implied. He suggested that information be viewed as only the tip of the iceberg. It's also crucial to acknowledge that the researcher employed artificial intelligence technology to meticulously proofread the article, demonstrating an exemplary commitment to ethical standards in today's rapidly advancing AI landscape.

2.1. Philosophical Assumptions—The philosophical assumption was a framework used to collect, analyze, and interpret the data collected in a specific field of study. It established the background used for the coming conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. Good research – selecting the topic, problem, area of interest, and paradigm. Stanage (1987) traces 'paradigm' back to its Greek (paradigma) and Latin origins (paradigm), meaning pattern, model, or example among examples, an exemplar or model to follow according to which design actions are taken. Differently stated, a paradigm is an action of submitting to a view. This view is supported by Denzin and Lincoln (2000), who defend a research paradigm as a "basic set of beliefs that guide action", dealing with first principles, "ultimates" or the researcher's worldview or philosophy. Ontology. This part of the research pertains to how the issue relates to the nature of reality. According to Creswell (2012), reality was subjective and multiple, as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. Reality is constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the participants discussed realities regarding teachers' practices and tried to examine their ways of coping with challenges. In this study, I relied on the voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The participant's answers to the study were coded and analyzed to build and construct the commonality and discreteness of responses. I ensured that the participants' responses were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progressed. Epistemology. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln (1985), as cited by Creswell (2013), state that on the epistemological assumption, the researcher attempted to lessen distance himself or herself from the participants. He suggests that, as a researcher, he or she collaborates, spends time in the field with participants, and becomes an "insider." Based on Davidson (2000) and Jones (2011). I identified phenomenology with thematic analysis as the best means for this type of study. In this regard, individual researchers "hold explicit belief." This study intended to gather information from the participants or the teachers on their practices in teaching elementary English. I assured them that I would establish a close interaction with the participants to gain direct information that shed light on the knowledge behind the inquiry, particularly on the teach-

ers' effective practices and coping mechanisms with the challenges of teaching elementary English. Axiology refers to the role of values in research. Creswell (2013) avers that the role of values in a study is significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes their interpretation in conjunction with participants' interpretation. I upheld the dignity and value of every detail of information obtained from the participants. The researcher understood the

2.2. *Qualitative Assumptions*—The methodology was different from the method. The methodology refers to a creative and responsive approach to understanding questions and subject matter, while the method refers to the exact knowledge and procedure (Gerodias, 2013). In this study, the teachers' experiences regarding their practices were gathered through an In-Depth Interview (IDI), and the challenges and coping mechanisms encountered by the participants were extracted. The researcher's inquisitiveness on the practices of teachers in teaching elementary English became the basis for doing qualitative research, a means which Kalof and Dietz (2008), as cited from Gerodias (2013), considered helpful in looking for "meanings and motivations that underline cultural symbols, personal experiences, and phenomena." By using phenomenology, this need was hoped to be addressed by bringing the stories of the teachers in a manner that, as David (2005) wrote, the themes, symbols, and meaning of the

2.3. *Design and Procedure*—This study used qualitative research employing phenomenology. Interviews were conducted with individuals with first-hand knowledge of an event, situation, or experience. The interview(s) attempts to answer two broad questions (Mous-

personal and value-laden nature of the information gathered from the study. Therefore, I preserved the merit of the participants' answers and carefully interpreted them in the light of their interpretations. Rhetorics. This philosophical assumption stressed that the researcher may write in a literary, informal style using a personal voice, qualitative terms, and limited definitions. In the study, the researcher used the first person to elucidate teachers' practices in teaching elementary English.

experiences were presented. Phenomenological research was based on two premises. The first was that experience was a valid, rich, and rewarding source of knowledge. According to Becker (1992), as cited in Morrissey Higgs, (2006), experience was a source of knowledge that shapes one's behavior. From the definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not an unreliable source. The second premise of phenomenological research lies in the view that the everyday world is a valuable and productive source of knowledge and that we can learn much about ourselves and reap critical insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey Higgs, 2006). By doing phenomenology, which concerns the "what" and the "how" (Moustakas, 1995), the researcher hoped that the subjective experiences and perspectives of the participants, who happened to be teachers, would provide highlights as to how they teach English using their effective practices.

takas, 1994). The data was then read, reread, and culled for like phrases and themes that were then grouped to form clusters of meaning (Creswell, 2013). Through this process, the researcher constructed the universal meaning of the event, situation, or experience and ar-

rived at a more profound understanding of the phenomenon. In this study, phenomenology attempted to extract the most pure, untainted data, and in some interpretations of the approach, bracketing was used by the researcher to doc-

2.4. Research Participants—The participants in this study were composed of ten (10) informants. The selected informants were the male or female elementary teachers teaching English at New Casay Integrated School, Dujali District, who have been in the service for at least 3 years. Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most perceptions. Obtaining most or all of the perceptions would lead to saturation. Saturation occurs

2.5. Ethical Considerations—Ethical considerations were paramount in the design of this research study. The researcher needed to consider several ethical issues about the research participant groups addressed in this fieldwork. Ethical considerations can be specified as one of the most critical parts of the research. The researcher must also promote the research aims, impart factual knowledge and truth, and prevent error. Social Value. Research is essential to society. This study focuses on social value in teachers' practices in teaching elementary English. Thus, the social problem that pushed the researcher's interest is the challenges teachers face in teaching English. This study could serve as a basis for higher authorities to create programs and resolutions that benefit the school and stakeholders. Informed Consent. Gaining the trust and support of research participants is critical to informed and ethical academic inquiry and phenomenological research (Walker, 2007 as cited by Pellerin, 2012). All partic-

ument personal experiences with the subject to help remove him or herself from the process. One method of bracketing was memoing (Maxwell, 2013).

when more participants are added to the study, which does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25, and Morse (1994) suggests at least six (6). There were no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990).

ipants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The informed consent letter aims to introduce the research effort, provide contact information, articulate the study's intent, request voluntary participation by the recipients, and identify the anticipated information that the informants are expected to provide. All participants were then required to sign and return the consent letter to the researcher before participating. In the conduct and practice of this study, the Treaty Principle of Participation, as cited by McLeod (2009), was adhered to. The invitation to participate ensured that participation in the research was entirely voluntary and based on understanding adequate information. The recruitment and selection of participants were lodged in the appendices of this study. The Vul-

nerability of Research Participants. The study participants were deemed capable of answering the research instrument, for they were all literate teachers. Thus, the researcher assured the participants that they could easily be reached through their contact number and address if there were clarifications or questions about the study. Risks, Benefits, and Safety. The recruitment of the respondents was free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the panel chair or panel members in case they had queries related to the study. This was done to answer the respondents' possible questions. Furthermore, if respondents experienced possible discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Further, the researcher had to ensure the respondents were safe during the survey and interview. Thus, the questionnaire was distributed in a safe venue and administered conveniently. The dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality and the minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized by taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to ensure that the data cannot be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed outputs from this study were kept anonymous. Furthermore, all the issues were considered so there would be no conflict of interest among the researcher and the respondents. Any misleading information and representation of primary data findings in a biased way was avoided. Justice. The respondents were informed of the researcher's role and their corresponding role during data gathering. They were briefed that they had to be fully honest in answering the survey questions and that any communication about the research should be done with honesty. Similarly, they were informed that they would benefit first from the study's results. Transparency. The study results could then be accessed by the respondents and heads of the participating schools because the information is available and placed on CDs or other storage devices, which the researcher can request. Also, by learning about the study's results, classroom teachers would be aware of the significance of the study and its contribution to their well-being. Further, each participant was advised that they had the right to withdraw their information at any time up to the completion of the data collection process and that they could request to be allowed to verify their transcript after the interview. The participants were provided with the opportunity to amend or remove any information that they felt might identify them. The researcher reserved the right to employ pseudonyms and change names and non-significant dates in the interest of protecting the participant's identity in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured the possession of the needed qualifications to conduct the study. The researcher had completed the academic requirements and passed the comprehensive examination before thesis writing, the last requirement to obtain the researcher's master's degree. They were qualified to conduct the study physically, mentally, emotionally, and financially. Also, the advisee-adviser tandem ensured that the study would reach its completion. Adequacy of Facilities. The researcher strived to complete the study successfully within the specified time, and they were equipped with the necessary resources. Likewise, the technical committee helped enhance the paper by giving suggestions and recommendations. The researcher also had to ensure he had enough

funds to continue and finish the research. Community Involvement. The researcher respected the respondents' local traditions, culture, and views in this study. Moreover, this study would not involve any use of deceit in any stage of its implementation, specifically in the recruitment of the participants or methods of data collection. Furthermore, the researcher deemed it necessary to express their great pleasure for their wholehearted participation in this study. Plagiarism and Fabrication as the researcher. The researcher respected other works by adequately

2.6. Role of the Researcher—The role of the researcher in this study was to attempt to access the thoughts and feelings of study participants. It involves asking informants to talk about things that may be very personal to them. Sometimes, the explored experiences are fresh in the participant's mind, whereas reliving past

2.7. Data Collection—The following was the step-by-step process of gathering the data needed. Securing endorsement. The researcher secured an ethics compliance certificate from the Dean of the Graduate School of the college where the researcher is studying to pursue the study during the third week of November 2023. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study during the third week of November 2023 in the identified schools. The researcher sent a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached and the research instrument explaining the study's objectives and the participants' identification. The researcher received approval the same week. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in

citing the author and rewriting what someone else has said in their own way. Understand the study context and avoid copying and pasting the text verbatim from the reference paper. Always use quotes to indicate that the text has been taken from another paper. Similarly, they would assure them of honesty in working on the manuscript and that there was no intentional misrepresentation in the study and making up of data or results or purposefully putting forward conclusions that were not accurate.

experiences may be difficult on other occasions. However, the data were being collected, and the researcher's primary responsibility was to safeguard participants and their data. Mechanisms for safeguarding must be clearly articulated to participants and approved by a relevant research ethics review board before the research begins.

their schools during the first week of December 2023. Obtaining consent from the participants. The researcher asked permission from the participants. They were formally oriented about the study and the process they would undergo as participants during the second week of December, 2023. Conducting the interview. The researcher conducted the in-depth interview using the interview questionnaire during the third week of December 2023. The profile of the participants was taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. Transcribing the responses of the interviewees. The researcher transcribed the interviewees' responses precisely by recalling their answers from the sound recorder on the fourth week of December 2023. Data Coding and Thematizing. After the transcription, the data were categorized and coded during the first week of

January 2024. Then, themes were extracted, and individual participant data were compared and contrasted to create patterns and trends.

2.8. Data Analysis—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the participants' answers from the interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research are similar codes aggregated together to form a significant idea in the database. The conceptual framework for qualitative research can be developed based on your research problem, objective, and question(s). The goal of the conceptual framework is to illustrate your research approach in pictorial and text forms to ease readers' understanding of it. Familiarization with the data was common to all forms of qualitative analysis. The researcher immersed herself in and became intimately familiar with their data, reading and re-reading it and noting any initial analytic observations. Coding was also a common element of many approaches to qualitative analysis, involving generating pithy labels for essential features of the data of relevance to the (broad) research question guiding the analysis. Coding was not simply a data reduction method but also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data item and ended this phase by collating all their codes and relevant data extracts. Searching for themes was a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each theme and the relationship between the themes. Thematic Content Analysis was employed by the researcher for these. Thematic Content Analysis was a descriptive presentation of qualitative data in which a detailed analysis of each theme was made by identifying the 'essence' of each theme and constructing a concise, punchy, and informative name for each theme (Andersen, 2013). In addition, the researcher employed environmental triangulation to enhance validity and create a more in-depth picture of the phenomenon. This technique analyzed the results of the same study using different data collection methods. The key was identifying which environmental factors might influence the information received during the study. These environmental factors are changed to see if the findings were the same across the settings (David, 2015). This type of triangulation uses different settings, locations, and other factors such as time, day, and season in which the study occurred. The idea was to determine which of these factors influenced the information received, and these factors were then changed to see if the findings were the same. Validity can be established if the findings remain unaltered under varying environmental factors (Naeem, Saira, 2019). In this study, such triangulation was used considering that the requirement, as mentioned, was the use of environmental triangulation best suited to the environment of the research being conducted. Writing up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it concerning existing literature.

2.9. Framework of Analysis—

Braun and Clark (2006) state that qualitative data analysis methods fall into two groups. The first group consists of methods driven by an epistemological or theoretical position, which have limited variability in how they are applied within their frameworks, such as conversation analysis (CA) and interpretative phenomenological analysis (IPA) and methods that are situated within a broad theoretical framework and could therefore be used in a variety of ways within those frameworks, such as grounded theory (GT), discourse analysis (DA) narrative analysis (NA). The primary aim of framework analysis was to offer a clear and transparent process for conducting qualitative research by managing, reducing, and analyzing large datasets without losing sight of the original context. The feature that differentiated framework analysis from many other qualitative analysis techniques was the use of a matrix output that enabled researchers to systematically analyze data by participants and themes. In the matrix, rows represent individual participants, and columns represent themes. The second group includes methods independent of theory and epistemology, which could be applied across various theoretical and epistemological approaches and were, therefore, very flexible. One such method was thematic analysis, which, through theoretical freedom, “provides flexible and valuable research tool, potentially providing a rich, detailed, yet complex account of data (Braun Clark, 2006). I observed several steps in conducting a thematic analysis. The first stage in extracting qualitative data for analysis from the tape recordings was transcription. This was done to gain greater familiarity with the data and deeper insight. I relied on my resources to do the transcription, using my personal computer and some reliable headphones. I spent several nights listening to the interviews to deepen my understanding of the nuances of the language and semantics of the participants. Practice varied considerably in terms of agreeing conventions with transcribers. Some negoti-

ated themselves to the layout and conventions required, including researchers who wanted the kind of detailed transcriptions appropriate for conversations or narrative analysis. Others were sometimes less directly involved and accepted the conventions generally used by the one transcribing the information. The next step was data extraction and analysis. I used manual techniques based on note-taking and summary while listening to the recordings. My manual technique usually included some verbatim recordings of selected spoken words. I selected quotations about central issues or when what was said seemed important or interesting. I used several different techniques as taught to me by my thesis adviser. I marked up transcripts with colored pens or sorted data by cutting and pasting. I used forms of thematic grids and charts, the framework technique developed by the National Centre for Social Research (Ritchie et al., 2003).

This technique was useful to me in coding, sorting, and collecting data for interrogation. It was instrumental in understanding links and relationships between issues. All these efforts and procedures included saving verbatim spoken words from the transcripts, which could be cross-referenced to the thematic displays or the maps. To summarize, the thematic analysis method outlined by Braun and Clarke (2006) consisted of six (6) phases used in analyzing the data. The following steps represent the Colaizzi process for phenomenological data analysis (cited in (Sanders, 2003; Speziale Carpenter, 2007); Each transcript should be read and re-read to obtain a general sense of the whole content; significant statements about the phenomenon under study should be extracted from each transcript. these statements must be recorded on a separate sheet, noting their page and line numbers; meanings should be formulated from these significant statements, and the formulated meanings should be sorted into categories, clusters of themes, and themes; the find-

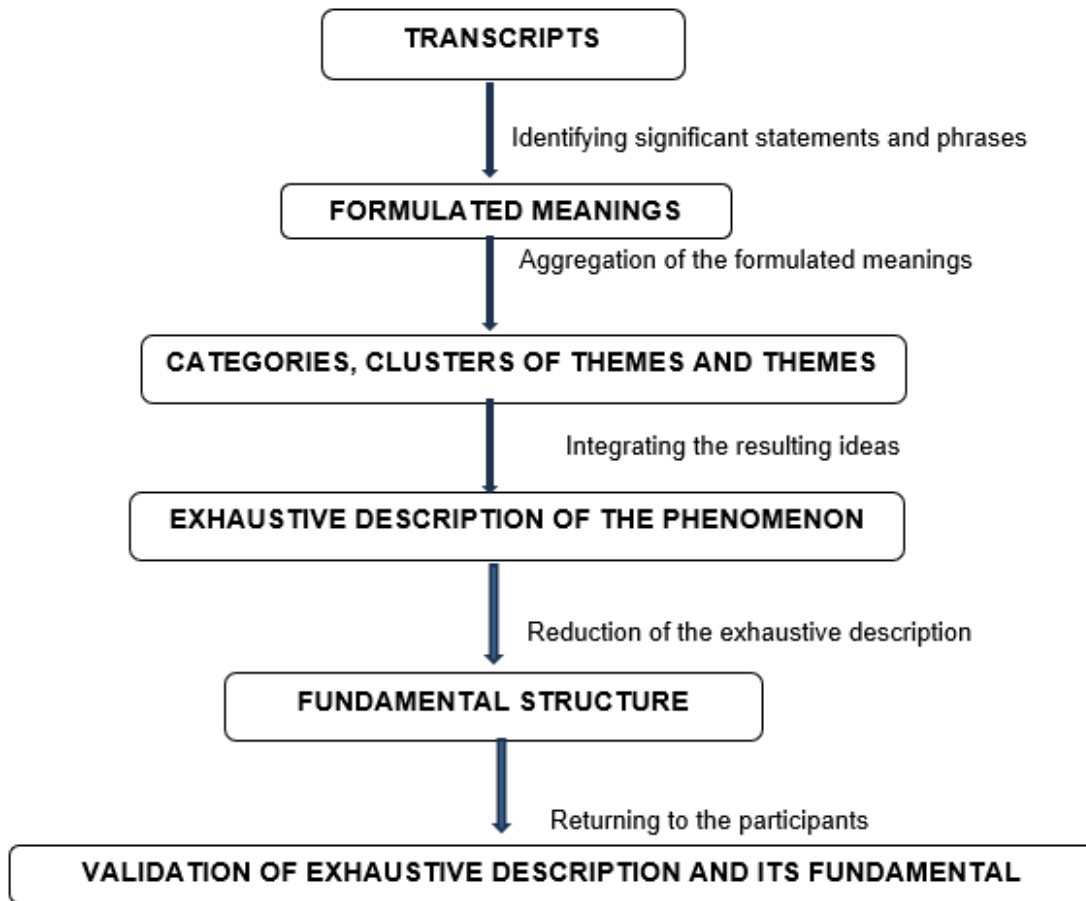


Fig. 2. illustrates the descriptive phenomenological data analysis process created by Colaizzi (1978)

ings of the study should be integrated into an exhaustive description of the phenomenon under study; the fundamental structure of the phenomenon should be described. Finally, valida-

tion of the findings should be sought from the research participants to compare the researcher’s descriptive results with their experiences.

2.10. Trustworthiness of the Study—Trustworthiness was all about establishing credibility, transferability, confirmability, and dependability. In qualitative studies, trustworthiness was very important because the research study’s results and findings depended on the researcher’s conduct. The trustworthiness of a research study was important in evaluate its worth. Due to the nature of the qualitative study, honesty in all the data and details is required. Trustworthiness makes the researcher’s study worthy of reading,

sharing, and being proud of. Credibility was how confident the qualitative researcher was in the truth of the research study’s findings. The researcher in this study believed that honesty in everything you do was essential to attain worthwhile success. The researcher has no derogatory records or administrative issues that ruin her integrity. Lincoln and Guba (2000) stated that credibility refers to the idea of internal consistency, where the main issue was “how we ensure rigor in the research process and how we com-

municate to others that we have done so.” Transferability was how the qualitative researcher demonstrated that the research study’s findings applied to other contexts. In this case, “other contexts” can mean similar situations, similar populations, and similar phenomena. Gasson (2004) emphasized transferability as the extent to which the reader could generalize the study based on his context and address the core issue of “how far a researcher may make claims for a general application of the theory.” Confirmability was the degree of neutrality in the research study’s findings. In other words, this means that the findings were based on participants’ responses and not the researcher’s potential bias or personal motivations. This involves ensuring that researcher bias does not skew the interpretation of the research participants’ statements to fit a certain narrative. The information used in the audit trail in this situation is thoughtfully recorded by the researcher, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research

study’s findings accurately portray participants’ responses. Gasson (2004) stated that confirmability was based on the acknowledgment that research was never objective. Dependability was the extent to which the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher could use an inquiry audit to establish dependability, which requires an outside person to review and examine the research process and the data analysis to ensure that the findings are consistent and can be repeated. In this component, the database was significant in backing up information collected and noting changes for all research studies. All the data collected must be kept appropriately for future use as references. Gasson (2004) stated that dependability deals with the core issue of “how a study was conducted should be consistent across time, researchers, and analysis techniques.”

3. Results and Discussion

This chapter presents the study’s results and discusses its aim. It also discusses the themes that emerged from the data gathered. The results present the description and background of the participants assigned to pseudonyms to conceal their identity.

3.1. Effective Practices of Teachers in Teaching Elementary English—Teaching elementary English is a dynamic and multifaceted endeavor that requires a comprehensive understanding of effective pedagogical strategies. This research aims to explore and unravel key practices that contribute to successful English language instruction in elementary education. By examining various strategies, educators can enhance their teaching methods and create a positive and engaging learning environment for young learners. Foster a print-rich classroom with diverse reading materials. Create reading

corners and writing centers to encourage exploration. Integrate systematic phonics instruction to build strong foundational reading skills. Use interactive and context-based activities to enhance vocabulary acquisition. Regarding the broader assertion that creating a positive learning environment is essential for student engagement, academic success, and social-emotional well-being, ample literature supports this claim across various educational contexts. Studies have consistently demonstrated the link between positive classroom climates and student motivation, learning outcomes, and overall well-being (Wang Eccles, 2018).

3.1.1. Keeping Literacy-rich Environment—Establish writing centers equipped with writing tools, stationery, and interactive activities that encourage students to express themselves through written language. Introduce students to different authors, exploring their unique writing styles and contributions to literature. Expose students to a variety of literary genres, fostering an appreciation for different forms of writing, from fiction to non-fiction. Participant 1 described the “paying paying” setup at the back of their classroom, a small, designated reading area where words are posted on the walls. This practice aimed to provide students with a visually stimulating environment that encourages them to read and engage with language during their free moments. Participant 4 emphasized the importance of creating a positive learning environment, which is vital for engaging students, achieving academic success, and nurturing their social-emotional well-being. This finding is congruent to the notion of a comprehensive study by Gay (2018) such practices are often rooted in culturally responsive teaching approaches, recognizing the importance of incorporating students’ cultural backgrounds and linguistic diversity into the learning environment. By providing a designated space for reading and incorporating familiar words or phrases, educators acknowledge and celebrate students’ linguistic heritage, fostering a sense of inclusivity and belonging (Cummins, 2019). Likewise, the study’s findings are also supported by the study of Neuman and Celano (2018). Additionally, research highlights the significance of

3.1.2. Sensitivity to Multisensory Learning—In the realm of effective practices for teaching elementary English, the incorporation of multisensory learning stands out as a powerful strategy. Recognizing that students have diverse learning styles and preferences, a multisensory approach engages multiple senses to enhance the learning experience. The p”Pag-apply

creating print-rich environments that surround students with opportunities for literacy engagement, which can positively impact reading development and academic achievement. Participant 7 highlighted the effectiveness of teaching English using differentiated activities and visual aids integrated with technology. Differentiated activities cater to the diverse learning needs and preferences of students, ensuring that each child receives instruction tailored to their abilities and interests. Participant 10 stressed the importance of consistency in teaching practices to achieve effective English instruction. Consistency involves maintaining a steady approach in classroom management, lesson delivery, and student interactions. When teachers consistently model good practices and adhere to established routines, students know what to expect and feel more secure and focused. This corroborates with the research by Tomlinson (2018). Differentiated instruction is an approach that tailors teaching methods and activities to the diverse needs of students. Research indicates that differentiated activities in teaching English can significantly enhance student engagement and learning outcomes. This approach involves modifying content, process, and product based on students’ readiness levels, interests, and learning profiles. Differentiated activities cater to individual learning preferences, which helps in maintaining student interest and motivation. Studies show that when students are engaged with materials suited to their learning styles, they are more likely to participate actively and retain information better (Heacox, 2019).

sa lainlaing mga kalihokan. Pagtanyag ug lainlaing mga teksto sa lain-laing lebel sa pagbasa, ug paghatag og mga pangutana sa pagsabot nga gipahaom sa matag lebel.” Participant 2 suggested applying differentiated activities in teaching English by offering texts at varying reading levels and providing comprehension questions tailored to each level. This approach ensures

that all students, regardless of their reading proficiency, can engage with the material at a level that is appropriate for them. Participant 5 advocated for integrating technology into the classroom to enhance student engagement, facilitate personalized learning, and prepare students for the digital world. The present findings were consistent with the results findings of Tomlinson, (2019), differentiated instruction involves tailoring teaching methods and materials to meet the diverse learning needs of students. Research suggests that differentiated instruction leads to increased student engagement, motivation, and academic achievement. Similarly, the findings were affirmed by the study of Fisher Frey (2020). Tailoring comprehension questions to the reading levels of students helps in assessing their understanding more accurately and encourages critical thinking. Research suggests that differentiated questions can help in identifying specific areas where a student might need addi-

3.1.3. Observing Inclusive Teaching—In the pursuit of effective practices for teaching elementary English, the embrace of inclusive teaching strategies emerges as a paramount aspect. Inclusive teaching aims to create an environment that accommodates the diverse needs and abilities of all learners, fostering a sense of belonging and equal opportunity in the classroom. As revealed by the participants, incorporating opportunities for learners to discuss and defend their answers, as advocated in statement Participant 3, enhanced critical thinking skills and fostered a deeper understanding of the subject matter. This approach encourages students to articulate and justify their reasoning, promoting active engagement and collaborative learning. Furthermore, employing various methods and styles of teaching, as mentioned in the statement by Participant 6, catered to diverse learning preferences and needs within the classroom. By utilizing a range of instructional techniques such as visual, auditory, kines-

tical support. One participant expressed that the statement underscores the significance of consistent language acquisition by advocating the daily learning of English words. It also highlights the critical role of best practices in teaching English, which offer valuable guidance on effective instructional methodologies and strategies. These practices emphasize the necessity of recognizing and leveraging learners' strengths, fostering active participation and engagement in the learning process. Creating visual representations of language concepts, such as story maps or concept webs, appeals to the visual sense and reinforces understanding (Marzano,2024). In a study by Nation (2019) on incremental learning, where students learn a small amount of new information daily, is effective for vocabulary acquisition. It allows for gradual assimilation and reinforces long-term retention. Daily exposure to new words also encourages habitual learning and curiosity about language.

thetic, and experiential methods, educators can effectively reach students with different learning styles, ensuring that all learners have the opportunity to grasp and retain information. This multifaceted approach not only enhances comprehension but also cultivates a supportive and inclusive learning environment where every student can thrive. The said findings of the study were supported by Howard Gardner's theory of multiple intelligences suggests that students have different kinds of intelligences or ways of processing information. By incorporating various teaching methods—such as visual, auditory, kinesthetic, and interpersonal strategies—teachers can address these diverse intelligences and improve student learning outcomes (Gardner, 2018). UDL is an educational framework that guides the development of flexible learning environments that can accommodate individual learning differences. By providing multiple means of representation, engagement, and expression, teachers can better meet the

needs of all students. Research supports UDL as an effective approach for enhancing accessibility and learning for diverse student populations (Meyer et al., 2019). As stated by the participant, contextualizing lessons within real-life scenarios and demonstrating appreciation, motivation, and a positive attitude toward learners are integral components of effective teaching, as emphasized in statement Participant 8. By connecting the lesson content to students' everyday experiences and interests, educators make the material more relevant and relatable, thereby enhancing understanding and retention. Additionally, expressing appreciation for students' efforts and achievements fosters a supportive and encouraging learning environment, motivating students to actively participate and excel. Moreover, maintaining a positive attitude towards learners cultivates a sense of confidence and belonging, empowering students to take ownership of their learning journey and strive for success. Combined, these practices contribute to a positive and enriching educational experience that nurtures students' academic growth and overall well-being. This is supported by the study of Darling-Hammond et al. (2020) contextualized learning links classroom content to real-life scenarios, helping students see the relevance of what they are learning. Studies indicate that when students perceive the practical application of their lessons, their engagement and motivation to learn increase. Incorporating students' cultural backgrounds and experiences into lessons helps to make learning more inclusive and relatable. Research highlights that culturally relevant pedagogy fosters a sense of belonging and respect among students, which enhances their participation and academic success (Ladson-Billings, 2019). The emergence of three prominent themes—maintaining a literacy-rich environment, sensitivity to multisensory learning, and observing inclusive teaching—from the responses of participants underscored the compre-

hensive and interconnected nature of effective practices in teaching elementary English. These themes collectively contribute to the creation of a dynamic and inclusive learning environment that caters to the diverse needs of students. In keeping a literacy-rich environment, participants emphasized the importance of providing a wide range of reading materials, including books, magazines, and visual aids, to create a print-rich atmosphere. The incorporation of dedicated spaces for reading and writing activities, complete with comfortable seating and interactive resources, was highlighted. Participants recognized the value of introducing students to different authors and literary genres to foster a love for reading. A literacy-rich environment serves as the foundation for language development and cultivates a positive attitude towards reading and writing. It promotes independent exploration and enhances students' overall language proficiency. In sensitivity to multisensory learning, incorporating body movements and interactive games to reinforce phonics skills. Using tactile materials and interactive approaches to reinforce letter formation and reading comprehension. Combining visual aids with auditory cues, and integrating rhythm and rhyme into language instruction. Multisensory learning recognizes and accommodates diverse learning styles, enhancing engagement and understanding. It promotes a deeper connection between sensory experiences and language concepts, fostering a holistic approach to learning. In observing inclusive teaching, ensuring representation and accessibility of materials for students with varied backgrounds and abilities. Adapting teaching methods to address different learning styles and abilities, and implementing flexible grouping strategies. Implementing strategies for English as a Second Language (ESL) learners, and recognizing the value of bilingualism. Inclusive teaching aims to create a supportive and equitable learning environment for all students. It acknowledges and addresses the unique needs

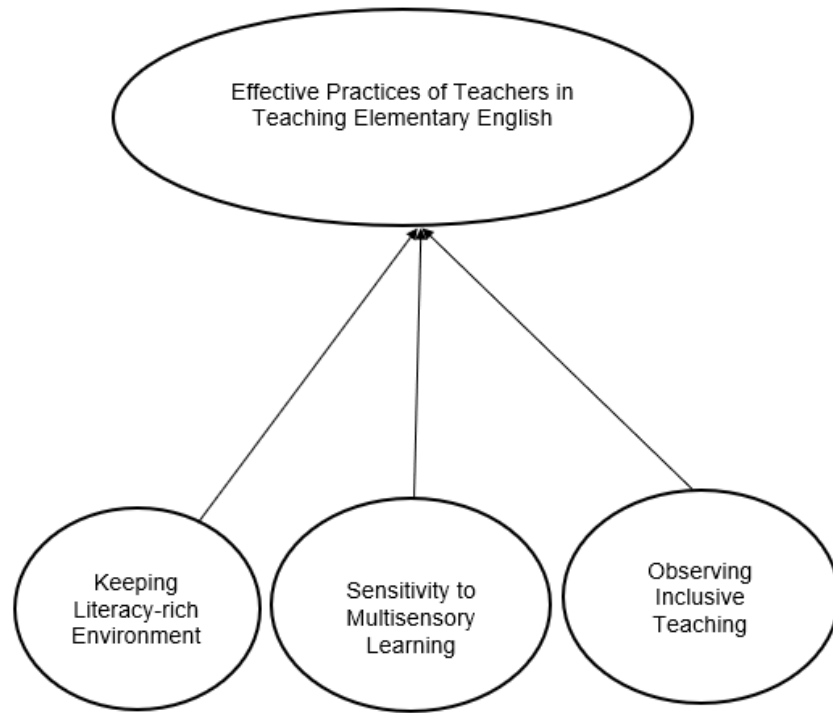


Fig. 3. Emerging Themes On The Effective Practiced Of Teachers In Teaching Elementary English

of each learner, fostering a sense of belonging and promoting positive social and emotional development. The convergence of these three themes— keeping a literacy-rich environment, sensitivity to multisensory learning, and observing inclusive teaching revealed a holistic and integrated approach to effective elementary English instruction. Educators can leverage these themes synergistically to create a learning environment that not only enhances language proficiency but also nurtures a love for learning,

celebrates diversity, and ensures that every student has the opportunity to thrive. As educators continue to explore and implement these strategies, they contribute to developing well-rounded and empowered learners in the elementary English classroom. Figure 3 shows the effective practices of teachers in teaching elementary English and the emergence of the three themes: Keeping a Literacy-rich Environment, Sensitivity to Multisensory Learning, and Observing Inclusive Teaching.

3.2. *Coping Mechanisms with the Challenges in Teaching Elementary English*—Managing diverse classroom behaviors remains a significant challenge. Teachers often encounter difficulties in maintaining students’ attention and managing disruptive behaviors, which can hinder the learning process, as revealed by Aydin

(2021). Addressing students’ varying skill levels in a single classroom is another major challenge. Teachers must differentiate instruction to cater to both struggling readers and advanced students, which can be resource-intensive and time-consuming, as Gatcho and Bautista (2019) stated.

3.2.1. *Enhancing Professional Development*—

Teachers actively seek opportunities to attend workshops and seminars focused on language instruction, literacy development, and innovative teaching strategies. Engaging in in-service training programs organized by schools or educational institutions to provide targeted professional development aligned with specific challenges in elementary English teaching. The participants believed that creating a classroom atmosphere where students feel comfortable with the teacher and understand that making mistakes is a natural part of the learning process, as revealed in statement Participant 1, lays the foundation for effective language instruction. This environment encourages students to take risks, engage actively, and participate confidently in language learning activities. Furthermore, maintaining an optimistic mindset for teaching English, as emphasized in statement Participant 4, fostered enthusiasm and resilience among both educators and students. Approaching English instruction with positivity and optimism not only enhances motivation but also cultivates a sense of possibility and achievement, inspiring students to persevere through challenges and embrace opportunities for growth. Together, these practices create a supportive and empowering learning environment where students feel valued, encouraged, and equipped to achieve success in their English language development. The said findings were supported on optimistic teachers demonstrate enthusiasm, passion, and confidence in their ability to help students succeed. By maintaining a positive outlook and focusing on students' strengths and abilities, teachers can inspire moti-

vation, resilience, and a love for learning in their English language learners (Gable Haidt, 2019). Moreover, one of the participants reported that engaging students in group or pair activities and incorporating flashcards to enrich vocabulary are effective strategies highlighted in statement Participant 10 for enhancing teaching practices. By organizing group or pair activities, educators promote collaboration and peer interaction, fostering a supportive learning environment where students can actively engage with the material and learn from each other's perspectives. Additionally, utilizing flashcards serves as a dynamic tool for introducing and reinforcing new vocabulary, making learning more interactive and memorable. These practices not only enhance students' language acquisition skills but also promote meaningful engagement and participation in the classroom, ultimately enriching the overall teaching and learning experience. Darling-Hammond (2017) stated that changes in educational standards, such as updates to curriculum frameworks and the adoption of new standards, present challenges for elementary English teachers. Professional development needs to address these changes, ensuring teachers are equipped with the knowledge and skills to align their instruction with evolving standards. Moreover, Borke (2024) suggested that teachers may face difficulties in keeping pace with changing standards and expectations. Ongoing professional development that focuses on the latest educational policies and curriculum updates is essential for elementary English teachers to remain effective in their roles.

3.2.2. Embracing Collaboration and Support—This collaboration helps in creating a supportive community within the school. Collaborating with teachers from other disciplines to integrate language instruction into various subjects, promoting a holistic approach to lit-

eracy development and addressing challenges that may span multiple subjects. The participants conveyed that the combination of statement Participant 2, highlighting the multitude of skills that can be cultivated through English learning, and statement Participant 3, advocat-

ing for learners to express their ideas, underscored the importance of fostering a communicative and inclusive learning environment. By providing opportunities for students to express their thoughts and opinions in English, educators not only encourage language development but also promote critical thinking, creativity, and confidence-building. Allowing learners to articulate their ideas fosters active engagement and empowers students to take ownership of their learning journey. The present findings of the study were consistent with the results findings of Cumming (2022) by encouraging learners to express themselves verbally and in writing, educators support the development of communication skills and foster confidence in expressing ideas. Providing a supportive and inclusive environment where learners feel valued and respected encourages them to take risks, ask questions, and contribute to classroom discussions. Additionally, allowing learners to express their ideas promotes creativity and innovation (Sawyer, 2022). When students are encouraged to think critically, problem-solve, and generate original solutions, they develop higher-order thinking skills and become more effective communicators and collaborators. The participant also believed that by seeking support by gaining insight into individual students' backgrounds, learning styles, strengths, and challenges, teachers can tailor their instructional approaches to

meet the diverse needs of their students effectively. This understanding enables educators to adapt teaching strategies, provide appropriate support, and offer differentiated instruction that optimally facilitates student learning and development. Moreover, by acknowledging and respecting each learner's situation and abilities, educators create an inclusive and supportive learning environment where all students feel valued, understood, and empowered to reach their full potential. Ultimately, understanding the learner's context and capabilities is fundamental to fostering meaningful engagement, promoting academic growth, and nurturing a positive and conducive learning experience for all students. This deals with the idea of Biancarosa Snow (2006) who stressed that interdisciplinary collaboration can be challenging for elementary teachers due to compartmentalized subject areas. Limited time for joint planning and collaboration across subjects, such as English and science, may hinder the development of cohesive and integrated instructional strategies. Lamb-Parker, et al. (2021) suggested that elementary teachers may face difficulties in finding opportunities for collaboration across disciplines. Professional development and school structures that facilitate interdisciplinary collaboration can address this challenge and enhance the overall quality of English instruction.

3.2.3. Adaptation of Teaching Strategies— The educational journey of adapting teaching strategies is crucial for elementary English teachers to effectively address challenges in their classrooms. Implementing differentiated instruction to cater to diverse learning styles, abilities, and interests within the classroom. Statement Participant 5 highlighted the importance of educators maintaining an open mindset and a willingness to continuously learn and grow in their profession. This mindset enables

teachers to stay receptive to new ideas, methodologies, and best practices, enhancing their effectiveness in the classroom and fostering professional development. Coupled with the statement of Participant 7, which emphasized the necessity of identifying students' cognitive levels and selecting activities tailored to their individual needs, this approach ensures that instruction is aligned with students' abilities and promotes meaningful learning experiences. By combining an open mindset with a keen understanding of

students' cognitive levels, educators can create a supportive and adaptive learning environment where students are challenged appropriately and provided with opportunities to succeed. The findings were consistent with the results of the study of Yeager Dweck (2022) cultivating an open mindset involves embracing challenges, seeking feedback, and viewing failures as opportunities for growth. When educators model a growth mindset and create a supportive learning environment that values effort and improvement, students are more likely to adopt a similar attitude towards learning (Blackwell et al., 2019). Additionally, fostering a culture of lifelong learning encourages students to approach new experiences with curiosity and enthusiasm (Corno, 2021). By promoting a growth mindset and instilling a passion for learning, educators empower students to become self-directed learners who are motivated to continuously expand their knowledge and skills. The combination of statements Participant 8 and Participant 9 captured the importance of educators continuously developing and implementing learning activities tailored to their students' specific learning levels while equipping them with a diverse repertoire of teaching strategies. Educators ensure that instruction is both engaging and effective by focusing on developing learning activities that are appropriate for the varying abilities and needs of their students. Moreover, by continuously seeking and implementing new teaching strategies, teachers can cater to different learning styles and preferences, fostering a dynamic and inclusive learning environment. This finding is congruent with a comprehensive study by Harlen (2019), which found that inquiry-based learning involves encouraging students to explore and discover concepts independently. Adapting English lessons to incorporate inquiry-based approaches promotes critical thinking and active engagement, fostering a deeper understanding of language concepts. Comprehensive research by Tabak and

Baumgartner (2024) shows that inquiry-based learning in English education supports the development of language skills. Adapting instructional strategies to include inquiry allows students to construct their own understanding of language concepts through exploration and investigation. In embracing collaboration and support, teachers collaborate with their peers, both within and outside their school, to share experiences, exchange ideas, and collectively develop strategies for overcoming challenges. Participation in PLCs fosters a collaborative culture, where teachers work together to analyze challenges, discuss solutions, and implement best practices. Collaboration extends beyond the English department, involving interdisciplinary teamwork to address challenges that may span multiple subjects or learning domains. Teachers seek support through mentorship programs, where experienced educators provide guidance, share insights, and offer valuable advice to navigate challenges. Collaborative environments facilitate peer support, creating a network of colleagues who can provide encouragement, share resources, and offer assistance in times of difficulty. Establishing open communication channels with parents and engaging with the community creates a supportive network outside the classroom, contributing to a holistic approach in addressing challenges. These themes are interwoven, creating a synergistic approach to coping with challenges. Professional development enhances individual teacher skills, collaboration brings a collective strength to problem-solving, and support provides a foundation for well-being and resilience. The interconnectedness of these themes reflects a comprehensive strategy for addressing the complex and evolving landscape of teaching elementary English. In adaptation of teaching strategies to accommodate diverse learning styles, abilities, and needs within the classroom. Teachers remain flexible in their approach, adjusting lesson plans and instructional methods based on student responses

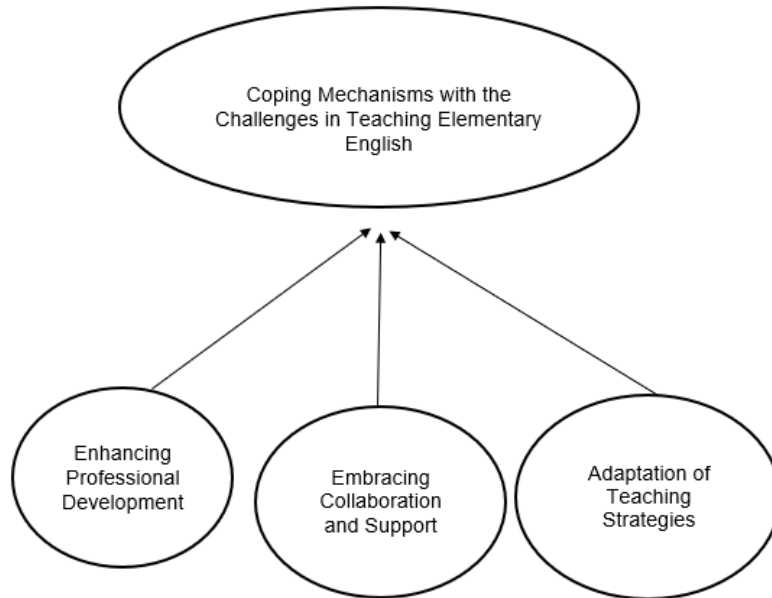


Fig. 4. Emerging themes on coping mechanisms with the challenges in teaching elementary English

and evolving classroom dynamics. The adaptation of teaching strategies involves integrating innovative approaches, such as technology integration, project-based learning, and other student-centered methods, to meet the evolving needs of students. These three themes work synergistically to create a holistic approach to coping with challenges. Professional development enhances individual teacher capacity, collaboration and support build a collective strength, and the adaptation of teaching strategies ensures relevance and effectiveness in the classroom. Together, these themes contribute to building resilience among teachers, allowing them to navigate the complexities of teaching English in

a dynamic educational landscape. By recognizing and integrating these themes, educators create a dynamic and adaptive framework that helps them cope with challenges and fosters continuous growth and improvement in the teaching profession. These themes' collaborative and supportive nature contributes to developing resilient and effective teachers who can confidently navigate the complexities of teaching elementary English. Figure 4 shows the Coping Mechanisms with the Challenges in Teaching Elementary English and the emergence of the three themes: Enhancing Professional Development, Embracing Collaboration and Support, and Adaptation of Teaching Strategies.

3.3. *Educational Management Insights Drawn to Enhance Teacher's Competence in Teaching Elementary English*—The participants shared their educational management insights

and it was narrowed down into one to generate the themes. These themes were carefully analyzed and formulated based on informants' accounts and reflections. The subthemes are shown below:

3.3.1. *Focus on Student-Centered Approaches*—

Enhancing teacher competence in teaching elementary English, especially through student-centered approaches, involves drawing insights from educational management principles. Implement targeted professional development programs that focus on student-centered pedagogies, emphasizing the importance of personalized learning experiences. Offer workshops, seminars, and courses that equip teachers with the skills and strategies to create student-centered environments in the English language classroom. Participants voiced that by leveraging multiple teaching approaches, educators can cater to diverse learning styles and preferences, ensuring that instruction is accessible and engaging for all students. Furthermore, integrating technology into lessons adds an interactive and dynamic dimension to the learning process, captivating students' interest and fostering deeper engagement. This dual approach not only enhances motivation but also cultivates critical thinking skills and promotes active participation among learners. By embracing both multiple instructional strategies and technology integration, educators can create dynamic and inclusive learning environments that empower students to thrive academically and adapt to the demands of the digital age. An insightful finding drawn from the study of Means et al. (2019), technology integration in education has become increasingly recognized as a valuable tool for enhancing student learning and engagement. Digital technologies offer diverse resources, tools, and opportunities for interactive and personalized learning experiences added by Penuel et al. (2019). Integrating technology into lessons enables educators to create dynamic and interactive learning environments that cater to the needs and interests of digital-native students as

stated by Hattie (2018). Digital tools such as multimedia presentations, educational software, and online resources provide opportunities for active exploration, collaboration, and inquiry-based learning (Society for Technology in Education, 2018). The participants also mentioned the pursuit of improving academic performance, a statement Participant 10 advocated for a focus on enhancing students' learning outcomes. To achieve this statement, Participant 7 encouraged educators to explore various English teaching methods. By continually exploring and experimenting with different approaches to teaching English, educators can identify and implement strategies that are most effective in facilitating student comprehension and language acquisition. This commitment to ongoing exploration ensures that instruction remains dynamic and responsive to the evolving needs of students, ultimately leading to improvements in academic performance. Through the integration of innovative teaching methods, educators can engage students more effectively, deepen their understanding of English language concepts, and thereby enhance their overall academic achievement in the subject. According to Desimone (2019), professional development is crucial for enhancing teacher competence. Effective programs should focus on student-centered approaches, providing teachers with the knowledge and skills to implement strategies that actively engage students in the English learning process. Similarly, Guskey (2022) mentioned that ongoing professional development is essential for sustained improvement. Drawing insights from research on effective professional development models can guide educational management in designing programs that specifically address student-centered practices in elementary English instruction.

3.3.2. *Emphasize Reflective Practice*— Drawing insights from educational management principles can further strengthen the implemen-

tation of reflective practices. Integrate reflective practice as a foundational element in professional development and training programs

for teachers. Provide workshops and training sessions that guide educators in developing reflective habits, fostering self-assessment, and refining teaching strategies through reflection. Combining statements Participant 3 and Participant 4 highlighted the multifaceted skill set required for effective English teaching. Statement Participant 3 emphasized the importance of staying updated and efficient in teaching practices, underscoring the need for educators to continuously seek out new information and techniques to enhance their instructional approaches. Meanwhile, statement Participant 4 outlined essential communication skills, such as listening and collaboration, as well as personal qualities like adaptability, empathy, and patience. These attributes are vital for creating a supportive and engaging learning environment where students feel valued and understood. Further, the results were consistent with the major findings in collaboration with colleagues, students, and parents fosters a collaborative learning community where ideas are shared, problems are solved collectively, and mutual support is provided (Bryk et al., 2020). Adaptability enables educators to adjust their teaching approaches and strategies to accommodate diverse learning needs, preferences, and contexts (Ormrod, 2019). Empathy and patience are essential qualities for building trust, understanding students' emotions and experiences, and providing emotional support and encouragement in the context of the study by Davis (2023). By demonstrating empathy and patience, educators create a safe and supportive learning environment where students

feel valued, respected, and motivated to learn. Meanwhile, statement Participant 5 underscored the significance of honing communication skills and cultivating resourcefulness to enhance proficiency in language pedagogy. Effective communication skills enable educators to articulate concepts clearly, engage students in meaningful dialogue, and foster a supportive learning environment. Moreover, being resourceful allows teachers to continuously seek out new resources, strategies, and methodologies to refine their understanding and practice of language pedagogy. By actively developing these skills, educators can expand their knowledge base, adapt their teaching methods to meet evolving needs, and ultimately elevate the quality of instruction in English language education. This commitment to ongoing improvement not only enhances educators' effectiveness in the classroom but also contributes to the overall advancement of language teaching practices. Mouza (2018) stated that technology can enhance student-centered learning. Educational managers should consider insights from research on technology integration in English instruction to provide teachers with training and resources that support the effective use of technology for student engagement. According to Ertmer (2020), effective technology integration requires ongoing support. Educational managers can utilize research to develop strategies for sustained support, ensuring teachers feel confident and competent in incorporating technology into student-centered English lessons.

3.3.3. Encourage Continuous Learning— An insightful finding drawn from the study on establishing a clear institutional commitment to continuous learning emphasizes its importance in enhancing teacher competence. Communicate the value of continuous learning through mission statements, professional development

policies, and leadership messages, emphasizing its direct link to improved teaching practices. Another response demonstrating an evident quote on these activities enable educators to stay abreast of the latest trends, research, and best practices in their field, empowering them to continually refine their instructional

approaches and adapt to changing educational landscapes. By actively participating in professional development opportunities, educators can deepen their expertise, broaden their perspectives, and ultimately enhance their effectiveness in the classroom, resulting in improved student learning outcomes. The finding is congruent to the notion of a comprehensive study by Fullan (2018) continuous professional development is essential for educators to stay updated on current trends, best practices, and pedagogical innovations in their field. Enrolling in short courses or refresher courses provides opportunities for educators to enhance their knowledge and skills, reflect on their teaching practice, and explore new methodologies and strategies. Research indicates that professional development programs focusing on specific topics or areas of interest can positively impact teacher effectiveness and student learning outcomes (Desimone et al., 2022). Short courses or refresher courses offer targeted instruction and practical strategies that educators can immediately apply in their classrooms to improve teaching and learning. The participant also mentioned by engaging in conversations with colleagues provides a platform for sharing insights, exchanging ideas, and discussing strategies for effective instruction. Through these interactions, educators can gain valuable perspectives, receive feedback, and access diverse perspectives that can inform their teaching approaches. Additionally, collaborative conversations foster a sense of camaraderie and support among colleagues, creating a conducive environment for professional growth and development. By leveraging the collective knowledge and experiences of their peers, educators can continually refine their teaching methods, enhance student engagement, and ultimately improve learning outcomes in the classroom. Fishman, Penuel, Allen, Cheng, and Sabelli (2018) emphasized that online platforms and digital tools can support continuous teacher learning.

Educational managers can explore research on technology integration for professional learning to provide elementary English teachers with accessible and interactive resources, promoting ongoing development. A comprehensive study by Niess and Gillow-Wiles (2019) highlighted the online communities and social media platforms that facilitate continuous collaboration among teachers. Educational managers can consider incorporating digital platforms into continuous learning initiatives, enabling elementary English teachers to share resources, insights, and best practices. The emergence of three key themes—focus on student-centered approaches, emphasize reflective practice, and encourage continuous learning—from the participants' responses indicated the interconnected strategies that contribute to enhancing teacher competence in teaching elementary English. In student-centered approaches place a strategic focus on promoting student-centered approaches in language instruction. Design professional development programs that specifically target the implementation of student-centered strategies in the English language classroom. Allocate resources for materials, technology, and training that support student-centered learning experiences. Establish policies and practices that endorse and prioritize student-centered pedagogies, ensuring alignment with educational goals. Emphasizing reflective practice acknowledges the importance of this as a means of continuous improvement in teaching. School leadership should actively encourage and model reflective practices, integrating them into the school's culture. Incorporate reflective components into teacher evaluations, recognizing and rewarding educators who actively engage in reflective practices. In encouraging continuous learning, it emphasized the significance of continuous learning as a foundational element in teacher competence. Align continuous learning goals with the broader strategic plan of the school, ensuring that professional development efforts contribute

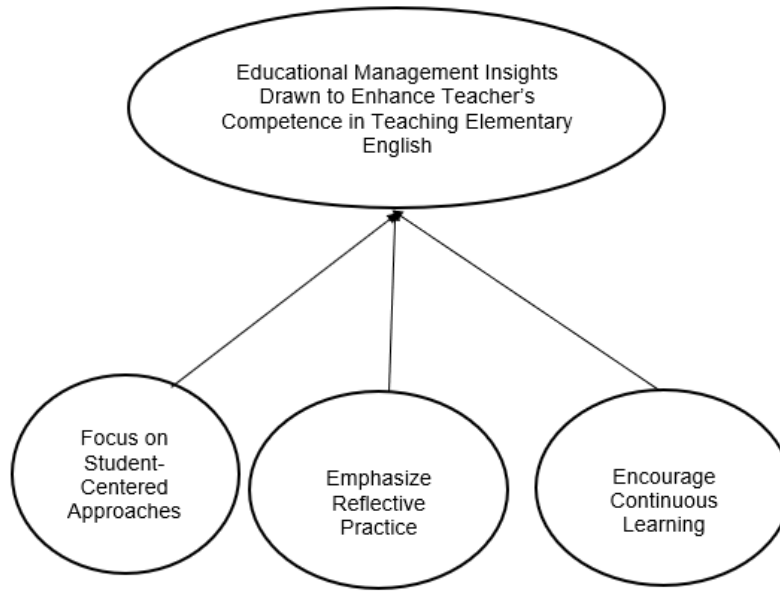


Fig. 5. Emerging themes on the educational management insights drawn from the study

to institutional objectives. Dedicate resources for ongoing professional development, providing funding, time, and technology to support teachers' continuous learning journeys. Demonstrate leadership commitment to continuous learning, with administrators actively participating in professional development and showcasing a culture of lifelong learning. Design professional development programs that incorporate elements of student-centered approaches, reflective practice, and continuous learning, recognizing the interdependence of these themes. Establish collaborative platforms, both physical and virtual, that facilitate discussions and sharing of experiences related to student-centered strategies, reflective practices, and continuous learning. Develop incentive systems that reward teachers for their commitment to student-centered approaches, reflective practices, and continuous learning, creating a positive feedback loop. Establish committees that include educators, administrators, and stakeholders to strategically plan and oversee the integration of student-centered approaches, reflective practice,

and continuous learning into the educational framework. Use data from reflective practices and continuous learning initiatives to inform strategic decisions at the institutional level, ensuring that these insights contribute to broader educational management strategies. By implementing these strategies, educational management can create a comprehensive framework that supports and reinforces the three identified themes, fostering an environment where teacher competence is continuously cultivated and enhanced in teaching elementary English. Figure 5 shows the Educational Management Insights Drawn to Enhance Teacher's Competence in Teaching Elementary English and the emergence of the three themes: Focus on Student-Centered Approaches, Emphasize Reflective Practice, and Encourage Continuous Learning. These focus on student-centered approaches, emphasize reflective practice and encourage continuous learning. The participants' responses indicated the interconnected strategies that contribute to enhancing teacher competence in teaching elementary English.

4. Implications and Future Directions

The study highlights the role of school leaders in fostering a conducive environment for teacher competence enhancement. Educational institutions should consider integrating leadership development programs that specifically address the identified themes of student-centered approaches, reflective practice, and continuous learning for administrators—understanding this exposure’s implications and future directions was essential for policymakers, school administrators, and teachers to enhance literacy and educational outcomes.

4.1. Findings—The participants in this study were composed of ten (10) informants. The selected informants were the elementary teachers teaching English at New Casay Integrated School, Dujali District, male or female, and have been in the service for at least 3 years and above. Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions.

4.2. Implications—The study showcased how educational management professionals, policymakers, and researchers could contribute to the sustained improvement of teacher competence in teaching elementary English through effective leadership and strategic institutional initiatives. Establish clear guidelines and standards for developing, selecting, and distributing appropriate learning materials that align with curriculum goals. The effective practices teachers in teaching elementary English, emergence of three prominent themes—keeping a literacy-rich environment, sensitivity to multisensory learning, and observing inclusive teaching underscored the comprehensive and interconnected nature of effective practices in teaching elementary English. These themes collectively contribute to creating a dynamic and inclusive learning environment that caters to the diverse needs of students. In keeping a literacy-rich environment, participants emphasized the importance of providing a wide range of reading materials, including books, magazines, and visual aids, to create a print-rich atmosphere. The incorporation of dedicated spaces for reading and writing activities, complete with comfortable seating and interactive resources, was highlighted. Participants recognized the value of introducing students to different authors and literary genres to foster a love for reading. A literacy-rich environment is the foundation for language development and cultivates a positive attitude towards reading and writing. It promotes independent exploration and enhances students’ overall language proficiency. In sensitivity to multisensory learning, incorporating body movements and interactive games to reinforce phonics skills using tactile materials and interactive approaches to reinforce letter formation and reading comprehension, combining visual aids with auditory cues, and integrating rhythm and rhyme into language instruction. Multisensory learning recognizes and accommodates diverse learning styles, enhancing engagement and understanding. It promotes a deeper connection between sensory experiences and language concepts, fostering a holistic approach to learning. In observing inclusive teaching, I ensure the representation and accessibility of materials for students with varied backgrounds and abilities. I also adapt teaching methods to address different learning styles and abilities and implement flexible grouping strategies. I implement strategies for English as a Second Language (ESL) learners and recognize the value of bilingual-

ism. Inclusive teaching aims to create a supportive and equitable learning environment for all students. It acknowledges and addresses the unique needs of each learner, fostering a sense of belonging and promoting positive social and emotional development. On teachers coping mechanisms with the challenges in teaching elementary English, three themes were identified: enhancing professional development, embracing collaboration and support and adaptation of teaching strategies. These themes represent interconnected strategies that educators employ to enhance their skills, foster a sense of community, and address diverse challenges in the classroom. In enhancing professional development, teachers actively engage in ongoing professional development opportunities, such as workshops, seminars, and online courses, to stay informed about the latest educational trends, teaching methodologies, and advancements in language instruction. Through professional development, teachers acquire new skills, update their knowledge base, and refine their instructional techniques, allowing them to navigate challenges in elementary English teaching better. Professional development equips teachers with the tools needed to adapt to changes in curriculum, technology, and pedagogical approaches, enabling them to address evolving challenges effectively. In embracing collaboration and support, teachers collaborate with their peers, both within and outside their school, to share experiences, exchange ideas, and collectively develop strategies for overcoming challenges. Participation in PLCs fosters a collaborative culture, where teachers work together to analyze challenges, discuss solutions, and implement best practices. Collaboration extends beyond the English department, involving interdisciplinary teamwork to address challenges that may span multiple subjects or learning domains. Teachers seek support through mentorship programs, where experienced educators provide guidance, share insights, and offer valuable advice to navigate challenges. Collaborative environments facilitate peer support, creating a network of colleagues who can provide encouragement, share resources, and offer assistance in times of difficulty. Establishing open communication channels with parents and engaging with the community creates a supportive network outside the classroom, contributing to a holistic approach in addressing challenges. Adapting teaching strategies to accommodate diverse learning styles, abilities, and needs within the classroom. Teachers remain flexible, adjusting lesson plans and instructional methods based on student responses and evolving classroom dynamics. Adapting teaching strategies involves integrating innovative approaches, such as technology integration, project-based learning, and other student-centered methods, to meet the evolving needs of students. These three themes work synergistically to create a holistic approach to coping with challenges. Professional development enhances individual teacher capacity, collaboration and support build a collective strength, and the adaptation of teaching strategies ensures relevance and effectiveness in the classroom. Together, these themes contribute to building resilience among teachers, allowing them to navigate the complexities of teaching English in a dynamic educational landscape. By recognizing and integrating these themes, educators create a dynamic and adaptive framework that not only helps them cope with challenges but also fosters continuous growth and improvement in the teaching profession. The collaborative and supportive nature of these themes contributes to the development of resilient and effective teachers who can confidently navigate the complexities of teaching elementary English. The educational management insights drawn from the study revealed the emergence of three key themes: focus on student-centered approaches, emphasize reflective practice, and encourage continuous learning. These themes indicated the interconnected strategies

that contribute to enhancing teacher competence in teaching elementary English. Student-centered approaches place a strategic focus on promoting student-centered approaches in language instruction. Design professional development programs that specifically target implementing student-centered strategies in the English language classroom. Allocate resources for materials, technology, and training that support student-centered learning experiences. Establish policies and practices that endorse and prioritize student-centered pedagogies, ensuring alignment with educational goals. Emphasized reflective practice acknowledged the importance of this as a means of continuous improvement in teaching. School leadership should actively encourage and model reflective practices, integrating them into the school's culture. Incorporate reflective components into teacher evaluations, recognizing and rewarding educators who were actively engaging in reflective practices. Encouraged continuous learning, it emphasized the significance of continuous learning as a foundational element in teacher competence. Align continuous learning goals with the broader strategic plan of the school, ensuring that professional development efforts contribute to institutional objectives. Dedicate resources for ongoing professional development, provid-

ing funding, time, and technology to support teachers' continuous learning journeys. Demonstrate leadership commitment to continuous learning, with administrators actively participating in professional development and showcasing a culture of lifelong learning. Design professional development programs that incorporate elements of student-centered approaches, reflective practice, and continuous learning, recognizing the interdependence of these themes. Establish collaborative platforms, both physical and virtual, that facilitate discussions and sharing of experiences related to student-centered strategies, reflective practices, and continuous learning. Develop incentive systems that reward teachers' commitment to student-centered approaches, reflective practices, and continuous learning, creating a positive feedback loop. Establish committees that include educators, administrators, and stakeholders to strategically plan and oversee the integration of student-centered approaches, reflective practice, and continuous learning into the educational framework. Use data from reflective practices and continuous learning initiatives to inform strategic decisions at the institutional level, ensuring that these insights contribute to broader educational management strategies.

4.3. Future Directions—In adopting these future directions, policymakers, school administrators, and teachers could collaboratively contribute to the ongoing enhancement of teacher competence in teaching elementary English, ultimately benefiting students and the broader educational community. Policymakers may develop and implement policy frameworks that prioritize and fund professional development programs designed to enhance teachers' competence in elementary English instruction. Policymakers can shape the educational landscape by establishing clear guidelines and allocating resources to sup-

port ongoing teacher development. Introduce incentives and recognition programs for teachers who actively engage in continuous learning, encouraging a culture of lifelong learning. Incentives can motivate teachers to invest time and effort in furthering their skills, ultimately benefiting student outcomes. Formulate policies that encourage technology integration in language instruction and support teachers to adapt to digital tools effectively. Policies that facilitate technology integration can enhance the quality and relevance of language instruction in elementary classrooms. School administrators may im-

plement leadership development programs that equip administrators with the skills to lead initiatives focusing on student-centered approaches, reflective practice, and continuous learning. Administrators play a critical role in creating an environment conducive to teacher growth, and leadership training can enhance their effectiveness. Allocate resources specifically for professional development activities aligning with the identified themes, ensuring teachers access relevant training, workshops, and resources. Strategic resource allocation is essential to sustain effective teacher development programs. Teachers may embrace a growth mindset and a commitment to continuous learning and contribute significantly to their own development and the overall improvement of educational practices. They should develop a habit of reflective practice, regularly assessing and analyzing teaching strategies, learning from experiences, and adapting approaches based on insights gained. For future researchers, they may explore and identify effective practices in teaching elementary English, reflecting the competencies required for the 21st century. By synthesizing contemporary educational theories, classroom practices, and technological advancements, this study provides insights for educators to enhance their teaching methods and better prepare students for the future.

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