Voices from the Frontline: English Teachers' Narratives in Teaching Grade Eight Students

Lourosel Anne A. Padilla

Abstract. This study unearthed the experiences, coping mechanisms used and educational insights learned by the teachers in teaching English to Grade eight students. A qualitative approach to research phenomenological from the Eight (8) Secondary School Teachers coming from the Island Garden City of Samal. Experiences in teaching English to Grade Eight students were observed: Need to use a variety of teaching strategies, address the diverse learning needs of students, assess students' language proficiency, and engage students who have different levels of motivation and interest. The coping mechanisms used in addressing the challenges were as follows: creating a positive relationship with the students, adopting a growth mindset, collaborating with colleagues, and using technology and multimedia resources. Finally, the educational insights learned from the experiences of the teachers are the importance of building relationships with students, the value of using a variety of teaching strategies, the importance of addressing the diverse learning needs of the students, and the benefits of ongoing professional development. These were fundamental to the success of teaching English to Grade Eight students. All these themes can contribute to a deeper understanding of the Grade Eight teachers' experiences and offer valuable perspectives on effective teaching practices, student preferences, and the impact of various factors on language learning outcomes. This study may also be published in any respectable research journal.

1. Introduction

Teaching English language to grade eight students can be a rewarding yet challenging experience for teachers, as noted by authors Jack C. Richards (2011) and Jim Scrivener (2011). According to Richards, effective teaching requires a combination of pedagogical expertise, interpersonal skills, and cultural sensitivity. English language teachers often face the challenge of dealing with students who may not be motivated to learn or have a negative attitude towards the language due to previous experiences or cultural beliefs, as noted by Richards (2011). Despite the challenges, teaching English to grade eight students can also be a fulfilling experience for teachers, as noted by both Richards and Scrivener (2011). Richards (2011), highlights the importance of recognizing and celebrating students' progress and achievements, and fostering their motivation and passion for language learning. Scrivener notes that successful teaching involves establishing positive relationships with students and creating a classroom

community where students feel safe, respected, and valued. Ultimately, English language teachers play a crucial role in preparing students for academic and professional success, and equipping them with essential skills for their future endeavors. In Vietnam can be a rewarding experience for many teachers, but it can also come with its own set of challenges. Tran Thi Thu Trang, in her book "English Language Teaching in Vietnam: Policies, Practices, and Challenges" (2018), highlights some of the challenges faced by English language teachers in Vietnam. She notes that there is often a focus on rote memorization and test-taking in Vietnamese education, which can limit creativity and critical thinking skills. Additionally, many teachers in Vietnam lack formal training in English language teaching, which can make it difficult to create engaging and effective lesson plans. Kim McDonough, in her book "Exploring Second Language Classroom Research: A Comprehensive Guide" (2013), discusses the importance of cultural sensitivity and the use of communicative language teaching in the Vietnamese context. McDonough emphasizes the need for teachers to develop their own intercultural competence and to design activities that reflect the values and beliefs of Vietnamese culture. In the United States it presented a unique set of challenges and opportunities for teachers. In their book "Teaching English Language Learners in Grades K-8: Strategies for Success" (2017), Diane Haager, Janette K. Klingner, and Terese Aceves provide insights into the experiences of grade 8 teachers in teaching English in the United States. They emphasize the importance of building a strong classroom community and fostering a positive classroom culture that values and celebrates diversity. The authors also suggest strategies for teaching vocabulary, grammar, and reading comprehension to English language learners, such as using graphic organizers, providing sentence frames, and promoting collaborative learning. In "English Language

Teaching in the Secondary School Curriculum: Teaching Strategies and Classroom Practices" (2020), Sylwia Adamczak-Krysztofowicz discusses the role of technology in supporting English language learning in grade 8 classrooms. The author suggests using online resources and digital tools to enhance language instruction and provide opportunities for student-centered learning. She also emphasizes the importance of using authentic materials and promoting cultural understanding in language teaching. In Taiwan can present both challenges and opportunities for teachers. One challenge is the emphasis on testing and exams in the Taiwanese education system, which can lead to a focus on rote memorization and a lack of engagement with authentic language use. However, there is also a growing awareness of the importance of communication skills in the global economy, which presents an opportunity for English language teachers to create engaging and interactive lessons that focus on language use in real-life situations. In "English Education Policy in Asia" (2019), Chuing Prudence Chou and Catherine H. Chin discuss the challenges faced by English language teachers in Taiwan, including a lack of resources and professional development opportunities. The authors suggest that teachers can overcome these challenges by engaging in ongoing professional development, collaborating with colleagues, and using technology to enhance language instruction. In the Philippines can be both challenging and rewarding for teachers. One challenge is the large class sizes, which can make it difficult to provide individualized attention to students. In their study "Teacher Strategies in Teaching English to Grade 8 Students in a Public High School in the Philippines" (2021), Jomar F. Rabanera and Mary Grace M. Valderrama provide insights into the experiences of grade 8 teachers in teaching English in the Philippines. The authors suggest that teachers can use a variety of teaching methods, such as group work, games,

and multimedia resources, to engage students and promote language development. They also emphasize the importance of using authentic materials and incorporating cultural sensitivity into language teaching. In "English Language Teaching in the Philippines: Trends and Directions" (2018), Maria Luz C. Vilches and Maribel S. Dionisio discuss the challenges and opportunities of English language teaching in the Philippines. The authors suggest that teachers can overcome challenges such as limited resources and large class sizes by using innovative teaching strategies, collaborating with colleagues, and participating in ongoing professional In the local scenario particularly in the division of Island Garden City of Samal, teachers encountered varied experiences as they teach English to the grade 8 students. Some were positively impacted in their teaching skills while some were considered as challenges that needs to be handled with the different mechanisms in order to survive.

1.1. Purpose of the Study—The goal of the study is to explore the experiences teachers in teaching English to the grade 8 students. This study will be beneficial for administrators, as data gathered will serves as research-based information that will be of use in motivating and giving technical assistance to grade 8 English teachers in innovating the methodologies applicable in the school context.

1.2. Research Questions—The primary research questions of this study are the following:

(1) What are the experiences of teachers in teaching English to the grade 8 students?
(2) How do the teachers cope with the challenges of teaching English to the grade 8 students?
(3) What educational management insights gained from the experiences of the informants?

1.3. Definition of Terms—This study would be significant to the following person in the educational field: Policy Makers. The findings of this study would help them find an effective methods of teaching English to the grade 8 students Administrators. The findings of this study will provide technical assistance to English teachers in the adapting applicable method teaching to the grade 8 students. Teachers. The findings of this study will equip English teachers with the realization to continue to attend professional development activities in order to acquire new set of skills in teaching grade 8 students. The following terms are operationally defined to make this study more comprehensive. Teaching English- Teaching English to grade 8 students involves developing their language skills in reading, writing, listening, and speaking. The goal is to help students become proficient in English and prepare them for future academic and professional opportunities. English Teacher – Teaches English language arts to students in the eighth grade. The teacher's role is to develop students' language skills and promote critical thinking, problem-solving, and collaboration skills.

1.4. Significant of the Study—The proposition of this study is that the rapid and unprecedented changes brought about by the pandemic have fundamentally altered the dynamics of school culture, significantly impacting both educators and students. The study aims to investigate how these changes have manifested in the everyday experiences of teachers, particularly in the Philippines, and to understand the strategies they employ to adapt to new safety protocols, hybrid learning models, and the lack of personal interaction.

1.5. Theoretical Lens—

3

This study is anchored on Sociocultural Theory, promulgated by Russian psychologist Lev Vygotsky in the early 20th century, emphasizes the importance of social interaction and cultural context in the development of human cognition (Vygotsky, 1978). According to this theory, learning is a collaborative process that occurs through social interaction and communication, rather than as an individual acquisition of knowledge. Teachers play an important role in creating learning environments that support this collaborative process by facilitating opportunities for students to engage in interactions and discussions with peers and experts. In the context of teaching English to grade 8 students, Sociocultural Theory can provide valuable insights into the role of language and culture in learning. By emphasizing the importance of social and cultural context, this theory can guide teachers in designing learning activities that are meaningful and relevant to their students' experiences. For example, teachers can incorporate authentic materials and cultural references into their lessons and provide opportunities for students to share their own perspectives and experiences. Sociocultural Theory also emphasizes the role of language as a tool for communication and learning. By providing opportunities for students to use language in meaningful ways, teachers can facilitate their development of both linguistic and cognitive skills. For example, teachers can encourage students to engage in collaborative activities such as group discussions or peer editing, which promote language use and social interaction. The second theory used in this study is Constructivism by Jean Piaget, a Swiss psychologist, in the 1920s and 1930s. Constructivism is a learning theory that proposes learners construct knowledge through their experiences and interactions with the world. This theory suggests that learners actively construct meaning from new information based on their prior knowledge and experiences. According to Piaget, learners go through stages of cognitive development, and their thinking becomes more complex as they move from one stage to another. He proposed that learning occurs through active involvement and exploration as learners build their understanding of the world through their experiences. Another influential figure in constructivism is Lev Vygotsky, a Russian psychologist who proposed the theory of sociocultural development. Vygotsky emphasized the role of social interactions and culture in the construction of knowledge. According to Vygotsky's sociocultural theory, learning occurs through social interactions and collaboration with others, rather than solely through individual experiences. He believed that learners can achieve more with the help of others, and that social interactions facilitate cognitive development. Vygotsky also introduced the concept of the zone of proximal development, which refers to the gap between what a learner can do on their own and what they can do with the assistance of others. In the context of teaching English to grade 8 students, constructivism and sociocultural theory offer valuable insights into the role of the teacher in facilitating learning. Teachers can create a learning environment that promotes active exploration and collaboration, and that builds on students' prior knowledge and experiences. By adopting a constructivist and sociocultural approach, teachers can support students in developing their cognitive and language skills while also fostering their social and emotional development. The third theory used in this study is Self-Determination Theory by Edward Deci and Richard Ryan in the 1980. Self-Determination Theory (SDT) is a motivation theory that focuses on the importance of individuals' psychological needs, such as autonomy, competence, and relatedness, in driving their motivation and behavior (Ryan Deci, 2000). According to SDT, individuals are more likely to be motivated when their basic psychological needs are fulfilled, and they feel a sense of autonomy and control over their ac-
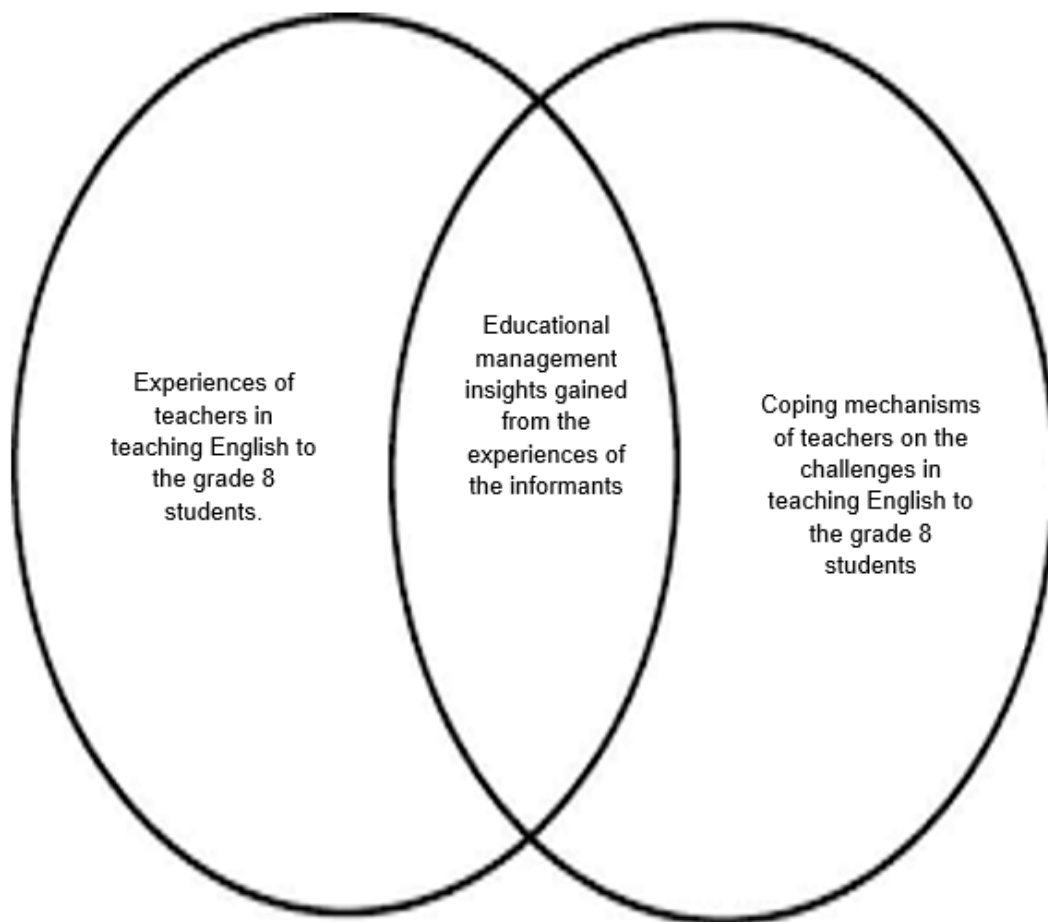
Experiences of teachers in teaching English to the grade 8 students.

Educational management insights gained from the experiences of the informants

Coping mechanisms of teachers on the challenges in teaching English to the grade 8 students

Figure 1: Conceptual Framework of the Study

tions, a sense of competence and efficacy, and a sense of relatedness and connection to others. SDT has been used to understand and enhance motivation and learning in various educational settings (Nielsen Hsu, 2015). The conceptual framework of the study is presented in Figure 1. Based on the figure, there are two intercon-nected variables. These variables are the (1) experiences of teachers in teaching English to the grade 8 students; (2) Coping mechanisms of teachers on the challenges encountered in teaching English to the grade 8 students; (3) educational management insights gained from the experiences of the informants.

2. Methodology

This chapter of the study presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study and the ethical consideration. Exploring facts and knowledge in this study necessitates the consequent design and implementation, as elaborated in this chapter. The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth Interviews (IDI) was optimal for collecting data on

5

individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored. Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented. Patton (2002) defined phenomenology as inquiry which asks the questions," 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 experiences of the BE Coordinators as they try to compare its implementation then and now. Giorgi (2007) cautioned researchers to be prepared for an investigation that was greater in both depth and breadth than the offered description implied. He suggested information be viewed as only the tip of the iceberg.

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 establishes the background used for the coming conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. Good research – undertaking with the selection of the topic, problem or area of interest, as well as the paradigm. Stanage (1987) traces 'paradigm 'back to its Greek (paradigm) 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 was an action of submitting to a view. This view was supported by Denzin and Lincoln (2000) who defend a research paradigm a "basic set of belief 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 is subjective and multiple as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was 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, experiences of teachers in teaching English to the grade 8 students are discussed by the participants and tries to look into their coping mechanisms in addressing the challenges and educational management insights gained. In this study, the researcher relied on voices and interpretations of the participants through extensive quotes, themes that reflected their words and provided evidence of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct for the commonality and discreteness of responses. It was made sure that the responses of the participants 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 progresses. 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 as cited by Creswell (2012) state that on the epistemological assumption, the researcher attempted to lessen the distance between himself or herself from the participants. He suggests that being a researcher he or she collaborates, spends time in the field with participants, and becomes an 'insider'. Based on Davidson (2000) and Jones (2011). Researcher identified phenomenology with the use of thematic analysis as the best means for this type of study. In this regard, individual researchers "hold explicit belief". The intention of this study was to gather information from the participants or teachers in the Division of Samal Island as to how they

teach English to the grade 8 students based on the guidelines set by DepEd and the Inter Agency Task Force (IATF). It is assured that there was an establishment of close interaction with the participants to gain direct information that would shed light on the knowledge behind the inquiry, particularly on the experiences and the mechanisms used in teaching English to the grade 8 students. Axiology. It refers to the role of values in research. Creswell (2012) avers that the role of values in a study was significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes their interpretation in conjunction with the interpretation of participants. Upholding the dignity and value of every detail of information obtain from the participants was ensured by the researcher. The researcher understands the personal and value-laden nature of information gathered from the study. Therefore, the researcher preserved the merit of the participants' answers and carefully interpret the answers in the light of the participants' interpretation. Rhetoric. It means that reporting what reality was through the eyes of the research participants. This was important because it means that the research would report objectively on what was observed and heard from the participants. The research used personal voice and qualitative terms and limited definition. In the context of the study, the researcher used the first person in elucidation of the experiences of teachers as they teach English to the grade 8 students.

2.2. Qualitative Assumptions—Methodology was different from method. Methodology was creative and responsive approach to understand questions and subject matter while method refers to the exact knowledge and procedure (Gerodias, 2013). In this study the experiences of teachers in teaching English to the grade 8 students in the division of Samal Island were gathered through an In-Depth Interview (IDI) as well as their coping mechanisms were extracted from the participants. The researcher's drive in knowing the deeper meaning of the experiences of teachers in teaching English to the grade students became the basis for doing qualitative research, a means of 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 experiences of teachers in teaching English to the 8 students in a manner that, as David (2005) wrote, the themes, symbols and meaning of the experiences 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), that experience was a source of knowledge and shapes one's behavior. From the definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not as 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 key insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey Higgs, 2006). By doing phenomenology, which is concerned with the "what" and the "how" (Moustakas, 1995), the researcher projected that the experiences and mechanisms used by the teachers in teaching English to the grade 8 students were explored and educational management insights gained were the basis for the possible future researches and policy analysis in relation to this research.

2.3. Design and Procedure—

This study employed a qualitative approach to research, specifically a phenomenological research design. According to Creswell, (2012), phenomenology was an approach to qualitative research that focused on the commonality of lived experiences within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the particular phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art were also used. The data were read and reread and was culled for phrases and themes that was grouped into clusters of meanings. Through this process, the researcher was able to construct the universal meaning of the event, situation or experience and arrived at a more profound understanding of the phenomenon. Moreover, Maxwell (2013) also added that with the roots in philosophy, psychology and education, phenomenology attempt to extract the purest, untainted data and in some interpretations of the approach, bracketing were used by the researcher to document personal experiences with the subject to help remove him or herself from the process. One method of bracketing is taking of notes. According to Corbetta (2003), the phenomenological research design was a qualitative type of research for which interviews provide in-depth method that can grant access to deep knowledge and explanations and help grasp the subjects' perspective. Creswell (2012) also claimed that interviews were primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often, audio tapes were utilized to allow more consistent transcription. Interviews also useful to follow-up with individual respondents after questionnaires, such as to further investigate their responses. In qualitative research, interviews were used to pursue the meanings of central themes in the world of their subjects. The main task in doing interviews was to understand the meaning of what the interviewees say (McNamara, 1999). Withal, based on the statements of Quad (2016), the researcher transcribed and typed the data into a computer file, in order to analyze it after interviewing. Interviews particularly be useful for uncovering the story behind a participant's experiences and pursuing in-depth information around a topic. The researcher collected data, typically via long interviews, from individuals who have experienced the phenomenon under investigation. Next, the data analysis involved triangulation that was extracted significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience both the textural description of what was experienced and the structural description of how it was experienced. The researcher incorporated his or her personal meaning of the experiences here. Finally, the report was written such that readers understand better the essential, invariant structure of the essence of the experience. Conversely, several challenges have been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects that were selected into the study were individuals who have actually experienced the phenomenon. The researcher needed to bracket his or her own experiences and observations, which was difficult to do. The researcher also needed to decide as to how and when his or her personal observations be incorporated into the study. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation. As such, they were powerful tools for understanding subjective experience, gaining insights into

people's motivations and actions, and cutting through the cluster of taken-for-granted assumptions and conventional wisdom Since the focus of this study to explore and asses the teacher experiences coping mechanisms and the insights gained, the researcher will intend to employ the phenomenology type of qualitative method research.

2.4. Research Participants—Qualitative analyses typically require a smaller sample size the quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. Obtaining most or all of the perceptions will lead to the attainment of saturation. Saturation occurs when adding more participants to the study 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 are 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). The participants of this study were Eight (8) grade 8 teachers from the Division of Samal Island. The participants were chosen based on the following criteria: (1) must be in the service for at least 5 years; (2) secondary school teacher; and (3) experienced in teaching English to the grade 8 students. The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study (Creswell, 2014). It is also known as judgmental, selective or subjective sampling. The selection of the participants was purposefully done to ensure that the findings would be authentic (Marshall, 1996).

2.5. Ethical Considerations—The ethical considerations are significant in the design of this research study. The researcher needed to consider several ethical issues about the research participant in this fieldwork. Ethical considerations can be specified as one of the most important parts of the research. The researcher needs to adhere to promote the aims of the research imparting authentic knowledge, truth and prevention of error. Social Value. Research was very essential to the society. In this study, the social value was focused on the experience of teachers. This study was specifically conducted among the secondary grade 8 English teachers. This study also served as a basis for the higher authorities to create more programs and resolutions where classroom teacher could benefit. Thus, the social problem that pushes the interest of the researcher is the experiences of teachers in teaching English to the grade 8 students. Informed Consent. In the conduct and practice of this study, the Treaty Principle of Participation as cited by McLeod (2009) adhered to. The invitation to the participants was ensured that their participation in the research was completely voluntary in nature, and is based on the understanding of adequate information. The participant recruitment and selection lodged in the appendices of this study. Gaining the trust and support of research participants was critical to the informed and ethical academic inquiry and phenomenological research (Walker, 2007 as cited by Pillerin, 2012). All participants 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 acknowledgement, consent, and an indication

of a willingness to participate in the study release. The purpose of the informed consent letter is to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and anticipate the information that the informants were expected to provide. All participants were required to sign and return the letter of consent to the researcher before participating in the research. Vulnerability of Research Participants. The participants of this study were capable of answering the research instrument, for they are all professional teachers in public elementary schools. Thus, the researcher assured them that as the researcher, he or she can easily be reached through the contact number and address in case there are some clarifications or questions with regard to 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 chair of the panel or panel members in case they have queries related to the study. Furthermore, in the event that respondents would experience potential discomfort and inconvenience while answering the questions, they were not compelling to participate in any manner. Further, the researcher has ensured that the respondents were safe during the conduct of the survey and interview. Thus, the distribution of the questionnaire was conducted in a safe venue and administered during their convenient time. Dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality, and 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 through taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to assure that the data can-

not be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure anonymity of the data sources. Hence, any printed output that was carried out from this study was kept in anonymity. Furthermore, all the issues were given considerations so that there will be no conflict of interest among the researcher and the respondents. Any type of misleading information, as well as representation of primary data findings in a biased way must be avoided. Justice. The respondents were informed of the researcher's role and their corresponding role during data gathering. They were briefed that they have to give their full honesty in answering the survey questions, and additionally, any type of communication in relation to the research should be done with honesty. Similarly, they were informed that they were the ones to benefit first with the results of the study. Transparency. The results of the study were accessed by the respondents, heads of the participating schools because the information is available, and will be placed in CD or other storage devices in which can be requested from the researcher to provide. In addition, by learning on the results of the study, classroom teachers will be aware of the significance of the study and its contribution to their well-being. Further, each of the participants were be advised that they have the right to withdraw their information at any time up to the completion of the data collection process, and that they can be requested and allowed to verify their individual transcript after the interview is carried out. This provided the participants with the opportunity to amend, or remove any information which they feel might identify them. The researcher reserved the right to employ the use of pseudonyms, and changing names and or nonsignificant dates in the interest of the protection of the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured that he or she possesses the needed qualification to

conduct the study. The researcher should be completing the academic requirements, passed the comprehensive examination prior to thesis writing which was the last requirement to obtain the masteral degree, and that the researcher should be qualified to conduct the study physically, mentally, emotionally and financially. In addition, the advisee-adviser tandem ensured that the study will reach its completion. Adequacy of Facilities. The researcher strived that the study can be completed successfully on the specified time and that he or she is equipped with the necessary resources. Likewise, the technical committee helped in the enhancement of the paper by giving the needed suggestions and recommendations for the improvement of the study. Also, the researcher ensured that he or she has enough funds to continue and finish the research. Thus, this study was hoped to be completed on the target time. Community In-

volvement. The researcher showed respect to the local tradition, culture and views of the respondents in this study. Moreover, this study did not involve any use of deceit in any stage of its implementation, and specifically, in the recruitment of the participants, or methods of data collection. Furthermore, the researcher necessarily expressed great pleasure for the wholehearted participation of the interviewees in the conduct of the study. Plagiarism and Fabrication as the researcher. The researcher respected other works by properly citing the author and rewrite what someone else has said his or her own way. The researcher also used quotes to indicate that the text has been taken from another paper. Similarly, the researcher assured that honesty was present in working the manuscript and no intentional misrepresentation and making up of data or results is included, or purposefully put forward conclusions that are not accurate.

2.6. Role of the Researcher—The researcher has a responsibility to uncover, transfer and exploit knowledge for the benefit of educational institutions. To do so, the researcher takes up the following roles in the course of the study: Facilitator and Promoter of Unbiased Research. The researcher conducts interview to the participants and guide them in the process. The researcher interprets ideas and responses base on existing literatures and related studies and not on researcher's own knowledge, thoughts and feelings to avoid the intrusion of bias. Expert in qualitative method. The researcher implements the qualitative method correctly. To do so, the researcher assesses himself and seeks help from the research adviser and other research professionals. These help him exhibit competence in explaining the study without biasing the participants, conducting interview properly according to the design, making appropriate field observations, selecting appropriate artifacts, images, and journal portions, employing Environmental

Triangulation and Thematic Content Analysis precisely. Collector and Keeper of data. The researcher ensures different ways of making a record of what is said and done during the interview and Focus Group Discussion, such as taking handwritten notes or audio and/or video recording. The recordings are transcribed verbatim before data analysis can begin. Records done by the researcher are properly secured as they contain sensitive information and are relevant to the research. However, the data are being collected, a primary responsibility of the researcher is to safeguard participants and their data. Mechanisms for such safeguarding must be clearly articulated to participants and must be approved by a relevant research ethics review board before the research begins. Analyst of data. The researcher sees the phenomenon or problem from the participants' perspective by interpreting data, transcribing and checking, reading between the lines, coding and theming. The researcher makes sure that the findings are

true to the participants and that their voices are heard. Organizer and presenter of data. The researcher presents the problem and the related literature and studies that support it. Findings of the study are presented too by research question – stating the results for each one by using themes to show how the research questions were answered in the study. Moreover, future directions and implications of the study are given by the researcher for improvement of educational policy and practices.

2.7. Data Collection—To ensure safe educational continuity admits the challenge of COVID-19, this study, adhered to the Department of Health (DOH) Administrative Order No. 2020-0015 or the Guidelines on the Risk-Based Public Health Standards for COVID-19 Mitigation, cited by the IATF to aid all sectors in all settings to implement non-pharmaceutical interventions. The following are the step-by-step process of gathering the data needed. Securing endorsement from the Dean of Graduate School. The researcher asked an endorsement from the Dean of Graduate School of Rizal Memorial Colleges as one of the documents needed for submission to the office of the Schools Division Superintendent in asking permission to conduct study. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study in the identified school. The researcher will send a letter addressed to the Schools Division Superintendent with the attached Chapter 1 and 2 together with the research instrument which explains the objectives of the study and the identification of the participants. The researcher will wait for the response of the SDS before the conduct of it. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining about the study to be conducted in their school. Obtaining consent from the participants. The researcher asked permission from the participants and to their parents/guardians. They were formally oriented about the study and of the process they shall go through as participants. Conducting the interview. The researcher conducted the in-depth interview using the interview questionnaire. The profile of the participants was taken, jotted down notes, and conversations was record 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 responses of the interviewees precisely by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it to English language. Data Coding and Thematic Content Analysis. After the transcription, the data will then be categorized and coded. Then, themes was extracted and individual data within the participants was compared and contrasted. The researcher then conducted a second round of interviews (FGD) to corroborate any data that needs further explanation and input from the participants, Additional information gathered were examined thoroughly and integrate it into the existing body of data. After which, data were compared and contrasted between the participants in order to come up with patterns and trends.

2.8. Data Analysis—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews with the use of Creswell's Model specifically the identifying of themes approach. Ac-

cording to Creswell (2012), themes in qualitative research are similar codes aggregated together to form a major idea in the database. 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 the data and noting any initial analytic observations. Coding was also a common element of many approaches to qualitative analysis, involves generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding was not simply a method of data reduction; it was also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data item and ends 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 individual theme, and the relationship between the themes. For these, Thematic Content Analysis was employed by the researcher. 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, to enhance validity and to create a more in-depth picture of the phenomenon, Environmental Triangulation was also be employed by the researcher. It was a technique to analyze the results of the same study using different methods of data collection. The key was identifying which environmental factors, if any, might influence the information that is received during the study. These environmental factors are changed to see if the findings are the same across the settings (David, 2015). This type of triangulation uses different settings, locations and other factors such as time, day, season in which the study took place. The idea was to determine which of these factors influence the information received, these factors are then changed to see if the findings are the same. If the Findings remain unaltered under varying environmental factors, and validity can be established (Naeem, Saira, 2019). In this study, such triangulation was used considering that the requirements as mentioned was the use of environmental triangulation best suited 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 in relation to existing literature.

2.9. Framework of Analysis—The framework analysis of this research was flexible to allow the researcher to either collect all the data and then analyze it or do data analysis during the collection process. In the analysis stage, the gathered data was sifted, charted and sorted in accordance with key issues and themes. This involves a five-step process: (1) familiarization; (2) identifying a thematic framework; (3) indexing; (4) charting; and (5) mapping and interpretation (Ritchie Spencer, 1994). Familiarization refers to the process during which the researcher becomes familiarized with the transcripts of the data collected (i.e. interview or focus group transcripts, observation or field notes) and gains an overview of the collected data (Ritchie Spencer, 1994). In other words, the researcher becomes immersed in the data by listening to audiotapes, studying the field or reading the transcripts. Throughout this process, the researcher will become aware of key ideas and recurrent themes and make a note of

them. Due to the sheer volume of data that can be collected in qualitative research, the researcher may not be able to review all of the material. Thus, a selection of the data set would be utilized. The selection would depend on several aspects of the data collection process. For example, the mix of methods used (e.g. interviews, documents, observations), Identifying a thematic framework, the second stage, occurs after familiarization when the researcher recognizes emerging themes or issues in the data set. These emerging themes or issues may have arisen from a priori themes are issues however it is at this stage that the researcher must allow the data to dictate the themes and issues. To achieve this end, the researcher uses the notes taken during the familiarization stage. The key issues, concepts and themes that have been expressed by the participants now form the basis of a thematic framework that can be used to filter and classify the data (Ritchie Spencer, 1994). Indexing means that one identifies portions or sections of the data that correspond to a particular theme. This process is applied to all the textual data that has been gathered (i.e. transcripts of interviews). For the sake of convenience, Ritchie and Spencer recommend that a numerical system be used for the indexing references and annotated in the margin beside the text (1994). Qualitative data analysis tools are ideal for such a task. The final stage, mapping and interpretation, involves the analysis of the key characteristics as laid out in the charts. This analysis should be able to provide a schematic diagram of the event/phenomenon, thus guiding the researcher in their interpretation of the data set. It was at this point that the researcher was cognizant of the objectives of qualitative analysis, which are: "defining concepts, mapping range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies" (Ritchie and Spencer, 1994:186). Once again, these concepts, technologies, and associations are reflective of the participant. Therefore, any strategy or recommendations made by the researcher echo the true attitudes, beliefs, and values of the participants.

2.10. Trustworthiness of the Study—Trustworthiness was all about establishing credibility, transferability, confirmability and dependability. In qualitative study, trustworthiness was very important because the result and finding of the research study would depend on the process of how it was being conducted by the researcher. Trustworthiness of a research study is important to evaluating its worth. Due to the nature of qualitative study, honesty in all the data and details are required. Trustworthiness makes the researcher's study worthy to read, share, and be 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 which ruin her integrity. Lincoln and Guba (2000) state 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 communicate to others that we have done so." Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean similar situations, similar populations, and similar phenomena. The researcher has already studied the effects of using graphic organizer as strategy in teaching reading comprehension. The use of graphic organizer as a strategy in teaching reading comprehension is effective in the domains analysis and creating. With this, the researcher is interested to know the students' perspective of using this strategy.
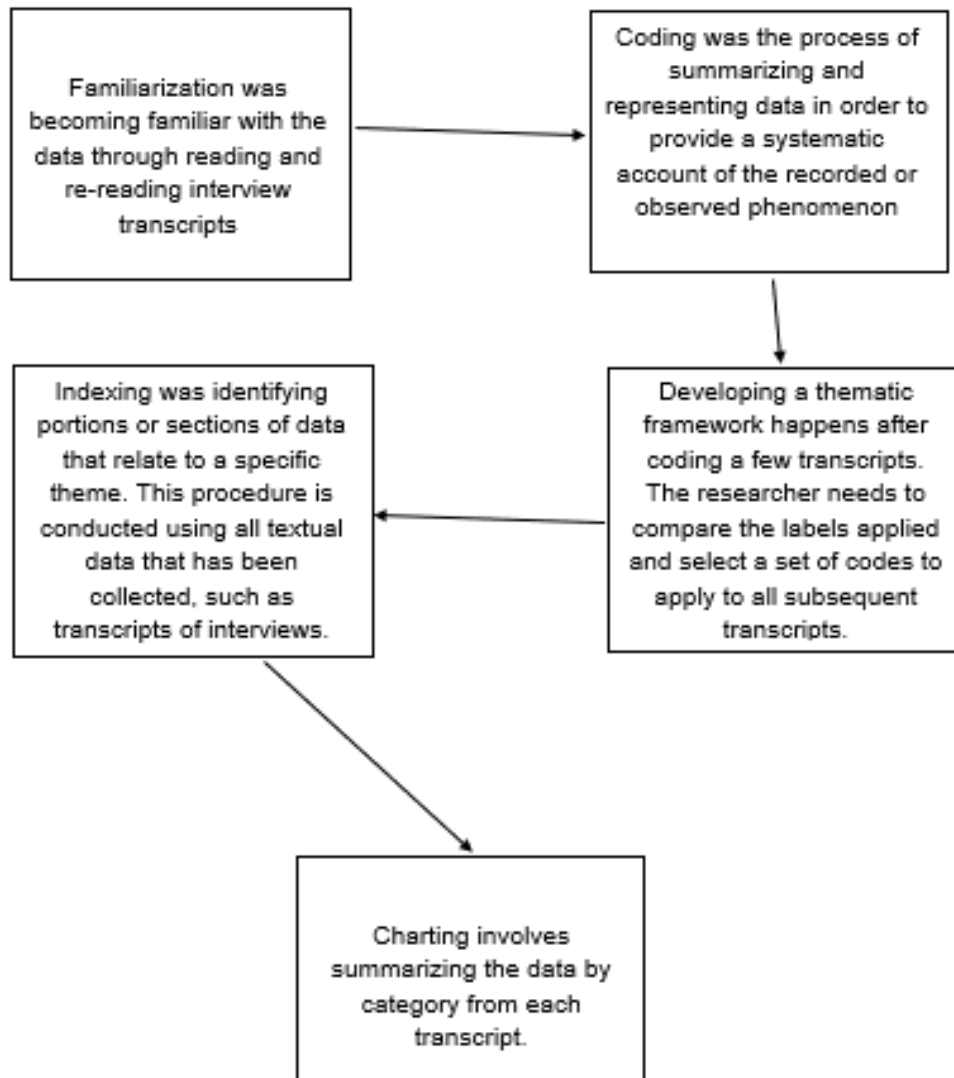
14

Familiarization was becoming familiar with the data through reading and re-reading interview transcripts

Coding was the process of summarizing and representing data in order to provide a systematic account of the recorded or observed phenomenon

Indexing was identifying portions or sections of data that relate to a specific theme. This procedure is conducted using all textual data that has been collected, such as transcripts of interviews.

Developing a thematic framework happens after coding a few transcripts. The researcher needs to compare the labels applied and select a set of codes to apply to all subsequent transcripts.

Charting involves summarizing the data by category from each transcript.

Figure 2. Analytical Framework of the Study

Gasson (2004) emphasizes transferability as the extent to which the reader was able to provide generalization of the study based on his own context and can able to address that 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 are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. The information using 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) states that confirmability was based on the acknowledgement that

research is never objective. Dependability was the extent that 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 used inquiry audit in order to establish dependability which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated. In this component, the use of database was very important in backing up information collected and noting changes for all types of research studies. All the data collected was properly kept for future use as references. Gasson (2004) stated that dependability deals with the core issue that "how a study is conducted should be consistent across time, researchers, and analysis techniques."

3. Results and Discussions

This study unearthed findings that shed light on the experiences of English Teachers teaching Grade Eight students. The participants disclosed their experiences, coping mechanisms, and insights. All these themes are discussed here.

3.1. Experiences of teachers in teaching English to the Grade 8 students—Teaching English to grade 8 students can be challenging, but it can also be a rewarding experience for teachers. As language plays an increasingly important role in our globalized world, teachers are tasked with preparing students for academic and professional life demands. To accomplish this, teachers must be equipped with effective teaching methods, strategies, and techniques that are tailored to their students' needs.

3.1.1. Needing to use variety of teaching strategies—One of the experiences that English teachers face in teaching grade 8 students is the need to use a variety of teaching strategies to cater to the different learning styles of students. A study by Penuel and Gallimore (2019) found that teachers who used a range of teaching strategies, including visual aids, group work, and interactive technology, were more successful in engaging students and facilitating their learning. Using a variety of teaching strategies also allows teachers to differentiate their instruction and meet the diverse learning needs of their students. In a study by Huertas-Abril et al. (2020), it was found that when teachers incorporated multiple modes of instruction,

including reading, writing, and speaking, they were able to create a more inclusive and supportive learning environment for their students. Furthermore, using different teaching strategies can help create a more dynamic and interactive classroom environment. As noted by Clark and Paivio (2020), students are more likely to be engaged and motivated when exposed to various instructional approaches that tap into their different senses and learning preferences. In conclusion, using various teaching strategies is a crucial experience for English teachers in teaching grade 8 students. By employing different instructional approaches, teachers can facilitate learning and engagement among students, while also catering to their diverse learning needs and preferences.

3.1.2. Address the diverse learning needs of the students—Addressing the diverse learning needs of students with different language backgrounds and proficiency levels is a critical experience for English teachers in teaching grade 8 students. One way to do this is by incorporating differentiated instruction in the classroom. Differentiated instruction allows teachers to tailor their instruction to the unique needs of each student, ensuring that they are appropriately challenged and supported in their learning. According to a study by Tomlinson and Moon (2013), differentiated instruction can significantly improve student achievement and engagement. Another effective strategy for addressing the diverse learning needs of students is by providing targeted language support. English language learners (ELLs) and students with limited English proficiency (LEP) may struggle with understanding and communicating in English, which can impact their ability to learn other subjects. Therefore, teachers need to provide targeted language support, such as visual aids, graphic organizers, and vocabulary instruction, to help these students succeed. A study by Kim and Elder (2019) found that providing targeted language support significantly improved the academic performance of ELLs in science. Finally, it is essential for teachers to recognize and value their students' diverse cultural backgrounds. Teachers should incorporate multicultural perspectives into their instruction, which can help students feel seen, heard, and valued. A study by Sleeter (2019) found that incorporating multicultural perspectives into instruction can promote critical thinking, empathy, and respect for diversity among students.

3.1.3. Assessing students' language proficiency and providing appropriate feedback and support is a critical experience for English teachers in teaching grade 8 students.—One way to assess students' language proficiency is through the use of formative assessment, which can help teachers identify students' strengths and areas for improvement in real time. According to a study by Black and Wiliam (1998), formative assessment can significantly improve student achievement. Teachers must provide appropriate feedback and support after assessing students' language proficiency. Feedback should be specific, actionable, and timely and focus on the specific areas where students need to improve. Teachers can also provide targeted language support, such as vocabulary instruction and grammar practice, to help students improve their language skills. A study by Hattie and Timperley (2007) found that feedback that is both timely and specific can significantly improve student achievement. Finally, it is important for teachers to recognize that language proficiency is a complex and dynamic construct that can change over time. Therefore, teachers need to continually assess and monitor students' language proficiency, and adjust their instruction and support accordingly. A study by Cum-

ming and Wilson (2007) found that ongoing assessment and support can help students develop their language proficiency over time.

3.1.4. Engage students who have different levels of motivation and interest

—Engaging students who have different levels of motivation and interest in learning English can be a challenge for teachers. According to a study by Cheng and Dörnyei (2007), students' motivation to learn a second language can be influenced by various factors, including their attitudes toward the language, their perceived usefulness of the language, and their motivation to integrate into a new culture. Teachers can address these factors by using a variety of teaching strategies that cater to the student's individual interests and needs. For example, teachers can incorporate topics that are relevant to the students' lives or use activities that are more interactive and engaging. Some students may have a negative attitude towards learning English, which can lead to disengagement in class. Teachers can address this by fostering a positive learning environment and building positive relationships with their students. According to a study by Chen and Lin (2019), a positive learning environment can lead to higher levels of motivation and engagement among students. Teachers can also use positive reinforcement and provide regular feedback to students to help boost their confidence and motivation in learning English. Overall, engaging students who have varying levels of motivation and interest in learning English requires a proactive and flexible approach from teachers. By addressing the student's individual needs and interests, using technology effectively, fostering a positive learning environment, and providing regular feedback and support, teachers can help students stay engaged and motivated in their language learning journey.

3.2. Coping mechanisms of teachers on the challenges In teaching English to the Grade Eight students

—Teaching English to grade 8 students can be challenging due to various factors such as students' diverse language backgrounds, varying levels of motivation and interest, and the need for different teaching strategies. In coping with these challenges, teachers often resort to various mechanisms such as creating a supportive learning environment, using innovative teaching methods, and providing individualized support to students. A study by Luong and Hau (2017) on the experiences of English teachers in Vietnam found that teachers coped with the challenges of teaching grade 8 students by fostering positive relationships with students and creating a supportive learning environment. Teachers provided individualized feedback to students and used various teaching materials to engage students.

3.2.1. Creating positive relationship with the students

—Creating positive relationships with students is an effective coping mechanism used by English teachers in addressing the challenges in teaching grade 8 students. Studies have shown that positive teacher-student relationships are essential in enhancing student motivation, engagement, and academic achievement (Roorda et al., 2011). Teachers who have established positive relationships with their students can effectively manage student behavior, establish clear expectations, and foster a safe and supportive learning environment. One way of building positive relationships with students is by showing genuine interest in their lives and creating opportunities for individualized interactions. This can be achieved by taking time to learn about the students' interests, cultures,
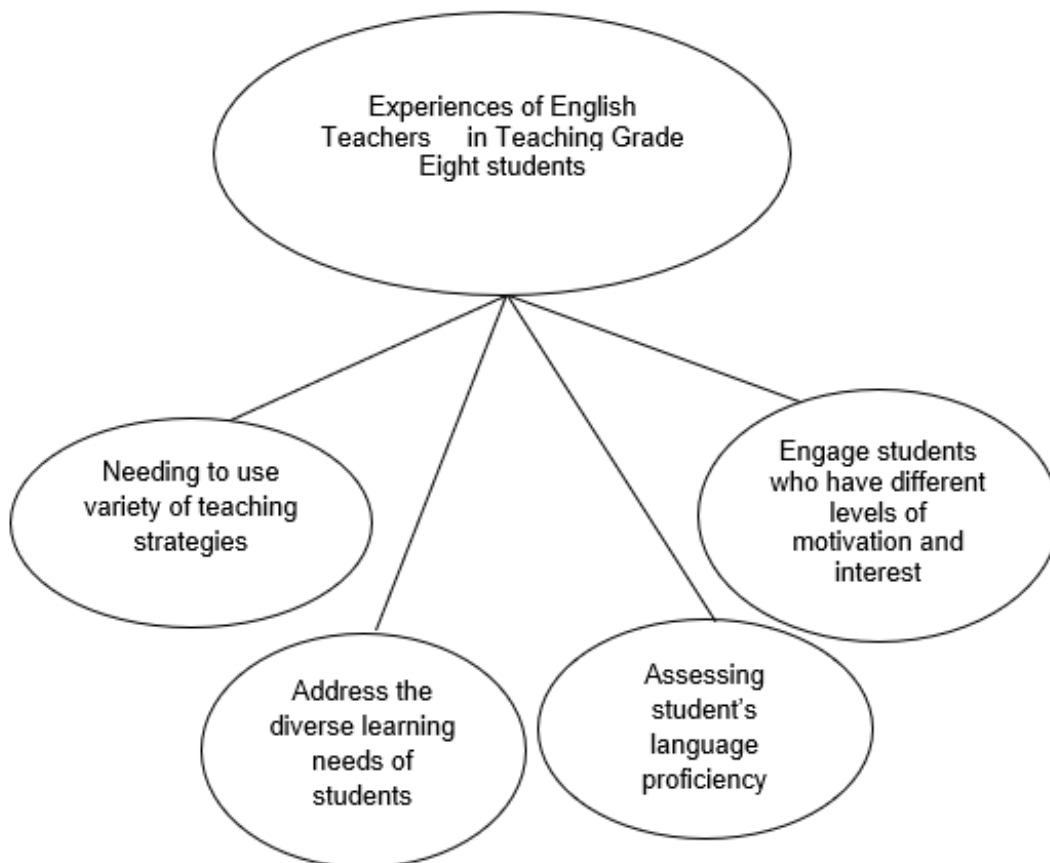
Figure 3. The Emerging Themes on the Experiences of English Teachers   in Teaching Grade Eight Students

and backgrounds. Teachers can also use various strategies, such as icebreakers, student-led discussions, and collaborative learning activities, to foster a sense of community in the classroom. By doing so, teachers can make students feel valued and respected, leading to increased motivation and engagement in learning. Moreover, teachers can also use positive reinforcement to motivate students and reinforce desired behaviors. Praising students for their effort, progress,

and achievement can boost their confidence and self-esteem, leading to improved academic performance. Teachers can also provide constructive feedback to students and engage them in goal-setting activities to help them improve their language proficiency. By providing students with meaningful feedback and support, teachers can build trust and strengthen their relationships with their students, leading to a more positive learning experience.

3.2.2. Adopting a growth mindset—Adopting a growth mindset is another coping mechanism that teachers can use to overcome the challenges of teaching English to grade 8 students. A growth mindset is the belief that skills and intelligence can be developed through hard work and persistence. Teachers who have a growth mindset see challenges as opportunities for growth and learning, and they encourage their students to adopt the same attitude. By embracing a growth mindset, teachers can become more resilient and better equipped to handle the obstacles that they may encounter in the classroom. According to a study by Dweck (2010), teachers who have a growth mindset are more effective in promoting student growth and achievement. These teachers focus on developing students' abilities and providing them with opportunities to learn and improve. They also understand that mistakes are an essential part of the learning process and encourage their students to view them as opportunities for growth.

By adopting a growth mindset, teachers can create a positive and supportive learning environment where students feel comfortable taking risks and trying new things. Teachers can also help students adopt a growth mindset by modeling it themselves. When teachers demonstrate that they are open to learning and growing, students are more likely to do the same. By celebrating their own mistakes and sharing stories of their own learning experiences, teachers can show students that learning is an ongoing process that never ends. Through this approach, teachers can help students develop a growth mindset that will serve them well not only in English class but throughout their academic and personal lives. Overall, adopting a growth mindset is a powerful coping mechanism that can help teachers overcome the challenges of teaching English to grade 8 students. By focusing on the potential for growth and learning, teachers can create a positive and supportive learning environment that encourages students to take risks and explore new ideas.

3.2.3. Collaborating with colleagues—Collaboration with colleagues is another coping mechanism that English teachers can use to overcome the challenges they face in teaching grade 8 students. By working together, teachers can share ideas, strategies, and resources, and support one another in addressing the diverse

needs of their students. Collaborative efforts can also lead to a more cohesive and effective English program. According to a study by Dania Bilal and Muhammed Al-Bahrani, collaborating with colleagues helps teachers develop more effective teaching practices and improve student learning outcomes (Bilal Al-Bahrani,

2015). Effective collaboration among teachers can take various forms, such as team teaching, co-planning, and professional learning communities (PLCs). For example, in a team-teaching approach, two or more teachers work together to plan and deliver lessons, allowing for more individualized instruction and support for students. In a PLC, teachers come together regularly to discuss student progress, share teaching strategies, and collaborate on curriculum development. A study by Shannon M. Suldo and Elizabeth Shaunessy-Dedrick found that participation in PLCs can improve teacher efficacy, job satisfaction, and student learning outcomes (Suldo Shaunessy-Dedrick, 2013). Collaboration can also take place beyond the school setting, such as through participation in professional organizations or attending conferences and workshops. These opportunities provide teachers with access to a wider range of resources and expertise, as well as the chance to network and connect with other professionals in the field. By collaborating with colleagues in various contexts, English teachers can develop a broader understanding of effective teaching practices and strategies, and gain support in overcoming the challenges they face in teaching grade 8 students.

3.2.4. Use of technology and multimedia resources—The use of technology and multimedia resources has been increasingly recognized as a coping mechanism for teachers facing the challenges of teaching English to grade 8 students. By integrating technology into their teaching practices, teachers can enhance their lessons and make them more engaging for students. For example, using interactive whiteboards, video clips, and online resources can help to bring the English language to life for students and make the learning experience more enjoyable. Studies have shown that students are more likely to be engaged in learning when technology is used effectively in the classroom (Meng, 2016). Another advantage of using technology in teaching English to grade 8 students is that it can help to accommodate different learning styles and needs. For example, some students may be visual learners who benefit from seeing images and videos related to the lesson, while others may be auditory learners who learn better through listening to audio recordings. Technology can provide a variety of learning resources that cater to different learning styles. Additionally, technology can help teachers to assess students' language proficiency more efficiently, through the use of digital tools such as language assessment software and online quizzes (Kuo et al., 2018). However, it is important to note that the use of technology and multimedia resources should not replace traditional teaching methods but should complement them. Teachers need to carefully plan and select appropriate technology and multimedia resources that align with their lesson objectives and the needs of their students. Moreover, teachers need to be trained in the effective use of technology and multimedia resources to ensure that they are used appropriately and effectively in the classroom (Meng, 2016).

3.3. Educational management insights gained from From the experiences of the informants—Teaching English to grade 8 students presents various challenges for teachers, and it requires not only effective instructional practices but also sound educational management strategies. Through their experiences in the classroom, teachers gain valuable insights into managing their classes, promoting student engagement and learning, and assessing student
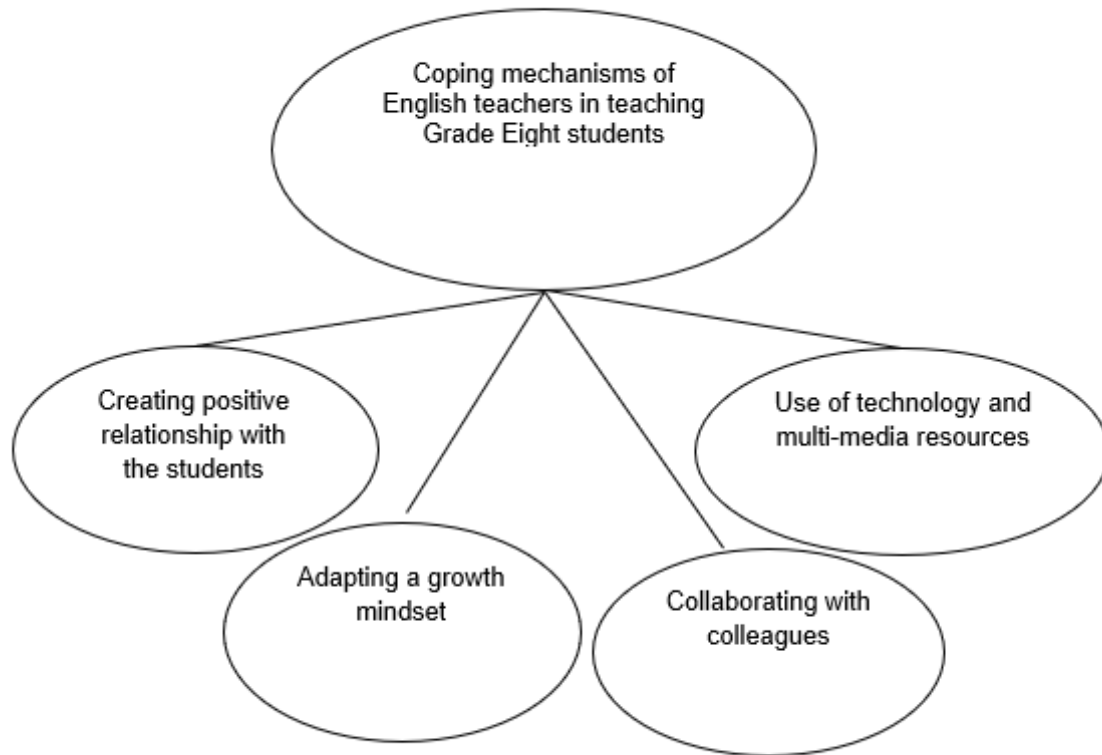
Figure 4. The Emerging Themes on the Coping Mechanisms of English Teachers in Teaching Grade Eight Students

progress. These insights can help inform educational management practices and improve the quality of English language instruction. For example, one study found that teachers who were able to effectively manage their classrooms and build positive relationships with their students were more successful in promoting student learning and engagement (Chen Hsiao, 2018). Another study highlighted the importance of teacher reflection in improving instructional practices and promoting student learning outcomes (Xia Lin, 2020).

3.3.1. The importance of building relationships with students—Building positive relationships with students has been recognized as an important factor in creating a positive and effective learning environment. This is particularly crucial in teaching English to grade 8 students who may come from diverse backgrounds and have varying levels of language proficiency. According to McCombs and Pope (1994), positive teacher-student relationships enhance students' motivation, engagement, and academic achievement. Teachers who build positive relationships with their students create a safe and supportive classroom environment that encourages students to take risks, participate actively, and develop their language skills. The importance of building relationships with students is also highlighted in a study by Wang (2015), who investigated the experiences of Chinese EFL teachers in teaching English to middle school students. The study found that building relationships with students was a key factor in overcoming challenges such as student apathy, lack of interest, and disruptive behavior. Teachers who developed positive relationships with their students were better able to motivate them, provide feedback, and facilitate learning. Furthermore, teachers who prioritize building relationships with their students often find that this helps them better understand their students' individual learning needs and preferences. This understanding enables teachers to tailor their teaching approaches to meet their students' diverse needs. As noted by Neumann and Hood (2009), effective teachers recognize that their students are individuals with unique backgrounds, interests, and learning styles. By building positive relationships with their students, teachers are able to create a more personalized and engaging learning experience that supports the academic and linguistic development of all students. Overall, building positive relationships with students cannot be overstated. Teachers who take the time to connect with their students, understand their needs, and create a safe and supportive learning environment are more likely to be successful in teaching English to grade 8 students. These relationships help to promote student motivation, engagement, and language development, ultimately leading to improved academic outcomes.

3.3.2. The value of using a variety of teaching strategies—Teachers of English in grade 8 classrooms have discovered that using various teaching strategies can effectively address the diverse learning needs of their students. These strategies include teacher-led instruction, collaborative learning, and independent practice. In a study by Qian and Alvermann (2015), teachers used strategies such as explicit teaching, peer review, and small group discussions to enhance students' vocabulary learning. The study found that these strategies helped students develop a deeper understanding of vocabulary and facilitated better retention. In addition to enhancing students' learning, the use of a variety of teaching strategies also promotes active en-

gagement among students. According to a study by De Smedt and Van Keer (2016), teacher-led instruction and peer collaboration were found to be effective in enhancing students' reading comprehension and critical thinking skills. The study further emphasized the importance of varying the teaching strategies to accommodate the needs of different learners. The authors recommended that teachers should use differentiated instruction to enable students to access the content at their level of understanding. Finally, the use of a variety of teaching strategies also helps teachers to assess their students' learning outcomes effectively. Teachers can use different approaches such as formative and summative assessments to evaluate students' mastery of the subject matter. These assessments provide teachers with feedback on students' learning progress and help them to adjust their teaching strategies to address any gaps in learning. In a study by Wu and Kuo (2017), teachers used various assessment methods, including class discussion and written tests, to assess students' learning outcomes. The study found that teachers who used different assessment methods were better able to evaluate students' understanding of the subject matter.

3.3.3.   The importance of addressing the diverse learning needs of the students—Addressing the diverse learning needs of students is crucial in teaching English to grade 8 students. Teachers should acknowledge and understand the individual differences of their students, including their language backgrounds and proficiency levels, as well as their learning styles and preferences. According to Felder and Silverman (1988), students have different ways of perceiving and processing information, which means that a variety of teaching strategies should be used to cater to their diverse needs. Teachers should also consider using technology and multimedia resources to enhance their teaching and provide more interactive and engaging learning experiences. Teachers should also provide appropriate feedback and support to their students to help them improve their language proficiency. According to Echevarria, Vogt, and Short (2017), teachers should use formative assessment to monitor their students' progress and provide feedback that is specific, timely, and actionable. They should also provide differentiated instruction to meet the needs of their diverse learners. This can include using graphic organizers, sentence starters, and other tools to support their students' comprehension and expression. Teachers should also encourage peer collaboration and communication to foster a positive learning environment and promote language development. Moreover, teachers should recognize the importance of cultural and linguistic diversity in their classrooms. According to Cummins (2014), students' cultural and linguistic backgrounds should be valued and celebrated, and teachers should provide opportunities for their students to share their experiences and perspectives. This can help create a more inclusive and respectful learning environment and support the development of students' intercultural competence. Teachers can also use culturally responsive teaching strategies to bridge the gap between their students' home and school experiences and promote their academic success.

3.3.4.   The benefits of ongoing professional development—The final insight gained by teachers in teaching English to grade 8 students is the importance of ongoing professional development. Teachers recognize that they need to constantly update their knowledge and skills to

24

keep up with the ever-changing landscape of education and the diverse needs of their students. Ongoing professional development can provide teachers with new strategies, techniques, and technologies that can enhance their teaching practices and improve student outcomes. According to a study by Creswell (2016), ongoing professional development for teachers can positively impact student learning and achievement. Ongoing professional development can also help teachers stay motivated and engaged in their work. It can provide opportunities for teachers to collaborate with colleagues, share best practices, and learn from one another. This can lead to a sense of community among teachers and a shared sense of purpose in improving student outcomes. In addition, ongoing professional development can help teachers feel more confident in their teaching practices, which can lead to greater job satisfaction. Finally, ongoing professional development can help teachers meet the diverse needs of their students. As teachers gain new knowledge and skills, they can better address the learning needs of students with different language backgrounds and proficiency levels. They can also better differentiate instruction to meet the needs of students with different learning styles and abilities, leading to more equitable outcomes for all students. As noted by Darling-Hammond and Richardson (2009), ongoing professional development can help teachers develop the knowledge and skills necessary to effectively address their students' diverse needs.

4.   Implications and Future Directions

In this chapter, the summary of the study is presented, and from the summary of the findings, the implications and future directions. The purpose of my study was to solicit the experiences of the Grade Eight Teachers teaching English in Island Garden City of Samal. To achieve the research objectives, a qualitative phenomenological method was utilized with the use of thematic analysis. In adherence to Cresswell's (2006) guidelines in which open ended questions for interview were applied to get authentic understanding of people's experiences. Furthermore, this interview approach encouraged participants to present their own definition or meaning of the phenomenon being explored.

4.1.   Findings—The findings of the study on the experiences of teachers teaching English to Grade eight students were revealed as follows: needing to use a variety of teaching strategies, address the diverse learning needs of students, assess students' language proficiency, and engage students who have different levels of motivation and interest. Regarding the coping mechanisms of the teachers teaching English to Grade eight students, it was revealed that they cope by creating positive relationships with the students, adopting a growth mindset, collaborating with colleagues, and using technology and multimedia resources. As to the educational management insights gained from the participants, the teachers realized the importance of building relationships with students, the value of using a variety of teaching strategies, the importance of addressing the diverse learning needs of the students, and the benefits of ongoing professional development.

4.2.   Implications—The results of my analysis revealed the following significant findings. The results of my analysis revealed the following significant findings. Based on the experi-
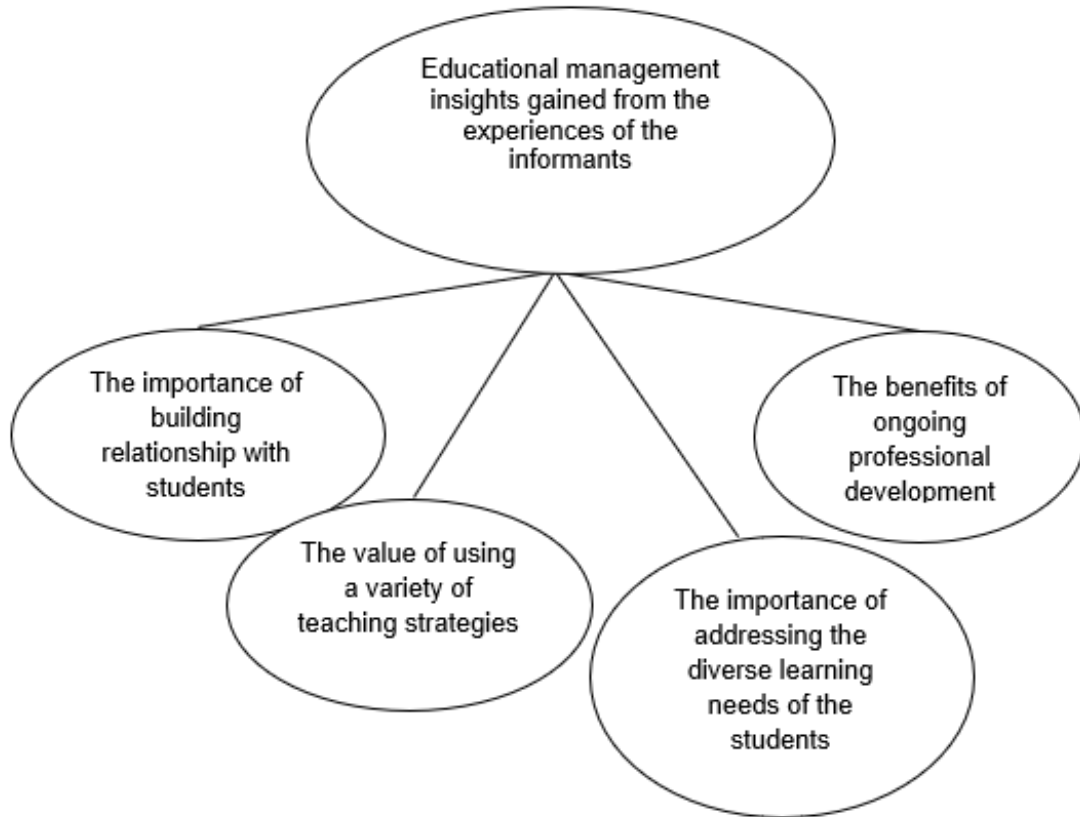
Figure 5. The Emerging themes on the Insights Gained by the English Teachers
in Teaching English.

ences of teachers teaching English to Grade eight students, the interview results revealed the following themes: First, needing to use a variety of teaching strategies. Teachers who used a range of teaching strategies, including visual aids, group work, and interactive technology, were more successful in engaging students and facilitating their learning. Second, address the diverse learning needs of the students. Addressing the diverse learning needs of students with different language backgrounds and proficiency levels is a critical experience for English teachers. It allowed teachers to tailor their instruction to the unique needs of each student, ensuring that they are appropriately supported in their learning. Third, assessing students' language proficiency. Teachers need to assess students' language proficiency and provide appropriate feedback. Feedback should be specific, actionable, and timely, focusing on specific areas where students need to improve. Fourth, engaged students who have different levels of motivation and interest. Engaging students who have different levels of motivation and interest in learning can be challenging for teachers. It required a proactive and flexible approach that involved addressing individual needs and interests. On the coping mechanisms of teachers teaching English to Grade eight students, one of the themes that was shown was creating positive relationships with the students. Teachers with positive relationships with their students can effectively manage student behavior, establish clear expectations, and foster a safe and supportive learning environment. The second theme identified was adopting a growth mindset. A growth mindset is the belief that skills and intelligence can be developed through hard work and persistence. Teachers with a growth mindset see challenges as opportunities for growth and learning, encouraging their students to adopt the same attitude. The third theme identified was

collaborating with colleagues. By working together, teachers can share ideas, strategies, and resources and support one another in addressing the diverse needs of their students. Collaborative efforts can also lead to a more cohesive and effective English program. The fourth theme identified the use of technology and multimedia resources. By integrating technology into their teaching practices, teachers can enhance their lessons and make them more engaging for students. Students are more likely to be engaged in learning when technology is used effectively in the classroom. The educational management insights gained from teachers teaching English to Grade Eight students identified the first theme as the importance of building relationships with students. Teachers who build positive relationships with their students create a safe and supportive classroom environment that encourages students to take risks, participate actively, and develop their language skills. The second theme identified was the value of using various teaching strategies. Teachers have discovered that using a variety of teaching strategies can effectively address the diverse learning needs of their students. These strategies include teacher-led instruction, collaborative learning, and independent practice. The third theme was the importance of addressing the diverse learning needs of the students. Teachers should acknowledge and understand the individual differences of their students, including their language backgrounds and proficiency levels, as well as their learning styles and preferences, and finally, the fourth theme, the benefits of ongoing professional development. Teachers recognize that they need to constantly update their knowledge and skills to keep up with the ever-changing education landscape. Ongoing professional development can provide teachers with new strategies, techniques, and technologies to enhance their teaching practices and improve student outcomes.

4.3.   Future Directions—

This study could delve into the experiences of teachers in classrooms with diverse learners and students from different cultural backgrounds. It could investigate the challenges faced by teachers in meeting the needs of diverse learners and the strategies they employ to create an inclusive and supportive learning environment. It could assess the impact of each method on students' language proficiency, engagement, and overall learning experience. This study may also provide valuable insights into the experiences of teachers teaching English to Grade Eight students and contribute to the improvement of English language instruction, pedagogy, and classroom practices. For the students, this study could focus on gathering their' perspectives on various teaching approaches used by English teachers. Understanding how they perceive different teaching styles and their impact on learning. It can also provide valuable insights for improving instructional methods. For the future researchers, similar studies may be conducted in other regions or divisions. The researchers may consider other aspects on the experiences of teachers in teaching English to grad Eight students.

5. References

Adamczak-Krysztofowicz, S. (2020). *English language teaching in the secondary school curriculum: Teaching strategies and classroom practices*. Routledge.

Bilal, D., & Al-Bahrani, M. (2015). Teachers' collaboration and their use of technology in the classroom. *Journal of Educational Technology Development and Exchange*, *8*(1), 1–14.

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, *80*(2), 139–148.

Chan, V., & Vethamani, M. E. (2016). The role of the teacher in language learning. *International Journal of Language Education and Applied Linguistics*, *4*(2), 39–52.

Chen, Y.-F., & Chen, H.-C. (2018). Building positive relationships in the efl classroom: A relational approach to enhance students' learning motivation. *International Journal of Applied Linguistics*, *28*(1), 77–93. https://doi.org/10.1111/ijal.12178

Chen, Y.-F., & Lin, M.-C. (2019). Factors affecting english learning motivation and english achievement in junior high schools. *Universal Journal of Educational Research*, *7*(1), 136–143.

Cheng, Y., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of efl teaching in taiwan. *Innovation in Language Learning and Teaching*, *1*(1), 153–174.

Chou, C.-P., & Chin, C.-H. (2019). *English education policy in asia*. Springer.

Clark, J. M., & Paivio, A. (2020). Dual coding theory and education. In *The oxford handbook of cognitive psychology* (pp. 469–483). Oxford University Press.

Costa, A. L., & Kallick, B. (2014). *Habits of mind: A developmental series*. Association for Supervision; Curriculum Development.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd). SAGE Publications.

Creswell, J. W. (2016). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th). Sage publications.

Cumming, A., & Wilson, A. (2007). *Language assessment: Principles and classroom practices*. Pearson Education.

Cummins, J. (2014). *Cultures and languages in education: A canadian perspective*. Multilingual Matters.

Darling-Hammond, L., & Richardson, N. (2009). Research review/teacher learning: What matters? *Educational Leadership*, *66*(5), 46–53.

De Smedt, F., & Van Keer, H. (2016). Teacher-led small-group differentiated instruction in early years' classrooms: Teachers' actions and children's literacy learning. *Teaching and Teacher Education*, *54*, 117–128.

de Oliveira, L. C., & De Costa, P. J. (2020). *Teaching english to speakers of other languages in k-12: A practical guide for teachers*. Routledge.

Dweck, C. (2010). Even geniuses work hard. *Educational Leadership*, *68*(1), 16–20.

Echevarria, J., Vogt, M., & Short, D. J. (2017). *Making content comprehensible for english learners: The siop model*. Pearson.

Felder, R. M., & Silverman, L. K. (1988). Learning and teaching styles in engineering education. *Engineering Education*, *78*(7), 674–681.

Foster, A., & Newman, A. (2005). "going going....." why are males underrepresented in pre-service primary education courses at university.

Freeman, D. (2015). Educators' perspectives on the impact of relationship building on student success. *Research in Higher Education Journal*, *28*, 1–11.

Gasson, S. (2004). Rigor in grounded theory research: An interpretive perspective on generating theory from qualitative field studies. In M. E. Whitman & A. B. Woszczynski (Eds.), *The handbook of information systems research* (pp. 79–102). Idea Group.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (pp. 105–117). Sage.

Haager, D., Klingner, J. K., & Aceves, T. (2017). *Teaching english language learners in grades k-8: Strategies for success*. Guilford Publications.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, *77*(1), 81–112.

Huertas-Abril, C. A., Pérez-González, J. C., & López-Sánchez, C. A. (2020). Developing multi-modal literacy in english as a foreign language: A case study of the use of video-making in the classroom. *Language Learning Technology*, *24*(2), 20–34.

Kalof, L., & Dietz, T. (2008). *Essentials of social research*. McGraw-Hill Education.

Kim, J., & Elder, C. (2019). Supporting english language learners in science: A multidimensional approach. *Journal of Research in Science Teaching*, *56*(7), 936–961.

Kuo, C.-H., Hsu, C.-L., & Huang, Y.-H. (2018). The impact of a flipped classroom on efl learners' english listening comprehension and motivation. *Journal of Educational Technology Society*, *21*(2), 238–250.

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. SAGE Publications.

McDonough, K. (2013). *Exploring second language classroom research: A comprehensive guide*. Routledge.

Meng, X. (2016). Integrating multimedia technology into the teaching of english as a second language. *Journal of Language Teaching and Research*, *7*(5), 902–908.

Morrissey, A., & Higgs, A. (2006). Phenomenological research and adolescent female sexuality: Discoveries and applications.

Moustakas, C. (1995). *Phenomenological research methods*. SAGE Publications.

Nantachat, R., & Kaewkuekool, A. (2019). Effective english language teaching in thai secondary schools. *English Language Teaching*, *12*(4), 53–62.

Nielsen, E. R., & Hsu, W.-Y. (2015). The application of self-determination theory in educational settings. In *Handbook of competence and motivation (second edition)* (pp. 328–346). Academic Press.

Park, Y.-J., & Kim, Y. (2017). Teaching english to eighth grade students: The experiences of four novice teachers. *English Language Teaching*, *10*(7), 100–108.

Patton, M. (2000). Two decades of developments in qualitative inquiry: A personal, experiential perspective [Retrieved from https://journals.sagepub.com/doi/10.1177/1473325002001003636].

Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology*, *101*(1), 115–135.

Penuel, W. R., & Gallimore, R. (2019). Studying teaching and learning in the era of big data: Toward building the infrastructure for education research. *Educational Researcher*, *48*(6), 369–377.

Piaget, J. (1950). *The psychology of intelligence*. Routledge.

Qian, D. D., & Alvermann, D. E. (2015). Relationship between teacher scaffolding and adolescents' engagement in scaffolded reading tasks. *Reading Research Quarterly*, *50*(4), 435–455. https://doi.org/10.1002/rrq.105

Rimm-Kaufman, S. E., & Sandilos, L. E. (2014). Improving students' relationships with teachers for enhanced learning. In *Handbook of research on student engagement* (pp. 365–386). Springer. https://doi.org/10.1007/978-1-4614-2018-7_19

Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, *81*(4), 493–529.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68–78.

Shangase, N. (2020). Teaching english in rural areas: Experiences of grade 8 teachers. *Journal of Education and Practice*, *11*(20), 61–68.

Sleeter, C. (2019). Multicultural education. In *Handbook of research on teaching* (pp. 125–142). Routledge.

Stanage, S. M. (2017). *Adult education and phenomenological research: New directions for theory, practice and research*. Robert E. Krieger.

Suldo, S. M., & Shaunessy-Dedrick, E. (2013). Increasing teacher effectiveness: The impact of professional learning communities. *Journal of School Counseling*, *11*(16), 1–34.

Tomlinson, C. A., & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. ASCD.

Trang, T. T. T. (2018). *English language teaching in vietnam: Policies, practices, and challenges*. Springer.

Vansteenkiste, M., Simons, J., Lens, W., & Sheldon, K. M. (2004). Examining the motivational impact of intrinsic versus extrinsic goal framing and autonomy-supportive versus internally controlling communication style on early adolescents' academic achievement. *Child Development*, *75*(2), 483–501.

30

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wu, P.-H., & Kuo, Y.-L. (2017). The impact of an adaptive learning system on students' attitudes and learning outcomes in a flipped classroom. *Interactive Learning Environments*, *25*(6), 768–782.