



TEACHING APPROACHES IN ENGLISH 6 CLASSROOMS IN EASTERN TABUK DISTRICT 2: INPUTS TO INSTRUCTIONAL IMPROVEMENT

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ABSTRACT

This study examined the teaching approaches employed in English 6 classrooms in Eastern Tabuk District 2, Tabuk City, as a basis for instructional enhancement. Specifically, it described the profile of teachers, assessed the extent of implementation of the English 6 objectives based on the K to 12 Curriculum Guide, evaluated the effectiveness of methods, techniques, strategies, and approaches, and identified the adequacy of instructional materials, assessment tools, and administrative and supervisory support. It also determined the problems encountered by teachers and the activities undertaken to strengthen English instruction.

The study utilized the descriptive-survey method involving twenty (20) Grade 6 teachers as respondents. Data were collected through a structured questionnaire and supported by unstructured interviews. Statistical tools such as frequency counts, percentages, and weighted mean were used for data analysis.

Findings revealed that the objectives of English 6 were generally implemented across listening, speaking, reading, writing, and viewing domains, although some competencies required further strengthening. Teaching approaches were found to be effective, with demonstration, graphic organizers, and teacher-directed strategies yielding strong results. Instructional materials were moderately adequate, with traditional resources being more accessible than technological tools. Assessment practices were effective, particularly in recitation and performance-based tasks. However, challenges related to pupils' study habits, limited parental support, and financial constraints were identified as significant concerns affecting instruction.

The study concludes that while English 6 instruction is adequately delivered, there is a need for targeted improvements in teaching practices, resource provision, and stakeholder support. It recommends enhanced professional development, improved instructional materials, and stronger collaboration among teachers, parents, and the community to improve learners' English proficiency and academic performance.

KEYWORDS: *English 6 pedagogy, teaching approaches, instructional enhancement, K to 12 curriculum, language teaching strategies, instructional materials, assessment tools, teacher challenges, elementary education, Philippines*

INTRODUCTION

We live in a global community where cultures and languages converge, shaping how we communicate, learn, and connect. Today, over 6,500 languages are spoken worldwide, yet the ability to use a global language effectively can open doors to knowledge, opportunity, and collaboration. While one cannot choose their mother tongue, one can decide which additional language to learn. English, as the most widely spoken second language and the dominant language of science, technology, academia, aviation, media, and the internet, with over 948 million users worldwide, is arguably the most strategic choice.

In the Philippine educational system, English serves as the medium of instruction in many subjects and remains essential in professional, academic, and social contexts. Proficiency in English enables clear expression of ideas, opinions, and arguments, while limited skills in the language can create significant communication barriers. Recent observations indicate a decline in English proficiency among learners. Compared to previous generations, graduates today often struggle with grammar, fluency, comprehension, and constructing connected discourse, reflecting irregular or inconsistent use of the language.

Assessment results from pupils in Eastern Tabuk District 2 show that English performance requires reinforcement to achieve higher academic outcomes. In response, the Department of Education has implemented various programs, projects, and teacher trainings aimed at improving English proficiency. These initiatives underscore the importance of equipping learners with strong language skills to compete not only nationally but also internationally.

As an English 6 teacher at Macabenga Elementary School, Eastern Tabuk District 2, the researcher has observed firsthand the challenges faced by students in mastering English. This has prompted a desire to investigate the current pedagogical practices in English 6, identify the difficulties encountered by both teachers and learners, and examine how instruction can be enhanced. This study, therefore, aims to provide a basis for instructional enhancement, contributing to improved teaching strategies and better learning outcomes in English.



Objectives of the Study

This study aims to explore the teaching approaches being utilized in English 6 classrooms in Eastern Tabuk District 2, Tabuk City. Specifically, it seeks to identify the strategies commonly employed by teachers, determine the challenges faced in implementing these approaches, and analyze learner responses to current instructional practices. The findings will serve as inputs for proposing appropriate interventions and recommendations that will enhance instructional improvement in English 6 teaching.

Specifically, this study seek answers to the following questions:

1. What is the profile of the teachers teaching English 6 in Eastern Tabuk District 2, Tabuk City;
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil Status;
 - 1.4 Highest Education Qualification;
 - 1.5 Present Position;
 - 1.6 Length of Teaching Experience; and
 - 1.7 In-service trainings in English subject?
2. What is the extent of implementation of the objectives in English 6, as listed in the K to 12 Curriculum Guide?
3. How is the teaching of English 6 described in terms of:
 - 3.1 Methods, Techniques, Strategies and Approaches;
 - 3.2 Learning Materials;
 - 3.3 Assessment Tools; and
 - 3.4 Administrative and Supervisory Supports?

METHODOLOGY

This study employed the descriptive-survey research design to examine the teaching approaches used in English 6 classrooms in Eastern Tabuk District 2, Tabuk City, during the School Year 2025–2026. This design was appropriate because it enabled the researcher to gather, describe, analyze, and interpret data on the existing conditions of English 6 instruction, including the implementation of curriculum objectives, teaching methods, techniques, strategies, approaches, instructional materials, assessment tools, administrative and supervisory support, activities undertaken to strengthen instruction, and problems encountered by teachers. The descriptive-survey method allowed the researcher to present a clear picture of the current status of English 6 pedagogy as a basis for instructional improvement.

Sampling Design

The respondents of the study were the Grade 6 teachers teaching English 6 in selected public elementary schools in Eastern Tabuk District 2, Tabuk City, during the School Year 2025–2026. The study involved twenty (20) teacher-respondents. A complete enumeration sampling technique was used, wherein all identified Grade 6 teachers teaching English 6 in the district were included as respondents. This technique ensured that the target respondents were fully represented and that the data gathered reflected the instructional practices and challenges experienced by English 6 teachers in the district.

Research Instrument

Data were gathered using a researcher-made structured questionnaire supported by an unstructured interview. The questionnaire was prepared by the researcher with the guidance of the adviser and was designed to collect the necessary data for the study. The unstructured interview was used to verify, clarify, and support the responses obtained from the questionnaire.

The questionnaire consisted of the following parts:

Part I – Respondents' Profile

This included age, gender, civil status, present position, highest educational attainment, performance rating, number of years in the service, and level of seminars or trainings attended.

Part II – Extent of Implementation of the Objectives of English 6

This covered the objectives listed in the K to 12 Curriculum Guide in terms of listening, speaking, reading, writing, and viewing.

Part III – Methods, Techniques, Strategies, and Approaches Used in Teaching English 6

This determined the extent of effect of the different instructional methods, techniques, strategies, and approaches used by teachers.

Part IV – Adequacy and Effect of Instructional Materials

This assessed the adequacy and effectiveness of instructional materials used in teaching English 6.

Part V – Assessment Tools Used to Measure Pupils' Performance

This identified the extent of effect of assessment tools such as pre-post tests, performance assessment, recitation, rubrics, assignments, projects, oral reading, formative tests, observation, achievement tests, periodical tests, diagnostic tests, portfolio assessment, summative tests, and composition writing.

Part VI – Administrative and Supervisory Support Extended by School Heads

This measured the extent of effect of administrative and supervisory support given to teachers.

Part VII – Activities Undertaken to Strengthen the Teaching of English 6

This determined the effectiveness of activities implemented to enhance English instruction.

Part VIII – Problems Encountered by Teachers in Teaching English 6

This focused on problems related to pupil, home, school, and community variables.

A five-point Likert scale was used to measure the extent of implementation, effectiveness, adequacy, and seriousness of problems encountered. The questionnaire was tried out among Grade 6 teachers from another district who were not part of the actual respondents. Suggestions and comments from the try-out



were considered in refining the instrument before final distribution.

Statistical Design

The data gathered were tallied, tabulated, analyzed, and interpreted using the following statistical tools:

a) Frequency and Percentage – used to describe the profile of the respondents in terms of age, gender, civil status, position, educational attainment, performance rating, length of service, and trainings attended.

b) Weighted Mean – used to determine the extent of implementation of English 6 objectives, the effect of teaching methods, techniques, strategies, and approaches, the adequacy and effect of instructional materials, the effect of assessment tools, the effect of administrative and supervisory support, the effect of activities undertaken to strengthen English 6 instruction, and the extent of problems encountered by teachers.

The responses were interpreted using the appropriate qualitative descriptions for each scale, such as Fully Implemented, Implemented, Very Effective, Effective, Very Adequate, Adequate, Very Serious, Serious, and related descriptions. These statistical tools helped the researcher interpret the findings and formulate conclusions and recommendations for improving English 6 pedagogy in Eastern Tabuk District 2, Tabuk City.

RESULTS AND DISCUSSIONS

Table 1

Distribution of Respondents by Age

Particulars	Frequency	Percentage
20-25	4	20.00
26-30	2	10.00
31-35	5	25.00
36-40	6	30.00
41-above	3	15.00
Total	20	100%

As shown in the table, the bracket 36-40 receives the highest number of frequency with 6 respondents or a percentage of 30.00%, followed by bracket 31-35 which has 5 respondents or a percentage of 25.00%, ages 20-25 came next with 4 respondents having an equivalent percentage of 20.00%, 41 and above has 3 respondents with 15.00 percent and age bracket 26-30 has the least frequency of 2 and an equivalent percentage of 10.00%.

Table 2

Distribution of Respondents by Gender

Particulars	Frequency	Percentage
Male	4	20.00
Female	16	80.00
Total	20	100

The gender distribution of respondents' shows that majority of the respondents are female with 16 respondents which has an equivalent percentage of 80.00% whereas male respondents has a frequency of 4 or a percentage of 20.00%.

Table 3

Distribution of Respondents by Civil Status

Particulars	Frequency	Percentage
Single	6	30.00
Married	14	70.00
Separated	0	0.00
Widow	0	0.00
Total	20	100

The distribution of respondents by civil status shows that 14 respondents are married with 70.00 percent, 6 of them are single with 30.00 percent and no one of the respondents is widow or separated.

Table 4

Distribution of Respondents by Position

Particulars	Frequency	Percentage
Teacher I	7	35.00
Teacher II	4	20.00
Teacher III	8	40.00
Master Teacher I	1	5.00
Master Teacher II	0	0.00
Total	20	100



The respondents' frequency and percentage distribution by position shows that majority of the respondents are Teacher III with a frequency of 8 or 40.00 percent, followed by Teacher I with a frequency of 7 which has an equivalent percentage of 35.00 percent. Then Teacher II came next with a frequency of 4 respondents or 20.00 percent. And single respondent or 5 percent for Master Teacher 1.

Table 5

Distribution of Respondents by Highest Educational Attainment

Particulars	Frequency	Percentage
Bachelor's Degree	12	60.00
Master's Degree	8	40.00
Doctoral Degree	0	0.00
Total	20	100

The respondents' frequency and percentage distribution by highest educational attainment shows that 12 of the respondents had finished their Bachelor's degree with a percentage of 60.00, some of the respondents' are through with their master's degree having a frequency of 8 or 40.00 %, and none have finished their Doctoral Degree.

Table 6

Distribution of Respondents by Performance Rating

Particulars	Frequency	Percentage
Satisfactory	0	0.00
Very Satisfactory	14	70.00
Outstanding	6	30.00
Total	20	100

On the respondents' frequency and percentage distribution by performance rating reveals that majority of the respondents have a very satisfactory performance rating with a frequency of 14 or 70.00% and 6 of the respondents are outstanding with a frequency of 30.00%.

Table 7

Distribution of Respondents Number of Years in the Service

Particulars	Frequency	Percentage
1-5 years	8	40.00
6-10 years	10	50.00
11-15 years	2	10.00
16-20 years	0	0.00
21 years and above	0	0.00
Total	20	100

On the respondents' frequency and percentage distribution by number of year in the service reveals that most of the respondents have served 6-10 years with a frequency of 10 and a percentage of 50.00. Eight (8) of the respondents have served 1-5 years or 40.00% and 2 respondent has served 11-15 years with a percentage of 10.00 percent.

Table 8

Distribution of Respondents by Levels of Seminars Attended

Particulars	Frequency	Rank
School	20	2.5
District	20	2.5
Area	20	2.5
Division	20	2.5
Regional	10	5
National	4	6
Total	20	

The respondents' frequency distribution by level of seminars attended shows that 10 respondents had reached seminars on the Regional level with a Rank of 5. All of them have attended district level seminars up to Division level. 4 respondents have reached seminars in the national level with a percentage of a rank of 6.



Part 2. INFORMATION PROPER

Table 9

Respondents' Perception on the Extent of Implementation of the Objectives
 of English 6 as Listed in the K to 12 Curriculum Guide as to Listening

Phase

PARTICULARS	Weighted mean	QD	Rank
1. Analyze sound devices	3.74	IM	9
2. Infer the speaker's tone, mood and purpose	4.16	IM	5
3. Distinguish various types of informational and factual text	4.42	FI	1
4. Note down relevant information from text heard	3.79	IM	8
5. Note down significant details	3.95	IM	6
6. Detect biases and propaganda devices used by speakers	3.89	IM	7
7. Make a stand	4.26	FI	4
8. Restate portions of a text heard to clarify meaning	4.39	FI	2
9. Summarize the information from a text heard	4.32	FI	3
Average Weighted Mean	4.10	Implemented	

The data above on the respondents' perception on the extent of implementation of the objectives of English 6 as listed in the K to 12 curriculum guide as to listening phase reveals that rank 1 is "Distinguish various types of informational and factual text" with a weighted mean of 4.42 or a qualitative description of Fully Implemented. Rank 2 is "Restate portions of a text heard to clarify meaning" with a weighted mean of 4.39 or Fully Implemented. Third in rank is "Summarize the information from a text heard" with a weighted mean of 4.32 or Fully Implemented. Last in rank is "Analyze sound devices" with a weighted mean of 3.74 or Implemented. Second to last is "Note down relevant information from text heard" with a weighted mean of 3.79 or Implemented. In general, the respondents' perception on the extent of implementation of the objectives of English 6 as listed in the K to 12 curriculum guide as to listening phase has an average weighted mean of 3.74 or Implemented.

Table 10

Respondents' Perception on the Extent of Implementation of the Objectives
 of English 6 as Listed in the K to 12 Curriculum Guide as to Speaking

Phase

PARTICULARS	Weighted mean	QD	Rank
1. Relate an experience appropriate to the occasion	4.11	IM	2
2. Employ an appropriate style in speaking, adjusting, language, gestures, rate, and volume according to audience and purpose	3.74	IM	5
3. Share brief impromptu remarks about topics of interest	3.37	PI	10
4. React on the content of the material presented	3.84	IM	4
5. Provide evidence to support opinions	3.89	IM	3
6. Make a stand on informed opinion	3.47	IM	7
7. Use appropriate strategies to keep a discussion going	3.42	IM	9
8. Remind others to stay on topic	3.47	IM	7
9. Present a coherent, comprehensive report on differing viewpoints on an issue	4.16	IM	1
10. Summarize information conveyed through discussion	3.73	IM	6
Average Weighted Mean	3.72	Implemented	

On the respondents' perception on the extent of implementation of the objectives of English 6 as Listed in the K to 12 Curriculum Guide as to speaking phase, rank 1 is "Present a coherent, comprehensive report on differing viewpoints on an issue" with a weighted mean of 4.16 or a qualitative description of Implemented. Second in rank is "Relate an experience appropriate to the occasion" with a weighted mean of 4.11 or Very Implemented. Next in rank is "Provide evidence to support opinions" with a weighted mean of 3.89 or Implemented. Least in rank is "Share brief impromptu remarks about topics of interest" with a weighted mean of 3.37 or Partially Implemented. Second to least is "Use appropriate strategies to keep a discussion going" with a weighted mean of 3.42 or a qualitative description of Implemented. All in all, the respondents' perception on the extent of implementation of the objectives of English 6 as Listed in the K to 12 Curriculum Guide as to speaking phase received an average weighted mean of 3.72 or a qualitative description of Implemented.



Table 11

Respondents' Perception on the Extent of Implementation of the Objectives of English 6 as Listed in the K to 12 Curriculum Guide as to Reading Phase

PARTICULARS	Weighted mean	QD	Rank
1. Read aloud grade level appropriate text with an accuracy rate of 95% - 100%	4.53	FI	1
2. Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication task group	4.37	FI	2
3. Analyze sound devices	4.16	IM	4
4. Analyze poem with 4 or more stanzas in terms of its elements	3.89	IM	6
5. Determine tone, mood, purpose of the author	3.47	IM	11
6. Analyze figures of speech	3.84	IM	7
7. Evaluate narratives based on how the author developed the elements: setting, characters, plot, theme, point of view	3.74	IM	9
8. Respond appropriately to messages of the different authentic texts	3.84	IM	7
9. Note significant details of informational texts	3.68	IM	10
10. Distinguish text-types according to purpose and language features- enumeration, time order, comparison and contrast	3.95	IM	5
11. Use appropriate graphic organizers in texts read	4.21	FI	3
Average Weighted Mean	3.97	Implemented	

On the respondents' perception on the extent of implementation of the objectives of English 6 as listed in the K to 12 Curriculum guide as to reading phase, rank 1 is "Read aloud grade level appropriate text with an accuracy rate of 95% - 100%" with a weighted mean of 4.53 or Fully Implemented. Next in rank is "Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication task group" with a weighted mean of 4.37 or Fully Implemented. Third in rank is "Use appropriate graphic organizers in texts read" with a weighted mean of 4.21 or Fully Implemented. Least in rank is "Note significant details of informational texts" with weighted mean of 3.68 or Implemented. Next to least is "Evaluate narratives based on how the author developed the elements: setting, characters, plot, theme, point of view" with a weighted mean of 3.74 or Implemented. In general, the respondents' perception on the extent of implementation of the objectives of English 6 as listed in the K to 12 Curriculum guide as to reading phase garnered an average weighted mean of 3.97 or Implemented.

Table 12

Respondents' Perception on the Extent of Implementation of the Objectives of English 6 as Listed in the K to 12 Curriculum Guide as to Writing Phase

PARTICULARS	Weighted mean	QD	Rank
1. Write a 3 - 4 line stanza poem	3.74	IM	5
2. Fill - out forms accurately and efficiently	4.16	IM	1
3. Plan a composition using an outline/other graphic organizers	3.47	IM	9
4. Use appropriate graphic organizers for pre-writing tasks	3.42	IM	10
5. Write a 4 paragraph composition showing - comparison and contrast	3.49	IM	8
6. Revise writing for clarity - correct spelling, appropriate punctuation marks & transition/signal words	3.87	IM	3
7. Write a 4 paragraph composition showing - cause and effect	3.23	PI	11
8. Write a 4 paragraph composition showing - problem and solution	3.73	IM	7
9. Compose clear and coherent sentences using appropriate grammatical structures	3.74	IM	5
10. Plan a composition using an outline/other graphic organizers	3.89	IM	2
11. Write a 3- paragraph editorial article	3.16	PI	12
12. Compose a three-paragraph persuasive essay on self-selected topic	3.84	IM	4
Average Weighted Mean	3.65	Implemented	

On the respondents' perception on the extent of implementation of the objectives of English 6 as listed in the K to 12 Curriculum Guide as to writing phase, first in rank is "Fill - out forms accurately and efficiently" received a weighted mean of 4.16 or a qualitative description of Implemented. Second in rank is "Plan a composition using an outline/other graphic organizers" with a weighted mean of 3.89 or Implemented. Third in rank is "Revise writing for clarity - correct spelling, appropriate punctuation marks & transition/signal words" with a weighted mean of 3.87 or a qualitative description of Implemented. Least in rank is "Write a 4 paragraph composition showing - cause and effect" with a weighted mean of 3.23 or Partially Implemented. Second to least is "Use appropriate graphic organizers for pre-writing tasks" with a weighted mean of 3.42 or Implemented. The respondents perceived that the extent of implementation of the objectives of English 6 as listed in the K to 12 Curriculum Guide as to writing phase garnered an average weighted mean of 3.65 or Implemented.



Table 13

Respondents' Perception on the Extent of Implementation of the Objectives of English 6 as Listed in the K to 12 Curriculum Guide as to Viewing Phase

PARTICIULARS	Weighted mean	QD	Rank
1. Describe different forms and conventions of film and moving pictures	4.05	IM	1
2. Analyze the characters used in print, non-print and digital materials	3.95	IM	3
3. Analyze the setting used in print, non-print and digital materials	3.63	IM	7
4. Infer the target audience	3.74	IM	6
5. Infer purpose of the visual media	3.47	IM	8
6. Identify real or make-believe, fact or non-fact images	4.00	IM	2
7. Identify the values suggested in visual media	3.84	IM	5
8. Determine images/ideas that are explicitly used to influence viewers	3.32	PI	9
9. Make connections between information viewed and personal experiences	3.89	IM	4
Average Weighted Mean	3.77	Implemented	

On the respondents' perception on the extent of implementation of the objectives of English 6 as listed in the K to 12 Curriculum Guide as to viewing phase, first in rank is "Describe different forms and conventions of film and moving pictures" received a weighted mean of 4.05 or a qualitative description of Implemented. Second in rank is "Identify real or make-believe, fact or non-fact images" with a weighted mean of 4.00 or Implemented. Third in rank is "Analyze the characters used in print, non-print and digital materials. And, the last in rank is "Determine images/ideas that are explicitly used to influence viewers" with a weighted mean of 3.32 or Partially Implemented. Second to last is "Infer purpose of the visual media" with a weighted mean of 3.47 or Always. The respondents perceived that the extent of implementation of the objectives of English 6 as listed in the K to 12 Curriculum Guide as to viewing phase garnered an average weighted mean of 3.77 or Implemented.

Table 14

Respondents' Perception on the Extent of Effect of the Methods Used in Teaching English 6

PARTICIULARS	Weighted mean	QD	Rank
1. Inductive	4.21	VE	3
2. Deductive	4.26	VE	2
3. Unit	4.21	VE	3
4. Project	4.00	E	5
5. Demonstration	4.63	VE	1
6. Lecture	3.16	SE	6
Average Weighted Mean	4.08	Effective	

On the respondents' perception on extent of effect of the methods used in teaching English 6, first in rank is "Demonstration" with a weighted mean of 4.63 or a qualitative description of Very Effective. Second in rank is "Deductive" with a weighted mean of 4.26 or Very Effective. Third in rank are "Deductive and Unit Methods" with a weighted mean of 4.21 or Very Effective. The least in rank is "Lecture" with a weighted mean of 3.16 or Somewhat Effective. And, second to last is "Project Method" with a weighted mean of 4.00 or Effective. Overall, it garnered an average weighted mean of 4.08 or Effective.

Table 15

Respondents' Perception on the Extent of Effect of the Techniques Used in Teaching English 6

PARTICIULARS	Weighted mean	QD	Rank
1. Interview	4.16	E	4
2. Educational Tour	3.84	E	6
3. Role Playing	4.37	VE	2
4. Simulation Game	4.19	E	3
5. Riddles	3.89	E	5
6. Viewing	3.47	E	9
7. Graphic Organizers	4.53	VE	1
8. Modeling	3.74	E	8
9. Reinforcement	3.84	E	6
Average Weighted Mean	4.00	Effective	

On the respondents' perception on the extent of effect of the techniques used in teaching English 6, rank 1 is "Graphic Organizers" with a weighted mean of 4.53 or Very Effective. Next in rank is "Role Playing" with a weighted mean of 4.37 or Very Effective. Third in rank is "Simulation Game" with a weighted mean of 4.19 or Effective. Last in rank is "Viewing" with a weighted mean of 3.47 or a qualitative description of Effective. And second to last is "Modeling" with a weighted mean of 3.74 or Effective. In general, the respondents' perception on the extent of effect of the techniques used in teaching English 6 received a general average of 4.00 or Effective.

Table 16

Respondents' Perception on the Extent of effect of the Strategies used in Teaching English 6

PARTICIULARS	Weighted mean	QD	Rank
1. Teacher-Directed	4.21	VE	1
2. Cooperative Learning	3.95	E	2
3. Structured Activity	3.68	E	4
4. Integrative Mode	3.74	E	3
Average Weighted Mean	3.89	Effective	



On the respondents' perception on the extent of effect of the strategies used in teaching English 6, first in rank is "Teacher-Directed" with a weighted mean of 4.21 or Very Effective. Second in rank is "Cooperative Learning" with a weighted mean of 3.95 or Effective. And, last in rank is "Structured Activity" with a weighted mean of 3.68 or a qualitative description of Effective. In general, the average weighted mean of the respondents' perception on the extent of effect of the strategies used in teaching English 6 is 3.89 or a qualitative description of Effective.

Table 17

Respondents' Perception on the Extent of effect of the Approaches used in Teaching English 6

PARTICULARS	Weighted mean	QD	Rank
1. Unified Approach	3.49	E	5
2. Comparison	3.87	E	2
3. Question and Answer	3.74	E	3
4. Oral- Problem Solving	3.73	E	4
5. Language Experiential Approach	3.23	SE	6
6. Story Telling	3.89	E	1
Average Weighted Mean	3.66	Effective	

The data shows that "Story Telling" rank 1 with a weighted mean of 3.89 or a qualitative description of Effective. Second in rank is "Comparison" with a weighted mean of 3.87 or Effective. Rank 3 is "Question and Answer" with a weighted mean of 3.74 or a qualitative description of Effective. And, last in rank is "Language Experiential Approach" with 3.23 as its weighted mean or a qualitative description of Somewhat Effective. On the respondents perception on the extent of effect of the approaches used in teaching English 6 garnered an average weighted mean of 3.66 or a qualitative description of Effective.

Table 18

Respondents' Perception on the Adequacy of the Instructional Materials Used in Teaching English 6

PARTICULARS	Weighted mean	QD	Rank
1. Reference Books	4.56	VA	1
2. Blackboard	3.47	A	7
3. Bulletin Board	3.42	A	8
4. Dictionary	4.26	VA	2
5. Small Books	3.84	A	4
6. Big Books	3.73	A	6
7. Posters	3.74	A	5
8. Karaoke	1.73	VI	10
9. Television	1.33	VI	12
10. Projector	1.43	VI	11
11. Computer	2.27	IA	9
12. Charts	3.95	A	3
Average Weighted Mean	3.14	Somewhat Adequate	

On the respondents' perception on the adequacy of the instructional materials used in teaching English 6, Reference Books" rank first with a weighted mean of 4.56 or a qualitative description of Very Adequate. Next in rank is "Dictionary" with a weighted mean of 4.26 or Very Adequate. Rank 3 is "Charts" with a weighted mean of 3.95 or Adequate. Last in rank is "Television" with a weighted mean of 1.33 or Very Inadequate. Second to last is "Projector" with a weighted mean of 1.43 or Very Inadequate. In general, respondents' perception on the adequacy of the instructional materials used in teaching English 6 garnered an average weighted mean of 3.14 or a qualitative description of Somewhat Adequate..



Table 19

**Respondents' Perception on the Effect of the Instructional Materials Used
in Teaching English 6**

PARTICULARS	Weighted mean	QD	Rank
1. Reference Books	3.43	E	6
2. Blackboard	3.29	SE	8
3. Bulletin Board	3.74	E	4
4. Dictionary	4.11	E	1
5. Small Books	3.89	E	2
6. Big Books	3.37	SE	7
7. Posters	3.84	E	3
8. Karaoke	3.00	SE	10
9. Television	3.13	SE	9
10. Projector	2.93	SE	11
11. Computer	2.45	LE	12
12. Charts	3.57	E	5
Average Weighted Mean	3.40	Somewhat Effective	

On the respondents' perception on the effect of instructional materials used in teaching English 6, rank 1 is "Dictionary" with a weighted mean of 4.11 or Effective. Second in rank is "Small Books" with a weighted mean of 3.89 or Effective. Third in rank is "Posters" with a weighted mean of 3.84 or Effective. Least in rank is "Computer" with a weighted mean of 2.45 or Less Effective. Next to least is "Projector" with a weighted mean of 2.93 or Somewhat Effective. The respondents perceived that on the effect of the instructional materials used in teaching English 6 garnered an average weighted mean of 3.40 or a qualitative description of Somewhat Effective.

Table 20

**Respondents' Perception on the Extent of Effect of the Assessment Tools
Used to Appraise Pupil's Performance in Teaching English 6**

PARTICULARS	Weighted mean	QD	Rank
1. Pre-post Test	4.26	VE	6
2. Performance Assessment	4.47	VE	2
3. Recitation	4.53	VE	1
4. Rubrics	4.37	VE	4
5. Assignment	3.21	E	14
6. Projects	3.89	E	9
7. Oral Reading	3.47	E	11
8. Formative Test	4.16	E	7
9. Observation	3.47	E	11
10. Achievement test	3.42	E	13
11. Periodical Test	4.42	VE	3
12. Diagnostic Test	3.84	E	10
13. Portfolio Assessment	3.89	E	8
14. Summative Test	4.32	VE	5
15. Composition Writing	3.16	SE	15
Average Weighted Mean	3.93	Effective	

On the respondents' perception on the extent of effect of assessment tools used to appraise pupil's performance in teaching English 6, rank 1 is "Recitation" with a weighted mean of 4.53 or Very Effective. Second in rank is "Performance Assessment" with a weighted mean of 4.47 or Very Effective. Third in rank is "Periodical Test" with a weighted mean of 4.42 or Very Effective. Least in rank is "Composition Writing" with a weighted mean of 3.16 or Somewhat Effective. Next to least is "Assignment" with a weighted mean of 3.21 or Effective. The respondents perceived that on the the extent of effect of the assessment tools used to appraise pupil's performance in teaching English 6 garnered an average weighted mean of 3.93 or a qualitative description of Effective.



Table 21

Respondents' Perception on the Extent of Effect of the Administrative

Supports Extended to Teachers by the School Heads

PARTICULARS	Weighted mean	QD	Rank
1. Assists teachers in the procurement of instructional materials in English thru finding donors	1.95	LE	6
2. Communicate to the pupils, parents, staff and the school's community regarding issues of the system regularly	2.93	SE	5
3. Monitors programs and instructional processes prescribed by the higher authority.	3.47	E	2
4. Assists teachers in the implementation of their classroom projects	3.39	SE	3
5. Provides safe and secure school environment	3.74	E	1
6. Prepares School Implementation Plan(SIP) and Annual Implementation Plan (AIP) with participation of Teachers, PTCA officers and external stakeholders	3.25	SE	4
7. Involves in community programming	1.88	LE	7
Average Weighted Mean	2.94	Somewhat Effective	

On the respondents' perception on the extent of effect of the administrative supports extended to teachers by the school heads, first in rank is "Provides safe and secure school environment" with a weighted mean of 3.74 or Effective. Second in rank is "Monitors programs and instructional processes prescribed by the higher authority" with a weighted mean of 3.47 or Effective. Third in rank is "Assists teachers in the implementation of their classroom projects" with a weighted mean of 3.39 or Somewhat Effectiver. Least in rank is "Involves in community programming" with a weighted mean of 1.88 or Less Effective. Next to least is "Assists teachers in the procurement of instructional materials in English thru finding donors" with a weighted mean of 1.95 or Less Effective. The respondents perceived that on the extent of effect of the administrative supports extended to teachers by the school heads garnered an average weighted mean of 2.94 or a qualitative description of Somewhat Effective.

Table 22

Respondents' Perception on the Extent of Effect of the Supervisory

Support Extended to Teachers by the School Heads

PARTICULARS	Weighted mean	QD	Rank
1. Observes teachers at work regularly	3.84	E	8
2. Stimulates and motivates staff to maximum performance in instruction and classroom management	3.89	E	6
3. Encourages continuous study of curricular and instructional innovations, and provides help and resources for the establishment of those that are most promising	3.47	E	10
4. Conducts Pre and Post Conference before and after observing teachers' at work	4.42	VE	1
5. Conducts demonstration teachings on modern trends of teaching utilizing potential teachers	3.79	E	9
6. Conducts School-based training as the need arises.	3.95	E	5
7. Implements innovative strategies, programs and projects	3.89	E	6
8. Utilizes test results to improve school performance	4.32	VE	3
9. Conducts training needs assessment for teachers and utilizes result for remediation	4.39	VE	2
10. Issues Memoranda, Bulletins and Letters for teachers' guidance and information	4.26	VE	4
Average Weighted Mean	4.03	Effective	

On the respondents' perception on the extent of effect of the supervisory support to teachers by the school heads, rank 1 is "Conducts Pre and Post Conference before and after observing teachers' at work" with a weighted mean of 4.42 or Very Effective. Second in rank is "Conducts training needs assessment for teachers and utilizes result for remediation" with a weighted mean of 4.39 or Very Effective. Third in rank is "Utilizes test results to improve school performance" with a weighted mean of 4.32 or Very Effective. Least in rank is "Encourages continuous study of curricular and instructional innovations, and provides help and resources for the establishment of those that are most promising" with a weighted mean of 3.47 or Effective. Next to least is "Conducts demonstration teachings on modern trends of teaching utilizing potential teachers." with a weighted mean of 3.79 or Effective. On the respondents' perception on the extent of effect of the supervisory support extended to teacher by the school heads garnered an average weighted mean of 4.03 or a qualitative description of Effective.

CONCLUSION

Based on the findings it can be concluded that the teaching of English 6 in the district is generally implemented but with varying degrees of effectiveness across different language skills. The respondents perceived that the objectives of the K to 12 Curriculum Guide are mostly implemented in listening, speaking, reading, writing, and viewing phases, though some areas, such as analyzing sound devices, sharing impromptu remarks, and writing multi-paragraph compositions, still require improvement. Teaching methods, techniques, strategies, and approaches were found to be generally effective, with demonstration, graphic organizers, and teacher-directed strategies being the most impactful. Instructional materials, while adequate in the case of



reference books and dictionaries, were limited in effectiveness when using projectors, computers, or television, suggesting a need for better resource provision. Assessment tools, administrative support, and supervisory activities were generally effective, though some aspects of administrative support and community engagement were found to be less satisfactory. Finally, teachers encounter significant challenges related to pupils' study habits, parental involvement, financial constraints, and community support, which may hinder optimal learning outcomes. Overall, the study highlights the need for targeted interventions to enhance instructional practices, strengthen teacher support, and improve learning resources to achieve better student performance in English

RECOMMENDATION

In light of the findings and conclusions, it is recommended that teachers continue to enhance their instructional practices by adopting varied and effective teaching methods, techniques, strategies, and approaches that cater to the diverse learning needs of their pupils. School administrators should provide stronger support through the provision of adequate instructional materials, resources, and opportunities for professional development, including seminars and trainings that address both pedagogical and technological competencies. Regular monitoring, supervision, and feedback should be conducted to ensure the consistent implementation of the English 6 curriculum and to identify areas needing improvement. Furthermore, teachers, parents, and the community should collaborate more closely to address learner-related challenges, such as poor study habits and limited parental involvement, in order to create a supportive learning environment. By addressing these concerns, enhancing teaching practices, and strengthening school and community support, it is expected that pupils' achievement and mastery of English 6 skills will improve, ultimately contributing to higher overall learning outcomes and instructional effectiveness in the district.

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