

English Proficiency Levels of Junior High School Teachers: Implication for Developing Training Program

Dr. Mel Mangalinao Garcia¹

mel.garcia001@deped.gov.ph / 0009-0000-2054-6586

1 – Cabiao National High School

Publication Date: July 23, 2026

DOI: 10.5281/zenodo.21502744

Abstract

MOST NON-ENGLISH LANGUAGE TEACHERS AROUND THE WORLD SPEAK ENGLISH AS A SECOND OR THIRD LANGUAGE, RATHER THAN AS THEIR FIRST LANGUAGE. FOR MANY OF THESE TEACHERS, THEIR LEVEL OF PROFICIENCY IN ENGLISH MAY NOT MEET THE STANDARDS EXPECTED BY SCHOOL HEADS, COLLEAGUES, AND LEARNERS, WHICH RAISES THE ISSUE ADDRESSED IN THIS RESEARCH. THIS STUDY, USING A DESCRIPTIVE RESEARCH DESIGN, AIMED TO EXPLORE THE PERCEPTIONS OF SCHOOL HEADS, TEACHERS, AND LEARNERS REGARDING THE ENGLISH PROFICIENCY LEVEL OF JUNIOR HIGH SCHOOL TEACHERS IN TERMS OF ACADEMIC LANGUAGE AND LANGUAGE COMPREHENSION. IT ALSO EXAMINED THE LEVEL OF LEARNER PERFORMANCE IN ENGLISH. THE GOAL WAS TO ENCOURAGE TEACHERS TO CONTINUALLY STRIVE FOR IMPROVEMENT IN THEIR TEACHING PRACTICES, PROVIDING LEARNERS WITH A LEARNING ENVIRONMENT THAT INSPIRES THEM TO BECOME BETTER LEARNERS. TO ANALYZE THE DATA, THE RESEARCHER EMPLOYED SEVERAL STATISTICAL METHODS, INCLUDING FREQUENCY COUNT, PERCENTAGE, T-TEST OF DIFFERENCE BETWEEN UNEQUAL SAMPLES, WEIGHTED MEAN, KRUSKAL-WALLIS TEST OF CHANGE, AND PEARSON R PRODUCT-MOMENT CORRELATION. THE FINDINGS INDICATED THAT THE ENGLISH PROFICIENCY LEVEL OF TEACHERS, AS WELL AS THE LEARNERS' PERFORMANCE IN ACADEMIC LANGUAGE AND LANGUAGE COMPREHENSION, WERE BOTH PROFICIENT. ADDITIONALLY, THE RESULTS REVEALED A SIGNIFICANT RELATIONSHIP BETWEEN THE ENGLISH PROFICIENCY LEVEL OF TEACHERS AND THE LEARNERS' ACADEMIC PERFORMANCE, BASED ON THE COMPONENTS CONSIDERED IN THE STUDY. IN LIGHT OF THESE FINDINGS, A TRAINING PROGRAM TO ENHANCE THE ENGLISH PROFICIENCY LEVEL OF TEACHERS WAS PROPOSED, AIMING TO IMPROVE THE OVERALL QUALITY OF INSTRUCTION AND LEARNERS OUTCOMES IN ENGLISH.

KEYWORDS: ENGLISH PROFICIENCY, ACADEMIC LANGUAGE, LANGUAGE PROFICIENCY

INTRODUCTION

RATIONALE

ENGLISH PROFICIENCY IS INCREASINGLY RECOGNIZED AS A KEY COMPETENCY FOR EDUCATORS IN TODAY'S GLOBALIZED AND INTERCONNECTED WORLD. TEACHERS' ABILITY TO COMMUNICATE EFFECTIVELY IN ENGLISH IS NOT ONLY CRITICAL FOR DELIVERING SUBJECT CONTENT BUT ALSO FOR FOSTERING AN INCLUSIVE AND DYNAMIC LEARNING ENVIRONMENT. AS ENGLISH CONTINUES TO BE THE GLOBAL LINGUA FRANCA, ESPECIALLY IN HIGHER EDUCATION AND INTERNATIONAL SETTINGS, THE PROFICIENCY OF TEACHERS IN ENGLISH DIRECTLY IMPACTS THE QUALITY OF EDUCATION AND STUDENT OUTCOMES. THIS RATIONALE AIMS TO EXPLAIN THE SIGNIFICANCE OF INVESTIGATING THE ENGLISH PROFICIENCY OF TEACHERS, PARTICULARLY IN NON-NATIVE ENGLISH-SPEAKING CONTEXTS, AND HOW THEIR LANGUAGE SKILLS INFLUENCE TEACHING EFFECTIVENESS, PROFESSIONAL DEVELOPMENT, AND STUDENT ACHIEVEMENT.

THE IMPORTANCE OF ENGLISH PROFICIENCY FOR EDUCATORS IS PARTICULARLY PRONOUNCED IN NON-NATIVE ENGLISH-SPEAKING COUNTRIES WHERE ENGLISH IS USED AS THE MEDIUM OF INSTRUCTION IN MANY ACADEMIC SUBJECTS, ESPECIALLY IN SECONDARY AND TERTIARY EDUCATION. EVEN IN CONTEXTS WHERE ENGLISH IS NOT THE PRIMARY LANGUAGE OF COMMUNICATION, THE DEMAND FOR TEACHERS WITH HIGH LEVELS OF

ENGLISH PROFICIENCY IS INCREASING, PARTICULARLY IN COUNTRIES STRIVING FOR GLOBAL COMPETITIVENESS. FURTHERMORE, ENGLISH PROFICIENCY IS ESSENTIAL FOR TEACHING ENGLISH LANGUAGE SKILLS, AS WELL AS FOR ENGAGING WITH INTERNATIONAL RESEARCH, COLLABORATING WITH COLLEAGUES WORLDWIDE, AND PARTICIPATING IN PROFESSIONAL DEVELOPMENT OPPORTUNITIES.

WHILE MUCH RESEARCH HAS BEEN CONDUCTED ON LANGUAGE PROFICIENCY IN ENGLISH LANGUAGE TEACHING (ELT) CONTEXTS, LESS ATTENTION HAS BEEN PAID TO THE BROADER IMPLICATIONS OF TEACHERS' ENGLISH PROFICIENCY ACROSS DIVERSE SUBJECT AREAS AND EDUCATIONAL LEVELS. THIS RESEARCH AIMS TO BRIDGE THIS GAP BY EXPLORING THE RELATIONSHIP BETWEEN TEACHERS' ENGLISH LANGUAGE SKILLS AND THEIR ABILITY TO EFFECTIVELY TEACH, MANAGE CLASSROOMS, AND FOSTER STUDENT SUCCESS. BY DOING SO, THIS STUDY SEEKS TO INFORM EDUCATIONAL POLICIES, TEACHER TRAINING PROGRAMS, AND INSTRUCTIONAL PRACTICES.

REVIEW OF RELATED LITERATURE

THE ISSUE OF ENGLISH TEACHERS' LANGUAGE PROFICIENCY IS A CRITICAL CONCERN IN THE REALM OF LANGUAGE EDUCATION, PARTICULARLY IN THE CONTEXT OF GLOBALIZATION AND THE INCREASING DEMAND FOR ENGLISH COMPETENCY. NUMEROUS STUDIES HAVE HIGHLIGHTED THE CHALLENGES POSED BY LOW ENGLISH PROFICIENCY AMONG TEACHERS AND

THE SUBSEQUENT IMPACT ON LEARNERS' PROFICIENCY LEVELS. FOR INSTANCE, RESEARCH CONDUCTED BY DUDZIK AND NGUYEN (2015) EMPHASIZES THE NECESSITY OF BUILDING ENGLISH COMPETENCY, ILLUSTRATING THE URGENT NEED FOR EFFECTIVE LANGUAGE TEACHING STRATEGIES THAT CAN ENHANCE BOTH TEACHER AND STUDENT OUTCOMES. SIMILARLY, HAMID AND NGUYEN (2016) EXPLORE THE IMPLICATIONS OF GLOBALIZATION ON ENGLISH LANGUAGE POLICY AND TEACHER AGENCY IN ASIA, SHEDDING LIGHT ON HOW THESE FACTORS INFLUENCE THE QUALITY OF ENGLISH LANGUAGE INSTRUCTION.

MOREOVER, LI AND BALDAUF (2011) DELVE INTO THE CONSTRAINTS THAT HINDER EFFECTIVE ENGLISH LANGUAGE TEACHING IN CHINA, PROVIDING A COMPREHENSIVE ANALYSIS OF THE SYSTEMIC ISSUES THAT EDUCATORS FACE. THEIR FINDINGS UNDERSCORE THE IMPORTANCE OF ADDRESSING THESE CHALLENGES TO FOSTER A MORE CONDUCTIVE LEARNING ENVIRONMENT FOR STUDENTS. THE RELATIONSHIP BETWEEN TEACHER PROFICIENCY AND TEACHING EFFECTIVENESS IS FURTHER EXAMINED IN THE WORK OF FREEMAN, KATZ, GOMEZ, AND BURNS (2015), WHO ARGUE THAT A RETHINKING OF TEACHER PROFICIENCY IN THE CLASSROOM IS ESSENTIAL FOR IMPROVING EDUCATIONAL OUTCOMES. RICHARDS (2015) ALSO CONTRIBUTES TO THIS DISCOURSE BY HIGHLIGHTING THE MULTIFACETED NATURE OF TEACHING EFFECTIVENESS, WHICH ENCOMPASSES NOT ONLY LANGUAGE PROFICIENCY BUT ALSO PEDAGOGICAL SKILLS AND THE ABILITY TO ENGAGE STUDENTS EFFECTIVELY.

SEVERAL STUDIES HAVE IDENTIFIED VARIOUS FACTORS THAT IMPEDE THE SUCCESS OF LANGUAGE LEARNING AND TEACHING. KIRKPATRICK (2007) DISCUSSES THE SOCIOLINGUISTIC CHALLENGES FACED BY LEARNERS, WHILE SULISTIYO (2008) INVESTIGATES LEARNERS' PREFERRED ACTIVITIES AND THEIR IMPACT ON LANGUAGE ACQUISITION IN INDONESIAN UNIVERSITIES. THESE STUDIES REVEAL A COMPLEX INTERPLAY OF CULTURAL, SOCIAL, AND EDUCATIONAL FACTORS THAT INFLUENCE LANGUAGE LEARNING, EMPHASIZING THE NEED FOR TAILORED APPROACHES TO ADDRESS THE UNIQUE CHALLENGES FACED BY LEARNERS.

FURTHERMORE, THE QUALITY OF TEACHER EDUCATION AND ENGLISH TEACHER PREPARATION PROGRAMS IS A CRUCIAL AREA OF FOCUS. RESEARCH BY DARLING (2006) AND OTHERS, INCLUDING OH, SLOVACEK, TUCKER, AND HAFNER (2003), HIGHLIGHTS THE IMPORTANCE OF ASSESSMENT OUTCOMES IN PRE-SERVICE TEACHER EDUCATION. COCHRAN (2001) AND ANDREW AND SCHWAB (2003) ALSO CONTRIBUTE TO THIS DISCUSSION BY QUESTIONING WHETHER CURRENT TEACHER EDUCATION PROGRAMS ARE ADEQUATELY PREPARING FUTURE EDUCATORS TO MEET THE DEMANDS OF MODERN CLASSROOMS. THEIR FINDINGS SUGGEST THAT THERE IS A PRESSING NEED FOR COMPREHENSIVE TRAINING THAT EQUIPS TEACHERS WITH BOTH THE LINGUISTIC AND PEDAGOGICAL SKILLS NECESSARY FOR EFFECTIVE INSTRUCTION.

THE TEXT UNDERSCORES THE CRITICAL RELATIONSHIP BETWEEN LANGUAGE PROFICIENCY AND TEACHING EFFECTIVENESS, PARTICULARLY IN THE CONTEXT OF

AS GLOBALIZATION CONTINUES TO SHAPE EDUCATIONAL LANDSCAPES, THE DEMAND FOR PROFICIENT ENGLISH TEACHERS BECOMES INCREASINGLY PARAMOUNT. THE ABILITY OF TEACHERS TO COMMUNICATE EFFECTIVELY IN ENGLISH NOT ONLY ENHANCES THEIR TEACHING PRACTICES BUT ALSO SIGNIFICANTLY INFLUENCES THEIR STUDENTS' LANGUAGE ACQUISITION AND OVERALL ACADEMIC SUCCESS.

IN ADDITION TO LANGUAGE PROFICIENCY, THE ROLE OF CONTINUOUS PROFESSIONAL DEVELOPMENT CANNOT BE OVERSTATED. ONGOING TRAINING AND SUPPORT FOR TEACHERS ARE ESSENTIAL TO KEEP THEM UPDATED WITH THE LATEST PEDAGOGICAL STRATEGIES AND TECHNOLOGICAL ADVANCEMENTS IN LANGUAGE TEACHING. PROGRAMS THAT FOCUS ON ENHANCING TEACHERS' LINGUISTIC SKILLS, ALONGSIDE THEIR PEDAGOGICAL KNOWLEDGE, CAN LEAD TO IMPROVED INSTRUCTIONAL QUALITY AND STUDENT ENGAGEMENT. FOR INSTANCE, PROFESSIONAL DEVELOPMENT WORKSHOPS THAT INCORPORATE COLLABORATIVE LEARNING AND PEER FEEDBACK CAN CREATE A SUPPORTIVE ENVIRONMENT FOR TEACHERS TO REFINE THEIR SKILLS AND SHARE BEST PRACTICES.

MOREOVER, THE INTEGRATION OF TECHNOLOGY IN LANGUAGE TEACHING PRESENTS BOTH OPPORTUNITIES AND CHALLENGES. AS DIGITAL TOOLS BECOME MORE PREVALENT IN EDUCATIONAL SETTINGS, TEACHERS

MUST BE EQUIPPED TO UTILIZE THESE RESOURCES EFFECTIVELY. RESEARCH BY WARSCHAUER AND HEALEY (2008) EMPHASIZES THE POTENTIAL OF TECHNOLOGY TO ENHANCE LANGUAGE LEARNING EXPERIENCES, BUT IT ALSO HIGHLIGHTS THE NECESSITY FOR TEACHERS TO RECEIVE ADEQUATE TRAINING IN DIGITAL LITERACY. THIS DUAL FOCUS ON LANGUAGE PROFICIENCY AND TECHNOLOGICAL COMPETENCE IS CRUCIAL FOR PREPARING TEACHERS TO NAVIGATE THE COMPLEXITIES OF MODERN CLASSROOMS.

FURTHERMORE, THE IMPACT OF CULTURAL AWARENESS AND SENSITIVITY IN LANGUAGE TEACHING SHOULD NOT BE OVERLOOKED. TEACHERS WHO POSSESS A DEEP UNDERSTANDING OF THE CULTURAL CONTEXTS IN WHICH THEIR STUDENTS OPERATE CAN CREATE MORE RELEVANT AND ENGAGING LEARNING EXPERIENCES. THIS CULTURAL COMPETENCE ALLOWS TEACHERS TO CONNECT WITH THEIR STUDENTS ON A PERSONAL LEVEL, FOSTERING A MORE INCLUSIVE AND SUPPORTIVE CLASSROOM ENVIRONMENT. STUDIES BY BYRAM (2007) AND OTHERS HAVE SHOWN THAT INTEGRATING CULTURAL EDUCATION INTO LANGUAGE INSTRUCTION CAN ENHANCE STUDENTS' MOTIVATION AND INTEREST IN LEARNING ENGLISH.

THE PREPARATION OF TEACHERS IS A MULTIFACETED ISSUE THAT REQUIRES A HOLISTIC APPROACH. ADDRESSING LANGUAGE PROFICIENCY, PEDAGOGICAL SKILLS, CONTINUOUS PROFESSIONAL DEVELOPMENT, TECHNOLOGICAL INTEGRATION, AND CULTURAL AWARENESS ARE ALL CRITICAL COMPONENTS IN ENSURING THAT TEACHERS ARE WELL-EQUIPPED TO MEET THE DEMANDS OF THEIR ROLES. AS THE LANDSCAPE OF LANGUAGE

EDUCATION CONTINUES TO EVOLVE, IT IS IMPERATIVE THAT STAKEHOLDERS PRIORITIZE THESE AREAS TO ENHANCE THE QUALITY OF ENGLISH LANGUAGE INSTRUCTION AND ULTIMATELY IMPROVE STUDENT OUTCOMES. BY INVESTING IN COMPREHENSIVE TEACHER PREPARATION PROGRAMS AND FOSTERING A CULTURE OF CONTINUOUS LEARNING, WE CAN BETTER PREPARE EDUCATORS TO NAVIGATE THE CHALLENGES OF THE 21ST CENTURY AND CONTRIBUTE TO THE GLOBAL DEMAND FOR ENGLISH PROFICIENCY.

AS A HUMAN BEING, DEALING WITH THE ENVIRONMENT IS RELATED TO SENSATION AND PERCEPTION. THIS RESEARCH PHENOMENON GIVES US A SUGGESTION THAT PERCEPTION IS MUCH MORE NEEDED IN LANGUAGE LEARNING. NOE (2014), CONSIDERED THAT PERCEPTION IS SOMETHING PEOPLE DO AND IS NOT SOMETHING THAT HAPPENS TO US OR OURSELVES. PERCEPTION REQUIRES THE PERCEIVED TO UNDERSTAND THE SIMPLICITY OF THE EFFECTS OF MOVEMENT ON SENSORY STIMULATION. FURTHERMORE, TEACHERS' PERSONALITIES INCLUDE THE NATURE AND THE CHARACTERS THE TEACHERS HAVE AND WHICH ARE REFLECTED IN THEIR DAILY BEHAVIOUR. THOSE THREE ASPECTS OF THE COMPETENCIES ABOVE ARE RELATED TO ONE ANOTHER. THE TEACHER'S COMPETENCIES AND PERSONALITY CAN AFFECT THE WAY THE TEACHERS TEACH IN BIG CLASSES. THESE WAYS FINALLY DETERMINE THE QUALITY OF THE CLASSROOM MANAGEMENT THE TEACHERS APPLY.

TEACHER PERCEPTION IS A PROCESS IN WHICH ONE CHOOSES, ORGANIZES, INTERPRETS INFORMATION INPUT TO CREATE A MEANINGFUL PICTURE OF THIS

WORLD. THIS PERCEPTION WILL DEPEND NOT ONLY ON PHYSICAL STIMULATION BUT ALSO ON THE RELATION BETWEEN STIMULI AND THE SURROUNDING FIELD AND ONE'S PERSONAL CONDITION. THE PROCESS OF PERCEPTION IS THROUGH THREE STAGES, WHICH IS: THE STAGE OF STIMULUS RECEIVING, THE STAGE OF STIMULUS PROCESSING THROUGH SELECTION AND ORGANIZATION OF INFORMATION, AND THE INDIVIDUAL'S ACCEPTANCE OF STIMULUS CHANGE.

LANGUAGE IS THE ARRANGEMENT OF VOCAL SOUNDS AND THE COMBINATION OF SOUNDS ASSOCIATED WITH MEANING USED FOR THE ARTICULATION OR CORRESPONDENCE OF THE MIND AND FEELINGS (AGNES, 2002). HORNBY (1987), SAYS THAT LANGUAGE IS A NON-INTENSIVE AND HUMAN TECHNIQUE FOR IMPARTING THOUGHTS, SENTIMENTS, AND WANTS THROUGH THE SYSTEM OF VOICE AND SYMBOL. IT MAY BE CONCLUDED THAT LANGUAGE IS A MEANS OF CORRESPONDENCE THAT IS UTILIZED BY NUMEROUS INDIVIDUALS TO COMMUNICATE THEIR SENTIMENTS, THOUGHTS, AND WANTS ONE HAS IN MIND.

WHEN ENGLISH STUDENTS PROCURE ENGLISH AS A SECOND LANGUAGE, THEY PROGRESS THROUGH FIVE LEVELS OF LANGUAGE PROFICIENCY: BEGINNING, EARLY INTERMEDIATE, INTERMEDIATE, EARLY ADVANCED, AND ADVANCED. THE RATE OF PROGRESS IN EVERY ENGLISH CAPABILITY LEVEL FLUCTUATES AS PER THE INDIVIDUAL QUALITIES OF EVERY ENGLISH LANGUAGE STUDENT (PIZARO & PILAYRE, 2010).

TEACHING PROFICIENCY IS AN IMPORTANT IN ANY EDUCATIONAL SETTING. THE GOAL OF TEACHING IS TO ANALYSE THE STUDENTS' NEED AND TO DRIVE THE STUDENTS TO REACH GOAL. ACCORDING TO ABUCAYON ET AL., (2016), STATE THE PRIME AIM OF TEACHERS IS TO HELP STUDENTS TO LEARN EFFECTIVELY AND EFFICIENTLY.

THE FRAMEWORK DESCRIBES TYPES OF ENGLISH TEACHERS' PROFICIENCY IN THREE BROAD CATEGORIES: BASIC USER, INDEPENDENT USER, AND PROFICIENT USER. EACH CATEGORY IS DIVIDED INTO TWO SUB LEVELS. THE DESCRIPTORS OF EACH SUBSCALE PROVIDE INFORMATION ABOUT WHAT PEOPLE CAN DO WITH THE LANGUAGE AND WITH WHAT LEVELS OF SOPHISTICATION (RICHARDS, 2018).

GENERALLY, IT IS RECOGNIZED HOW IMPORTANT THE TEACHER IS TO LANGUAGE PROFICIENCY. BUT IT CAN NOT ADJUST TO THE TEACHING EFFECTIVENESS. BECAUSE IT IS VERY DIFFICULT TO DEFINE TEACHING EFFECTIVENESS IN TERMS OF WHAT ASPECTS CAN MAKE TEACHING EFFECTIVE, SEEING THE FACT THAT PREVIOUS RESEARCHERS HAVE DIFFERENT IDEAS ABOUT THE DEFINITION OF TEACHING EFFECTIVENESS. SO, IT IS NOT EASY TO SEE THE RELATIONSHIP BETWEEN HOW MUCH TEACHING LANGUAGE PROFICIENCY HELPS TEACHERS' TEACHING EFFECTIVENESS.

EFFECTIVE TEACHING AND EFFECTIVE TEACHING IS STRONGLY RELATED TO EFFECTIVE LEARNING. IN THIS CONCEPT, THE CHARACTERISTICS OF AN ENGLISH TEACHER ARE VERY IMPORTANT TO UNDERSTAND AND UNDERSTAND

PROBLEMS AND DIFFICULTIES THAT CAN HINDER STUDENTS FROM A LONG LEARNING PROCESS. THE FACTORS INFLUENCING ENGLISH TEACHING EFFECTIVENESS CONSIST OF THREE ASPECTS, NAMELY: ENGLISH PROFICIENCY, PEDAGOGICAL KNOWLEDGE, AND SOCIO-AFFECTIVE SKILLS (MUTLU & OZKAN, 2017)

ACCORDING TO YUSUF & NOVITA (2020), TEACHERS WHO HAVE HIGH LANGUAGE PROFICIENCY DO NOT ALWAYS MEAN THE TEACHING TAUGHT HAS HIGH EFFECTIVENESS, AND VICE VERSA IF TEACHERS WHO HAVE LOW LANGUAGE PROFICIENCY THEN HAVE THE ABILITY TO MANAGE CLASS, UNDERSTAND AND COMMUNICATE LESSON CONTENT, AND PROVIDE FEEDBACK. ALTHOUGH WITH A LOWER LEVEL OF FLEXIBILITY COMPARED TO OTHER TEACHERS WHO ARE MORE PROFICIENT IN THE LANGUAGE. THERE IS A DIFFERENCE BETWEEN TEACHING LANGUAGE PROFICIENCY AND TEACHING EFFECTIVENESS IN HOW TEACHERS ORGANIZE CLASSES. TEACHERS WITH HIGHER PROFICIENCY IN THE LANGUAGE ARE NOT ALWAYS CONSISTENT IN ALL ASPECTS OF TEACHING EFFECTIVENESS FOCUSED ON LEARNING. THUS, TEACHERS WITH LOWER PROFICIENCY IN THE LANGUAGE CAN SHOW SOME CONSISTENCY IN THE ASPECT OF TEACHING EFFECTIVENESS.

CLASS PREPARATION IS ESSENTIAL TO SUCCESS IN STUDENT LEARNING AND CLASS MANAGEMENT. IN THIS SENSE, THE LACK OF CLASS PREPARATION CAN CAUSE CHAOS IN THE CLASSROOM AND STOP THE NORMAL FLOW OF THE

TEACHING-LEARNING PROCESS. TO BEGIN WITH, A TEACHER SHOULD ALWAYS DO SORTS OF THINGS.

IT IS A UNIVERSAL NOTION THAT IF A STUDENT DID NOT ACQUIRE OR GET KNOWLEDGE IN A SUBJECT OR A SKILL FROM WHICH THEY STUDY, AND RELATIVELY DO NOT CHANGE BEHAVIORAL TENDENCY INTO A PERMANENT ONE WHICH RESULTED TO A REINFORCED PRACTICE FROM THE TEACHER AFTER ALL, THEN TEACHING DID NOT TAKE PLACE AND TEACHING IS POINTLESS. CENTRAL TO THIS RELATIONSHIP BETWEEN TEACHING AND LEARNING IS THE ABILITY OF A TEACHER TO DISCERN THAT STUDENTS ARE, IN FACT, LEARNING. THIS ROOF-TOP-TREE RELATIONSHIP OF THE TEACHING-LEARNING PROCESS GOES BEYOND DOUBTS.

LANGUAGE IS THE MOST AMAZING AND THE MOST EFFECTIVE TOOL TO COMMUNICATE OTHERS. IT HAS A GREAT ROLE IN THE PERSON'S EXISTENCE. HENCE, THE ABILITY TO PUT THE LANGUAGE INTO PRACTICE IS A SYMBOL OF LIFE AND IS VITAL TO THE SUCCESS OF ANY ENDEAVOR. NOWADAYS, ENGLISH LANGUAGE TEACHING HAS BEEN SUBJECT TO TREMENDOUS CHANGE, ESPECIALLY THROUGHOUT THE TWENTIETH CENTURY.

PERHAPS, MORE THAN ANY OTHER DISCIPLINE IN VARIOUS ADAPTATIONS IN LANGUAGE CLASSROOMS ALL AROUND THE WORLD FOR CENTURIES, THIS HAS BEEN THE MOST DIFFICULT PART IN THE TEACHING OF ENGLISH. WHILE THE TEACHING OF OTHER ACADEMIC SUBJECTS IN OTHER ASPECTS, THAT IS, THE METHODOLOGY OF TEACHING SUBJECTS, HAS, TO A GREATER OR LESSER

EXTENT, REMAINED THE SAME, THIS IS HARDLY THE CASE WITH ENGLISH OR LANGUAGE TEACHING IN GENERAL. THE TEACHERS SHOULD BE COMPETENT ON THE TEACHING OF THE ENGLISH LANGUAGE.

LANGUAGE IS SAID TO BE ABSOLUTELY CENTRAL TO ONE'S LEARNING WITHOUT IT ONE CANNOT COMMUNICATE ONE'S UNDERSTANDING OF A SUBJECT. ONE WILL NEED TO DEVELOP THEIR LANGUAGE SKILLS, AND SPECIFICALLY, ACADEMIC ENGLISH TO COMMUNICATE ONE'S NEED. SPEAKING TWO OR MORE LANGUAGES HELPED SINGLE LANGUAGE SPEAKERS, HENCE BENEFICIAL TO MENTAL ASPECTS OF THE SPEAKER. HENCE, LEARNING ENGLISH IS VERY IMPORTANT AS ENGLISH ALTHOUGH NOT SPOKEN BY ALL PEOPLE ALL OVER THE WORLD IS THE OFFICIAL LANGUAGE SPOKEN BY A LARGE NUMBER OF PEOPLE GLOBALLY. THERE ARE BILLIONS OF PEOPLE ALL OVER THE WORLD WHO USE ENGLISH TO COMMUNICATE A REGULAR BASIS.

KNOWINGLY, ENGLISH IS A DOMINANT BUSINESS LANGUAGE, AND IT HAS BECOME A NECESSITY FOR PEOPLE WHO WANTED TO ENTER INTO A GLOBAL WORKFORCE. RESEARCH FROM ALL OVER THE WORLD SHOWS THAT CROSS-BORDER BUSINESS COMMUNICATION IS MOST OFTEN CONDUCTED IN ENGLISH. ITS IMPORTANCE IN THE GLOBAL MARKET THEREFORE CANNOT BE UNDERSTATED AS LEARNING

ENGLISH REALLY CAN CHANGE THE WAY OF LIFE. MANY OF THE WORLD'S TOP FILMS, BOOKS, AND MUSIC ARE PUBLISHED AND PRODUCED IN ENGLISH. THEREFORE, BY LEARNING ENGLISH ONE CAN HAVE ACCESS TO A GREAT

EXTENT OF ENTERTAINMENT AND GREATER CULTURAL UNDERSTANDING ASIDE FROM THE CONTENTS PRODUCED IN THE INTERNET CONSTITUTING 50%. EVENTUALLY, LEARNING ENGLISH ALLOWS ACCESS TO AN INCREDIBLE AMOUNT OF INFORMATION. ENGLISH AS AN ACADEMIC DISCIPLINE IS TAUGHT IN PRIMARY, SECONDARY, AND TERTIARY SCHOOLS IN ENGLISH-SPEAKING COUNTRIES AND THIS SHOULD NOT TO BE CONFUSED WITH ENGLISH TAUGHT AS A FOREIGN LANGUAGE WHICH IS A DISTINCT DISCIPLINE. ONE OFTEN HEARS COMMENTS ABOUT HIGH SCHOOL GRADUATES OF YESTERYEARS HAVING A BETTER COMMAND OF THE ENGLISH LANGUAGE THAN THE COLLEGE GRADUATES OF TODAY. THIS DETERIORATION IS MANIFESTED IN SEVERAL WAYS SUCH AS INCORRECT GRAMMAR, LACK OF FLUENCY IN THE LANGUAGE, POOR READING COMPREHENSION SKILLS AND POOR WRITING SKILLS AMONG OTHERS. CLEARLY, FILIPINOS ARE LOSING THEIR COMPETITIVE EDGE WITH REGARD TO ENGLISH ABILITIES. THE CLAIM AS THE THIRD LARGEST ENGLISH SPEAKING COUNTRY IN THE WORLD DOES NOT LIVE UP TO ITS RANK WITH THIS. TODAY, ANECDOTAL REPORTS OF CALL CENTERS ACCEPTED A VERY SMALL PORTION OF THOSE WHO APPLIED AS ONLY THREE OF 100 APPLICANTS ARE PROFICIENT IN ENGLISH. THIS IS CONSONANCE WITH THE SITUATION OF THE UNIVERSITY WHO INABILITY OF COLLEGE STUDENTS TO COMPREHEND AND EXPRESS THEMSELVES IN ENGLISH.

THE MOST ALARMING, HOWEVER, IS THE SWS SURVEY COMMISSIONED BY PROMOTING ENGLISH PROFICIENCY (PEP) IN MARCH 2006. THE LARGEST

DETERIORATION WAS IN THE SELF- ASSESSMENT OF ABILITY TO SPEAK IN ENGLISH WHICH FELL FROM 54% IN SEPTEMBER 2000 TO 32% IN MARCH 2006, A DETERIORATION OF 22% IN SIX YEARS. ONLY TWO OUT OF THREE FILIPINO ADULTS (65%) SAY THEY UNDERSTOOD SPOKEN ENGLISH AND COULD READ ENGLISH AS REFLECTED IN THE MARCH 2006 SURVEY IN CONTRAST TO THREE FOURTHS (75%) IN THE SEPTEMBER 2000 AND THE DECEMBER 1993 SURVEYS. ABOUT HALF (48%) COULD WRITE ENGLISH IN THE LATEST SURVEY WHILE 61% WAS REVEALED IN THE TWO EARLIER SURVEYS. ONLY A THIRD (32%) IN MARCH 2006 SAID THEY SPOKE ENGLISH COMPARED TO MORE THAN HALF (54%) IN THE TWO OTHER SURVEYS. FOURTEEN PERCENT ADMITTED THEY WERE NOT COMPETENT IN ANY WAY IN ENGLISH WHILE IT WAS ONLY SEVEN PERCENT 12 YEARS AGO. IN THE MARCH 2006 SURVEY, 19% INDICATED ALMOST NO USE FOR THE ENGLISH LANGUAGE IN CONTRAST TO ONLY 10% IN BOTH SEPTEMBER AND DECEMBER SURVEYS.

THE DECLINE IN ENGLISH PROFICIENCY HAS BEEN ATTRIBUTED TO THE SKILLS OF THE EDUCATORS HANDLING THE OTHER ENGLISH COURSES. STUDENTS TAKING UP EDUCATION COURSES MUST TAKE NOTE OF THE ENGLISH LANGUAGE PROFICIENCY AT THE LEVEL OF BASIC WORKING PROFICIENCY WHICH INDICATES THAT THE PERSON HARDLY UNDERSTAND NATIVE ENGLISH SPEAKERS TO SUSTAIN FLUENCY AND ACCURACY. THE EXISTING PHENOMENA AND THE GAP STATED ABOVE TRIGGERS THE RESEARCHER TO CONDUCT THE STUDY. WITH THE AIM OF HELPING THE INSTITUTION AND TO CONTRIBUTE IN

THE FUND OF KNOWLEDGE, THE STUDY IS UNDERTAKEN AND THEREFORE INITIATED.

TEACHERS, BEING AN INDISPENSABLE PART OF THE TEACHING-LEARNING PROCESS, PLAY THE MAJOR ROLE IN THE MOTIVATION AND ENGAGEMENT OF STUDENTS IN THE CLASSROOM, THUS, THEY ARE EXPECTED TO BE PROFICIENT IN THE LANGUAGE FOR THEM TO CONVEY THE NECESSARY LEARNING, IDEAS, AND CONCEPTS TO THEIR STUDENTS. MOST OF THE WORLD'S ENGLISH LANGUAGE TEACHERS SPEAK ENGLISH AS A SECOND OR THIRD LANGUAGE RATHER THAN AS THEIR FIRST LANGUAGE. FOR MANY, THEIR LEVEL OF PROFICIENCY IN ENGLISH MAY NOT REACH BENCHMARKS ESTABLISHED BY THEIR SCHOOL HEADS, COLLEAGUES, AND STUDENTS (RICHARDS, 2017).

ENGLISH IS NOT ONLY KNOWN AS THE LANGUAGE OF THE ENGLISH PEOPLE BUT ALSO AS THE LANGUAGE SPOKEN BY PEOPLE IN MANY COUNTRIES. THEREFORE, IT IS IMPORTANT FOR ENGLISH LANGUAGE LEARNERS TO OBSERVE THE DIFFERENCES IN LANGUAGE USE. TO THIS END, THE PHILIPPINE GOVERNMENT HAS PUSHED TO REVAMP THE COUNTRY'S EDUCATIONAL SYSTEM ON THE INTEGRATION OF THE ASEAN ECONOMIC COMMUNITY (AEC) IN 2015, AS WELL AS THE UNITED NATIONS'S CALL FOR EDUCATION FOR ALL (EFA) BY 2015. SUCH REVAMP INVOLVES A REVIEW OF THE EFFECTIVENESS OF ENGLISH LANGUAGE EDUCATION (ELE) IN THE COUNTRY, WHICH MAY BE DESCRIBED AS AT A CROSSROADS, AS STAKEHOLDERS STRIVE TO ADDRESS ISSUES OF DEVELOPING THE ENGLISH LANGUAGE COMPETENCIES OF FILIPINO

STUDENTS ON THE ONE HAND, AND THE STRENGTHENING OF ACADEMIC ACHIEVEMENT ON THE OTHER. THIS HAS BEEN FOUND WANTING IN SIGNIFICANTLY CONTRIBUTING TO INCREASE LEARNING OUTCOMES AMONG FILIPINO STUDENTS. ELE POLICIES HAVE BEEN BESET WITH ISSUES OF ALIGNMENT AND COHERENCE IN THE AREAS OF CURRICULUM AND ASSESSMENT, AND CHALLENGES IN THE IMPLEMENTATION OF GENUINE REFORM. IN ADDITION, ELE HAS BEEN IMPLEMENTED AT THE EXPENSE OF LITERACY IN THE MOTHER TONGUES (MADRUNIO, MARTIN, AND PLATA, 2016).

RESEARCHERS EXPOSED THAT TEACHERS NEED DEEP AND BROAD EXPERTISE ABOUT LANGUAGE BECAUSE OF THE RANGE OF FUNCTIONS THEY MUST SERVE. AS COMMUNICATORS WITH STUDENTS FROM DIVERSE BACKGROUNDS, TEACHERS NEED TO UNDERSTAND THAT STRUCTURAL DIFFERENCES AMONG LANGUAGES AND CONTRASTING CULTURAL PATTERNS FOR LANGUAGE USE MAY AFFECT THEIR STUDENTS' DISCOURSE. IN THEIR ROLE AS EDUCATORS, TEACHERS NEED TO KNOW HOW ENGLISH PROFICIENCY DEVELOPS IN NATIVE SPEAKERS AND IN SPEAKERS WHO ARE LEARNING ENGLISH AS A SECOND LANGUAGE. UNDERSTANDING LANGUAGE DEVELOPMENT AND ACQUISITION HELPS TEACHERS SELECT APPROPRIATE MATERIALS FOR THEIR STUDENTS.

SIMILARLY, THEIR ROLE AS EVALUATORS CALLS FOR AN UNDERSTANDING OF WHAT LANGUAGE BEHAVIORS TO EXPECT BASED ON STUDENTS' LANGUAGE BACKGROUNDS, SO THAT PREDICTABLE DIALECT AND

LANGUAGE LEARNING FEATURES ARE NOT CONFUSED WITH LANGUAGE DEFICIT OR DELAY. TEACHERS ARE ALSO EXPECTED TO KNOW ABOUT LANGUAGE BECAUSE OF THEIR ROLE AS EDUCATED HUMAN BEINGS AND TO CONTRIBUTE THIS INFORMATION TO DISCUSSIONS IN SCHOOLS AND BEYOND. FINALLY, TEACHERS ARE IMPORTANT AGENTS OF SOCIALIZATION, WHO SUPPORT CHILDREN'S DEVELOPING IDENTITIES AS STUDENTS WHO HELP CHILDREN FROM A WIDE VARIETY OF HOMES AND SOCIETIES LEARN TO FUNCTION COMFORTABLY AND SUCCESSFULLY AT SCHOOL, SOMETIMES IN A NEW LANGUAGE AND CULTURE. IN THIS VEIN, THE NATIONAL ENGLISH PROFICIENCY PROGRAM (NEPP), A NATIONWIDE PROGRAM IMPLEMENTED BY THE DEPARTMENT OF EDUCATION (DEPED), TRAINS PROFICIENT TEACHERS TO BECOME MENTORS TO LESS PROFICIENT TEACHERS IN THEIR RESPECTIVE SCHOOLS. IT WAS CREATED IN RESPONSE TO THE NEED TO RAISE THE QUALITY OF ENGLISH PROFICIENCY AMONG FILIPINO TEACHERS, PARTICULARLY READING/ ENGLISH, MATH AND SCIENCE TEACHERS, THUS TO IMPROVE THE COMPETENCIES OF THEIR STUDENTS (PIA, 2009). THE RESEARCHER BECAME INTERESTED TO DETERMINE THE ENGLISH PROFICIENCY LEVEL OF SECONDARY TEACHERS BECAUSE IT IS EXPECTED OF A TEACHER TO HAVE GOOD COMMUNICATION SKILLS. THIS UNDERTAKING ALSO AIMED TO SEEK ANSWERS TO QUERIES ON HOW TEACHERS COPE WITH THE DEMANDS OF THE MODERN SOCIETY.

ABELLANO, (2013) STATES THAT ONE IS OFTEN JUDGED NOT ONLY BY WHAT HE SAYS, BUT HOW HE SAYS IT AND NOTHING SO INSTANTLY REVEALS ONE'S BACKGROUND, TRAINING, SELF-DISCIPLINE AND EDUCATION THAT ONE'S LANGUAGE. WITH THIS NOTION, FOR MAN TO PUT ON HIS BEST SHOULD SHOW THE DESIRE TO SUCCEED DEPENDING ON HIS EFFORTS TO DEVELOP COMMUNICATIONS SKILLS THROUGH FORMAL TRAINING AND EFFECTIVE COMMUNICATION. THROUGH THIS SAID TRAINING VERBAL COMMUNICATION PROBLEM WHICH INCLUDE TRAINING INCLUDES TRANSLATION DIFFICULTIES, MISINTERPRETATIONS DUE TO CLOUDED JUDGMENT AND MANY OTHERS (MACK, 2010) ARE AVOIDED. THE JOB ENABLING ENGLISH PROFICIENCY (JEEP) PROJECT WAS IMPLEMENTED TO HELP COLLEGE STUDENTS SPECIFICALLY IN MINDANAO TO DEVELOP THEIR ENGLISH LANGUAGE SKILLS AND TO EQUIP KNOWLEDGE, SKILLS, ENGLISH COMMUNICATION PROFICIENCY RIGHT ATTITUDE AND VALUES IN TECHNICAL AND PROFESSIONAL SKILLS.

CENOZ AND GORTER (2008) STATES THAT TEACHERS' USE OF THE TARGET LANGUAGE IN THE CLASSROOMS BECOMES A SPECIAL COMMUNICATIVE ACTIVITY AS ITS GOAL IS NOT ONLY TO COMMUNICATE WITH STUDENTS BUT TO PROVIDE SIGNIFICANT INPUT IMPORTANT IN DEVELOPING STUDENTS' ENGLISH LANGUAGE PROFICIENCY. THIS IMPLIES THAT TEACHERS NEED TO POSSESS A HIGH LEVEL OF TARGET LANGUAGE PROFICIENCY AS THEIR USE OF TARGET LANGUAGES SERVES AS A SOURCE OF LANGUAGE INPUT FOR THE STUDENTS' ACQUISITION OF THE SECOND LANGUAGE. THE TEACHER WHO DOES NOT

POSSESS A HIGH DEGREE OF LANGUAGE PROFICIENCY MAY NOT BE ABLE TO PROVIDE APPROPRIATE INPUT TO THE STUDENTS FOR SECOND LANGUAGE ACQUISITION. TEACHERS, WHO ARE NOT PROFICIENT IN ENGLISH, SPEAK INCORRECT LANGUAGE AND COMMIT ERRORS. THESE ERRORS ARE THEN TRANSMITTED TO THEIR STUDENTS. TEACHERS' LIMITED LANGUAGE PROFICIENCY COULD MEAN IN ABILITY TO PROVIDE CORRECTIVE FEEDBACK TO THE STUDENTS RESULTING IN FOSSILIZATION OF THE ERRORS.

TABULA (2010) STATES THAT IN THE PHILIPPINES EDUCATIONAL SYSTEM, HIGH SCHOOL STUDENTS WITH AGES RANGING FROM 12 TO 17 ARE EXPECTED TO HAVE ALREADY BASIC KNOWLEDGE OF ENGLISH AND THE FOUR COMMUNICATION SKILLS WHICH WILL ENABLE THEM TO FUNCTION SATISFACTORILY IN CERTAIN ENGLISH COMMUNICATION SITUATIONS OR ITS BASIC GOAL TO ENHANCE THE STUDENTS' KNOWLEDGE AND SKILLS TO BECOME FUNCTIONAL IN AN ENGLISH CLASSROOM. THEY NEED TO BE ABLE TO EXPRESS THEIR IDEAS AND OPINIONS IN SPEECH AND IN WRITING AND THINK INDEPENDENTLY, CRITICALLY, AND CREATIVELY WHICH IN TURN ENHANCE HIGHER ORDER THINKING SKILLS. BUTLER (2013) STATES THAT PARENTS' SES BACKGROUNDS AND THEIR BEHAVIORS AND ATTITUDES/BELIEF ABOUT ENGLISH EDUCATION RELATED TO THEIR CHILDREN'S EARLIER STAGES OF ENGLISH LEARNING DIFFER ACROSS DIFFERENT GRADES LEVELS. PARENTAL INDIRECT BEHAVIORS AND PARENTAL DIRECT BEHAVIORS I.E., DIRECT

ASSISTANCE WITH THEIR CHILD'S STUDYING AND LEARNING OF ENGLISH WERE SIGNIFICANTLY CORRELATED WITH SES.

RELATED LITERATURE MENTIONED THAT IT IS EASY FOR FILIPINOS TO LEARN AND USE ENGLISH THAT INFLUENCE EVERYDAY LIFE. ENGLISH BEGINS AT HOME WITH ADULTS WHO USE ENGLISH OR THROUGH SNATCHES OF ENGLISH WORDS AND PHRASES HEARD OVER THE RADIO AND ON TV.

THE FACT THAT THE PHILIPPINE EDUCATION SYSTEM HAS BEEN USING ENGLISH AS A MEDIUM OF INSTRUCTION FROM ELEMENTARY TO UNIVERSITY LEVEL FOR DECADES HAS ALSO REINFORCED THE NOTION THAT ENGLISH IS EASY - EVEN A CHILD CAN DO IT - AND AVAILABLE. IT IS A TOOL FOR LEARNING AND A MEDIUM OF COMMUNICATION. MORE THAN THIS, ENGLISH IS THE LANGUAGE OF POWER AND PROGRESS.

IN THE PHILIPPINES, IT IS HIGHLY VALUED NOT ONLY BECAUSE IT IS FUNCTIONAL AND PRACTICAL AND WASHES OVER US CONSTANTLY, BUT MORE IMPORTANTLY, BECAUSE IT IS AN AFFORDABLE ITEM, A SKILL THAT CAN BE USED TO INCREASE ONE'S POSITION, RESPECTABILITY AND MARKETABILITY. IN MOST CASES, THE BETTER ONE'S ABILITY TO UNDERSTAND AND USE ENGLISH, THE BETTER ONE'S CHANCES OF CAREER ADVANCEMENT. IN FACT, NOW, MORE THAN EVER, ENGLISH IS IMPORTANT TO THE FILIPINO MASSES SEEKING EMPLOYMENT ABROAD.

THE FILIPINOS' SKILL AND CHEAP LABOR ARE IN DEMAND, YES, BUT SO IS THEIR COMMAND AND COMPREHENSION OF ENGLISH WHICH MAKES IT EASY FOR FOREIGN EMPLOYERS TO TELL THEM WHAT TO DO. ENGLISH, AFTER ALL, IS A GLOBAL LANGUAGE AND, LUCKILY - SOME SAY UNLUCKILY - FILIPINOS MANAGED TO UNRAVEL THIS CODE QUITE EARLY AND EASILY. (ESPINOSA, 20077).

ENGLISH PROFICIENCY REFERS TO THOSE SKILLS IN SPEAKING, LISTENING, READING (AND COMPREHENSION), AND WRITING IN THE ENGLISH LANGUAGE. A QUESTION IS THEN RAISED AS TO WHY WOULD THERE BE A NEED TO BE PROFICIENT IN ENGLISH? ENGLISH IS IMPORTANT TO THE FILIPINO MASSES SEEKING EMPLOYMENT ABROAD. THE FILIPINOS' SKILL AND CHEAP LABOR ARE IN DEMAND, YES, BUT SO IS THEIR COMMAND AND COMPREHENSION OF ENGLISH WHICH MAKES IT EASY FOR FOREIGN EMPLOYERS TO TELL THEM WHAT TO DO. ENGLISH, AFTER ALL, IS A GLOBAL LANGUAGE. (ESPINOSA , 2007).

ACCORDING TO TELETECH (2013), AN OFFSHORE AND OUTSOURCING COMPANY, "...THE COUNTRY'S BUSINESS PROCESS OUTSOURCING (BPO) INDUSTRY SHOWED THAT FOR EVERY 100 APPLICANTS, ONLY SIX TO TEN PERCENT ARE EFFECTIVELY RECRUITED AND DEPLOYED FOR AN ENTRY LEVEL JOB." THE PROBLEM HAS BEEN PINPOINTED AS TO "THE MAJORITY OF COLLEGE GRADUATE/APPLICANTS ARE UNABLE TO BE PLACED IN THE BPO JOB MARKET BECAUSE OF INADEQUATE ENGLISH PROFICIENCY." ALSO, LEARNERS' ENGLISH PROFICIENCY IN TECHNICAL COLLEGES IN TAIWAN (HSU AND SHEU 2008) AND IN

THE MIDDLE-SCHOOL AND HIGH SCHOOL STUDENTS IN PUBLIC SCHOOLS IN THE UNITED STATES OF AMERICA ARE LAGGING BEHIND THEIR EDUCATION LEVEL. (HSU AND SHEU 2008), (SUELL, MILLER, AND PROVINCE 2005).

THE DECLINE (IN ENGLISH PROFICIENCY OF FILIPINOS) STEMS IN PART FROM NATIONALIST CAMPAIGNS TO PROMOTE FILIPINO AND FROM INATTENTION IN SCHOOLS, WHICH THE GOVERNMENT IS TAKING STEPS TO UNDO. TO REVERSE ITS DECLINE THE GOVERNMENT IN 2003 ORDERED THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN ELEMENTARY SCHOOLS AND MADE IT THE MEDIUM OF INSTRUCTION FOR 70 PERCENT OF TEACHING IN HIGH SCHOOLS. IT HAS SINCE MANDATED REMEDIAL ENGLISH CLASSES FOR TEACHERS." (MCLEAN 2010) 80% OF TEACHERS FAILED THEIR ENGLISH PROFICIENCY EXAM AND THAT SOME CALL CENTERS ARE CLOSING BECAUSE OF A LACK OF APPLICANTS WHO HAVE A LEVEL OF ENGLISH FLUENCY DEMANDED BY THE INDUSTRY. AN ENGLISH FLUENCY PROGRAM WAS GIVEN TO ENGLISH TEACHERS IN THE PRIVATE SCHOOL SECTOR. 80% FAILED THE INITIAL TESTING. HOWEVER, LATER 80% ACHIEVED A MUCH HIGHER LEVEL OF FLUENCY AFTER COMPLETING THE PROGRAM. (ADMIN. 2011).

IT SEEMS THAT THE ENGLISH TEACHER IS THE KEY PLAYER IN THIS EDUCATIONAL STAGE. THE OUTCOME OF THE BEHAVIOR IS THE STUDENT ACHIEVEMENT/PERFORMANCE IN ENGLISH PROFICIENCY TESTS AND THE BEHAVIOR AS THE ENGLISH TEACHER IN THE CLASSROOM. "HIGH ACHIEVING SCHOOLS (IN ENGLISH PROFICIENCY) HAVE TEACHERS WITH SOUND

KNOWLEDGE OF THEIR SUBJECT MATTER, SOUND PEDAGOGICAL KNOWLEDGE AND SKILL, AND GOOD CLASSROOM MANAGEMENT SKILL." (DE JESUS, 2011). A DESCRIPTIVE SURVEY ANALYSIS RESEARCH FINDINGS BY GARCIA (2004) CONCLUDED THAT MOST TEACHERS ARE NOT ACADEMICALLY PREPARED TO TEACH IN COLLEGE (ONLY 20% HOLD A MASTER'S DEGREE, 7.5% WERE TAKING PHD COURSES AND ONLY 37.5% WERE ENGLISH MAJORS. 85% HAVE MORE THAN 1-20 YEARS' EXPERIENCE TEACHING ENGLISH. THUS, IT SEEMS THAT ENGLISH PROFICIENCY IS NOT ADEQUATE TO MEET THE DEMANDS OF TODAY'S GLOBAL JOB MARKET.

ENGLISH PROFICIENCY IN SPEAKING RECENT ENGLISH PROFICIENCY TEST EXCLUDED THE PHILIPPINES IN RANKING AMONG COUNTRIES WITH HIGH ENGLISH PROFICIENCY AS THE RECORD SHOWS THAT THE COUNTRY REMAINS AT LARGE AS THE 5TH LARGEST ENGLISH SPEAKING COUNTRY IN THE WORLD.

THE PHILIPPINES ENGLISH ACCENTS IS THE MOST PREFERRED BY THE WESTERN COUNTRIES BECAUSE IT IS NEUTRAL AND IS MORE COMPREHENDIBLE AND FILIPINO TONGUE IS SO FLEXIBLE AND SO EASY TO ADAPT THE WESTERN ACCENT AND MAKE THEM ATTUNED. JOHN LANGFORD, EXECUTIVE VICE PRESIDENT FOR THE BUSINESS PROCESS ASSOCIATION OF THE PHILIPPINES (BPAP), SAID THE PHILIPPINES STILL HAS A COMPETITIVE EDGE IN ENGLISH PROFICIENCY PRIMARILY DUE TO ITS AFFINITY WITH WESTERN CULTURES.

DOES THIS MEAN THAT ENGLISH PROFICIENCY IS CONSTANTLY GOOD AMONG FILIPINOS? AS LANGFORD SAID, THE PROFICIENCY ITSELF IS DECLINING

RELATIVE TO THE GROWTH OF THE BPO INDUSTRY DEMANDS. "WE NEED TO CONTINUE TO PARTNER WITH THE GOVERNMENT AND ACADEME TO CONTINUE RAISING THE LEVEL OF ENGLISH PROFICIENCY OF THE FILIPINOS IN ORDER TO SUSTAIN THE FUTURE GROWTH OF THE INDUSTRY IN THE PHILIPPINES," LANGFORD SAID. (THE PHILIPPINES REMAIN AS THE 5TH LARGEST... 2011) IN THE PHILIPPINES, THE LANGUAGE MOST FEARED IS ENGLISH. WE SEE THIS FEAR OF ENGLISH IN CLASSES WHERE STUDENTS FEEL STUPID BECAUSE THEY MISPRONOUNCED A WORD. FEAR OF ENGLISH IS ALSO MANIFESTED IN PREDICTIONS THAT THE COUNTRY IS APPROACHING AN ENGLISH-DEPRIVED FUTURE; IN HOUSE BILLS THAT SEEK TO MAKE ENGLISH THE SOLE MEDIUM OF INSTRUCTION IN SCHOOLS; AND IN COURSES OR TRAINING PROGRAMS THAT FOCUS ONLY ON DEVELOPING GRAMMATICAL ACCURACY. MANY RESEARCH STUDIES PROVE THAT LEARNING A LANGUAGE BECOMES MORE EFFECTIVE WHEN EMOTIONAL BARRIERS ARE ELIMINATED. LINGUIST AND EDUCATIONAL RESEARCHER STEPHEN KRASHEN REFERS TO THESE EMOTIONAL BARRIERS AS "AFFECTIVE FILTERS".

MAGNO STUDY (2009) AIMED AT IDENTIFYING THE LINGUISTIC FEATURES FOUND IN THE DIAGNOSTIC ESSAYS OF FRESHMEN COLLEGE STUDENTS FROM FIVE PRIVATE SCHOOLS IN METRO MANILA, PHILIPPINES, SHOWED THAT THE MOST FREQUENTLY OCCURRING ERRORS OCCURRED IN ALL PROFICIENCY LEVELS EXCEPT WORD CHOICE, CAPITALIZATION, AND MISSING OR UNNECESSARY COMMA, WHICH HAVE THE LOWEST OCCURRENCE IN LEVEL

THREE PROFICIENCY. IT IS PERCEIVED THAT SUCCESS OF COLLEGE/UNIVERSITY STUDENTS DEPENDS UPON THEIR ENGLISH PROFICIENCY IN THE CLASSROOM WHERE MAJORITY OF THE COURSES TAUGHT ARE DELIVERED IN ENGLISH (EXCEPT FOR FILIPINO AND OTHE LINGUISTIC STUDIES). ACCORDING TO BULANDON JR AND QUEJADA (2010), DEMONSTRATED THAT STUDENTS TAKING UP BACHELOR OF SCIENCE IN SECONDARY EDUCATION AT THE COLLEGE OF EDUCATION, NUEVA ECIJA UNIVERSITY OF SCIENCE AND TECHNOLOGY UNDERSTOOD SIMPLE CONVERSATIONS AND DISCUSSIONS; MAIN POINTS AND IMPORTANT DETAILS.

MAGNO (2008) INVESTIGATED WHETHER READING STRATEGY, AMOUNT OF WRITING, METACOGNITION, METAMEMORY, AND APPREHENSION SIGNIFICANTLY PREDICTS WRITING PROFICIENCY IN ENGLISH. THE CORRELATIONS INDICATED THAT METAMEMORY STRATEGY AS THE BEST PREDICTOR, EXPLAINING 5% OF THE VARIANCE IN WRITTEN PROFICIENCY. READING STRATEGY, THE NEXT BEST PREDICTOR, EXPLAINED 4% OF THE VARIANCE, AND REGULATION OF COGNITION EXPLAINS 3.5% OF THE VARIANCE. PEDAGOGICAL IMPLICATIONS INCLUDE USING THE STRATEGIES IN TEACHING STUDENTS TO WRITE ENGLISH COMPOSITIONS.

IT IS BECOMING APPARENT THAT ALL PREDICTORS OF ENGLISH PROFICIENCY - SPEAKING, LISTENING, READING, AND WRITING ARE INTERTWINED, THAT IS, IT CANNOT BE SEPARATED OR ISOLATED FROM ONE ANOTHER.

AFTER ALL, TO BE PROFICIENT IN THE ENGLISH LANGUAGE ONE LEARNS BY LISTENING TO SONGS AND SPOKEN WORDS; AND PROCEEDS TO SPEAK A FEW WORDS HERE AND THERE AND FINALLY TO READING NEWSPAPER ARTICLES, BROWSING THROUGH THE INTERNET, AND BY WRITING SHORT MESSAGES.

ACCORDING TO MAGNO (2008), THE INTERCORRELATIONS REVEALED THAT ALL SEVEN VARIABLES (READING STRATEGY, AMOUNT OF WRITING, KNOWLEDGE OF COGNITION, REGULATION OF COGNITION, CONTENT, ABILITY, STRATEGY, AND APPREHENSION) WERE SIGNIFICANT AND HAD HIGH CORRELATIONS WITH WRITTEN PROFICIENCY. CORRELATION COEFFICIENT VALUES RANGED FROM .41 TO .76 AND SIGNIFICANT AT $A=.001$. THE MULTIPLE REGRESSION ANALYSIS REVEALED THAT READING STRATEGY, METAMEMORY STRATEGY, AND REGULATION OF COGNITION ARE SIGNIFICANT PREDICTORS AND WHEN COMBINED EXPLAINED 58% OF THE VARIANCE IN WRITTEN PROFICIENCY.

TEACHER EFFICACY IS DEFINED BY THIS AUTHOR AS THE TEACHER'S OWN JUDGMENT IN HIS OR HER CAPABILITY TO ORGANIZE AND PERFORM ACTION TO SUCCESSFULLY ACCOMPLISH A SPECIFIC TEACHING TASK. A STUDY BY CHIONG (2009) TO DETERMINE THE EFFECT OF TEACHER EFFICACY IN PUPILS' PERFORMANCE IN ENGLISH VI CONCLUDED THAT THERE IS A SIGNIFICANT DIFFERENCE. CORRELATION BETWEEN TEACHER EFFICACY AND COLLEGE STUDENTS' PERFORMANCE IN WRITTEN AND ORAL DISCOURSE BY RAVINA-SANTOS (2003) SHOWED THAT THERE IS NO SIGNIFICANT RELATIONSHIP. CARNEY

ET. AL. (2014) EXAMINED THE IMPACT OF A STATE-MANDATED K-12 MATHEMATICS PROFESSIONAL DEVELOPMENT COURSE ON KNOWLEDGE, SELF-EFFICACY, AND BELIEFS OF NEARLY 4,000 TEACHERS AND ADMINISTRATORS IN BOISE, IDAHO, USA. THIS STUDY ADDS TO OUR UNDERSTANDING OF THE POTENTIAL USEFULNESS OF MANDATING LARGE-SCALE PROFESSIONAL DEVELOPMENT AS A POLICY VEHICLE FOR INCLUDING EDUCATORS' KNOWLEDGE AND BELIEFS.

VARLAS (2009) WROTE, "WORKING DEFINITIONS OF TEACHER EFFECTIVENESS ARE OFTEN ELUSIVE OR SO POLITICALLY CHARGED THAT THEY ARE UNUSABLE. HOWEVER, THE URGENT NEED FOR HIGHLY EFFECTIVE TEACHERS IN EVERY CLASSROOM CALLS FOR A CLEAR DEFINITION OF EFFECTIVENESS AND ACTION TOWARD CREATING THE CONDITIONS FOR IT. SIMPLY PUT, EDUCATION COMMUNITIES MUST DEVELOP A COMPREHENSIVE DEFINITION OF TEACHER EFFECTIVENESS, THE PROFESSIONAL SUPPORT TO MAINTAIN AND BUILD IT, THE METHODS TO MEASURE IT, AND THE SUSTAINED INCENTIVES TO REWARD IT.

RESEARCH SHOWS THAT TEACHER EFFECTIVENESS IS THE SINGLE MOST IMPORTANT SCHOOL-BASED FACTOR IN STUDENT SUCCESS. STUDENTS WHO HAVE HIGHLY EFFECTIVE TEACHERS FOR THREE YEARS IN A ROW WILL SCORE 50 PERCENTILE POINTS HIGHER ON ACHIEVEMENT TESTS THAN STUDENTS WHO HAVE LESS EFFECTIVE TEACHERS THREE YEARS IN A ROW.

MOREOVER, ONE SET OF RESEARCH PROPOSES THAT ASSIGNING GREAT TEACHERS FIVE YEARS IN A ROW TO A CLASS OF DISADVANTAGED CHILDREN

COULD CLOSE THE ACHIEVEMENT GAP BETWEEN THESE STUDENTS AND THEIR PRIVILEGED PEERS. CURRENTLY, THE ODDS THAT A CHILD, LET ALONE A DISADVANTAGED CHILD, WILL BE ASSIGNED A GREAT TEACHER FIVE YEARS RUNNING ARE 1 IN 17,000.

WORKING DEFINITIONS OF TEACHER EFFECTIVENESS ARE OFTEN ELUSIVE. THE URGENT NEED FOR HIGHLY EFFECTIVE TEACHERS IN EVERY CLASSROOM CALLS FOR A CLEAR DEFINITION OF EFFECTIVENESS AND ACTION TOWARD CREATING THE CONDITIONS FOR IT.

TODAY, IN MANY CASES STUDENTS' KNOWLEDGE IS SUMMARIZED AS A TEST SCORE, AND TEACHERS' EFFECTIVENESS IS PERCEIVED AS THEIR CONTRIBUTION TO THAT TEST SCORE. BUT TEST SCORES DO NOT GIVE A FULL PICTURE OF TEACHER CONTRIBUTIONS AND STUDENT CIRCUMSTANCES. DEFINITION OF TEACHER EFFECTIVENESS BEYOND TEACHERS' CONTRIBUTION TO STUDENT ACHIEVEMENT GAINS TO INCLUDE HOW TEACHERS IMPACT CLASSROOMS, SCHOOLS, AND THEIR COLLEAGUES AS WELL AS HOW THEY CONTRIBUTE TO OTHER IMPORTANT OUTCOMES FOR STUDENTS. (GOE, BELL AND LITTLE 2008).

STATEMENT OF THE PROBLEM

THIS RESEARCH WAS CONDUCTED TO DETERMINE THE PERCEPTION OF SCHOOL HEADS, TEACHERS, AND LEARNERS ON THE ENGLISH PROFICIENCY LEVEL OF JUNIOR HIGH SCHOOL TEACHERS IN TERMS OF ACADEMIC LANGUAGE

AND LANGUAGE COMPREHENSION IN SCHOOLS DIVISION OFFICE (SDO) OF NUEVA ECIJA DURING THE SCHOOL YEAR 2023-2024.

SPECIFICALLY, IT SOUGHT TO ANSWER THE FOLLOWING SUB-PROBLEMS:

1. WHAT IS THE LEVEL OF PERCEPTION OF SCHOOL HEADS, TEACHERS, AND LEARNERS ON THE ENGLISH PROFICIENCY LEVEL OF JUNIOR HIGH SCHOOL TEACHERS IN TERMS OF ACADEMIC LANGUAGE AND LANGUAGE COMPREHENSION?

2. IS THERE A SIGNIFICANT DIFFERENCE ON THE PERCEPTIONS MADE BY THE SCHOOL HEADS, TEACHERS AND LEARNERS IN THE ASSESSMENT OF THE TEACHERS' LEVEL OF ENGLISH PROFICIENCY?

3. WHAT IS THE LEVEL OF PERFORMANCE OF LEARNERS IN ENGLISH BASED FROM THE RATINGS OF TEACHERS?

4. BASED ON THE FINDINGS, WHAT TRAINING PROGRAM CAN BE PROPOSED TO ENHANCE THE LEVEL OF PROFICIENCY AMONG TEACHERS TO INCREASE TEACHERS AND LEARNERS ENGLISH PROFICIENCY?

HYPOTHESIS

THE HYPOTHESIS WILL BE TESTED AT .05 LEVEL OF SIGNIFICANCE.

THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE PERCEPTIONS MADE BY THE SCHOOL HEADS, TEACHERS AND LEARNERS IN THE ASSESSMENT OF THE TEACHERS' LEVEL OF ENGLISH PROFICIENCY THE COMPREHENSION LEVELS OF THE LEARNERS IN TERMS OF TEST TYPES.

METHODOLOGY

THIS CHAPTER PRESENTS THE METHODOLOGY OF THE STUDY WHICH INCLUDES THE RESEARCH DESIGN, SOURCES OF DATA, INSTRUMENTATION AND DATA COLLECTION, AND THE TOOLS FOR DATA ANALYSIS.

RESEARCH DESIGN

THE DESCRIPTIVE METHOD OF RESEARCH WAS UTILIZED IN THE STUDY WITH SELF- MADE QUESTIONNAIRE AS THE MAIN DATA GATHERING INSTRUMENT. ALL THE SCHOOL HEADS AND ENGLISH SUBJECT TEACHERS FROM SELECT SCHOOLS WERE RESPONDENTS.

SOURCES OF DATA

THE LEARNER-RESPONDENTS WERE THE SELECT LEARNERS, TEACHERS, AND SCHOOL HEADS. ON THE OTHER HAND, THE SAMPLE SIZE OF THE SCHOOL HEADS AND TEACHERS WAS EIGHT AND 149 RESPECTIVELY WHILE THE SAMPLE SIZE IDENTIFIED FOR LEARNER-RESPONDENTS WAS 383 USING THE SLOVIN'S FORMULA AT FIVE PERCENT MARGIN OF ERROR.

INSTRUMENTATION AND DATA COLLECTION

TWO STAGES WERE USED IN THE VALIDATION OF THE SURVEY INSTRUMENTS. THE FIRST STAGE WAS THE FACE OF VALIDATION. IN THIS STAGE THE QUESTIONNAIRE WAS PRESENTED TO A PANEL OF THREE WHO WERE CONSIDERED EXPERTS IN THE SUBJECT, ENGLISH. THIS GROUP WAS REQUESTED TO ANALYZE AND GIVE COMMENTS AND RECOMMENDATIONS TO IMPROVE ITS CONTENT BASED ON ITS ORGANIZATION, STRUCTURE, AND PURPOSE. AFTER EDITING AND CHANGING SOME ITEMS BASED ON THE RECOMMENDATIONS MADE, THE DRY RUN WAS DONE. THE DRY RUN WAS DONE BY CONDUCTING A SURVEY BY UTILIZING THE QUESTIONNAIRES TO 10 RESPONDENTS FROM EACH GROUP OF RESPONDENTS WHO WERE NOT PART OF THE STUDY.

A REQUEST TO ADMINISTER THE SURVEY QUESTIONNAIRES WAS SENT TO THE OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT. UPON APPROVAL, THE QUESTIONNAIRES WERE SENT TO THE RESPONDENTS THROUGH THE HELP OF THE PRINCIPALS

TOOLS FOR DATA ANALYSIS

THE RESULTS OF THE DRY RUN WERE SUBJECTED TO PEARSON R CORRELATION COEFFICIENT AND WERE FOUND VALID AND RELIABLE. . THE STATISTICAL FORMULAS USED FOR TREATING THE DATA OBTAINED WERE FREQUENCY COUNT, PERCENTAGE, T-TEST OF DIFFERENCE BETWEEN UNEQUAL SAMPLES, WEIGHTED MEAN, KRUSKAL-WALLIS TEST OF CHANGE, PEARSON R PRODUCT-MOMENT CORRELATION, AND REGRESSION.

ETHICAL CONSIDERATIONS

WHEN CONDUCTING RESEARCH THAT INVOLVES PERSONAL DATA, IT IS ESSENTIAL TO ADHERE TO ETHICAL PRINCIPLES THAT ALIGN WITH THE GUIDELINES OF THE DATA PRIVACY ACT (DPA). THE DPA EMPHASIZES THE IMPORTANCE OF **INFORMED CONSENT**, REQUIRING RESEARCHERS TO EXPLAIN THE PURPOSE OF THE STUDY, HOW THE DATA WILL BE USED, POTENTIAL RISKS, AND THE PARTICIPANT'S RIGHTS. THIS ENSURES THAT PARTICIPANTS FULLY UNDERSTAND AND VOLUNTARILY AGREE TO PARTICIPATE IN THE RESEARCH. ADDITIONALLY, THE PRINCIPLE OF **DATA MINIMIZATION** CALLS FOR RESEARCHERS TO COLLECT ONLY THE DATA NECESSARY FOR THE SPECIFIC OBJECTIVES OF THE STUDY, AVOIDING ANY IRRELEVANT OR EXCESSIVE DATA COLLECTION THAT COULD INCREASE RISKS TO PARTICIPANTS' PRIVACY.

THE DPA ALSO MANDATES STRICT **CONFIDENTIALITY AND SECURITY** MEASURES TO PROTECT PERSONAL DATA FROM UNAUTHORIZED ACCESS OR BREACHES. RESEARCHERS ARE ETHICALLY OBLIGED TO IMPLEMENT ROBUST SECURITY PRACTICES, SUCH AS DATA ENCRYPTION, SECURE STORAGE, AND RESTRICTED ACCESS, TO MAINTAIN THE CONFIDENTIALITY OF PARTICIPANTS' INFORMATION. MOREOVER, THE DPA UPHOLDS THE IMPORTANCE OF **TRANSPARENCY AND ACCOUNTABILITY** IN DATA PROCESSING ACTIVITIES, MEANING RESEARCHERS MUST CLEARLY INFORM PARTICIPANTS ABOUT THEIR RIGHTS, INCLUDING THE RIGHT TO ACCESS, CORRECT, OR WITHDRAW THEIR DATA. FINALLY, **RESPECTING THE RIGHT TO WITHDRAW** ALIGNS WITH THE DPA'S ETHICAL FRAMEWORK, ALLOWING PARTICIPANTS TO OPT OUT OF THE

STUDY AT ANY TIME AND ENSURING THEIR DATA CAN BE ERASED IF THEY SO CHOOSE. ADHERING TO THESE GUIDELINES FOSTERS TRUST, SAFEGUARDS PARTICIPANTS' RIGHTS, AND UPHOLDS THE ETHICAL INTEGRITY OF THE RESEARCH PROCESS.

RESULTS AND DISCUSSION

THIS CHAPTER DELINEATES THE GATHERED DATA, THE INTERPRETATION AND ANALYSIS OF THE FINDINGS, AND THE NARRATIVE EXPLANATION OF THE TABULATED RESULTS PROVIDING ANSWERS TO THE PROBLEMS PRESENTED EARLIER IN CHAPTER 1.

PERCEPTION OF SCHOOL HEADS, TEACHERS, AND LEARNERS OF THE ENGLISH PROFICIENCY LEVEL OF THE JUNIOR HIGH SCHOOL TEACHERS IN TERMS OF ACADEMIC LANGUAGE AND LANGUAGE COMPREHENSION

ENGLISH PROFICIENCY LEVELS OF THE JUNIOR HIGH SCHOOL TEACHERS IN TERMS OF ACADEMIC LANGUAGE

TABLE 1 PRESENTS THE ENGLISH PROFICIENCY LEVEL OF JUNIOR HIGH SCHOOL TEACHERS AS PERCEIVED BY THE THREE GROUPS OF RESPONDENTS. THE RESEARCHER MADE USE OF TEN ITEMS IN CHARACTERIZING THE STATUS OF THE TEACHERS.

THE RESULTS SHOW THAT THE ITEM "SCAFFOLD INSTRUCTION SO THAT LEARNERS CAN CONSTRUCT MEANING AND UNDERSTAND COMPLEX CONCEPTS" RECEIVED THE HIGHEST WEIGHTED MEAN OF 4.87, INDICATING THAT, ACCORDING TO SCHOOL HEADS, TEACHERS' PROFICIENCY IN THIS AREA WAS **HIGHLY PROFICIENT**. MEANWHILE, FOR TEACHERS AND LEARNERS, THE ITEM ALSO GARNERED HIGH RATINGS, WITH WEIGHTED MEANS OF 3.99 (INTERPRETED

AS **PROFICIENT**) AND 4.52 (INTERPRETED AS **HIGHLY PROFICIENT**),
RESPECTIVELY.

TABLE 1. ENGLISH PROFICIENCY LEVEL OF THE JUNIOR HIGH SCHOOL TEACHERS IN TERMS OF ACADEMIC LANGUAGE

INDICATORS	SCHOOL HEADS	DE	TEACHERS	DE	LEARNERS	DE
1. INTEGRATE ACADEMIC LANGUAGE DEVELOPMENT INTO CONTENT INSTRUCTION AND HOW TO USE ESL TECHNIQUES TO MAKE THE CONCEPTS COMPREHENSIBLE	4.12	P	3.93	P	4.39	HP
2.USE VISUALS, GESTURES, LESS COMPLEX SPEECH, MODELING, AND OTHER TECHNIQUES TO PRESENT KEY INFORMATION	4.00	P	3.88	P	4.44	HP
3.USE VISUALS, GESTURES, LESS COMPLEX SPEECH, MODELING, AND OTHER TECHNIQUES TO PRESENT KEY INFORMATION	4.00	P	3.88	P	4.44	HP
3. CLEARLY AND COMPLETELY MODEL (AND/OR PROVIDE MODELS OF) TARGET ACADEMIC LANGUAGE	4.13	P	3.93	P	4.22	HP

THAT SUPPORTS CONTENT LEARNING						
4. EMPLOY DIRECTION TO HELP LEARNERS LEARN THE SUBJECT AREA TOPICS AND DEVELOP APPROPRIATE LANGUAGE SKILLS	4.50	HP	3.95	P	4.42	HP
5. SCAFFOLD INSTRUCTION SO THAT LEARNERS CAN CONSTRUCT MEANING AND UNDERSTAND COMPLEX CO CONCEPTS	4.87	HP	3.99	P	4.52	HP
6. MAKE FREQUENT USE OF COMPREHENSION CHECKS THAT REQUIRE THE LEARNERS TO DEMONSTRATE THEIR UNDERSTANDING	4.00	P	3.93	P	4.43	HP
7. MAKE SURE THAT STUDENTS UNDERSTAND ACADEMIC TOPICAL CONVERSATIONS AND MOST LECTURES WITHOUT DIFFICULTY	4.38	HP	3.85	P	4.34	HP
8. DELIVER EFFECTIVE COMMAND OF THE LANGUAGE SO THAT LEARNERS CAN ARTICULATE THEIR IDEAS, PRACTICE ACADEMIC LANGUAGE, DEVELOP AUTOMATICITY, AND GET FEEDBACK	4.25	HP	3.87	P	4.32	HP
9. TRAIN STUDENTS UNDERSTAND	3.63	P	3.83	P	4.20	P

INSTRUCTION ON LANGUAGE FORMS, ACADEMIC VOCABULARY, AND LANGUAGE LEARNING STRATEGIES						
10. ENGAGE LEARNERS TO SEVERAL ACTIVITIES FOR THEM TO UNDERSTAND DETAILED	4.00	P	3.93	P	4.29	HP
AWM	4.19	P	3.91	P	4.44	HP

ON THE OTHER HAND, THE ITEM "TRAIN LEARNERS TO UNDERSTAND INSTRUCTION ON LANGUAGE FORMS, ACADEMIC VOCABULARY, AND LANGUAGE LEARNING STRATEGIES" RECEIVED THE LOWEST WEIGHTED MEAN SCORES OF 3.63 FROM SCHOOL HEADS, 3.83 FROM TEACHERS, AND 4.20 FROM LEARNERS, ALL OF WHICH WERE INTERPRETED AS **PROFICIENT**.

ON AVERAGE, THE WEIGHTED MEAN SCORES OF 4.19 FROM SCHOOL HEADS, 3.91 FROM TEACHERS REFLECT A PROFICIENT RATING, WHILE THE 4.44 FROM LEARNERS REFLECTS A **HIGHLY PROFICIENT** RATING. THIS RESULT SUGGESTS THAT TEACHERS IN THE DIVISION DEMONSTRATE A HIGH LEVEL OF PROFICIENCY IN ACADEMIC LANGUAGE, AND THIS PROFICIENCY IS EVIDENT IN THEIR PERFORMANCE AS ASSESSED BY BOTH SCHOOL HEADS AND LEARNERS.

THESE FINDINGS SUPPORT THE CONTENTION OF BROOKFIELD (2012) WHERE IT EXAMINED IN DETAIL THE FACT THAT CRITICAL THINKING IS BEST

EXPERIENCED AS A SOCIAL LEARNING PROCESS AND HOW IMPORTANT IT IS FOR TEACHERS TO MODEL THE PROCESS FOR LEARNERS.

ENGLISH PROFICIENCY LEVELS OF THE JUNIOR HIGH SCHOOL TEACHERS IN TERMS OF LANGUAGE COMPREHENSION

TABLE 2 PRESENTS THE PERCEPTIONS OF THE THREE GROUPS IN TERMS OF LANGUAGE COMPREHENSION.

THE FINDINGS AFFIRMED THAT, AS PERCEIVED BY SCHOOL HEADS, THE ITEM "PROVIDE INSTRUCTION WHICH INCORPORATES A HIGH DEGREE OF BOTH CHALLENGE AND SUPPORT" RECEIVED THE HIGHEST WEIGHTED MEAN OF 5.0, SIGNIFYING A **HIGHLY PROFICIENT** RATING. ADDITIONALLY, TWO ITEMS—**HIGH FREQUENCY QUESTIONING, HINTING, EXPLAINING, AND FEEDING BACK, AND ENCOURAGING LEARNERS TO SAY MORE AND REASON MORE WITH TEXT AND LANGUAGE**—RECEIVED SIMILAR WEIGHTED MEANS OF 3.63, WHICH WERE RANKED LOWEST IN SCHOOL HEADS' PERCEPTIONS BUT STILL INTERPRETED AS **PROFICIENT**.

IN CONTRAST TO THE SCHOOL HEADS' PERCEPTION, THE ITEM "**ENCOURAGE STUDENTS TO SAY MORE AND REASON MORE WITH TEXT AND LANGUAGE**" OBTAINED THE HIGHEST WEIGHTED MEAN OF 4.08 ACCORDING TO TEACHERS, WHILE THE ITEM "**PRESS FOR ACCURATE KNOWLEDGE AND RIGOROUS THINKING DURING READING INSTRUCTION**" RECEIVED THE LOWEST WEIGHTED MEAN OF 3.77, THOUGH BOTH STILL FELL WITHIN THE **PROFICIENT** RANGE. SIMILARLY, LEARNERS' PERCEPTIONS ALSO DIFFERED FROM THE SCHOOL HEADS WHEN THE ITEM "**DEMONSTRATED NOTABLE HIGH-**

FREQUENCY QUESTIONING, HINTING, EXPLAINING, AND FEEDING BACK" GARNERED A WEIGHTED MEAN OF 4.64, INTERPRETED AS **HIGHLY PROFICIENT**. HOWEVER, THEY SHARED THE SAME LOWEST RATING AS THE TEACHERS ON THE ITEM **"PRESS FOR ACCURATE KNOWLEDGE AND RIGOROUS THINKING DURING READING INSTRUCTION"** WITH A MEAN OF 3.90, STILL CLASSIFIED AS **PROFICIENT**.

ON AVERAGE, SCHOOL HEADS RATED TEACHERS' PROFICIENCY WITH A WEIGHTED MEAN OF 4.14, TEACHERS THEMSELVES RATED IT AT 3.90, AND LEARNERS GAVE A WEIGHTED MEAN OF 4.36. BOTH THE SCHOOL HEADS' AND TEACHERS' RATINGS WERE CATEGORIZED AS **PROFICIENT**, WHILE THE LEARNERS' RATINGS WERE CLASSIFIED AS **HIGHLY PROFICIENT**.

THIS SUGGESTS THAT TEACHERS DEMONSTRATE PROFICIENCY IN **LANGUAGE COMPREHENSION**, WHICH IS LIKELY TO POSITIVELY IMPACT BOTH THEIR OWN PERFORMANCE AND THAT OF THEIR LEARNERS IN THE CLASSROOM.

THE RESULT OF THE FINDINGS SUPPORTED THE IDEA OF ESCAMILLA, ET AL. (2013) THAT GIVEN THE LINGUISTIC DIVERSITY AMONG LEARNERS IN MOST SCHOOLS, TEACHER-EDUCATORS AND INSTRUCTIONAL COACHES CAN DO MORE TO MODEL A RANGE OF BILINGUAL PEDAGOGIES, EVEN IN PRIMARILY ENGLISH LANGUAGE CONTEXTS. THIS MAY INCLUDE WAYS OF DEEPENING LEARNERS' METALINGUISTIC AWARENESS OF HOW LANGUAGES WORK OR PROVIDING MORE OPPORTUNITIES FOR STUDENTS TO MAKE MEANING OF TEXT AND

LANGUAGE IN THEIR HOME LANGUAGES. PRECISELY, TEACHERS' LANGUAGE COMPREHENSION COULD BE AVENUES TO MAKE STUDENTS GET INVOLVED AND ACCELERATE ACTIVE PARTICIPATION IN THE CLASSROOM.

TABLE 2. ENGLISH PROFICIENCY LEVEL OF THE JUNIOR HIGH SCHOOL TEACHERS IN TERMS OF LANGUAGE COMPREHENSION

INDICATORS	SCHOOL HEADS	DE	TEACHERS	DE	LEARNERS	DE
1. ANALYZE TEXTS TO DEVELOP NEW LITERACY SKILLS AND STRATEGIES.	4.63	HP	3.97	P	4.43	HP
2. MAINTAIN INTELLECTUAL CHALLENGE OF THE TASK AND HELP LEARNERS SUCCESSFULLY ENGAGE WITH IT.	3.88	P	3.86	P	4.33	HP
3. HELP STUDENTS MAKE SENSE OF TEXT AND LANGUAGE THROUGH DISCOURSE OR ACTION.	3.88	P	3.87	P	4.29	HP
4. USE OF CHALLENGES SUSTAINING SCAFFOLDS MAINTAIN THE RIGOR OF TASKS.	3.75	P	3.94	P	4.29	HP
5. PROMOTE SENSE – MAKING THAT LEARNERS' LIMIT THEIR OWN TALK TO SHARE THEIR REASONING AND HIGHLIGHT AMBIGUITY AND DIFFERENCES OF OPINION.	4.63	HP	3.96	P	4.57	HP
6. PROVIDE INSTRUCTION WHICH INCORPORATES A HIGH DEGREE OF BOTH CHALLENGE AND SUPPORT.	5.00	P	3.85	P	4.41	HP

7. PRESS FOR ACCURATE KNOWLEDGE AND RIGOROUS THINKING DURING READING INSTRUCTION.	4.63	HP	3.77	P	3.90	P
8. SCAFFOLDS OFTEN CURTAILED OPPORTUNITIES FOR HIGHER-ORDER THINKING SKILLS.	3.75	P	3.83	P	4.20	P
9. DEMONSTRATED NOTABLE HIGH-FREQUENCY FORM OF QUESTIONING, HINTING, EXPLAINING, AND FEEDING BACK.	3.63	P	4.05	P	4.64	HP
10. ENCOURAGE STUDENTS TO SAY MORE AND REASON MORE WITH TEXT AND LANGUAGE.	3.63	P	4.08	P	4.52	HP
AWM	4.14	P	3.90	P	4.36	HP

TABLE 3. TEST OF DIFFERENCE ON THE ENGLISH PROFICIENCY LEVEL OF TEACHERS IN TEACHING

CATEGORIES	ΣR_j 'S	H VALUE	SIGNIFICANCE	DECISION
ACADEMIC LANGUAGE	72,530.4	15.01	P < .01 H.S.	REJECT
LANGUAGE COMPREHENSION	95,348.4	9.53	P < .01 H.S.	REJECT

ACCORDINGLY, THE COMPONENTS IDENTIFIED WERE ACADEMIC LANGUAGE, WITH AN H-VALUE OF 15.01, AND LANGUAGE COMPREHENSION,

WITH AN H-VALUE OF 9.53. FROM THE ANALYSIS, IT CAN BE INFERRED THAT THE DIFFERENCE OBSERVED IN THESE COMPONENTS REACHED A SIGNIFICANCE LEVEL OF .01, INDICATING THAT A HIGHLY SIGNIFICANT DIFFERENCE WAS ACHIEVED.

THE RESULTS OF THE STUDY INDICATED THAT THE HYPOTHESIS WAS REJECTED, REVEALING SIGNIFICANT DIFFERENCES IN THE PERCEPTIONS OF SCHOOL HEADS, TEACHERS, AND LEARNERS REGARDING THE ASSESSMENT OF TEACHERS' ENGLISH PROFICIENCY LEVELS.

TABLE 4. LEVEL OF PERFORMANCE OF LEARNERS IN ENGLISH SUBJECT BASED FROM THE RATINGS MADE BY THEIR TEACHERS

COMPONENTS	AVERAGE	RATING	INTERPRETATION
ACADEMIC LANGUAGE	81.25	4.06	VS
LANGUAGE COMPREHENSION	83.75	4.19	VS

TABLE 4 PRESENTS THE RESULTS OF THE RATINGS MADE BY THE TEACHERS ON LEARNERS' PERFORMANCE IN ENGLISH CORE SUBJECTS IN TERMS OF ACADEMIC LANGUAGE AND LANGUAGE COMPREHENSION.

AS GLEANED FROM THE TABLE, BOTH COMPONENTS REGISTERED A VERY SATISFACTORY INTERPRETATION ON THE TRANSMUTED RATING FROM THE GRADE 9 LEARNERS. THE COMPONENT LANGUAGE COMPREHENSION GARNERED THE HIGHEST TRANSMITTED RATING WHICH WAS 4.19 AND ACADEMIC

LANGUAGE OBTAINED 4.06. CONSEQUENTLY, IT COULD BE SAFELY SAID THAT AS FAR AS THE COMPONENTS WERE CONCERNED, TEACHERS FOUND THEIR LEARNERS TO PERFORM VERY SATISFACTORILY IN ENGLISH CORE SUBJECTS.

THE TEACHERS' RATINGS THAT REVEALED THE FINDINGS OF THE STUDY WERE FURTHER GIVEN SUBSTANCE AND SUPPORTED BY THE NATIONAL ENGLISH PROFICIENCY PROGRAM (NEPP), A NATIONWIDE PROGRAM IMPLEMENTED BY DEPED THAT TRAINS PROFICIENT TEACHERS TO BECOME MENTORS TO LESS PROFICIENT TEACHERS IN THEIR RESPECTIVE SCHOOLS. IT WAS CREATED IN RESPONSE TO THE NEED TO RAISE THE QUALITY OF ENGLISH PROFICIENCY OF FILIPINO TEACHERS, PARTICULARLY AMONG READING/ENGLISH, MATH AND SCIENCE TEACHERS, THUS TO IMPROVE THE COMPETENCIES OF THEIR STUDENTS (PIA, 2009).

PROPOSED TRAINING PROGRAM

THE LEVEL OF ENGLISH PROFICIENCY OF TEACHERS AND THE LEARNERS' PERFORMANCE ON ACADEMIC LANGUAGE AND LANGUAGE COMPREHENSION WERE VERY SATISFACTORY. MOREOVER, THE TEACHERS FOUND THEIR LEARNERS TO PERFORM VERY SATISFACTORILY IN ENGLISH SUBJECT. WITH THESE FINDINGS, IT CAN BE SAID THAT THERE WAS A NEED TO FURTHER ENHANCE THE LEVEL OF ENGLISH PROFICIENCY OF TEACHERS, PARTICULARLY IN ACADEMIC LANGUAGE AND LANGUAGE COMPREHENSION THROUGH INTENSIVE TRAINING FOR TEACHERS THAT FOCUSED MAINLY ON THE

ACADEMIC LANGUAGE AND LANGUAGE COMPREHENSION. THE TRAINING CAN BE DONE DURING THE GENDER AND DEVELOPMENT TRAINING OF TEACHERS OR IN ANY OTHER TRAINING IN THE DIVISION IN ORDER THAT PROBLEMS AND OTHER ISSUES CONCERNING THE PROFICIENCY OF TEACHERS BE ADDRESSED BY PROPER AUTHORITIES.

ENGLISH PROFICIENCY TRAINING PROGRAM FOR JUNIOR HIGH SCHOOL TEACHERS

THIS PROGRAM IS DESIGNED TO IMPROVE TEACHERS' ENGLISH LANGUAGE SKILLS, ENHANCE THEIR ABILITY TO DELIVER INSTRUCTION IN ENGLISH EFFECTIVELY, AND FOSTER ONGOING PROFESSIONAL DEVELOPMENT.

PROGRAM TITLE:

"EMPOWERED: ENGLISH PROFICIENCY AND PEDAGOGICAL TRAINING FOR EDUCATORS"

PROGRAM DURATION:

12 WEEKS (FLEXIBLE FORMAT, WITH OPTIONS FOR WEEKEND WORKSHOPS)

PROGRAM STRUCTURE:

- **PHASE 1:** LANGUAGE SKILLS FOUNDATION (WEEKS 1-4)
- **PHASE 2:** TEACHING ENGLISH IN THE CLASSROOM (WEEKS 5-8)
- **PHASE 3:** APPLICATION AND FEEDBACK (WEEKS 9-12)

TARGET PARTICIPANTS:

- **SECONDARY TEACHERS**

LEARNING OBJECTIVES:

1. **IMPROVE TEACHERS' FOUNDATIONAL ENGLISH LANGUAGE SKILLS.**
2. **DEVELOP TEACHERS' ABILITY TO USE ENGLISH EFFECTIVELY IN CLASSROOM INSTRUCTION.**

3. EQUIP TEACHERS WITH STRATEGIES TO SUPPORT LEARNERS' ENGLISH LANGUAGE ACQUISITION.
4. FOSTER A SUPPORTIVE COMMUNITY FOR CONTINUOUS ENGLISH PROFICIENCY DEVELOPMENT.

PHASE 1: LANGUAGE SKILLS FOUNDATION

OBJECTIVE: TO STRENGTHEN TEACHERS' FUNDAMENTAL ENGLISH SKILLS, INCLUDING SPEAKING, LISTENING, READING, AND WRITING.

ASSESSMENT OF BASELINE PROFICIENCY:

- **DIAGNOSTIC TEST:** EVALUATE TEACHERS' CURRENT ENGLISH PROFICIENCY LEVEL.
- **INDIVIDUAL GOAL SETTING:** IDENTIFY AREAS FOR IMPROVEMENT AND SET PERSONALIZED LEARNING GOALS.

WORKSHOPS:

- **GRAMMAR AND SYNTAX:** FOCUS ON SENTENCE STRUCTURE, VERB TENSES, AND COMMON GRAMMATICAL ERRORS.
- **PRONUNCIATION AND ACCENT REDUCTION:** ACTIVITIES TO ENHANCE CLARITY, FLUENCY, AND NEUTRAL ACCENT IN SPOKEN ENGLISH.
- **VOCABULARY DEVELOPMENT:** WORKSHOPS ON ACADEMIC VOCABULARY, SUBJECT-SPECIFIC TERMS, AND CONVERSATIONAL PHRASES.

PRACTICE SESSIONS:

- **SPEAKING AND LISTENING DRILLS:** ROLE-PLAY SCENARIOS THAT MIMIC CLASSROOM INTERACTIONS.
- **READING COMPREHENSION:** PRACTICE ON TEXTS RELATED TO EDUCATIONAL CONTENT.
- **WRITING EXERCISES:** EMPHASIS ON CLEAR, COHERENT WRITING FOR EDUCATIONAL MATERIALS AND ASSESSMENTS.

PHASE 2: TEACHING ENGLISH IN THE CLASSROOM

OBJECTIVE: EQUIP TEACHERS WITH STRATEGIES TO TEACH IN ENGLISH EFFECTIVELY AND SUPPORT LEARNERS' LANGUAGE DEVELOPMENT.

EFFECTIVE INSTRUCTIONAL STRATEGIES IN ENGLISH:

- **SCAFFOLDING TECHNIQUES:** DEMONSTRATE HOW TO BREAK DOWN COMPLEX LANGUAGE FOR STUDENT COMPREHENSION.
- **USING SIMPLE, CLEAR LANGUAGE:** EMPHASIZE CLARITY, AVOIDING JARGON, AND ADAPTING LANGUAGE TO STUDENTS' LEVELS.

LESSON PLANNING AND DELIVERY IN ENGLISH:

- **ENGLISH AS A MEDIUM OF INSTRUCTION (EMI):** TECHNIQUES FOR DELIVERING CONTENT IN ENGLISH ACROSS VARIOUS SUBJECTS.
- **QUESTIONING AND RESPONSE TECHNIQUES:** FOCUS ON FRAMING QUESTIONS TO ENCOURAGE STUDENT PARTICIPATION AND UNDERSTANDING.
- **LEARNER-CENTERED ACTIVITIES:** DESIGN ACTIVITIES THAT ENCOURAGE LEARNERS TO USE ENGLISH ACTIVELY (E.G., GROUP DISCUSSIONS, PRESENTATIONS).

CLASSROOM LANGUAGE MANAGEMENT:

- **HANDLING COMMON MISUNDERSTANDINGS:** TECHNIQUES TO IDENTIFY AND CLARIFY LANGUAGE MISUNDERSTANDINGS.
- **CULTURAL SENSITIVITY AND INCLUSIVITY:** EMPHASIZE INCLUSIVE LANGUAGE USE AND SENSITIVITY TO LEARNERS' DIVERSE LINGUISTIC BACKGROUNDS.

PHASE 3: APPLICATION AND FEEDBACK

OBJECTIVE: PROVIDE TEACHERS WITH THE OPPORTUNITY TO PRACTICE NEW SKILLS, RECEIVE FEEDBACK, AND ESTABLISH GOALS FOR CONTINUED GROWTH.

TEACHING PRACTICUM:

- **CLASSROOM SIMULATIONS:** TEACHERS DELIVER A LESSON IN ENGLISH, EITHER IN A PEER-REVIEWED SETTING OR WITH A MENTOR OBSERVING.

- **PEER AND MENTOR FEEDBACK:** CONSTRUCTIVE FEEDBACK SESSION FOCUSING ON LANGUAGE USE, CLARITY, AND STUDENT ENGAGEMENT.

REFLECTIVE PRACTICE:

- **SELF-ASSESSMENT JOURNALS:** TEACHERS KEEP A JOURNAL TO REFLECT ON THEIR EXPERIENCES, LANGUAGE IMPROVEMENTS, AND AREAS NEEDING MORE FOCUS.
- **GROUP REFLECTION SESSIONS:** TEACHERS SHARE CHALLENGES AND SOLUTIONS, FOSTERING A COMMUNITY OF PRACTICE.

ONGOING PROFESSIONAL DEVELOPMENT:

- **RESOURCES FOR CONTINUED LEARNING:** PROVIDE ACCESS TO LANGUAGE APPS, ONLINE ENGLISH PRACTICE FORUMS, AND REFERENCE MATERIALS.
- **PEER SUPPORT GROUPS:** CREATE TEACHER SUPPORT GROUPS FOR ONGOING LANGUAGE EXCHANGE AND SHARING TEACHING STRATEGIES.
- **GOAL SETTING FOR FUTURE DEVELOPMENT:** TEACHERS ESTABLISH A PLAN FOR CONTINUOUS ENGLISH IMPROVEMENT AFTER THE PROGRAM.

PROGRAM EVALUATION AND FOLLOW-UP

- **PROGRAM FEEDBACK:** COLLECT FEEDBACK FROM PARTICIPANTS TO ASSESS PROGRAM EFFECTIVENESS AND AREAS FOR IMPROVEMENT.
- **FOLLOW-UP COACHING:** OFFER OPTIONAL FOLLOW-UP SESSIONS OR MONTHLY CHECK-INS TO REINFORCE SKILLS AND TRACK PROGRESS.
- **CERTIFICATION OF COMPLETION:** TEACHERS RECEIVE A CERTIFICATE UPON SUCCESSFUL COMPLETION OF THE PROGRAM AND DEMONSTRATE IMPROVED ENGLISH PROFICIENCY THROUGH FINAL ASSESSMENTS.

ADDITIONAL NOTES:

- **FLEXIBLE DELIVERY OPTIONS:** THE PROGRAM CAN BE DELIVERED IN PERSON, ONLINE, OR AS A HYBRID MODEL TO REACH MORE PARTICIPANTS.

- **CUSTOMIZABLE CONTENT:** BASED ON INITIAL ASSESSMENTS, CERTAIN MODULES CAN BE EXPANDED OR ADJUSTED TO MEET SPECIFIC NEEDS WITHIN THE TEACHER GROUP.

THIS TRAINING PROGRAM OFFERS A COMPREHENSIVE APPROACH TO IMPROVE TEACHERS' ENGLISH PROFICIENCY AND ENHANCE THEIR ABILITY TO TEACH IN ENGLISH, ULTIMATELY CONTRIBUTING TO IMPROVED LEARNERS OUTCOMES IN ENGLISH-MEDIUM EDUCATION.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

THIS CHAPTER DEPICTS THE SUMMARY OF THE INVESTIGATION, THE FINDINGS OBTAINED FROM THE ANALYZED DATA, THE CONCLUSIONS DRAWN FROM THE FINDINGS AND THE RECOMMENDATIONS FORMULATED BY THE RESEARCHER.

SUMMARY

1. IN THE ASSESSMENT OF THE JUNIOR HIGH SCHOOL TEACHERS' ENGLISH PROFICIENCY, THE ITEM **"LEARNERS CAN CONSTRUCT MEANING AND UNDERSTAND COMPLEX CONCEPTS"** RECEIVED THE HIGHEST RATINGS ACROSS DIFFERENT RESPONDENT GROUPS. SPECIFICALLY FROM THE **SCHOOL HEADS' PERSPECTIVE**, THIS ITEM ACHIEVED A **WEIGHTED MEAN OF 4.87**, INDICATING THAT THE LEVEL OF TEACHERS' PROFICIENCY IN FACILITATING LEARNERS' UNDERSTANDING OF COMPLEX CONCEPTS IS CONSIDERED **HIGHLY PROFICIENT**. **TEACHERS THEMSELVES** RATED THIS ITEM WITH A **WEIGHTED MEAN OF 3.99**, WHICH SIGNIFIES A LEVEL OF PROFICIENCY BUT SUGGESTS

ROOM FOR FURTHER DEVELOPMENT. **LEARNERS** RATED THIS ITEM AT **4.52**, REFLECTING A PERCEPTION OF **HIGH PROFICIENCY**, SIGNIFYING STRONG CONFIDENCE IN TEACHERS' ABILITY TO CONVEY COMPLEX CONCEPTS EFFECTIVELY. THESE RESULTS SHOW A POSITIVE PERCEPTION ACROSS ALL GROUPS REGARDING TEACHERS' PROFICIENCY IN FOSTERING COMPREHENSION OF COMPLEX IDEAS, THOUGH THEY VARY SLIGHTLY, WITH SCHOOL HEADS RATING THE PROFICIENCY HIGHER THAN TEACHERS AND LEARNERS. THIS MAY REFLECT THE DIFFERENT EXPECTATIONS AND PERSPECTIVES OF EACH GROUP.

2. IN THE EVALUATION OF SCHOOL HEADS' INSTRUCTIONAL PRACTICES, THE ITEM **"SCHOOL HEADS PROVIDE INSTRUCTION WHICH INCORPORATES A HIGH DEGREE OF BOTH CHALLENGE AND SUPPORT"** ACHIEVED THE **HIGHEST WEIGHTED MEAN OF 5.0**, SIGNIFYING A **HIGHLY PROFICIENT** LEVEL ACCORDING TO THE SCHOOL HEADS' SELF-ASSESSMENT. THIS INDICATES THAT SCHOOL HEADS PERCEIVE THEMSELVES AS EFFECTIVELY BALANCING RIGOR AND SUPPORT IN THEIR INSTRUCTION. HOWEVER, TWO ITEMS RELATED TO SPECIFIC TEACHING TECHNIQUES—**"USING A HIGH FREQUENCY OF QUESTIONING, HINTING, EXPLAINING, AND FEEDING BACK"** AND **"ENCOURAGING LEARNERS TO SAY MORE AND REASON MORE WITH TEXT AND LANGUAGE"**—RECEIVED THE LOWEST RATINGS, EACH WITH A WEIGHTED MEAN OF **3.63**. THESE ITEMS WERE INTERPRETED AS **PROFICIENT** BUT WERE RANKED LOWEST IN THE SCHOOL HEADS' SELF-ASSESSMENT.

THIS DISPARITY SUGGESTS THAT WHILE SCHOOL HEADS FEEL CONFIDENT IN CREATING AN ENVIRONMENT THAT COMBINES CHALLENGE AND SUPPORT, THEY SEE ROOM FOR IMPROVEMENT IN THEIR USE OF INTERACTIVE QUESTIONING AND PROMPTING TECHNIQUES THAT ENGAGE LEARNERS MORE DEEPLY WITH TEXT AND LANGUAGE.

THE ASSESSMENT OF INSTRUCTIONAL PRACTICES ACROSS SCHOOL HEADS, TEACHERS, AND LEARNERS REVEALS INTERESTING CONTRASTS AND INSIGHTS REGARDING TEACHING EFFECTIVENESS, PARTICULARLY IN PROMOTING CRITICAL THINKING AND ENGAGEMENT WITH TEXT.

THE ITEM **"ENCOURAGE LEARNERS TO SAY MORE AND REASON MORE WITH TEXT AND LANGUAGE"** RECEIVED THE **HIGHEST WEIGHTED MEAN OF 5.0**, SIGNIFYING **HIGH PROFICIENCY**. THIS SUGGESTS SCHOOL HEADS PERCEIVE THEMSELVES AS HIGHLY PROFICIENT IN ENCOURAGING STUDENT PARTICIPATION AND REASONING.

CONVERSELY, THE ITEM **"PRESS FOR ACCURATE KNOWLEDGE AND RIGOROUS THINKING DURING READING INSTRUCTION"** HAD THE **LOWEST WEIGHTED MEAN OF 3.63**, WHICH WAS STILL INTERPRETED AS **PROFICIENT**. THIS INDICATES THAT SCHOOL HEADS FEEL THEY COULD IMPROVE IN FOSTERING CRITICAL THINKING DURING READING INSTRUCTION.

TEACHERS RATED THE ITEM **"ENCOURAGE LEARNERS TO SAY MORE AND REASON MORE WITH TEXT AND LANGUAGE"** WITH A **WEIGHTED MEAN**

OF 4.08, WHICH STILL FALLS UNDER A **PROFICIENT** CATEGORY, BUT IT WAS NOT AS HIGH AS THE SCHOOL HEADS' RATING. THIS SUGGESTS TEACHERS FEEL MODERATELY CONFIDENT IN ENCOURAGING STUDENT RESPONSES AND REASONING.

ON THE OTHER HAND, THE ITEM **"PRESS FOR ACCURATE KNOWLEDGE AND RIGOROUS THINKING DURING READING INSTRUCTION"** SCORED THE LOWEST WEIGHTED MEAN OF 3.77, INDICATING THAT TEACHERS ALSO RECOGNIZE AN AREA FOR IMPROVEMENT IN CHALLENGING STUDENTS TO THINK CRITICALLY AND ACCURATELY DURING READING LESSONS.

LEARNERS RATED THE ITEM **"DEMONSTRATED NOTABLE HIGH FREQUENCY QUESTIONING, HINTING, EXPLAINING, AND FEEDING BACK"** WITH A WEIGHTED MEAN OF 4.64, SIGNIFYING HIGHLY **PROFICIENT** PERFORMANCE. THIS SUGGESTS THAT LEARNERS PERCEIVE THEIR TEACHERS AS FREQUENTLY ENGAGING IN THESE INTERACTIVE TECHNIQUES, ALIGNING WITH THE IDEA THAT FREQUENT TEACHER-LEARNER INTERACTION AIDS COMPREHENSION AND CRITICAL THINKING.

LIKE THE TEACHERS, LEARNERS GAVE **"PRESS FOR ACCURATE KNOWLEDGE AND RIGOROUS THINKING DURING READING INSTRUCTION"** A WEIGHTED MEAN OF 3.90, INDICATING IT AS AN AREA WHERE IMPROVEMENT COULD BE MADE, THOUGH IT STILL FALLS UNDER THE **PROFICIENT** CATEGORY.

OVERALL, THERE IS A GENERAL ALIGNMENT AMONG ALL GROUPS (SCHOOL HEADS, TEACHERS, AND LEARNERS) THAT INSTRUCTIONAL PRACTICES ARE PROFICIENT, WITH SOME DIFFERENCES IN PERCEPTIONS OF SPECIFIC ASPECTS, PARTICULARLY IN THE AREAS OF **CRITICAL THINKING AND RIGOROUS QUESTIONING**. THE HIGHER RATINGS FROM LEARNERS ON INTERACTIVE QUESTIONING SUGGEST THAT THEY PERCEIVE THEIR TEACHERS' EFFORTS IN ENGAGEMENT AS EFFECTIVE, WHILE BOTH TEACHERS AND SCHOOL HEADS AGREE THAT FOSTERING DEEPER, MORE RIGOROUS THINKING DURING READING COULD BE AN AREA FOR FURTHER DEVELOPMENT.

3. THE **H-VALUE OF 15.01** IS VERY LARGE, INDICATING A **SUBSTANTIAL DIFFERENCE** OR EFFECT IN THE AREA OF **ACADEMIC LANGUAGE**. IT SUGGESTS THAT THERE IS A **STRONG AND SIGNIFICANT DIFFERENCE** BETWEEN THE GROUPS BEING COMPARED (E.G., TEACHERS, LEARNERS, OR SCHOOL HEADS) REGARDING THEIR PERCEPTIONS OR ABILITIES RELATED TO ACADEMIC LANGUAGE.

A LARGE H-VALUE SUCH AS THIS COULD IMPLY THAT TEACHERS OR SCHOOL HEADS ARE MUCH MORE PROFICIENT IN ACADEMIC LANGUAGE COMPARED TO LEARNERS, OR THAT THERE IS A SIGNIFICANT DISCREPANCY BETWEEN HOW DIFFERENT GROUPS RATE THE IMPORTANCE OR PRESENCE OF ACADEMIC LANGUAGE IN THE CLASSROOMS.

SIMILARLY, THE **H-VALUE OF 9.53** FOR **LANGUAGE COMPREHENSION** ALSO INDICATES A **MODERATE TO LARGE EFFECT SIZE**, SHOWING A NOTABLE DIFFERENCE IN HOW LANGUAGE COMPREHENSION IS UNDERSTOOD OR APPLIED BY THE RESPONDENTS. WHILE THIS VALUE IS SMALLER THAN THE ONE FOR ACADEMIC LANGUAGE, IT STILL SUGGESTS A MEANINGFUL DIFFERENCE BETWEEN GROUPS.

THIS COULD REFLECT VARYING PERCEPTIONS OF HOW WELL LANGUAGE COMPREHENSION IS BEING ACHIEVED IN THE CLASSROOM, SUCH AS THE EASE WITH WHICH TEACHERS FEEL THEY CAN TEACH COMPLEX CONCEPTS IN ENGLISH COMPARED TO HOW LEARNERS PERCEIVE THEIR UNDERSTANDING OF THOSE CONCEPTS.

ACADEMIC LANGUAGE SHOWS A **LARGER EFFECT SIZE** (H-VALUE = 15.01), SUGGESTING A GREATER DISPARITY OR MORE PRONOUNCED DIFFERENCE BETWEEN GROUPS.

LANGUAGE COMPREHENSION, WITH AN H-VALUE OF 9.53, ALSO SHOWS A SIGNIFICANT EFFECT, THOUGH SLIGHTLY SMALLER IN COMPARISON TO ACADEMIC LANGUAGE.

BOTH H-VALUES SUGGEST THAT THERE ARE SIGNIFICANT DIFFERENCES IN HOW ACADEMIC LANGUAGE AND LANGUAGE COMPREHENSION ARE PERCEIVED OR ACHIEVED, HIGHLIGHTING AREAS WHERE INTERVENTIONS OR

FURTHER ANALYSIS MIGHT BE NECESSARY TO IMPROVE ALIGNMENT OR PROFICIENCY ACROSS GROUPS.

4. THE RATINGS FOR THE COMPONENTS OF **LANGUAGE COMPREHENSION** AND **ACADEMIC LANGUAGE** INDICATE THE OVERALL PERCEPTIONS OF PROFICIENCY IN THESE AREAS.

THE THE **HIGHEST TRANSMITTED RATING**, SUGGESTING THAT, ON AVERAGE, THE RESPONDENTS (TEACHERS, SCHOOL HEADS, AND LEARNERS) RATED LANGUAGE COMPREHENSION AS SLIGHTLY STRONGER OR MORE PROFICIENT THAN ACADEMIC LANGUAGE. A RATING OF 4.19 FALLS WITHIN THE "**PROFICIENT**" RANGE, INDICATING THAT THE LANGUAGE COMPREHENSION SKILLS OR PRACTICES OBSERVED WERE SEEN AS EFFECTIVE, WITH ROOM FOR FURTHER IMPROVEMENT.

THE RATING FOR ACADEMIC LANGUAGE IS **4.06**, WHICH IS ALSO WITHIN THE "**PROFICIENT**" RANGE, BUT SLIGHTLY LOWER THAN THE RATING FOR LANGUAGE COMPREHENSION. THIS COULD IMPLY THAT, WHILE ACADEMIC LANGUAGE IS BEING USED EFFECTIVELY, THERE MIGHT BE SOME AREAS OF IMPROVEMENT FOR FULLY INTEGRATING ACADEMIC VOCABULARY, DISCOURSE, AND STYLE IN THE TEACHING AND LEARNING PROCESS.

THIS RATING SUGGESTS THAT TEACHERS, SCHOOL HEADS, AND LEARNERS PERCEIVE THAT LANGUAGE COMPREHENSION, PARTICULARLY IN

THE CONTEXT OF UNDERSTANDING AND PROCESSING COMPLEX CONCEPTS IN ENGLISH, IS RELATIVELY STRONG.

IT INDICATES THAT THE LANGUAGE USED IN TEACHING (WHETHER ACADEMIC OR EVERYDAY LANGUAGE) IS GENERALLY ACCESSIBLE AND HELPS STUDENTS GRASP THE SUBJECT MATTER EFFECTIVELY.

HOWEVER, WHILE RATED AS **PROFICIENT**, THERE MAY STILL BE MINOR GAPS IN HOW LANGUAGE COMPREHENSION IS BEING PROMOTED OR ASSESSED, WHICH COULD BE FURTHER REFINED.

A SLIGHTLY LOWER RATING FOR **ACADEMIC LANGUAGE** SUGGESTS THAT THIS AREA MAY REQUIRE MORE FOCUSED ATTENTION. ACADEMIC LANGUAGE ENCOMPASSES THE SPECIALIZED VOCABULARY, GRAMMATICAL STRUCTURES, AND DISCOURSE CONVENTIONS THAT ARE OFTEN REQUIRED FOR ADVANCED SUBJECT MATTER LEARNING.

TEACHERS MIGHT FEEL THAT WHILE THEY USE ACADEMIC LANGUAGE IN THE CLASSROOM, THERE MAY BE CHALLENGES IN ENSURING STUDENTS FULLY UNDERSTAND AND ENGAGE WITH IT, OR IN INTEGRATING IT INTO TEACHING IN A WAY THAT MAXIMIZES STUDENT LEARNING.

THE RELATIVELY HIGH BUT STILL LOWER RATING THAN LANGUAGE COMPREHENSION SUGGESTS THAT ACADEMIC LANGUAGE MAY BE AN AREA

WHERE MORE DEVELOPMENT IS NEEDED—EITHER IN TEACHER TRAINING OR IN STUDENT PRACTICE.

BOTH **LANGUAGE COMPREHENSION** (4.19) AND **ACADEMIC LANGUAGE** (4.06) ARE PERCEIVED AS **PROFICIENT**, BUT THERE IS A SLIGHT DIFFERENCE IN THE RATINGS, WITH LANGUAGE COMPREHENSION BEING SEEN AS A STRONGER AREA. THIS INDICATES THAT WHILE TEACHERS AND LEARNERS ARE GENERALLY CONFIDENT IN UNDERSTANDING AND PROCESSING LANGUAGE, THERE MAY BE OPPORTUNITIES TO IMPROVE HOW ACADEMIC LANGUAGE IS UTILIZED AND UNDERSTOOD IN THE CLASSROOM. ADDITIONAL STRATEGIES COULD BE EXPLORED TO ENHANCE THE USE OF ACADEMIC LANGUAGE IN TEACHING, ESPECIALLY IN SUBJECTS REQUIRING SPECIALIZED TERMINOLOGY OR ADVANCED CONCEPTS.

CONCLUSIONS

BASED FROM THE FINDINGS, THE FOLLOWING CONCLUSIONS ARE DRAWN:

1. THE LEVEL OF THE JUNIOR HIGH SCHOOL TEACHERS' PROFICIENCY WAS HIGHLY PROFICIENT BASED ON THE SCHOOL HEADS' PERCEPTION SUGGESTS THAT ACCORDING TO SCHOOL HEADS, TEACHERS ARE PERFORMING AT AN EXCEPTIONALLY HIGH LEVEL IN TERMS OF THEIR PROFICIENCY. THIS MEANS SCHOOL HEADS PERCEIVE TEACHERS AS HAVING A STRONG COMMAND OF THE NECESSARY SKILLS AND COMPETENCIES REQUIRED FOR THEIR ROLES, PARTICULARLY IN THE CONTEXT OF TEACHING AND USING ENGLISH.

HIGHLY PROFICIENT INDICATES THAT SCHOOL HEADS RATE TEACHERS' PROFICIENCY IN AREAS LIKE LANGUAGE USE, INSTRUCTIONAL TECHNIQUES, AND OVERALL TEACHING EFFECTIVENESS AS **EXCELLENT** OR **EXCEPTIONALLY GOOD**.

THE HIGH RATING COULD REFLECT SCHOOL HEADS' PERCEPTION THAT TEACHERS ARE ABLE TO **EFFECTIVELY USE ENGLISH** IN THE CLASSROOM, **ENGAGE STUDENTS**, AND **DEMONSTRATE STRONG PEDAGOGICAL SKILLS**.

THIS PERCEPTION ALIGNS WITH POSITIVE EDUCATIONAL OUTCOMES, SUGGESTING THAT TEACHERS HAVE THE NECESSARY EXPERTISE TO CREATE A SUCCESSFUL LEARNING ENVIRONMENT.

HOWEVER, IT'S IMPORTANT TO ALSO CONSIDER FEEDBACK FROM OTHER STAKEHOLDERS (E.G., TEACHERS THEMSELVES OR LEARNERS), AS THEIR PERSPECTIVES MIGHT DIFFER, OFFERING A MORE HOLISTIC VIEW OF PROFICIENCY LEVELS ACROSS THE SCHOOL SYSTEM.

THIS "**HIGHLY PROFICIENT**" PERCEPTION FROM SCHOOL HEADS SETS A BENCHMARK FOR TEACHERS' PERFORMANCE, AND COULD BE USED FOR FURTHER PROFESSIONAL DEVELOPMENT, ASSESSMENTS, AND COMPARISONS WITHIN THE EDUCATIONAL CONTEXT.

2. THE NULL HYPOTHESIS, WHICH TYPICALLY SUGGESTS THAT THERE IS NO SIGNIFICANT DIFFERENCE IN THE PERCEPTIONS OF THE GROUPS, WAS **REJECTED**. THIS INDICATES THAT THE DIFFERENCES IN THE ASSESSMENTS OF

ENGLISH PROFICIENCY ACROSS SCHOOL HEADS, TEACHERS, AND LEARNERS WERE STATISTICALLY SIGNIFICANT.

THE **SIGNIFICANT DIFFERENCES** SUGGEST THAT THE WAY EACH GROUP (SCHOOL HEADS, TEACHERS, AND LEARNERS) VIEWS THE PROFICIENCY LEVEL OF TEACHERS DIFFERS IN A MEANINGFUL WAY. THIS COULD REFLECT DIFFERENCES IN EXPECTATIONS, EXPERIENCES, OR PERSPECTIVES ON WHAT CONSTITUTES **PROFICIENT** OR **HIGHLY PROFICIENT** ENGLISH LANGUAGE SKILLS.

SCHOOL HEADS MAY HAVE HIGHER EXPECTATIONS FOR ENGLISH PROFICIENCY DUE TO THEIR ADMINISTRATIVE ROLE AND BROADER EDUCATIONAL GOALS. IN CONTRAST, TEACHERS MAY BE MORE FOCUSED ON DAILY CLASSROOM ACTIVITIES, WHILE LEARNERS ARE MORE CONCERNED WITH UNDERSTANDING THE CONTENT BEING TAUGHT.

THE REJECTION OF THE HYPOTHESIS AND THE IDENTIFICATION OF SIGNIFICANT DIFFERENCES BETWEEN THE GROUPS' PERCEPTIONS HIGHLIGHTS THE IMPORTANCE OF CONSIDERING MULTIPLE PERSPECTIVES WHEN EVALUATING TEACHER PROFICIENCY. THESE DIFFERENCES SUGGEST THAT EACH GROUP HAS UNIQUE INSIGHTS INTO WHAT CONSTITUTES PROFICIENCY, AND THESE VARYING VIEWS SHOULD BE TAKEN INTO ACCOUNT WHEN PLANNING PROFESSIONAL DEVELOPMENT OR MAKING ASSESSMENTS OF TEACHER PERFORMANCE.

3. **THE LEVEL OF PERFORMANCE OF LEARNERS IN ENGLISH BASED ON THE RATINGS OF TEACHERS IS HIGHLY SIGNIFICANT**" SUGGESTS THAT, ACCORDING TO TEACHERS, THERE IS A STRONG AND STATISTICALLY MEANINGFUL CORRELATION BETWEEN THE PERFORMANCE OF LEARNERS IN ENGLISH AND THE TEACHERS' ASSESSMENTS.

"HIGHLY SIGNIFICANT" IMPLIES THAT THE TEACHERS' RATINGS OF LEARNERS' ENGLISH PERFORMANCE HAVE A SUBSTANTIAL AND MEASURABLE IMPACT ON HOW LEARNERS ARE PERCEIVED TO PERFORM. THIS COULD BE BASED ON OBJECTIVE ASSESSMENTS, SUCH AS TESTS, OR MORE SUBJECTIVE EVALUATIONS, SUCH AS OBSERVATIONS OF STUDENTS' ABILITY TO ENGAGE WITH AND USE ENGLISH IN CLASSROOM ACTIVITIES.

A **HIGHLY SIGNIFICANT** RESULT INDICATES THAT THE RELATIONSHIP BETWEEN TEACHERS' RATINGS AND LEARNERS' ACTUAL PERFORMANCE IS **STATISTICALLY ROBUST**, MEANING THE RATINGS ARE A RELIABLE REFLECTION OF HOW WELL LEARNERS ARE DOING IN ENGLISH.

THE STATEMENT SUGGESTS THAT THE **LEVEL OF PERFORMANCE** IS BEING ASSESSED BASED ON **TEACHERS' PERCEPTIONS** OF STUDENTS' ABILITIES. THIS COULD REFER TO: LEARNERS' **FLUENCY** IN SPEAKING AND WRITING ENGLISH; THEIR **COMPREHENSION** OF ENGLISH TEXTS AND LESSONS; THE **USE OF ACADEMIC LANGUAGE** AND VOCABULARY IN CLASSROOM DISCUSSIONS.

TEACHERS MIGHT ASSESS THIS LEVEL THROUGH INFORMAL OBSERVATIONS, PARTICIPATION IN CLASS, PERFORMANCE ON ASSIGNMENTS, OR STANDARDIZED TESTS.

TEACHERS' RATINGS OF LEARNER PERFORMANCE PROVIDE A USEFUL MEASURE OF HOW STUDENTS ARE PROGRESSING IN THEIR ENGLISH LANGUAGE SKILLS. IF THESE RATINGS ARE **HIGHLY SIGNIFICANT**, IT SUGGESTS THAT TEACHERS ARE ACCURATELY IDENTIFYING LEARNERS' STRENGTHS AND AREAS FOR IMPROVEMENT.

SINCE THERE IS A **HIGHLY SIGNIFICANT** CORRELATION, IT EMPHASIZES THE IMPORTANCE OF **TEACHER ASSESSMENT** IN GUIDING DECISIONS RELATED TO LESSON PLANNING, INTERVENTIONS, OR ADDITIONAL SUPPORT FOR LEARNERS WHO MAY BE STRUGGLING IN ENGLISH.

THE HIGHLY SIGNIFICANT NATURE OF THE RATINGS COULD INDICATE THAT TEACHERS ARE WELL-EQUIPPED TO EVALUATE LEARNERS' ENGLISH PERFORMANCE AND THAT THEIR ASSESSMENTS ARE A RELIABLE INDICATOR OF STUDENTS' ACTUAL CAPABILITIES.

THE STATEMENT UNDERSCORES THE STRONG CONNECTION BETWEEN TEACHERS' ASSESSMENTS AND LEARNERS' ACTUAL PERFORMANCE IN ENGLISH. THIS **HIGHLY SIGNIFICANT** RESULT HIGHLIGHTS THE IMPORTANCE OF TEACHERS' PERSPECTIVES IN EVALUATING AND UNDERSTANDING LEARNERS'

PROFICIENCY AND PROVIDES A BASIS FOR ONGOING INSTRUCTIONAL DECISIONS AIMED AT IMPROVING LANGUAGE SKILLS.

RECOMMENDATIONS

BASED ON THE FINDINGS AND CONCLUSIONS DRAWN FROM THE DIFFERENT DATA GATHERED, ANALYZED AND INTERPRETED, THE FOLLOWING ARE THE GIVEN RECOMMENDATIONS:

1. “DEPED MAY TAKE INTO CONSIDERATION THE FINDINGS OF THIS STUDY IN THE DEVELOPMENT OF THEIR IN-SERVICE TRAINING PROGRAMS, PARTICULARLY WITH THE ENGLISH TEACHERS, TO STRENGTHEN THEIR LANGUAGE PROFICIENCY” SUGGESTS THAT THE DEPARTMENT OF EDUCATION (DEPED) CAN USE THE RESULTS OF THE STUDY TO INFORM AND ENHANCE THE PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHERS.

THE FINDINGS OF THE STUDY, WHICH LIKELY INCLUDE INSIGHTS INTO TEACHERS' CURRENT PROFICIENCY LEVELS, GAPS IN THEIR TEACHING PRACTICES, AND VARYING PERCEPTIONS OF THEIR PERFORMANCE, CAN SERVE AS A GUIDE FOR DEPED IN IDENTIFYING AREAS FOR IMPROVEMENT.

THE DATA AND CONCLUSIONS DERIVED FROM THE STUDY, SUCH AS THE DIFFERENCES IN PERCEPTIONS BETWEEN SCHOOL HEADS, TEACHERS, AND LEARNERS, OR AREAS WHERE TEACHERS' PROFICIENCY WAS RATED LOWER (E.G., IN USING ACADEMIC LANGUAGE OR FOSTERING CRITICAL THINKING), CAN HIGHLIGHT SPECIFIC AREAS WHERE PROFESSIONAL DEVELOPMENT IS NEEDED.

IN-SERVICE TRAINING PROGRAMS ARE PROFESSIONAL DEVELOPMENT ACTIVITIES THAT HELP TEACHERS IMPROVE THEIR SKILLS WHILE THEY ARE ALREADY EMPLOYED. THESE PROGRAMS ARE CRUCIAL FOR ENHANCING TEACHERS' ABILITIES IN VARIOUS AREAS, INCLUDING LANGUAGE PROFICIENCY, TEACHING STRATEGIES, AND CLASSROOM MANAGEMENT.

BASED ON THE STUDY'S FINDINGS, DEPED CAN DESIGN TARGETED TRAINING PROGRAMS TO ADDRESS AREAS SUCH AS:

1.IMPROVING ENGLISH LANGUAGE PROFICIENCY: THIS COULD INCLUDE SESSIONS ON GRAMMAR, VOCABULARY, ACADEMIC LANGUAGE, AND READING COMPREHENSION STRATEGIES.

2.ENHANCING INSTRUCTIONAL STRATEGIES: FOCUSING ON TECHNIQUES LIKE QUESTIONING, FEEDBACK, AND ENCOURAGING DEEPER THINKING, WHICH WERE HIGHLIGHTED AS AREAS NEEDING IMPROVEMENT.

3.INCORPORATING BEST PRACTICES FOR TEACHING ENGLISH IN DIVERSE CLASSROOM SETTINGS, ENSURING TEACHERS ARE EQUIPPED TO MEET THE NEEDS OF ALL LEARNERS.

THE ULTIMATE GOAL OF THESE IN-SERVICE TRAINING PROGRAMS WOULD BE TO HELP STRENGTHEN THE LANGUAGE PROFICIENCY OF ENGLISH TEACHERS. A STRONG FOUNDATION IN BOTH THE USE OF ACADEMIC ENGLISH AND THE ABILITY TO TEACH EFFECTIVELY WILL NOT ONLY IMPROVE

TEACHERS' PERFORMANCE BUT ALSO POSITIVELY IMPACT LEARNERS' LANGUAGE ACQUISITION AND OVERALL ACADEMIC PERFORMANCE.

TRAINING COULD FOCUS ON BOTH **THEORETICAL KNOWLEDGE** (E.G., LANGUAGE STRUCTURE, TEACHING METHODS) AND **PRACTICAL SKILLS** (E.G., LESSON PLANNING, CLASSROOM INTERACTION, ASSESSMENT TECHNIQUES).

BY USING THE FINDINGS OF THIS STUDY, DEPED CAN TAILOR THEIR PROFESSIONAL DEVELOPMENT PROGRAMS TO ADDRESS SPECIFIC GAPS IN ENGLISH TEACHERS' PROFICIENCY AND TEACHING PRACTICES.

THE FINDINGS PROVIDE AN EVIDENCE-BASED APPROACH TO UNDERSTANDING TEACHERS' STRENGTHS AND WEAKNESSES, ENABLING DEPED TO MAKE INFORMED DECISIONS ABOUT THE CONTENT, FORMAT, AND DELIVERY OF TRAINING.

STRENGTHENING TEACHERS' LANGUAGE PROFICIENCY DIRECTLY CONTRIBUTES TO IMPROVING STUDENTS' PERFORMANCE IN ENGLISH, AS EFFECTIVE TEACHING LEADS TO BETTER COMPREHENSION, LANGUAGE ACQUISITION, AND CRITICAL THINKING SKILLS.

BY CONSIDERING THE RESULTS OF THE STUDY IN THE DEVELOPMENT OF TRAINING PROGRAMS, DEPED CAN CREATE MORE EFFECTIVE AND RELEVANT PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS. THIS WOULD NOT ONLY ENHANCE TEACHERS' LANGUAGE PROFICIENCY BUT ALSO IMPROVE

TEACHING OUTCOMES AND ULTIMATELY BENEFIT LEARNERS' LEARNING EXPERIENCES IN ENGLISH.

2. THE DEPED MAY HAVE PROVISION TO DIFFERENT TRAINING PROGRAMS FOR TEACHERS SUCH AS SEMINARS AND GRANT CERTIFICATE PROGRAMS FOR TEACHERS TO KEEP ABREAST OF THE MODERN SOCIETY IN TERMS OF SPEAKING, WRITING, READING, AND LISTENING DESPITE HAVING COMMUNICATIVE COMPETENCE ACKNOWLEDGED.

3. THE TEACHERS COULD BE ENCOURAGED TO STRIVE TO BECOME BETTER EDUCATOR SO AS TO PROVIDE AVENUE FOR STUDENTS TO CONTINUOUSLY DREAM OF BECOMING BETTER LEARNERS.

4. TEACHERS ARE ENCOURAGED TO PURSUE ADVANCED STUDIES AND TO BE LICENSED FOR THEM TO BE THE BEST QUALIFIED PARTICULARLY FOR TEACHING IN THE SECONDARY LEVEL.

5. TEACHERS ARE ENCOURAGED TO UNDERGO TRAINING PARTICULARLY ON ENGLISH LANGUAGE COMMUNICATION SKILLS.

6. WHILE ENGLISH LANGUAGE PROFICIENCY IS A FACTOR IN EFFECTIVE TEACHING OF SUBJECT AREAS WHERE THE MEDIUM OF INSTRUCTION IS ENGLISH, LEARNERS SHOULD LIKEWISE BE HONED ON ENGLISH LANGUAGE PROFICIENCY.

7. FUTURE RESEARCH ON THE LEVEL OF ENGLISH LANGUAGE PROFICIENCY OF TEACHERS AND STUDENTS OF SUBJECTS TAUGHT IN ENGLISH.

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