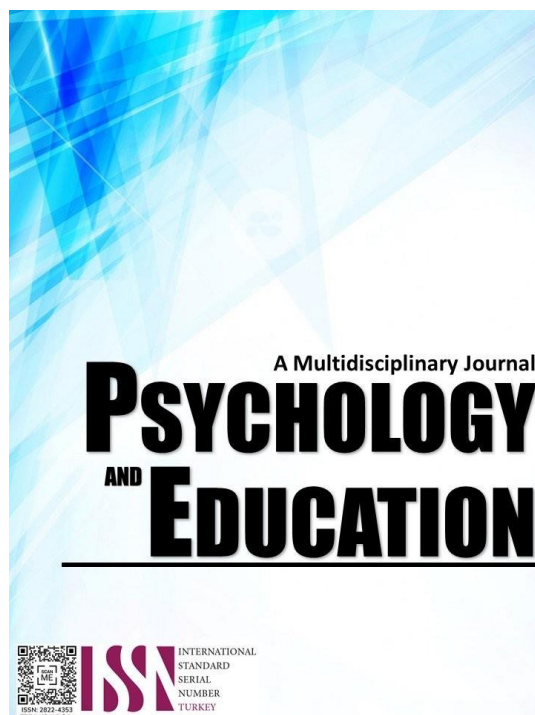


ENGLISH LANGUAGE TEACHERS' EXPERIENCE IN TEACHING ENGLISH AMONG THE STRUGGLING JUNIOR HIGH SCHOOL STUDENTS



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English Language Teachers' Experience in Teaching English Among the Struggling Junior High School Students

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Abstract

This qualitative study aimed to explore the challenges faced by Junior High School English teachers in teaching struggling students, specifically in the areas of Comprehension, Vocabulary, Pronunciation, and Fluency. Additionally, it sought to uncover the coping strategies employed by these teachers to address these challenges and recommend effective teaching strategies for enhancing English language skills. Ten Junior High School English teachers willingly participated in one-on-one semi-formal interviews, with their responses serving as the primary data for the study. Thematic analysis was used to analyze the gathered data. The study revealed several challenges encountered by teachers. In the area of fluency, challenges included learners' difficulty in comprehending words and ideas, poor vocabulary skills, and student reluctance to learn. Regarding vocabulary, struggling learners faced comprehension difficulties and struggled with understanding basic English words and concepts. Pronunciation challenges involved common speech faults like substitution, mispronunciation, and slurring. In the area of comprehension, challenges included difficulty in constructing simple sentences, slow reading speed, and reading difficulties. To address these challenges, teachers employed diverse teaching strategies, including peer tutoring, interactive activities, games, and the integration of information and communication technology (ICT) in learning. In conclusion, teaching struggling learners posed significant challenges, but English teachers effectively addressed these challenges through the implementation of suitable teaching strategies and activities. Identifying the root causes of these challenges was instrumental in developing coping mechanisms and nurturing English proficiency among Junior High School students. The teachers' initiative and creativity played a pivotal role in enhancing students' English language skills, which are valuable in their senior high school and tertiary education.

Keywords: *struggling students, challenges, teaching strategies, english language skills.*

Introduction

English language education has become an integral part of most countries' educational systems. Policymakers worldwide work diligently to design curricula that prepare learners for the communication demands of a globalized economy. English is considered a core subject in many nations and a prerequisite for numerous higher education programs (Lugolobi-Nalunga, 2017). Basic English Grammar is a foundational text for novice English language learners. It focuses on skill development by combining a grammar-based approach with communicative strategies.

The book offers grammar exercises designed to enhance students' accuracy and fluency, particularly in vocabulary, as well as to improve their writing and speaking skills. Effective techniques for acquiring new vocabulary terms, which are valuable for both writing and speaking, include regular reading, looking up the meanings of unfamiliar phrases, maintaining access to a dictionary and thesaurus, and committing to daily word memorization (Halliday & Mattiessen, 2014).

The challenge of learning English became more

pronounced when the education system transitioned to online learning (Gross & Opalka, 2020). Many students and teachers have shared personal experiences illustrating that grammar instruction is beneficial for foreign language learning. Despite differing opinions on the role of grammar, students, theorists, and practicing teachers all recognize its significance as a foundational element of language proficiency. Consequently, teaching grammar is essential when learning English as a foreign or second language (McGarry, 2012). This raises the question of how grammar instruction is effectively employed in online learning to ensure that learners can acquire the language without unnecessary difficulties (Hamilton et al., 2020).

There is a lack of literature concerning the experiences of English teachers in teaching the English language to struggling junior high school students, particularly in the context of Cotabato Province. This research aims to bridge this gap by conducting a qualitative study exploring the experiences of English language teachers in teaching grammar to struggling junior high school students.

Research Questions

The study explored the English language teachers' experiences in teaching English among the struggling Junior High School students at Libungan High School on School Year 2022-2023. Specifically, this study sought to answer the following questions:

1. What are the challenges of the English language teachers in teaching the struggling Junior High School students in terms of:
 - 1.1 Comprehension;
 - 1.2 Vocabulary;
 - 1.3 Pronunciation; and
 - 1.4 Fluency?
2. What are the coping mechanisms employed by the English language teachers to address the challenges in teaching English among the struggling junior high school students in terms of:
 - 2.1. Comprehension;
 - 2.2 Vocabulary;
 - 2.3 Pronunciation; and
 - 2.4 Fluency?
3. Based on the findings, what teaching strategies can be recommended to help the struggling students?

Methodology

Participants

The study involved ten (10) English Language teachers from the Junior High School level, purposefully chosen from Libungan National High School. Specific inclusion criteria guided the selection process. Eligible participants were required to be English language teachers who exclusively taught junior high school students and possessed a minimum of 2 years and 6 months of teaching experience within the mentioned school. Conversely, English language teachers instructing different grade levels, those affiliated with other schools, and those with less than 2 years and 6 months of teaching experience at the junior high school level were excluded from the study.

Instruments of the Study

The research instrument employed in this study was a semi-structured interview questionnaire developed by the researcher. These semi-structured questions were administered to the English language teachers during the interviews. The questionnaire was subjected to a validation process conducted by a panel of experts to ensure that the questions were valid and reliable for

collecting the essential information needed for the study.

Procedure

The researcher initiated the process by sending letters of request to the School's Division Superintendent of the Schools Division Office of Cotabato and to the School Principal of Libungan National High School. Once these requests were approved, the researcher requested the principal to provide recommendations for potential English Language teachers from the junior high school who were willing to participate in the study. Subsequently, the researcher conducted semi-structured interviews with the selected participants. These interviews took place after their regular classes, and the researcher covered all the associated expenses.

To ensure data security, the interviews were audio recorded by the researcher. Participants were also presented with a consent form, which they reviewed and signed to indicate their agreement with the terms and conditions specified therein. The gathered data underwent several preliminary processes before the analysis and interpretation stages, including transcription and translation.

Establishing Rigor

The researchers ensured trustworthiness in four key aspects. First, they prioritized credibility, ensuring that the research study effectively measured and examined the necessary factors. The focus was on the quality and depth of the gathered information rather than the quantity of data collected (Glesne, 1999). Moreover, the establishment of transferability was essential for external validity. It aimed to ensure that the insights gained from the English teachers at Libungan National High School could be applied to other schools across the Philippines. To enhance credibility, the researchers provided highly detailed descriptions of their context and research methods (Guba & Lincoln, 1989).

Furthermore, the aspect of dependability or reliability was rigorously addressed. Dependability was emphasized through a comprehensive and detailed reporting of the study procedures, enabling future researchers to replicate the work and achieve consistent results. This transparency allowed for a clear understanding of the methods used and their effectiveness (Lincoln & Guba, 1985).

Lastly, to prevent bias in the research study, the researchers established confirmability. This required

that findings be substantiated with concrete evidence from the collected data. External researchers could assess the validity of these findings by examining the data collected during the original inquiry (Schwandt & Halpern, 1988).

Ethical Considerations

The researchers upheld a set of ethical standards throughout the study. These included a profound commitment to respecting the dignity and rights of the participants, ensuring their flaws or vulnerabilities were not exploited. The study was driven by its social value, with the primary purpose being the exploration of challenges faced by English Language teachers at Libungan National High School, specifically in their instruction of junior high school students. Informed consent was diligently obtained from the English Language teachers, providing a clear explanation of the study's purpose and objectives, with a guarantee of strict confidentiality and an explicit discussion of potential consequences and implications of their participation. The principle of privacy and confidentiality was strictly adhered to, with all personal or professional disclosures by participants being held in strict confidence to protect them from any potential harassment or negative repercussions. These ethical considerations were central to safeguarding the well-being and rights of the study participants throughout the research process.

Results and Discussion

The Challenges of the English Language Teachers in Teaching the Struggling Junior High School Students

The challenges of the English language teachers in teaching struggling Junior High School students in the areas of Comprehension, Vocabulary, Pronunciation and Fluency are reflected on Tables 1.1, 1.2, 1.3 and 1.4.

The data in Table 1.1 revealed the teachers' challenges in developing comprehension skill of the struggling Junior High School students. Five themes were formulated based on the responses of the participants coded as 111, 112, 113, 114 and 115. The challenges encountered by participants 1, 2, 3, 4, 5, and 8 coded as 111 and 112 revealed that the struggling learners are poor in vocabulary and comprehension. It was justified by their actual statements during the interview as follows:

"It is a challenge for me to received unanswered test questionnaires, because they have difficulty in understanding words and ideas. And also, they have difficulty in understanding and in spelling words from simple to difficult."

"The learners have difficulty to understand and define English words."

"The learners are unable to understand simple English words and ideas in the reading text."

"The learners have difficulty to understand simple statements and even simple words."

"The students have difficulty to understand words and idea. The learners have poor vocabulary skills."

"The learners have difficulty to comprehend simple instructions and ideas."

"Struggling learners are confused about the meaning and have the inability to connect ideas in a passage."

"Many learners are nonreaders; they have difficulty to understand the meaning of simple words. It is very evident that they have poor vocabulary."

"They have difficulty in understanding words and idea and difficulty answering questions about or discussing a text."

Table 1.1. *The Challenges of the English Language Teachers in Teaching Struggling Junior High School Students in Comprehension*

<i>Significant Statements</i>	<i>Formulated Meaning</i>	<i>Emergent Theme</i>	<i>Code</i>
It is a challenge for me to receive unanswered test questionnaires, because they have difficulty in understanding words and ideas. And also, they have difficulty understanding and spelling words from simple to difficult.	Struggling learners have difficulty to understand simple instruction and have difficulty to understand and to spell words.	Students' poor vocabulary	111
		Students' poor comprehension	112
... their difficulty to understand and define English words	Students are struggling to understand and define English Words	Students' poor vocabulary	111
		Students' poor comprehension	112
Inability or difficulty of students to understand English words and ideas from the reading text.	Students are struggling to understand English words and ideas from the reading text.	Students' poor vocabulary	111
		Students' poor comprehension	112

The difficulty of the learners to understand simple statements and even simple words.	The students have difficulty to understand simple words and statements.	Students' poor vocabulary	111
Difficulty to understand words and idea. The learners have poor vocabulary skills.	The learners have poor vocabulary skills that leads them to frustration in understanding English words.	Students' poor comprehension	112
Difficulty to comprehend simple instructions and ideas.	The learners have difficulty to comprehend simple instructions and ideas.	Difficulty understanding words and ideas	113
Struggling learners are confused about the meaning and have the inability to connect ideas in a passage.	The learners have difficulty to understand and relate on the given passage.	Students' poor vocabulary	111
		Difficulty understanding words and ideas	113
Many learners are nonreaders; they have difficulty to understand the meaning of simple words. It is very evident that they have poor vocabulary.	The learners cannot read and recognize words and ideas.	Difficulty understanding words and ideas	113
They have difficulty in understanding words and idea and difficulty answering questions about or discussing a text.	The learners have difficulty to understand words and ideas about the given text.	Students' poor vocabulary	111
		Difficulty understanding words and ideas	113
Explaining the lesson is a bit challenging to struggling learners, especially since language teachers are expected to use the language in speaking. Sometimes, their behavior and lack of interest hinders the learning.	The learners are not interested to learn that leads to the challenging experience of the teachers when explaining the lesson.	Difficulty of answering questions	114
		Lack of interest	115

This means that Junior High School teachers in English observed that some students lacked comprehension of English in the area of understanding English words, resulting to their inability to express themselves. Their difficulty to understand words and ideas resulted to their difficulty in understanding English statements. Because of this predicament among Junior High School students, most of them lack the interest of studying English, which the English teachers are so concerned about. These issues were unable to continue because comprehension is essential to the learner's learning process. The findings are consistent with the findings of Bilbao et al. (2016), who emphasize that not being able to successfully comprehend can prevent learners from learning, remembering what they've read, and graduating from school, all of which may have a negative impact on many aspects of their lives later on.

On the other hand, the responses of the participants 5, 6, 7, 8 and 9 coded as 113, mentioned that the difficulty of the students is to understand words and idea. And also, many learners are non-readers. It is very evident that they have poor vocabulary. This was revealed in the actual statement of the participants below:

"Difficulty to understand words and idea. The learners have poor vocabulary skills."

"Difficulty to comprehend simple instructions and ideas."

"Struggling learners are confused about the meaning and have the inability to connect ideas in a passage."

"Many learners are nonreaders; they have difficulty to understand the meaning of simple words. It is very evident that they have poor vocabulary."

"They have difficulty in understanding words and idea and difficulty answering questions about or discussing a text."

Francie's (2017) finding, which emphasizes the significance of vocabulary on reading progress, lends support to it and is as follows: 1. Comprehension improves when you grasp what the terms mean. Students cannot overstate the importance of vocabulary growth because comprehension is the ultimate goal of reading. 2. The currency of communication is words. A well-developed vocabulary enhances all elements of communication, including listening, speaking, reading, and writing. 3. As children and teenagers expand their vocabulary, they gain academic and social confidence and competence.

It demonstrates that vocabulary is one of the most significant skills required for teaching and learning a foreign language. It serves as the foundation for all other skills, including reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation. Vocabulary is the primary instrument students use to properly use English. Moreover, participant 9 coded as 114 stated that the learners have difficulty in answering questions. It was revealed in her actual statement as follows:

"They have difficulty in understanding words and idea and difficulty in answering questions."

Lastly, participant 10 coded as 115 revealed that the learners are not interested to learn that leads to the challenging experience of the teachers when explaining the lesson. It was revealed in the actual statement of the participant below:

"Explaining the lesson is a bit challenging to struggling learners, especially since language teachers

are expected to use the language in speaking. Sometimes, their behavior and lack of interest hinders the learning.”

This response verified Ojo's (1993) study, which revealed that one of the key causes of students' low performance in English and other school subjects is their inability to read well, which is primarily due to learners' attitudes.

As observed, Table 1.2 revealed the challenges encountered by the teachers in developing the vocabulary skill of the struggling junior high school learners. Six (6) themes were formulated coded as 121,122,123, 124, 125 and 126. The struggling learners, especially the non-readers, they have difficulty to understand the meaning of simple words. This shows that they have difficulty in pronunciation, word recognition and poor vocabulary skill. It also resulted to poor spelling skills as additional statement of participants 2 and 5 coded as 122. The challenges encountered by participants 1, 2, 3, 4 5, 6, 7, 8 and 9 coded as 121 in teaching struggling learners in vocabulary are justified by their actual statements during the interview as revealed below that the struggling learners:

“In my class, the struggling learners specially the nonreaders, they have difficulty to understand the meaning of simple English words. It seems like the words are new to them.”

“They have difficulty to understand English words. They have also difficulty in spelling words.”

“The most challenging part in teaching vocabulary is, I need to give more examples and explain more on meanings.”

“The students have difficulty to pronounce words correctly, difficulty in word recognition and difficulty to understand the meaning of simple English words.”

“The struggling learners cannot understand and spell simple English words.”

“They have difficulty to know the meaning of difficult words in English.”

“They cannot understand even simple words in English.”

“The struggling learners could hardly understand the meaning of simple English words.”

“The struggling learners have difficulty to understand simple words in English. They have limited vocabulary.”

Table 1.2. *The Challenges of the English Teachers in Teaching Struggling Junior High School Students in the Area of Vocabulary*

<i>Significant Statements</i>	<i>Formulated Meaning</i>	<i>Emergent Theme</i>	<i>Code</i>
The struggling learners specially the nonreaders, they have difficulty to understand the meaning of simple English words. It seems like the words are new to them.	The learners have difficulty to understand the meaning of simple words in English.	Poor Vocabulary Skill	121
They have difficulty to understand English words. They have also difficulty in spelling words.	The learners have difficulty to spell and understand words.	Poor Vocabulary Skill	121
I need to give more examples and explain more on meanings.	The teacher needs to give more examples and elaborate words comprehensively for students understanding	Poor spelling skill	122
		Poor Vocabulary skill	121
They have difficulty to pronounce words correctly, difficulty in word recognition and difficulty to understand the meaning of simple English words.	The learners have difficulty to recognize, pronounce and understand the given words.	Poor Vocabulary Skill	121
		Poor Pronunciation	123
		Poor Word Recognition	124
The struggling learners cannot understand and spell simple English words.	The learners cannot spell and understand the English words.	Poor Vocabulary Skill	121
		Poor spelling skill	122
They have difficulty to know the meaning of difficult words in English.	The students have difficulty to understand difficult English Words.	Poor Vocabulary Skill	121
They cannot understand even simple words in English.	The learners cannot understand the meaning of simple English words.	Poor Vocabulary Skill	121
The struggling learners could hardly understand the meaning of simple English words.	The learners have difficulty to understand the meaning of simple English words.	Poor Vocabulary Skill	121
The struggling learners have difficulty to understand simple words in English. They have limited vocabulary.	The learners have difficulty to understand simple English words.	Poor Vocabulary Skill	121
Lack of retention, their behavior and lack of interest and willingness to learn.	The students are not interested to learn that leads to lack of retention in terms of vocabulary building.	Poor retention skill	125
		Students' reluctance to learn	126

Therefore, students who do not have sufficient vocabularies or word-learning strategies continue to struggle throughout their educational careers, which leads to a cycle of frustration and continued failure

(Khany & Khosravian, 2014).

Moreover, participant 4 coded as 123 and 124 stated that her challenging experienced in teaching the vocabulary is the pronunciation difficulty and poor word recognition of the learners. It was revealed in her actual statement below:

“They have difficulty to pronounce words correctly, difficulty in word recognition and difficulty to understand the meaning of simple English words.”

According to Rajadurai (2006), poor pronunciation skills can severely interfere with communication abilities, and there may be breaks in dialogue due to a lack of intelligibility, straining the listener. She went on to point out that because English has become an international language, understanding each other's English is vital. Moreover, the teacher also noticed that student's poor retention skill and reluctance to learn leads them to be more frustrated in developing their understanding and vocabulary skills as stated by Participant 10 coded as 125 and 126. It was revealed in her actual statement during the interview as follow:

“Lack of retention, their behavior and lack of interest and willingness to learn.”

This means that some Junior High School students are having difficulty recognizing words even in spelling English words, which indicates they might be able to read it but unable to know the meaning of the word. Vocabulary is very important in learning English language and those who cannot recognize words would eventually lose interest in learning English language. This is another challenge on the part of the English teachers considering the mandate of the Department of Education that no children should be left behind. The results confirm Oxford's (2017) statement that vocabulary acquisition techniques are the stages that learners experience when learning new words. When students encounter new English words during their learning process, they have to do activities to help them comprehend the words.

Table 1.3. *The Challenges of the English Language Teachers in Teaching Struggling Junior High School Students in Pronunciation (see appendix 1)*

As observed, Table 1.3 revealed the challenges encountered by the teachers in developing the pronunciation skill of the struggling junior high school learners. Four (4) themes were formulated as coded 131,132,133 and 134. Participants 1, 2, 4, 7, 8, 9 and 10 coded as 131 explained that in their class, the

Speech Faults (Substitution) is very common among the struggling learners like substituting the /e/ sound to /i/ sound. It was revealed in their actual statement as follows:

“The substitution is very common among the struggling learners, like the /e/ sound to /i/ sound.”

“They have difficulty to pronounce words correctly. Substitution and slurring is commonly observed.”

“Difficulty to pronounce words correctly as seen in their mouth position while pronouncing English words. And also, substitution is very common.”

“Students have the difficulty to interchange or mix up several consonants and vowels. Instead of pronouncing (p) for pan others substitute it to (f) which is fan.”

“They have difficulty to pronounce simple English words correctly. Substitution is commonly observed speech difficulties.”

“They have difficulty to pronounce words correctly. Substitution is the most common speech faults in pronouncing words.”

“Mixing up or interchanging consonant sounds, Mispronunciation of (th) sound into (t) or (d) and the inflection.”

As a result, most Filipino English speakers have difficulty pronouncing (p) and (v) because they frequently substitute (f) for (p) and (v) for (b). When pronouncing a foreign sound, people tend to substitute the closest sound in their original language (Tangco et al., 2001). This indicates that English teachers are challenged by students' pronunciation of English words since they have learned that replacement, as well as slurring and mixing vowels and consonants, is a common problem among students. Faults in pronunciation can include errors in how a sound is pronounced or errors caused by inaccurate interpretation of written word pronunciation (Bai & Yuan, 2019). Participants 2, 4, 5, 7, 8, 9 and 10 coded as 132 and 133 also explained that mispronunciation is very common. The learners have difficulty to pronounce words correctly. Substitution and slurring are always committed in speaking by the struggling learners.

“They have difficulty to pronounce words correctly. Substitution and slurring is commonly observed.”

“Difficulty to pronounce words correctly as seen in their mouth position while pronouncing English words. And also, substitution in very common.”

“The learners have difficulty to pronounce English words correctly.”

“Students have the difficulty to interchange or mix up several consonants and vowels. Instead of pronouncing (p) for pan others substitute it to (f) which is fan.”

“They have difficulty to pronounce simple English words correctly. Substitution is commonly observed speech difficulties.”

“They have difficulty to pronounce words correctly. Substitution is the most common speech faults in pronouncing words.

“Mixing up or interchanging consonant sounds, Mispronunciation of (th) sound into (t) or (d) and the inflection.”

The native language's sound system can influence a student's English pronunciation in a number of ways, especially when the learner uses English sounds that are not part of the learner's native language's sound system. Moreover, participant 3, coded as 134, noted that in her class, she needs to find more activities that can help students improve their English pronunciation in areas where they are most comfortable. According to Chamot (2001), learning techniques play a vital role in second language acquisition for two reasons.

To begin, we can obtain an improved understanding of the cognitive, social, and affective processes involved in language learning by assessing the methods utilized by second language learners during the learning process. Second, it may be possible to train less successful language learners to apply successful language learners' strategies in order to become better language learners. According to Chamot, the main objectives of language learning strategy research are to first identify and compare the techniques used by more and less successful learners and then provide training to those who are less successful in order to help them learn second languages more successfully.

Table 1.4. *The Challenges of the English Language Teachers in Teaching Struggling Junior High School Students in the Area of Fluency (see appendix 2)*

In Table 1.4, the data revealed the challenges encountered by the teachers in developing the fluency skill of the struggling junior high school learners. Four (4) themes were formulated as coded 141, 142, 143, and 144. Participant 1, 2, 3, 4, 5, 6, 8, 9 and 10 coded as 141, stated that the learners are incapable to express ideas in English. It was revealed from the actual responses of the participants during the interview as follows:

“They are unable to express themselves using the English language. They have also lack of practice with speed and accuracy in reading.”

“They cannot express themselves using the English language.”

“I find it hard for them to speak English since students are not practicing it consistently.”

“They have difficulty to express ideas and utter words correctly.”

“They have difficulty to construct even simple sentence.”

“Most of them have difficulty to construct simple sentence.”

“We cannot expect 100% fluency from the students because even the native speakers of English language have also difficulty in terms of fluency. Therefore, the struggling learners have difficulty to express themselves and ideas using the English language.”

“They cannot communicate well in English. They will even bargain to answer some of the questions to Visaya or Filipino.”

“Difficulty in constructing simple sentences. During recitation, students would even ask the teacher if they can just speak in Tagalog. Then, if the teacher will not allow, nobody will recite anymore.”

This means that teachers face a difficult problem in terms of their students' inability to speak fluently in English. They have difficulty speaking English because they don't practice speaking it, which is evident because the lingua franca of the people is the Filipino dialect, and they can't converse in English because it would be ridiculed or laughed at by many, which is why students asked their teachers if they could answer back in the local language. The result is consistent with Desfitranita's (2017) observation that individuals appear to easily explain someone's abilities when speaking English. Once they are unable speak spontaneously with many pauses in communication, it is most likely that they are not good at English. They are also not good with speed and accuracy in reading as stated by participant 1 coded as 142. It was revealed from the actual response of the participant as follows:

“They are unable to express themselves using the English language. They have also lack of practice with speed and accuracy in reading.”

Participant 7 coded as 143 and 144 also said that the learners are slow readers and they stop at unknown words. They also struggle in decoding words that leads to challenge in terms of reading fluency. It was revealed from the actual statement of the participant as follows:

“Students read the material slowly and they are fond of stopping at unknown words. Students also struggle in decoding words, that is why their fluency were affected.”

According to Frost (1998), accurate word naming requires a well-specified phonological representation.

If readers have trouble decoding words, their short-term memory may become overloaded, affecting their capacity to comprehend sentences (Shankweiler, 1989). To be able to discover a solution to any problem, troubleshooting is the first step in identifying the problem and determining the level of damage caused by the problem so that appropriate solutions can be developed. It is the same with children who are unable to comprehend, understand, or even utter English words, let alone talk in English; identifying the causes would make it easier for teachers to handle.

The Coping Mechanisms Employed by the English Language Teachers to Address the Challenges in Teaching Struggling Junior High School Students

The coping mechanisms employed by the English teachers in teaching the struggling Junior High School students in the areas of comprehension, vocabulary, pronunciation and fluency are exhibited in Tables 2.1, 2.2, 2.3 and 2.4.

Table 2.1. *The Coping Mechanisms of the English Teachers in Teaching Struggling Junior High School Students in Comprehension (see appendix 3)*

Table 2.1 comprises the different coping mechanisms and teaching strategies implemented by the teachers in developing the comprehension skill of the struggling junior high school learners. Twelve (12) themes were formulated as coded 211, 212, 213, 214, 215, 216, 217, 219, 220, 221 and 222. Participants 1, 2, 4, and 5 declared that they needed to translate the English text into Filipino and expound the same to the students. It was revealed from the actual response of the participants as follow:

“To address the challenge, I need to do the translation. I need to translate the text in Filipino and explain to them using the vernacular words for them to understand the reading text.”

“Explain the meaning of words through translation and give situational examples for them (students) can relate and understand.”

“I translate the meaning of the difficult English words to Filipino and even translating also the context of the reading activity.”

“I need to go down to their level. I need to translate the words for them to understand”

Thus, translating English text into the local language would be quite beneficial; activities would also enhance their comprehension powers, and allowing students to search online for the meaning of vague and difficult phrases would undoubtedly enhance their

comprehension capacity. The study's findings confirm Bilbao et al.'s (2016) assertion that reading comprehension is a vital learning ability for kids; it is the process of extracting and generating meaning through interaction and written work. Understanding meaning, assessing the author's point of view, setting writing goals, and learning new vocabulary are all crucial skills that aid in reading comprehension. Participant 2 coded as 211 and 212 stated that in order to help the learners develop their comprehension skill, she tends to cite situational scenarios for the students to understand. It was revealed from her actual statement as follow:

“Explain the meaning of words through translation and give situational examples for them (students) can relate and understand.”

While, participant 3 coded as 213 and 214 stated that she employs interesting activities and let the learners use the SRA to improve their comprehension skills. It was revealed in her actual statement during the interview as follow:

“I keep on giving them activities like using SRA in reading and looking for the meanings of difficult words.”

The statement of the participant proved that the explanations used in the SRA Direct Guided Reading program are very clear and simple. It is explicit and extremely slow paced, which is essential in helping special needs children with reading skills. Children are grouped according to their level of ability. This program is beneficial because it is an intense, reading program with constant student interaction.

The group does not move to the next lesson until everyone in the group understands the material. Direct instruction is effective because it uses a systematic, phonics-based approach. "It is one of only three methods that the AASA and NEA describe as showing clear evidence of producing higher student achievement, and it is one of only two that are applicable in primary school (K-8), where reading instruction is generally assumed to take place" (<http://www.projectpro.com/ICR/Research/FI/Summary.htm>).

Participant 6 coded as 215 decided to employ peer tutoring activity as her strategy to develop learners' comprehension skill. It was supported by her actual statement as follows:

“Peer tutoring. It helps the struggling learners to be motivated in learning without the feeling of

intimidation.”

As a result, peer tutoring is widely employed in many countries and is regarded as one of the most successful instructional strategies for excellent education by authorities such as UNESCO. Reviews of peer tutoring research suggest that students benefit intellectually while also improving their socio-emotional abilities (attitude toward school affairs, discipline, and self-esteem). When students are instructed to perform their assigned roles, activities are planned and progress is tracked (Scruggs & Mastropieri, 1998). It means that the teachers who are so concerned with the plight of their students and do not want the mentioned students to be left behind opted to find a remedy, coping mechanism practices that would enhance the comprehension of the Junior High School students. Participants 7, 8 and 10 coded as 216 employ vocabulary building activities to develop the comprehension skill of the struggling learners. It was revealed in their actual responses as follows:

“I just teach the students the vocabulary words so that they can comprehend to the reading material and prepare series of questions afterwards.”

“I encourage the learners to do a research, search for the meaning of words. We do lot of vocabulary building activities and reading remediation. I also explain the analysis of the text.”

“To make it easier for them to understand or comprehend, it is better to transcode to emphasize statements that they don’t easily get. I also schedule reading activities every Friday to develop the reading comprehension and enhance vocabulary.”

Thus, vocabulary acquisition strategies are the methods that learners undertake when learning new words. When students encounter new English words throughout the course of their study, they must take action to comprehend the words in order to comprehend the materials. Vocabulary acquisition strategies, on the other hand, focus not only on how learners learn new vocabulary but also on how they store the words in long-term memory and utilize and generate the words in suitable circumstances. Knowing a word implies understanding its form, meaning, and basic usage in context, both receptively and productively. This suggests that learning vocabulary techniques is useful for more than just new word understanding (Oxford, 2017). Participant 7 coded as 217 stated that she applies the art of questioning to stimulate learners’ ideas toward the reading text. It was supported by her actual statement as follows:

“I just teach the students the vocabulary words so that

they can comprehend to the reading material and prepare series of questions afterwards.”

Questioning is an approach to encouraging deep, connected, and developed thought. Great teachers use questions to engage and push learners into a conversation. They ask students to explain and justify their answers or to improve an initial response; to describe their thought processes; to elaborate on their answers; and to explore implications, 'what-ifs,' and connections with other ideas and knowledge (Dunlosky et al., 2013; Praetorius et al., 2018). Participant 8 coded as 218 and 219 emphasized that she motivates the learners to do research and she is also helping the learners develop their comprehension skills through helping doing the textual analysis about the reading text given. It was based on her actual statement during the interview as follows:

“I encourage the learners to do a research, search for the meaning of words. We do lot of vocabulary building activities and reading remediation. I also explain the analysis of the text.”

While participant 9 coded as 220 and 221 stated that stated that she is employing interesting activity to students and unlocking of difficulty before the reading activity. It was stated from her actual response during the interview:

“I am giving an activity “Word of the Day”, that they are going to get unfamiliar words from the selection, find its meaning and use it in a sentence. We also do the unlocking of difficulties before we start the reading activity and using context clues.”

Contextual clues are clues that are inserted pedagogically or naturally into texts to help students understand the meaning of new terms. According to Nagy and Scott (2000), students use contextual information from surrounding text to infer the meaning of a word. It indicates that the unknown words can be derived from the reading context in which they appear. Contextual hints reveal how a word fits into a sentence and the topics stated in it. Lastly, participant 10 coded as 222 stated that she transcodes the given statements to help the learners understand the context. It was revealed on her actual statement as follows:

“To make it easier for them to understand or comprehend, it is better to transcode to emphasize statements that they don’t easily get. I also schedule reading activities every Friday to develop the reading comprehension and enhance vocabulary.”

Table 2.2. *The Coping Mechanisms of the English*

Teachers in Teaching Struggling Junior High School Students in Vocabulary (see appendix 4)

Table 2.2 comprises the different coping mechanisms of the English teachers in teaching the struggling Junior High School Students in vocabulary. Twelve (12) themes emerged from the significant statements of the participants coded as 221-232. The participants of the study employed various coping mechanisms to enhance the vocabulary of the Junior High School students. Participants 1, 4, and 5 coded as 221 decided to employ word spelling in a gradual manner from easy, average to difficult words and lots of spelling activities. It was revealed from the actual responses of the participants as follows:

“As part of my motivation in developing the vocabulary skills of the struggling learners, we are doing a drill like spelling words from easy, average to difficult.”

“In my English class, we are doing Group Reading Activity. Before we start the reading activity, we unlock the meaning of difficult words and I am employing more spelling activities to help the learners in building their vocabulary skills.”

“We are doing lot of spelling activities in my class to help the learners in building up their spelling ability.”

Therefore, there are many techniques that can be used by the teacher to teach vocabulary by spelling. As it is said by Rippel (2009) that good spellers are simply those people who learn the most effective spelling strategies and apply them on a routine basis. Teaching English, especially teaching vocabulary by spelling, needs a relevant technique, so a teacher can use one of the techniques which has to be applied basically in classroom repetition, individual repetition and group to group competitive playing which are enjoyable for students (Wallace, 1982, p. 38). Participants 2 and 4 coded as 222 decided to explain the meaning of difficult words first before reading the whole content so that it would be easier to understand. It was supported by the actual response of the participant as follows:

“Before the reading activity, we have to unlock the meaning of difficult words and do activities using context-clues.”

“We are doing Group Reading activity, Unlocking of difficulties and more spelling activities.”

Contextual clues are clues that the author provides in the text, either purposefully or unintentionally, to help learners understand a difficult or unfamiliar word. Most crucially, learners must grasp not just the

meaning of the words but also how the words are used in context. Context clues tell us how a word fits inside a sentence and how it relates to the topics stated in it. In other words, determining the meaning of a word by looking at the words or phrases around it (Hartmann & Blass, 2007). Participants 3 and 10 coded as 224 motivates the learners to enhance their vocabulary skills through searching the meaning of difficult words and use it in a sentence. It was revealed in her actual response as follows:

“I am instructing the students to use words in the sentence after searching the meaning.”

“During reading activities, I always include vocabulary enhancement and let my learners use them in sentences.”

Thus, developing independent vocabulary skills requires a high level of desire on the part of the learner and is a dynamic process involving several variables and the practice of various abilities. Students' tactics vary depending on the learner; nonetheless, inside the classroom, teachers can openly model their strategies, remind students about them, and practice them to stimulate students' independent vocabulary-building skills. This classroom technique allows students to take control of their learning. In recent years, there has been a surge in interest in learning methodologies aimed at improving students' vocabulary acquisition and development (Van de Wege, 2018). Participant 6 coded as 227 use pre-recorded audio of words so that students would already know the meaning of the words. It was revealed in the actual statement of the participant as follows:

“We have to do more reading activities and also the use of pre-recorded audio of words.”

Miller (2003) claims that we spend more than forty percent of our daily communication time listening, thirty-five percent speaking, approximately sixteen percent reading, and just nine percent writing. Listening is one of the least understood processes in language learning, despite its importance in communication and language acquisition. Participant 7 coded as 228 decided to list down important words from the lesson and made it part of the list of vocabulary with meanings. It was revealed in her actual statement as follows:

“Before I begin the class, I introduce vocabulary lists for students so that they would understand the terms used in our new lesson. There were times also that I let them define the terms so that they are the one who can discover the meaning of those words.”

With this, Bruner (1961) states that learning happens

by discovery, which prioritizes reflection, thinking, experimenting, and exploring. People who use self-discovery in learning turn out to be more self-confident. Discovery is a way from the unknown to the known by the learners themselves (Bruner, 1966). Participant 8 coded as 229, introduces a unique way of enhancing vocabulary by teaching the students about the word's synonyms and antonyms. It was revealed in her actual statement as follows:

"I strengthen the teaching of Synonyms and Antonyms. Sometimes, during the intensive reading activity, I need to translate the meaning of English words into the vernacular for the struggling students will understand the meaning."

As a result, teachers must provide clear explanations and examples of the meanings of words in diverse situations, as well as chances for students to discuss, analyze, and utilize the words. It is not sufficient to look up a term in a dictionary. Students should rephrase definitions in their own terms, provide instances of circumstances where the word could be utilized, present synonyms (and antonyms when possible), and produce sentences that clearly explain the meaning of the word. It can be beneficial to have pupils utilize more than one new word in a single phrase since it forces them to explore for-word relationships (Stahl, 1999). While, Participant 9 coded as 231 encourage the students to make reading their habit and have peer tutoring to enhance their vocabulary. It was derived from her actual statement during the interview as follows:

"I encourage them to do the peer tutoring for them to be more comfortable in reading and understanding the texts... I also emphasize to make Reading a Habit..."

Reading for pleasure has many benefits, such as improving students' reading and writing skills, widening their knowledge, cultivating positive reading attitudes, and developing reading habits (Jacobs & Renandya, 2014; Renandya & Jacobs, 2002). Furthermore, extensive reading activities may help learners enhance their English vocabulary (Soltani, 2011). Furthermore, extensive reading has been proven to have an effect on students' reading comprehension, language acquisition, and reading attitudes (Leung, 2002). Therefore, it can be concluded that reading for pleasure is an important step to develop students' reading interest. And, Participant 10 coded as 232 employed vocabulary enhancement by encouraging students to memorize words and their meanings daily. It was based from her actual statement as follows:

"During reading activities, I always include

vocabulary enhancement and let my learners use them in sentences."

This suggests that growing learner's vocabulary required some kind of coping mechanism to handle the challenge of word recognition. Several methods were used, the most important of which was searching for the meaning of vague and difficult words to fully understand, particularly from the perspective of Junior High School students, including spelling, which would help the students retain the word in their memory, as well as unlocking the meaning of important words before reading sessions so that students would be able to grasp the meaning of what was read. The teachers were also aware of the significance of reading, which is one of the most effective ways of increasing kids' vocabulary. The finding is consistent with Oxford (2017), who emphasized the necessity of specific vocabulary training to help students grow confidence in a word's meaning and use in context so that it becomes part of their own repertoire.

Table 2.3. *The Coping Mechanisms of the English Teachers in Teaching Struggling Junior High School Students in Pronunciation (see appendix 5)*

Table 2.3 comprises the different coping mechanisms of the English teachers in teaching the struggling Junior High School Students in pronunciation. Three (3) themes emerged from the significant statements of the participants coded as 231-233. In coping up with pronunciation, English teachers employed various coping mechanisms as follows: Participants 1, 2, 4, and 8 coded as 231 declared that they utilize the Modeling Strategy in pronouncing words such as "Follow After Me", wherein they would be able to observe the mouth position and the sound and repeat it. It was based on their actual responses as follows:

"We do various of reading activities like "Follow After Me"."

"We do the modeling. They have to repeat the words after me."

"I have to correct their pronunciation by doing a reading activity "Repeat After Me"."

"I am doing lot of interesting activities, just like "Repeat The Word After Me"."

Therefore, pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language (Gilakjani, 2012, p. 96). Participants 3,

5, 6, 7, and 9 coded as 232 emphasized the integration of ICT through viewing video clips on reading words. It was supported by her actual statement as follows:

“Viewing video clips on reading words, phrases, sentences and short paragraphs for students to learn correct pronunciation.”

“I encourage them to use dictionary and use their gadgets to install Dictionary applications with audio recording on how to pronounce words correctly.”

“I am using pre-recorded audio to let the learners hear the correct pronunciation of words.”

“I let them read a short piece and told them to record the tone of their voice and observe their pronunciation.”

“I am using pre-recorded audio-visual materials that they have to watch and listen to as the words are correctly pronounced. We also have interesting speaking exercises like Games of the Alphabet, Jazz Chants, Tongue Twister and Poem Reading. It really helps the learners to improve their pronunciation and speaking skills.”

While few teachers receive sufficient education in teaching pronunciation and little class time is spent on pronunciation instruction, the use of computer technology can be an effective method of teaching English pronunciation (Breitkreutz, Derwing, & Rossiter, 2002). This means that, in addition to the pronunciation provided by the teacher, students will be able to hear and correctly pronounce the words, whether from dictionary apps, pre-recorded audio, or their own voices. Thus, students will be able to properly pronounce the words when they hear how they are pronounced and how the mouth utters the syllables to avoid substitution. The findings are consistent with Jahara and Abdelrady's (2021) assertion that teachers must be able to analyze utterances and break them down into constituents, as well as be familiar with the structural similarities and differences between the native language and the foreign language and analyze pronunciation errors. This is necessary for efficient error correction. And the participants 9 and 10 coded as 233, emphasized that integration of games and varied speech activities help the learners to develop their pronunciation skills in the most interactive and interesting way. It was based on their actual responses during the interview as follows:

“I am using pre-recorded audio-visual materials that they have to watch and listen to as the words are correctly pronounced. We also have interesting speaking exercises like Games of the Alphabet, Jazz Chants, Tongue Twister and Poem Reading. It really helps the learners to improve their pronunciation and

speaking skills.”

“Part of my preliminary activities is word pronunciation. I let my learners pronounce words before starting the lessons. Sometimes, I present tongue twisters.”

In this regard, Wright, Betteridge, and Buckby (2006) mentioned some of the reasons why games are employed in the teaching-learning process. To begin with, language learning is arduous. Learners must grasp the foreign language they are learning and make efforts to use the language in conversation or written production so that they can gain fresh insights into the language. In this instance, games can assist and encourage many students to maintain their attention and effort. Second, games assist teachers in developing useful and relevant contexts. Students who want to participate in class must understand what the written text means and what the other students are saying.

Students must talk or write in order to express their ideas or provide information. Games allow students to experience language rather than just study it. Third, linguistic items are used repeatedly. Games that are repeated in a classroom allow pupils to experience practicing the language as a living conversation. When playing games, it is a clearer experience to involve emotions and the significance of the language. Therefore, games might be thought of as a more absorbing exercise than mechanical drills.

Table 2.4. *The Coping Mechanisms of the English Teachers in Teaching Struggling Junior High School students in Fluency (see appendix 6)*

Table 2.4 comprises the different coping mechanisms of the English teachers in teaching the struggling Junior High School Students in fluency. Seven (7) themes emerged from the significant statements of the participants coded as 241-247. To attain fluency among the students English speaking learning, Participants 1 and 2 coded as 241 employed reading and speaking activities to sharpen the students' tongues. These were justified by their actual statements during the interview as revealed below:

“We are doing lot of reading and speaking activities.”
“I am employing lot of reading and speaking activities to my learners.”

This means that the English teachers exerted their effort to augment the fluency of the students in speaking English language doing various activities, wherein students will be encouraged to speak in English and be able to coordinate pronunciation,

grammar and spontaneous speaking in English. Strictly English only inside classrooms is one of the best ways to train students to speak in English language. Participants 3, 6, 8, 9 and 10 coded as 242 strengthen the use of the English language inside the classroom. It was justified from their actual statements during the interview as follows:

“Speaking English inside the classroom, especially during English classes.”

“Through imposing strict implementation of Speak English Only policy during the English class.”

“I encourage the learners to speak English and do more practice. I also give them differentiated collaborative activities and peer tutorials because it helps them to be more motivated and realize that it is fun to learn the English language.”

“I encourage the learners to read more and speak more.”

“I encourage them to speak the English language. As a result, many don’t want to recite any more. But, when I give what I call “recitation chips” a lot get excited to recite and speak in English until speaking in English for them becomes fun.”

Thus, the English Only Policy is becoming popular in language teaching because it is believed that “the more students are exposed to English, the faster they will learn; as they hear and use English, they will internalize it and begin to think in English; the only way they will learn it is if they are motivated to use it.” English is regarded as the second language in the Philippines, and it is used as the medium of education in English schools, as well as for its utility in globalization. The demand for English-only policies is increasing as students are encouraged to use the English medium to improve their language skills in speaking and writing (Bernardo, 2009).

The findings support Leong and Ahmadi’s (2017) claim that mastering the speaking skill is the most important aspect of learning a second or foreign language and that the ability to have a conversation in the target language serves as a measure of success. Speaking is one of the most significant of the four language skills because people who learn a language are recognized as speakers of that language. Participants 4 and 7 coded as 243 strengthen the reading activity of the learners to develop their fluency. Thus, they are encouraging the learners to have unison reading and allowing students to read aloud their written essay or speech. It was justified by their actual statements during the interview as follows:

“We are doing unison reading.”

“I let them read the essay or speech that they have written several times. I also give them activities on how to decode words and ensure that my learners read connected text every day to support their reading.”

While, Participant 5 coded as 244 opted to employed the basic, teach again the basic grammar rules to the students. It was justified by her actual statement during interview as follows:

“Again, we will go back to the basic. I will teach again the basic grammar rules, the Subject-Verb Agreement, and Sentence Pattern.”

Participant 8 coded as 245 and 246 stated that she encouraged the learners to have peer tutorial activity and she is employing differentiated collaborative activities to develop the fluency skills of the learners. It was based on her actual response during the interview as follows:

“I encourage the learners to speak English and do more practice. I also give them differentiated collaborative activities and peer tutorials because it helps them to be more motivated and realize that it is fun to learn the English language.”

These strategies have been significant in numerous ways; for example, the word peer tutoring is used for a variety of tutoring activities, but it is most commonly associated with students who study or learn in pairs in order to support one another. Peer tutoring usually results in a greater grasp of academic subjects, but it is more successful when students of varying ability levels study together. 2007 (Kunsch, Jitendra, & Sood). Furthermore, differentiated instruction involves inclusive instructional techniques and strategies for learning that enable all children, including those with disabilities, to access and succeed in the general education classroom and curriculum.

Differentiated instruction is defined by Tomlinson (1999) as a set of behaviors that enable a teacher to (a) take students where they are, (b) engage students in instruction through different learning modalities, (c) prompt students to compete for more with their own past performances than with others, (d) provide specific ways for each student to learn, (e) use classroom time flexibly, and (f) act as a diagnostician, prescribing the best possible instruction for each student.

And, Participant 10 coded as 247 made it like a game by giving the student recitation chips to excite them. It was justified in her actual statement as follows:

“I encourage them to speak the English language. As a result, many don’t want to recite any more. But, when I give what I call “recitation chips” a lot get excited to recite and speak in English until speaking in English for them becomes fun.”

As a result, teachers play a vital role in inspiring students to participate in learning activities within their individual educational contexts (Ryan and Deci, 2009; Wood, 2019). This is also confirmed by Brown (2001), who claims that student rewards can take several forms. Students' intrinsic motivation can be improved by providing some rewards during the learning process; however, how the teacher uses them varies. When Junior High School English Teachers identify the root cause of a problem, it is simple to develop and practice coping mechanisms to solve the problem and develop English proficiency among Junior High School students, which they can use in their senior high school years as well as in their chosen tertiary course. Teachers' initiative and imagination play a vital role in the development of learners' English language skills.

Conclusion

Based on the findings, it is concluded that English teachers faced challenges in teaching these students in the areas of comprehension, vocabulary, pronunciation, and fluency. However, these challenges could be effectively addressed through various coping strategies in teaching the language. Despite the inherent difficulties, the English teachers successfully tackled these challenges by implementing tailored strategies to enhance the teaching and learning experience.

Based on the findings of the study, the following recommendations are offered: (1) The Department of Education may develop new teaching strategies and techniques that would be imparted to the English teachers through training and workshop seminars that would provide an easy learning process among high school students, particularly Junior High School students. (2) The Junior High School English Teacher may employ various teaching strategies for their learners to deliver quality education regardless of individual differences. (3) The English language teachers may employ efficient coping mechanisms such as integration of ICT in learning instructions, more interesting reading activities, strengthening the peer tutorial activity, and employing differentiated collaborative activities that would surely augment the learning process of the students, particularly in English

language. (4) Parents may consider giving assistance to their children at home especially in reading. They may give their children time to improve their children’s reading capabilities. (5) The students may improve their studying habit and develop genuine love for reading to improve their comprehension and vocabulary skills through constant practice in reading and speaking. (6) Lastly, the result of the study may be the basis of the future researchers to pursue similar studies, particularly factors that hinder Junior High School students from easily learning English grammar.

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Appendix 1

<i>Significant Response</i>	<i>Formulated Meaning</i>	<i>Emergent Theme</i>	<i>Code</i>
The substitution is very common among the struggling learners, like the /e/ sound to /i/ sound.	The substitution is very evident.	Substitution	131
They have difficulty to pronounce words correctly. Substitution and slurring is commonly observed.	The learners have difficulty to pronounce words. Substitution and slurring is always committed.	Mispronunciation Substitution Slurring	132 131 133
I must find more activities that could help improve the English pronunciation in which students mostly comfortable with	The teacher is always doing interesting oral activities to develop learners' pronunciation.	Finding more interesting oral activities	134
Difficulty to pronounce words correctly as seen in their mouth position while pronouncing English words. And also, substitution is very common.	The learners have difficulty to utter English words correctly. Substitution is very evident.	Mispronunciation Substitution	132 131
The learners have difficulty to pronounce English words correctly.	The learners cannot pronounce the words correctly.	Mispronunciation	132
Most of the learners came from different tribes, ethnic slur and substitution are commonly observed speech faults in terms of pronunciation.	There are learners who are affiliated in different tribal groups. Therefore, Ethnic slur is commonly observed.	Slurring	133
Students have the difficulty to interchange or mix up several consonants and vowels. Instead of pronouncing (p) for pan others substitute it to (f) which is fan.	The students have difficulty in mixing up vowels and consonants. Substitution is also observed in saying PAN instead of FAN.	Mispronunciation Substitution	132 131
They have difficulty to pronounce simple English words correctly. Substitution is commonly observed speech difficulties.	The learners have difficulty in pronouncing simple English words correctly. Substitution is also evident.	Mispronunciation Substitution	132 131
They have difficulty to pronounce words correctly. Substitution is the most common speech faults in pronouncing words.	The students have difficulty to pronounce words correctly. Substitution is also evident.	Mispronunciation Substitution	132 131
Mixing up or interchanging consonant sounds, Mispronunciation of (th) sound into (t) or (d) and the inflection.	The learners have difficulty in mixing up or interchanging consonant sounds. Mispronunciation is very common.	Mispronunciation Substitution	132 131

Appendix 2

Significant Statements	Formulated Meaning	Emergent Theme	Code
They are unable to express themselves using the English language. They have also lack of practice with speed and accuracy in reading.	The learners cannot express themselves using the English language. They are also not good with speed and accuracy in reading.	Incapable to express ideas in English	141
		Slow reading speed	142
They cannot express themselves using the English language.	The learners cannot express their ideas using the English language.	Incapable to express ideas in English	141
I find it hard for them to speak English since students are not practicing it consistently.	The teacher finds it hard for the students to speak the English language because they are not practicing it consistently.	Incapable to express ideas in English	141
They have difficulty to express ideas and utter words correctly.	The students have difficulty to express their ideas and utter words correctly.	Incapable to express ideas in English	141
They have difficulty to construct even simple sentence.	The students have difficulty to construct simple sentence.	Incapable to express ideas in English	141
Most of them have difficulty to construct simple sentence.	Most of the learners have difficulty to construct simple sentence.	Incapable to express ideas in English	141
Students read the material slowly and they stop at unknown words. Students also struggle in decoding words, that is why their fluency were affected.	Students are slow readers and they stopped at unknown words. They also struggle in decoding words that leads to difficulty in terms of fluency.	Reading Difficulties	143
		Comprehension Difficulty	144
We cannot expect 100% fluency from the students because even the native speakers of English language have also difficulty in terms of fluency. Therefore, the struggling learners have difficulty to express themselves and ideas using the English language.	The teacher is not expecting 100% fluency from the students since they are not native speakers of the language. Therefore, the learners have difficulty to express themselves using the English language.	Incapable to express ideas in English	141
Difficulty in constructing simple sentences. During recitation, students would even ask the teacher if they can just speak in Tagalog. Then, if the teacher will not allow, nobody will recite anymore.	The students have difficulty to construct simple sentences. They would even ask the teacher to express their ideas using Filipino language. Then, if the teacher refuses, nobody will recite anymore.	Incapable to express ideas in English	141

Appendix 3

<i>Significant Response</i>	<i>Formulated Meaning</i>	<i>Emergent Theme</i>	<i>Code</i>
To address the challenge, I need to do the translation. I need to translate the text in Filipino and explain to them using the vernacular words for them to understand the reading text.	To address the challenge, the teacher needs to translate the text in Filipino and explain to the learners using the vernacular words for them to understand the reading text.	The use of translation	211
Explain the meaning of words through translation and give situational examples for them (students) can relate and understand.	The teacher explains the meaning of words through translation and giving of situational examples so that the students will relate and understand.	The use of translation	211
		Citing situational scenario	212
I keep on giving them activities like using SRA in reading and looking for the meanings of difficult words.	The teacher is giving activities and let the learners use the Science Research Associates (SRA) in reading and let the learners look for the meanings of difficult words.	Employing interesting activities	213
		Use of SRA	214
I translate the meaning of the difficult English words to Filipino and even translating also the context of the reading activity.	The teacher translates the meaning of the difficult English words to Filipino and even translating also the context of the reading activity.	The use of translation	211
I need to go down to their level. I need to translate the words for them to understand.	The teacher needs to go down to the level of students. She needs to translate the words for the students to understand.	The use of translation	211
Peer tutoring. It helps the struggling learners to be motivated in learning without the feeling of intimidation.	The teacher encouraged the peer tutoring since it motivates the learners to learn better with their peers without the feeling of intimidation.	Peer tutoring activity	215
I just teach the students the vocabulary words so that they can comprehend to the reading material and prepare series of questions afterwards.	The teacher gives the meaning of the vocabulary words to the students so that they can comprehend to the reading material and the teacher also prepare series of questions afterwards.	Vocabulary Building Activities	216
		Application of the Art of Questioning	217
I encourage the learners to do a research, search for the meaning of words. We do lot of vocabulary building activities and reading remediation. I also explain the analysis of the text.	The teacher encourages the learners to search on the meaning of words, facilitates vocabulary building activities and explains the analysis of the given text.	Vocabulary Building Activities	216
		Doing research	218
		Doing textual analysis	219
I am giving an activity “Word of the Day”, that they are going to get unfamiliar words from the selection, find its meaning and use it in a sentence. We also do the	The teacher facilitates the “Word of the Day” activity to motivate the learners to know the meaning of difficult words. They also unlock the meaning of	Doing interesting Activity	220
		Unlocking of Difficulties	221

unlocking of difficulties before we start the reading activity and using context clues.	words before the reading activity.		
To make it easier for them to understand or comprehend, it is better to transcode to emphasize statements that they don't easily get. I also schedule reading activities every Friday to develop the reading comprehension and enhance vocabulary.	To help the learners understand or comprehend, the teacher transcodes the statements to make it clear to the learners. The teacher use the Friday schedule to strengthen the reading activity to develop the vocabulary skill of the learners.	Transcoding of the given statement Vocabulary Building Activities	222 216

Appendix 4

<i>Significant Statements</i>	<i>Formulated Meaning</i>	<i>Emergent Theme</i>	<i>Code</i>
As part of my motivation, we are doing a drill like spelling words from easy, average to difficult.	As part of the teacher's motivation, they are doing a drill like spelling words from easy, average to difficult.	Spelling activity	221
Before the reading activity, we have to unlock the meaning of difficult words and do activities using context-clues.	Before the reading activity, they have to unlock the meaning of difficult words and use the context-clues in understanding the meaning.	Unlocking of Difficulties	222
		Using context-clues	223
Let the students use words in the sentence after searching the meaning.	After searching the meaning, the teacher motivates the students to use the words in the sentence.	Vocabulary enhancement activity	224
We are doing Group Reading activity, Unlocking of difficulties and more spelling activities.	They are doing Group Reading activity, Unlocking of Difficulty and more spelling activities.	Group Reading Activity	225
		Unlocking of Difficulties	222
		Spelling activity	221
We do lot of spelling activities.	The class is doing lot of spelling activities.	Spelling activity	221
We have to do more reading activities and also the use of pre-recorded audio of words.	They are doing more reading activities and are using pre-recorded audio of words.	More reading activities	226
		Using pre-recorded audio	227
Before I begin the class, I introduce vocabulary lists for students so that they would understand the terms used in our new lesson. There were times also that I let them define the terms so that they are the one who can discover the meaning of those words.	Before the teacher begin the class, she introduced vocabulary lists to the students so that they would understand the terms used in the new lesson. The learners will search on the meanings of the given words.	Discovery learning	228

I strengthen the teaching of Synonyms and Antonyms. Sometimes, during the intensive reading activity, I need to translate the meaning of English words into the vernacular for the struggling students will understand the meaning.	The teacher strengthens the teaching of Synonyms and Antonyms. There are times when the teacher needs to translate the meaning of English words to vernacular to help the struggling learners understand the meaning.	Teaching of Synonyms and Antonyms	229
		Translation strategy	230
I encourage them to do the peer tutoring for them to be more comfortable in reading and understanding the texts... I also emphasize to make Reading a Habit...	The teacher encourages the learners to do the peer tutoring for them to be more comfortable in reading and understanding the texts. The teacher also emphasized to make Reading a Habit.	Peer Tutoring	231
		More reading activities	226
During reading activities, I always include vocabulary enhancement and let my learners use them in sentences.	During the reading activities, the teacher includes vocabulary enhancement and let the learners use the words in sentences.	Vocabulary enhancement activity	224
		Sentence construction activity	232

Appendix 5

<i>Significant Statements</i>	<i>Formulated Meaning</i>	<i>Emergent Theme</i>	<i>Code</i>
We do various of reading activities like "Follow After Me".	They do various speaking activities like "Follow After Me".	Modeling Strategy	231
We do the modeling. They have to repeat the words after me.	They do the modeling. The students will repeat the words after the teacher.	Modeling Strategy	231
Viewing video clips on reading words, phrases, sentences and short paragraphs for students to learn correct pronunciation.	The teacher let the students to watch and listen to video clips on reading words, phrases, sentences and short paragraphs to help the students learn the correct pronunciation of words.	Integration of ICT	232
I have to correct their pronunciation by doing a reading activity "Repeat After Me".	The teacher will correct the learners' pronunciation by doing a reading activity "Repeat After Me".	Modeling Strategy	231
I encourage them to use dictionary and use their gadgets to install Dictionary applications with audio recording on how to pronounce words correctly	The teacher encouraged the learners to use their gadgets to install Dictionary applications with audio recording on how to pronounce words correctly.	Integration of ICT	232
I am using pre-recorded audio to let the learners hear the correct pronunciation of words.	The teacher is using a pre-recorded audio to let the learners hear the correct pronunciation of words.	Integration of ICT	232
I let them read a short piece and told them to record the tone of their voice and observe their pronunciation.	The teacher let the students read a short piece and told them to record their voice and observe their pronunciation.	Integration of ICT	232
I am doing lot of interesting activities, just like "Repeat The Word After Me".	The teacher is doing interesting activities like "Repeat The Word After Me".	Modeling Strategy	231

I am using pre-recorded audio-visual materials that they have to watch and listen to as the words are correctly pronounced. We also have interesting speaking exercises like Games of the Alphabet, Jazz Chants, Tongue Twister and Poem Reading. It really helps the learners to improve their pronunciation and speaking skills.	The teacher is using pre-recorded audio-visual materials that the learners have to watch and listen to as the words are correctly pronounced. They also have interesting speech exercises like Games of the Alphabet, Jazz Chants, Tongue Twister and Poem Reading. According to the teacher, it really helps the learners to improve their pronunciation and speaking skills.	Integration of ICT	232
		Integration of Games and Speech Activities	233
Part of my preliminary activities is word pronunciation. I let my learners pronounce words before starting the lessons. Sometimes, I present tongue twisters.	Part of the preliminary activities of the teacher is word pronunciation. The teacher let the learners read the words being presented and present tongue twisters and let the class perform.	Integration of Games and Speech Activities	233

Appendix 6

<i>Significant Statements</i>	<i>Formulated Meaning</i>	<i>Theme Cluster</i>	<i>Code</i>
We are doing lot of reading and speaking activities.	They are doing lot of reading and speaking activities.	Strengthening the Reading and Speaking Skills	241
We are doing lot of reading and speaking activities.	They are doing lot of reading and speaking activities.	Strengthening the Reading and Speaking Skills	241
Speaking English inside the classroom, especially during English classes.	The teacher is imposing English Only Policy during the English class.	Strengthening the use of the English language in the classroom	242
We are doing unison reading.	The class is doing unison reading.	Strengthening the Reading Activity	243
Again, we will go back to the basic. I will teach again the basic grammar rules, the Subject-Verb Agreement, and Sentence Pattern.	The teacher will teach again the basic grammar rules, the Subject-Verb Agreement, and Sentence Pattern.	Reviewing the basic grammar rules	244
Through imposing strict implementation of Speak English Only policy during the English class.	The teacher imposed strict implementation of Speak English Only policy during English class	Strengthening the use of the English language in the classroom	242
I let them read the essay or speech that they have written several times. I also give them activities on how to decode words and ensure that my learners read connected text every day to support their reading.	The teacher let the learners read the essay or speech that they have written several times. She also gives the learners some activities on how to decode words and ensures that her learners read connected text every day to support their reading.	Strengthening the Reading Activity	243
I encourage the learners to speak English and do more practice. I also give them differentiated collaborative activities and peer	The teacher encourages the learners to speak English and do more practice. She also gives them differentiated	Strengthening the use of the English language in the classroom	242

tutorials because it helps them to be more motivated and realize that it is fun to learn the English language.	collaborative activities and peer tutorials because it helps the learners to be more motivated and make fun of learning the English language.	Peer tutorial activity	245
		Using differentiated collaborative activities	246
I encourage the learners to read more and speak more.	The teacher encourages the learners to read more and speak more.	Strengthening the use of the English language	242
I encourage them to speak the English language. As a result, many don't want to recite any more. But, when I give what I call "recitation chips" a lot get excited to recite and speak in English until speaking in English for them becomes fun.	The teacher encourages the learners to speak the English language. As a result, most of the learners do not want to recite anymore. But, when the teacher gives them "recitation chips" a lot get excited to recite and speak in English until speaking in English for them becomes fun.	Strengthening the use of the English language	242
		Giving Rewards and incentives	247