

The Extent of Implementation of Pedagogical Strategies for Enhancing English Communication Skills in Elementary Schools of Catarman IV District Northern Samar, Philippines: From Theory to Practice

Abstract: This study aims to assess the knowledge, attitudes, and extent of implementation of four commonly used teaching pedagogies (lecture method, cooperative learning, inquiry-based learning, and learning focused on communication skills) among elementary English teachers in Catarman IV District, Northern Samar, Philippines. Specifically, the study seeks to determine: (1) the level of knowledge of teachers in utilizing these pedagogies, (2) their attitudes towards these methods, and (3) the extent to which these pedagogies are practiced in their classrooms. Additionally, it investigates if there is a significant relationship between the demographic profile of the teachers and their knowledge, attitudes, and practices. Employing a descriptive-correlational research design, the study will use complete enumeration and purposive sampling techniques to select teacher respondents. Data will be gathered using a structured questionnaire, which includes demographic information, knowledge, attitudes, and practices regarding the four pedagogies. Results from the study showed that teachers possessed the highest level of knowledge about the Lecture Method, yet they had more positive attitudes and practices towards learner-centered strategies. Attitude and practice rankings were consistent, suggesting that teachers are more inclined to implement methods they believe have merit. These findings are in accordance to the shift toward student-centered instruction based on the Republic Act No. 10533.

Key Words: learning method; collaborative learning; inquiry-based learning; learning focused on communication skills; elementary english teachers; KAP

1. INTRODUCTION

1.1 Background of the Study

Communication is a skill that involves systematic and continuous speaking (Ahmad, 2016). According to Pawar (2022), being able to express fluently in both written and oral form of language is essential for career growth. With English language ranking as the most spoken language worldwide in 2023, with 1.5 billion English speakers both as a first and a second language, followed by Mandarin Chinese and Hindi (Galan, 2025), it is evident that having a good

command in English opens up more opportunities to an individual's career (Pawar, 2022). In the context of elementary education, Chou (2008) states that teaching English has been a significant educational policy in Asian countries for several decades, and it is viewed as the lingua franca for international business, diplomacy, and trade (Muslimin, 2017).

In the Philippines, the importance of English is further underscored by its high ranking in global proficiency. According to the 2024 Global Ranking of Countries and Regions, the Philippines ranks 22nd with a high proficiency score of 570 on the EF English

Proficiency Index (EPI) (Education First [EF], 2024). Given the importance of communication, being able to understand the principles of Effective English Language Learner Pedagogy becomes crucial, as several extensive research has highlighted, some methods used for native speakers may not always be applicable to English Language Learners (Li, 2012; Meltzer & Hamann, 2004). This distinction emphasizes the need for pedagogical strategies that are not only effective but also tailored to meet the diverse needs of students, including those with varying language proficiencies. Several studies have mentioned the relationship between teacher's practical knowledge and their practices, suggesting that a teacher's understanding and application of these pedagogical strategies play an important role in their effectiveness (Carter, 1990, as cited in Chou, 2008).

A study conducted by Howey and Grossman (1989), introduced a concept known as Pedagogical Content Knowledge. As defined by Shulman (1987), as cited in Mahbub et al., (2024), Pedagogical Content Knowledge refers to teacher knowledge of both the specific content and how the content is organized for enhanced student learning. Building upon this, Aban (2021), used the Knowledge, Attitude, and Practice (KAP) approach to address four common educational pedagogies: (1) lecture method; (2) cooperative learning; (3) inquiry-based learning; and (4) learning focused on communication skills. Aban (2021), evaluated how a teacher's awareness, attitude, and practices regarding these pedagogies interact in shaping pedagogical effectiveness (Aban, 2021). This framework highlights the importance of not only understanding content but also adapting teaching methods in response to these interactions, offering valuable insights for improving teaching practices in various educational settings. This approach is particularly relevant for improving English communication skills in elementary schools such as in Catarman IV, as it highlights the need for adapting teaching methods to fit the needs of diverse learners, ensuring that all students, regardless of their starting proficiency, can develop essential communication skills for future success.

However, despite the well-established importance of effective pedagogical strategies in enhancing English communication skills, there remains a gap in understanding how these strategies are implemented in elementary schools within the Catarman IV District. With Ninorte-Samaron as the lingua franca of Northern Samar, English is taught as a second language, which presents unique challenges for both teachers and students. While various teaching methods

have been proposed to improve English proficiency, their actual application in real classroom settings, particularly in multilingual contexts, has not been extensively examined.

1.2 Objectives

This study aims to assess the knowledge, attitudes, and extent of implementation of four commonly used teaching pedagogies (lecture method, cooperative learning, inquiry-based learning, and learning focused on communication skills) among elementary English teachers in Catarman IV District, Northern Samar, Philippines. Specifically it aims to;

1. To determine the level of knowledge of elementary English teachers in utilizing four commonly used teaching pedagogies: a) the lecture method, b) cooperative learning, c) inquiry-based learning, and d) learning focused on communication skills;
2. To determine the attitude of elementary English teachers toward utilizing four commonly used teaching pedagogies: a) the lecture method, b) cooperative learning, c) inquiry-based learning, and d) learning focused on communication skills
3. To determine the extent of practice implementation of four widely-used teaching pedagogies by elementary English teachers, specifically: a) the lecture method, b) cooperative learning, c) inquiry-based learning, and d) learning focused on communication skills, within their classroom instruction;

2. METHODOLOGY

2.1 Locale of the Study

This study will be conducted in the Catarman IV District, Northern Samar, specifically focusing on elementary English language teachers across different schools in the district.

2.2 Research Design

The study will employ the descriptive-correlational research design. This will describe the Knowledge, Attitudes and Practices of the elementary teachers respondents that affects the effective implementation of teaching pedagogies in the province of Northern Samar.

In addition, correlational research design will be utilized to establish the relationship between the

variables demographic profile and the Knowledge, Attitudes and Practices of the elementary English teachers respondent that affects the effective utilization of teaching pedagogies.

2.3 Population and Sampling

The population of this study is composed of all elementary English language teachers in Catarman IV District Northern Samar, Philippines. This study used a complete enumeration technique for elementary teacher-respondents. Furthermore, to align with the research objectives, a purposive sampling technique was used in choosing the respondents.

2.4 Respondents

The population of this study is composed of 40 elementary English language teachers in Catarman IV District Northern Samar, Philippines, all of whom were female. Their ages ranged from 20 to 51 years old and above, with the largest proportion (32.5%) belonging to the 51 and above age group. Regarding the respondents' educational background, 62.5% of the respondents held a master's degree, while 37.5% had a bachelor's degree. In terms of length of service, 30% had been teaching for 21 years or more, while the rest had varying levels of experience, ranging from 1 to 20 years.

2.5 Variables

Grounded in a cyclical framework, this study highlights how the variables continuously interact, influencing the way teachers acquire knowledge, develop attitudes, and implement teaching strategies in their classrooms.

The independent variable in this study will be the demographic profile of the respondents, which includes sex, age, work status, educational attainment, and length of service. These factors may play a role in shaping teachers' familiarity with various pedagogies, their perceptions of their effectiveness, and the extent to which they apply these methods in their instruction.

The dependent variables will include three key aspects: The level of Knowledge of teachers' understanding of the principles, strategies, and applications of the four pedagogical approaches; the lecture method, cooperative learning, inquiry-based learning, learning focused on communication skills. The

Attitude of teachers toward teaching pedagogies with regards to their willingness to integrate these strategies into their teaching practices, its effectiveness and applicability of the lecture method, cooperative learning, inquiry-based learning, and communication-focused learning. Lastly, the extent of Practice implementation of teaching pedagogies the degree to which teachers apply these approaches in their classroom instruction. These variables examine how frequently these methods are utilized, the extent to which teachers adapt them to their specific teaching contexts, and the innovative strategies they incorporate.

2.6 Research Instrument

The research instrument to be used in this study will be adopted from a published research work of Aban et al., (2015) about knowledge, perspectives and practices on multifaceted pedagogies. Survey questionnaires will be administered to elementary English language teachers, comprising three parts. The first part of the questionnaire comprises the teachers' demographic profiles. The second part of the questionnaire will assess the respondents' knowledge, attitudes, and practices regarding four educational pedagogies; (1) Lecture method; (2) Cooperative learning; (3) Inquiry-based learning; and (4) Learning focused on communication skills. Each pedagogy will be examined through three subthemes. The first subtheme will measure knowledge using true or false questions to assess the respondents' knowledge of the four pedagogies. The second subtheme will evaluate their attitudes by determining whether they find each pedagogy effective, enjoyable, and applicable in various classroom settings, including its impact on class time management, grading, and suitability for large class sizes. The third subtheme will assess the respondents' teaching practices by examining the frequency of their use of each pedagogy in the previous school year, the current school year, and throughout their teaching career. Additionally, the third part of the questionnaire will explore how respondents integrate technology, pedagogy, and English content knowledge to support students' learning.

2.7 Data Gathering Procedure

The researcher will seek permission from the school's division superintendent to conduct the study. Once approval is granted, the questionnaires will be promptly distributed to the selected teacher

respondents.

In administering the questionnaires, the researcher will personally distribute and collect them from the school identified in this study.

2.8 Statistical Treatment of Data

The data will be gathered, tabulated, analyzed and interpreted statistically using different statistical tools. The descriptive parts will use frequency counts, weighted means, and percentage.

The Knowledge, Attitudes and Practices of the elementary teachers respondents will be computed using the weighted mean and will be described based on the different descriptors of the Likert scale. Furthermore, Pearson Correlations will be used to test for significant relationship between demographic profile and the Knowledge, Attitudes and Practices of the elementary teachers respondent that affect the effective implementation of teaching pedagogies.

The Jamovi software will be used in all statistical analyses and a 5% margin of error will be assumed in all hypothesis testing.

3. RESULTS AND DISCUSSION

3.1 Level of Knowledge of Elementary English Teachers on Different Teaching Pedagogies

Table 1 presents the descriptive statistics for teachers' knowledge on various pedagogical strategies; (1) Learning Method (LM), (2) Cooperative Learning (CL), (3) Inquiry-Based Learning (IBL), and (4) learning focused on Communication Skills (CS). Results from the table showed that Learning Method Knowledge had the highest mean compared to the other three learning methods, with an overall mean of 4.13, followed by Cooperative Learning Knowledge, with an overall mean of 3.80. This was followed by Learning Focused on Communication Skills Knowledge, with an overall mean of 3.55 and lastly by Inquiry-Based Learning Knowledge, which had the lowest overall mean of 3.15. While their knowledge of lecture-based methods is the strongest, they are also moderately aware of other learner-centered strategies like Cooperative Learning, Inquiry-Based Learning, and Communication Skills-focused approaches.

Table 1. Descriptives (Level of Knowledge)

	N	Mean	SD	Interpretation
LMK	40	4.13	1.02	Highly Aware
CLK	40	3.80	1.20	Moderately Aware
IBLK	40	3.15	1.14	Moderately Aware
CSLK	40	3.55	1.36	Moderately Aware

These findings suggest that English Language Teachers in Catarman IV District, Northern Samar Philippines, tend to be more knowledgeable on lecture methods and have less knowledge on inquiry based learning. This may be due to the Philippines' historical reliance on teacher-centered education before the implementation of Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013. This national reform policy mandates that the Philippine curriculum be learner-centered and that teacher-centered pedagogical strategies be applied to a lesser extent (Republic Act No. 10533, 2013; SEAMEO-INNOTECH, 2012).

However, according to del Valle (2021), despite this policy shift, Philippine education remains largely traditional and teacher-centered. This persistence may be due to several factors, including familiarity with conventional methods. Many teachers today were educated using traditional, lecture-based approaches, which may make them feel more comfortable and confident in applying these strategies in their own teaching. As a result, even with efforts to transition to a learner-centered approach, lecture methods continue to be widely used because they are more familiar and accessible to most teachers. Meanwhile, learner-centered techniques such as inquiry-based learning remain underutilized, as they require a shift in both mindset and instructional practice that many educators may not yet be fully prepared for.

3.2 Attitude of Elementary English Teachers on Different Teaching Pedagogies

Table 2 presents the descriptive statistics for teachers' attitude on various pedagogical strategies; (1) Learning Method (LM), (2) Cooperative Learning (CL), (3) Inquiry-Based Learning (IBL), and (4) learning focused on Communication Skills (CS). Results from the table showed that Learning focused on Communication Skills had the highest mean compared to the other three learning methods, with an overall mean of 3.55, followed by Cooperative Learning, with an overall mean of 3.45. This was followed by Inquiry-Based Learning, with an overall mean of 3.42 and lastly by Lecture Method, which had the lowest overall mean of 3.40. The results indicate that teachers generally have a positive attitude

toward all four pedagogical strategies, as all four pedagogical strategies fall under the "Strongly Agree" category.

Table 2. Descriptives (Attitude)

	N	Mean	SD	Interpretation
LMA	40	3.40	0.290	Strongly Agree
CLA	40	3.45	0.225	Strongly Agree
IBLA	40	3.42	0.269	Strongly Agree
CSLA	40	3.55	0.216	Strongly Agree

When comparing the results from Table 1 and Table 2, despite Lecture Method having the highest mean in terms of teachers' knowledge, it scored the lowest in attitude. This suggests that even though teachers are more knowledgeable about Lecture Method, their attitude toward it may differ.

Despite still falling under the "Strongly Agree" category, the lower attitude score for Lecture Method compared to the other three strategies could indicate a shift in preference toward more learner-centered approaches. This aligns with efforts to move away from traditional, teacher-centered instruction, as emphasized by education reforms such as Republic Act No. 10533 (Republic Act No. 10533, 2013; SEAMEO-INNOTECH, 2012). Teachers may recognize the need to embrace more interactive and student-driven methods, even if they are more experienced and comfortable with lecture-based strategies.

3.3 Extent of Practice of Elementary English Teachers on Different Teaching Pedagogies

Table 3 presents the descriptive statistics for teachers' extent of practice on various pedagogical strategies; (1) Learning Method (LM), (2) Cooperative Learning (CL), (3) Inquiry-Based Learning (IBL), and (4) learning focused on Communication Skills (CS). Results from the table showed that Learning focused on Communication Skills had the highest mean compared to the other three learning methods, with an overall mean of 3.74, followed by Cooperative Learning, with an overall mean of 3.62. This was followed by Inquiry-Based Learning, with an overall mean of 3.31 and lastly by Lecture Method, which had the lowest overall mean of 3.07. Results showed that the respondents tend to implement learner-centered approaches, such as cooperative learning, inquiry-based learning, and learning focused on communication skills, compared to the traditional method or teacher-centered approach such as lecture method.

Table 3. Descriptives (Extent of Practice)

	N	Mean	SD	Interpretation
LMA	40	3.07	0.299	Sometimes
CLA	40	3.62	0.207	Always
IBLA	40	3.31	0.252	Always
CSLA	40	3.74	0.165	Always

When comparing Table 2 and 3, a direct relationship can be observed, as the ranking in both tables remains the same. This alignment suggests that they are more likely to implement strategies they perceive positively.

As mentioned before, the Republic Act No. 10533 mandates the Philippine curriculum to shift from the traditional teacher-centered curriculum to a learner-centered curriculum (Republic Act No. 10533, 2013; SEAMEO-INNOTECH, 2012). The results align with this shift., as learner-centered strategies such as cooperative learning, inquiry-based learning, and learning focused on communication skills, are not only viewed more positively but are also practiced more frequently. Meanwhile, the Lecture Method, though still having high means in terms of knowledge and attitude, ranks the lowest in both attitude and practice when compared to the other three pedagogical strategies. This suggests a gradual move away from the traditional approaches in favor of learner-centered approaches.

4. CONCLUSIONS

This study aimed to determine the knowledge, attitudes, and extent of practice of elementary English teachers on four pedagogical strategies: Lecture Method, Cooperative Learning, Inquiry-Based Learning, and Learning Focused on Communication Skills. Knowledge performance over the three methods The results uncovered that the maximum score was achieved by the Lecture Method followed by Cooperative Learning, Learning Focused on Communication Skills and Inquiry-Based Learning respectively. Learning Focused on Communication Skills scored highest, followed by Communication Skills, Communication Skills on attitude and practice. This suggests that being knowledgeable about a specific strategy does not necessarily mean that attitudes and practice will positively correlate with it. For instance, while respondents were found to be more knowledgeable about the Lecture Method, it scored the lowest in terms of attitude and practice. This highlights that while they are knowledgeable on a certain method, their attitude and practice leans towards learner-centered strategies.

Additionally, the connection between attitude and practice rankings suggests that teachers are more likely to implement the methods they deem positively.

Furthermore, the results corroborate the progressive movement of the Philippine educational system under Republic Act No. 10533 to adhere towards more learner-centered instruction, rather than the traditional teacher-centered instruction. This reform advocating a more student-centered approach to English instruction can be seen in the growing trend of collaborative and inquiry-based learning embraced by teachers.

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