Implementing Pedagogical Strategies to Enhance English Communication in Elementary Schools: Evidence from Catarman IV District, Philippines

**Abstract:** This study aimed 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 sought 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 were practiced in their classrooms. Additionally, it investigated whether there was a significant relationship between the demographic profile of the teachers and their knowledge, attitudes, and practices. Employing a descriptive-correlational research design, the study used complete enumeration and purposive sampling techniques to select teacher respondents. Data were gathered using a structured questionnaire, which included demographic information, knowledge, attitudes, and practices regarding the four pedagogies. Findings revealed that while teachers demonstrated the highest knowledge of the lecture method, their attitudes and classroom practices favoured learner-centered approaches. The results support ongoing efforts to align classroom practices with the learner-centered principles mandated under Republic Act No. 10533, offering insights for teacher development and curriculum implementation in multilingual contexts.

**Key Words:** learning method; collaborative learning; inquiry-based learning; 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. Shulman (1987) defined it as a teacher's knowledge about the specific content and how the content is organized for enhanced student learning. 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. He 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-Samarnon 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*

The study was 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 employed the descriptive-correlational research design. This described the Knowledge, Attitudes, and Practices of the elementary teacher respondents that affected the effective implementation of teaching pedagogies in the province of Northern Samar.

In addition, a correlational research design was utilized to establish the relationship between the variables: demographic profile and the Knowledge, Attitudes, and Practices of the elementary English teacher respondents that affected the effective utilization of teaching pedagogies.

*2.3 Population and Sampling*

The population of this study was composed of all elementary English language teachers in Catarman IV District, Northern Samar, Philippines, consisting of 40 respondents. 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 was composed of 40 elementary English language teachers in Catarman IV District, Northern Samar, Philippines, all of whom were female, which is primarily due to the actual demographic distribution of English teachers in Catarman IV District. While there are male teachers in the district, they do not teach English, which prevents the inclusion of male participants. This gender imbalance may limit the generalizability of the findings, as male perspectives on pedagogical strategies remain unexplored. Future research could expand to other districts with more diverse teaching populations to assess whether gender influences pedagogical knowledge, attitudes, and practices.

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 highlighted how the variables continuously interacted, influencing the way teachers acquired knowledge, developed attitudes, and implemented teaching strategies in their classrooms.

This study focused on three dependent variables: the level of knowledge, which reffered to teachers’ understanding of the principles and strategies of a teaching pedagogy; the attitude of teachers toward a teaching pedagogy, which reflected their willingnes willingness to integrate these strategies into their teaching practices; and the extent of practice implementation of teaching pedagogies, which referred to the degree to which teachers applied these approaches in their classroom instruction. These variables examined how frequently these methods were utilized, the extent to which teachers adapted them to their specific teaching contexts, and the innovative strategies they incorporated.

While demographic factors such as age, years of teaching experience, and educational attainment were collected, they were not analyzed in relation to teachers' knowledge, attitudes, and practices due to the limited variability within the sample, which restricted meaningful comparisons.

*2.6 Research Instrument*

The research instrument used in this study was adopted from a published research work by Aban et al. (2015) on knowledge, perspectives, and practices regarding multifaceted pedagogies. Survey questionnaires were administered to elementary English language teachers, comprising three parts.

The first part of the questionnaire comprised the teachers’ demographic profiles. The second part assessed 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 was examined through three subthemes.

The first subtheme measured knowledge using true or false questions to assess the respondents' understanding of the four pedagogies. The second subtheme evaluated their attitudes by determining whether they found 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 assessed 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 explored how respondents integrated technology, pedagogy, and English content knowledge to support students’ learning.

*2.6 Research Instrument Validation*

This study adopted a survey questionnaire from Aban et al. (2015), which assessed knowledge, attitudes, and practices regarding pedagogical strategies. Since the instrument was not modified from its original version, additional validation tests were not conducted to maintain consistency with the established framework. However, the original study provided evidence of its reliability and validity, ensuring its appropriateness for this research.

*2.7 Data Gathering Procedure*

The researcher sought permission from the school’s division superintendent to conduct the study. Once approval was granted, the questionnaires were promptly distributed to the selected teacher respondents.

In administering the questionnaires, the researcher personally distributed and collected them from the school identified in this study.

*2.8 Statistical Treatment of Data*

The data was gathered, tabulated, analyzed, and interpreted statistically using different statistical tools. The descriptive parts used frequency counts, weighted means, and percentages.

The knowledge, attitudes, and practices of the elementary teacher respondents were computed using the weighted mean and were described based on the different descriptors of the Likert scale. Furthermore, Pearson Correlations were used to test for a significant relationship between the knowledge, attitudes, and practices of the elementary teacher respondents.

The Jamovi software was used in all statistical analyses, and a 5% margin of error was 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) Lecture 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 Lecture 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 received the lowest overall mean score 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) Lecture 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 received 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 received the lowest overall mean score 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 |
| LMP | 40 | 3.07 | 0.299 | Sometimes |
| CLP | 40 | 3.62 | 0.207 | Always |
| IBLP | 40 | 3.31 | 0.252 | Always |
| CSLP | 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.

*3.4 Statistical Relationships Among Teachers' Knowledge, Attitudes, and Practices*

Table 4 shows the correlation coefficients between teachers' knowledge, attitudes, and practices regarding the four pedagogical strategies—lecture method, cooperative learning, inquiry-based learning, and learning focused on communication skills. In terms of knowledge and practice, results from the study showed a significant negative correlation (r = -0.337, p = 0.034) for the lecture method. However, no significant correlations were observed between knowledge and practice for cooperative learning, inquiry-based learning and learning focused on communication skills. For attitude and practice, results from the study showed no significant positive correlations across all four pedagogical strategies. However, a negative but non-significant correlation (r = -0.230, p = 0.154) was observed between attitude and practice in learning focused on communication skills. Finally, in terms of knowledge and attitude, results from the study showed no significant correlations for any of the four pedagogical strategies.

These results highlight the need for further professional development opportunities to bridge the gap between knowledge, attitudes, and practical application in teaching.

Table 4. Correlation Matrix of Teachers' Knowledge, Attitudes, and Practices

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Knowledge | Attitude | Practice |
| Knowledge | LM — | LM 0.000 (1.000) | LM -0.337\* (0.034) |
|  | CL -0.141 (0.386) | CL -0.052 (0.749) | CL -0.211 (0.191) |
|  | IB 0.225 (0.163) | IB -0.083 (0.612) | IB -0.049 (0.763) |
|  | CS -0.002 (0.989) | CS -0.078 (0.634)  | CS -0.157 (0.334) |
| Attitude | LM 0.000 (1.000) | LM — | LM 0.059 (0.717) |
|  | CL -0.052 (0.749) | CL — | CL -0.088 (0.589) |
|  | IB -0.083 (0.612) | IB — | IB 0.046 (0.777) |
|  | CS -0.078 (0.634) | CS — | CS -0.230 (0.154) |
| Practice | LM -0.337\* (0.034) | LM 0.059 (0.717) | LM — |
|  | CL -0.211 (0.191) | CL -0.088 (0.589) | CL — |
|  | IB -0.049 (0.763) | IB 0.046 (0.777) | IB — |
|  | CS -0.157 (0.334) | CS -0.230 (0.154) | CS — |

*Note*. p values are in parentheses. p < .05 (\*), p < .01 (\*\*).

 The significant negative correlations found between teachers' knowledge and practice of the Lecture Method suggests that although teachers are more knowldgeabe about this approach, they tend to use it less in actual teaching. The no significant correlations observed between knowledge and practice for cooperative learning, inquiry-based learning, and learning focused on communication skills suggest that higher knowledge in a specific strategy does not mean frequent implementation. The negative correlation between knowledge and practice in the Lecture Method may indicate a shift away from this teacher-centered approach in favor of more learner-centered methods. As mentioned before, this may be due to the gradual shift from teacher-centered appraoch to a learner-centered approach, as implemented by Republic Act No. 10533.

 In terms of attitude and practice, although it was found earlier that the four pedagogical strategies had the same ranking for both attitude and practice, the correlation between these two variables was not statistically significant. This suggests that while teachers generally have a positive perception of this approach, their frequency of implementation may not be directly tied to their attitude alone. Additionally, the lack of correlation may be due to the limited variability in responses, as most teachers already rated both their attitude and practice of communication-focused learning highly, leaving little room to detect a significant relationship.

In terms of knowledge and attitude, the no significant correlations found between knowledge and attitude for any of the four strategies suggests that teachers' awareness and understanding of a strategy do not strongly influence how positively they perceive it. One thing to take note of is although learning focused on communication skills had the lowest knowledge score, it had the highest attitude and practice frequency, this suggests that teachers may be implementing this strategy intuitively rather than based on formal training. Thus, highlighting the need for structured training programs that enhance teachers' theoretical understanding of communication-focused pedagogies, ensuring they apply them with greater effectiveness and confidence.

4. CONCLUSIONS

This study assessed the knowledge, attitudes, and extent of practice of elementary English teachers regarding the four pedagogical strategies—lecture method, cooperative learning, inquiry-based learning, and learning focused on communication skills. Findings from this study revealed that while the lecture method had the highest overall mean regarding the respondent’s level of knowledge, the lecture method scored the lowest both in terms of the respondent’s attitude and extent of practice towards it. This suggests that while being knowledgeable about a specific strategy could be beneficial, this does not necessarily mean that their attitudes and practice will positively correlate with it.

Moreover, learning focused on communication skills scored the highest in both attitude and practice, however scored the lowest in terms of their knowledge. Although learning focused on communication skills scored the lowest, it does not mean that the respondents are not aware or knowledgeable about it, in fact, it is under the “moderately aware” category. However, the respondents are more aware of the other pedagogical strategies compared to learning focused on communication skills. This may be due to teachers being more exposed or experienced to traditional methods such as lecture methods. This shows that while the respondents are more aware of teacher-centered approaches such as the lecture method, their attitude and practice leans more toward learner-centered approaches such as learning focused on communication skills, inquiry-based learning, and cooperative learning.

 Additionally, the direct relationship between attitude and practice suggests that teachers are more likely to implement methods they deem positively. Results from this study 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.

The findings suggest that while the respondents are more familiar with a teacher-centered approach, their attitudes and practices lean more toward learner-centered approaches. However, the low level of knowledge in these learner-centered approaches may point toward a professional development need that helps teachers to understand the theory and practice of such strategies. Though some teachers practice implementing these approaches, specialized training could help make them more effective.

Disclaimer (Artificial intelligence)

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

1.

2.

3.

5. REFERENCES

Aban, J. (2020, December 1). Understanding the pedagogical dilemma using the KAP (Knowledge, Attitude, and Practice) approach: "What will you use?". DMMMSU Research and Extension Journal, (4), 15-31. https:/doi.org/10.13140/RG.2.2.26221.81121

Ahmedi, V. (2019). Teachers’ Attitudes and Practices Towards Formative Assessment in Primary Schools. Journal of Social Studies Education Research, 10(3), 161-175.

Adebayo, A. & Judith, K. (2014). Comparative Study of Effectiveness of Cooperative Learning Strategy and Traditional Instructional Method in the Physics Classroom: A Case of Chibote Girls Secondary School, Kitwe District, Zambia. *European Journal of Educational Sciences,* *1*(1).

Ahmad, S. (2016). Effective communication skills for students. *Journal of Education and Practice, 7*(3), 50-57.

Ahmad, S. (2016). Importance of English communication skills. *International Journal of Applied Research, 2*(3), 478-480. https:/www.allresearchjournal.com/archives/?year=2016&vol=2&issue=3&part=H&ArticleId=1684

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. *Longman*.

Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. ASHE-ERIC Higher Education Report No. 1. *The George Washington University, School of Education and Human Development.*

Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals. Longman.

Chou, C. (2008). Exploring elementary English teachers’ practical knowledge: A case study of EFL teachers in Taiwan. *Asia Pacific Education Review, 9*(4), 529–541. https:/doi.org/10.1007/BF03025668

Education First [EF]. (2024). The world’s largest ranking of countries and regions by English skills 2024 edition. https:/www.ef.com/wwen/epi/

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences, 111*(23), 8410–8415. https://doi.org/10.1073/pnas.1319030111

Fullan, M. (2020). Leading in a culture of change. John Wiley & Sons.

Galan, S. (2025). *The most spoken languages worldwide in 2023*. Statista. Retrieved January 29, 2025, from https:/www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/

Gholam, S. (2019). Inquiry-based learning as a student-centered approach. *Journal of Educational Research, 45*(3), 212-224.

Howey, K., & Grossman, P. (1989). A study in contrast: Sources of pedagogical content knowledge for secondary English. *Sage Journals, 40*(5). https:/doi.org/10.1177/002248718904000504

Jiang, H., Zhang, T., & He, Y. (2007). Application of knowledge-attitude-practice model in health education. *Chinese Journal of Health Education, 23*(3), 178-180.

Johnson, D. W., & Johnson, R. T. (2019). Cooperative Learning: The Foundation for Active Learning. *Educational Psychology Review, 31*(2), 209-222.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. *Prentice-Hall.*

Meltzer, J., & Hamann, E. T. (2004). Meeting the literacy development needs of adolescent English language learners through content area learning. Providence, RI: *The Education Alliance at Brown University.* Retrieved January 29 2025, from http:/www.alliance.brown.edu/pubs/adlit/adell\_litdv1.pdf

Mengistie, S. (2020). Primary School Teachers’ Knowledge, Attitude and Practice of Differentiated Instruction: The Case of InService Teacher-Trainees of Debre Markos College of Teacher Education, West Gojjam Zone, Amhara Region, Ethiopia. *International Journal of Curriculum and Instruction, 12*(1), 98-114

Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. John Wiley & Sons.

Muhammad, A., Bala, D., & Ladu, K. (2016). Effectiveness of Demonstration and Lecture Methods in Learning Concept in Economics among Secondary School Students in Borno State, Nigeria. *Journal of Education and Practice, 7*(12), 51-59.

Muslimin, A. (2017). *Why Asian countries are investing so heavily in the English language*. Forbes. https:/www.forbes.com/sites/anismuslimin/2017/11/30/why-asian-countries-are-investing-so-heavily-in-the-english-language/

National Research Council. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.

Nguyen, C., Trinh, T., Le, D., & Nguyen T. (2021). Cooperative Learning in English Language Classrooms: Teachers’ Perceptions and Actions. *Anatolian Journal of Education, 6*(2), 89-108

Oxford English Dictionary. (2022). *Definition of "utilization".* Oxford University Press.

Li, G. (2012). Literacy engagement through online and offline communities outside school: English language learners’ development as readers and writers. *Theory Into Practice, 51*(4), 312-318. https://doi.org/10.1080/00405841.2012.726052

Meltzer, J., & Hamann, E. T. (2004). *Meeting the literacy development needs of adolescent English language learners through content area learning. Providence, RI:* The Education Alliance at Brown University. Retrieved from http://www.alliance.brown.edu/pubs/adlit/adell\_litdv1.pdf

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teachers' knowledge. *Teachers College Record, 108*(6), 1017-1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x

Pawar, M. (2022). Importance of English communication. *Aayushi International Interdisciplinary Research Journal, 9*(5), 43-45. https:/www.aiirjournal.com/uploads/Articles/2022/06/5645\_10.Dr.%20Madhavi%20S.%20Pawar.pdf

Pedaste, M., Mäeots, M., Siiman, L. A., de Jong, T., van Riesen, S. A., Kamp, E. T., & Tsourlidaki, E. (2015). Phases of inquiry-based learning: Definitions and the inquiry cycle. *Educational Research Review, 14*, 47-61.

Piaget, J. (1936). Origins of intelligence in the child. Routledge & Kegan Paul.

Qasserras, L. (2023). Systematic Review of Communicative Language Teaching (CLT) in Language Education: *A Balanced Perspective. European Journal of Education and Pedagogy, 4*(6), 17–23. https://doi.org/10.24018/ejedu.2023.4.6.763

Republic Act No. 10533. (2013, May 15). Enhanced basic education act of 2013. Retrieved

from http://www.gov.ph/downloads/2013/05may/20130515-RA-10533-BSA.pdf

Richards, J. C., & Farrell, T. S. C. (2005). Professional development for language teachers: Strategies for teacher learning. *Cambridge University Press.*

Rubin, J. (1975). What the “good language learner” can teach us. *TESOL Quarterly, 9*(1), 41-51.

Santos, L. (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms. *Journal of Education and e-Learning Research, 7*(2), 104-109. https://doi.org/10.20448/journal.509.2020.72.104.109

Schmidt, R. (2019). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. *Language Learning, 49*(1), 1-63.

Schunk, D. H. (2020). *Learning theories: An educational perspective*. Pearson.

Schwartz, T. T. (1975). Cultural knowledge and social participation. *American Anthropologist, 77*(1), 19-34. https:/doi.org/10.1525/aa.1975.77.1.02a00020

SEAMEO-INNOTECH (2012). K to 12 Toolkit: Resource Guide for Teacher Educators,

School Administrators and Teachers.

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*(1), 1-22.

Stepanechko, O. & Kozub, L. (2022). Effectiveness of the Inquiry-Based Method in English Language Teachingof Ukrainian University Students Through Technology-Enabled Learning. *Arab World English Journal, 13*(3), 368-377. https://dx.doi.org/10.24093/awej/vol13no3.24

Stevick, E. (1989). *Success with foreign languages: Seven who achieved it and what worked for them. New York.* Prentice Hall International.

Taat, M., Abdulbaki, K., & Saqqaf, A. (2020). The Impact of Lecture and Interactive Methods on Student’s English Competency. *International Journal of Emerging Technologies in Learning, 15*(20). https:/doi.org/10.3991/ijet.v15i20.16683

The jamovi project (2025). jamovi (Version 2.6) [Computer Software]. Retrieved from https://www.jamovi.org

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

Wale, B. & Bishaw, K. (2020). Effects of using inquiry-based learning on EFL students’ critical thinking skills. *Asian Pacific Journal of Second and Foreign Language Education, 5*(9). https://doi.org/10.1186/s40862-020-00090-2