

Exploring the Lived Experiences of Senior High School English Teachers: Challenges, Impact and Coping Strategies in K To 12 Curriculum Implementation

DOI: <https://doi.org/10.47175/rielsj.v6i2.1156>

| Mahdi B. Abdullah¹ | Bai Laga S. Bantilan² | Alven M. Bolotaolo³ |
| Hilda T. Delos Reyes⁴ | Guiarmiya M. Haron⁵ | Michelle M. Uy^{6,*} |

¹Kabutantalan National High School, BARMM, Philippines

²Lambayong National High School, Region XII, Philippines

³Mindanao State University-BUUG Laboratory High School, BARMM, Philippines

⁴President Quirino National High School, Region XII, Philippines

⁵Guiarmiya M. Haron Sultan Mastura National High School, BARMM, Philippines

⁶Cotabato City National High School-Rojas, BARMM, Philippines

[*mish23elle@gmail.com](mailto:mish23elle@gmail.com)



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

ABSTRACT

This study examines the problems, effects, and coping mechanisms of Senior High School English Teachers in the implementation of the K to 12 Curriculums. Specifically, it sought to answer the following questions: 1. What are the challenges of Senior High School Teachers in terms of: 1.1 teaching methodologies, and 1.2 student assessment? 2. How do these challenges affect the teaching and learning process, particularly students in terms of: 2.1. Student's engagement; and 2.2 Student's English proficiency? 3. What coping strategies or interventions have teachers employed to address these challenges? The experiences of five English instructors from Cotabato City National High School-Rojas were analyzed using a qualitative phenomenological study approach. The findings showed that varying learning styles, resource constraints, and linguistic barriers had an impact on issues in pedagogical approaches, evaluation, and student participation. These obstacles were associated with reluctance, nervousness, and constraints in students' English competence, impeding classroom performance. Strategies such as project-based learning, blended learning, and motivational tactics were utilized to overcome these challenges. Recommendations encompass the implementation of differentiated education, the provision of sufficient resources for new pedagogical methods, and the enhancement of flexible learning methodologies to foster student participation. The study underscores the necessity of tailoring teaching methods to accommodate varied student requirements and utilizing new strategies to address issues in K to 12 Curriculum implementations.

KEYWORDS

Lived experiences of English teachers; Senior High School; challenges; coping strategies; English language teaching

INTRODUCTION

The K-12 Curriculum was implemented in 2013 through the Republic Act No. 10533, "Enhanced Basic Education Act of 2013". President Benigno 'Ninoy' Aquino III has signed it. Its aim is for the master of learning and strengthen the core subjects such as Mathematics, Science, and Language. It sets intensified standards which are anchored on the standards of foreign countries. The implementation of the K to 12 Curriculum in the Philippines brought changes in the educational system of the Philippines. It adds two additional years to the basic education cycle. This allows for further study of the different subjects; emphasizes academic skills, life skills, values and attitudes; adopts a more integrated and flexible curriculum framework; and enables learners to pursue their interests and prepare for specific career paths. Moreover, the curriculum incorporates skills essential for the modern labor force;

introduces varied assessment strategies which are far from the traditional assessments; necessitates enhanced training programs for teachers; encourages greater collaboration between schools, parents, and the community; aims to enhance students' readiness for global opportunities in education and employment; and prompts government and educational institutions to allocate more resources and invest in infrastructure to support the expanded curriculum and its requirements. These reflect significant transformation in the educational system to prepare students for the modern world.

As cited by Cañada, et. al. (2022), there was a comprehensive reform for the Philippines' basic education. However, the students who graduated from high school were lacked of competencies in several subject areas (Barrot, 2018). Thus, the Philippines has adopted the K to 12 curricula to address the problem. DepEd introduced the spiral progression approach to strengthen retention and mastery of topics and skills as students revisit learning in the next grade levels (Quijano, 2012). Integrating the 21st-century learning framework in this curriculum reform will strengthen the quality of high school graduates to make them more globally competitive to achieve more success and gain recognition in the international labor arena (DepEd Order No. 55, 2015).

The implementation, however, of the K to 12 Curriculum is a big challenge to the educational system and the government as a whole. The transition from the previous curriculum demands for a lot of preparations. The schools need to provide necessary instructional tools and facilities, teachers need to undergo trainings, and parents need to be oriented as well as the students. There are a lot of challenges that the teachers encounter along its implementation. The English teachers in Senior High School, for instance, find it difficult to find ways on how to deliver the competencies reflected in the Curriculum Guide designed to be used in teaching the subjects. The student's readiness matters in this aspect. Some of the competencies are above the learning levels of the students that they need to be taught first of the basics before learning those competencies. It is a sad reality that there are Senior High School learners who are struggling readers, writers and speakers in English. This becomes an agony of the English teachers. Thus, the teachers take efforts and sacrifices to address these dilemmas. Aside from this, there are other challenges which are faced by the English teachers that the researchers would like to determine

Teaching English among students of diverse in culture requires understanding of their context and knowledge and competence in applying strategies that suit to every learner. This means that in teaching English language, the teachers need to consider the background of the learners that includes their learning capacity and apply teaching strategies which are of their learning level. As mentioned earlier, the learning competencies required by the Department of Education to be taught to these learners are so packed with competencies which are out of the context of the learners. This results to failure of accomplishing them at the end of the semester. The teachers handling in English subject end up with conducting interventions first to prepare the learners before teaching the required competencies. And, so the researchers pursue the conduct of this study for these reasons. This study aims to explore the lived experiences of Senior High School English Teachers: The challenges, impact, and coping Strategies in K to 12 Curriculum Implementation. How these affect the teaching and learning process and what are the coping strategies employed to address these challenges in handling learners of diverse in culture along the implementation of the K-12 Curriculum to be the bases of targeted interventions and innovations in teaching the English language.

RESEARCH METHODS

Participants

The Respondents of this study were five English teachers of Cotabato City National High School Rojas, who are all actively teaching English subjects to Senior High School students in the K to 12 curriculums.

Purposive sampling method was used for selecting participants in this study. It is commonly used in qualitative studies. Creswell (2007) explained that the purposeful sampling strategy involves the researcher selecting the participants purposively since they can understand the phenomenon; thus, the researcher can decide whether participants share significant and meaningful experiences concerning the phenomenon under the investigation.

Instruments of the Study

The researchers used an interview guide questions and a video recorder as research instrument in gathering the data needed. Guided by the central question of the study, the researcher formulated the main question while the sub probing questions were dependent upon the answers of the participants during the interview as well as the purpose of the study as determined by the researcher.

Procedure

Before the start of the gathering data, the target participants were identified first. Then, the researcher sent a letter to the school principal requesting for the conduct of the study. As soon as the school principal permits the researcher to conduct interview, scheduling of gathering data will be done. During the interview, the researcher will assist the participants in understanding the meaning of the questions being asked so that the respondent can provide the exact data needed in this study. Interpretation and analysis of data shall be done after the gathering of data. The researcher will give interpretation, conclusions and recommendations based on the findings of study. The data was analyzed using Thematic Analysis employing Colaizzi Coding System. A systematic approach to qualitative data analysis, the Colaizzi Coding System was created specifically for phenomenological research. This app Colaizzi developed this method, which uses a methodical seven-step process to analyze participants' lived experiences and extract their essence. 's methodology places a strong emphasis on getting back in touch with participants to confirm the results and make sure they accurately represent their experiences.

Colaizzi's coding technique is highly regarded for its exacting structure and participant validation, which improve the findings' correctness. For phenomenological research, where it is crucial to comprehend how individuals perceive and interpret their lived experiences, this approach is perfect. It also preserves ethical norms in qualitative research by requiring participant validation, which guarantees that results are not misconstrued.

Ethical Considerations

Ethical concerns are essential in research involving human subjects to safeguard their rights, welfare, and confidentiality. The researchers confirmed that all individuals gave informed consent prior to engaging in the trial. This encompasses elucidating the research's objective, any dangers and advantages, and the voluntary aspect of involvement. Identifiable information and specific details were meticulously anonymized; additionally, pseudonyms were utilized, and the results were securely maintained. Martin (2020) The researchers ensured that participants were treated with dignity, autonomy, and respect by protecting their comments and representations.

RESULTS AND DISCUSSION

The common themes that emerged based on the challenges of senior high school teachers in terms of teaching methodologies are diverse learning style, resource constraints, language barriers, and students' engagement.

Table 1. Major Themes and Core Ideas on the Challenges of Senior High School Teachers in terms of teaching methodologies

Major Themes	Core Ideas
Diverse learning Style	- Students' varied learning styles - Individual interest and capabilities of students
Resource constraints	- Lack of teaching and learning resources - Insufficient tools and materials for teaching
Language Barriers	- Difficulty in understanding the language
Students' engagement	- Low participation and reluctance - Teachers faced difficulty in motivating students

Diverse Learning Styles

Diverse learning style is one of the challenges of senior high school teachers in terms of teaching methodologies. Nowadays, teachers in the senior high school commonly face this challenge. As the participants stated;

Participant 1: Students' varied learning styles and abilities significantly impact teaching methodologies and assessment practices.

Participant 2: Teachers face challenges in selecting and adapting methodologies to cater to individual interests and capacities.

Resource Constraints

The availability of resources poses a significant threat to the effectiveness of instructional techniques and assessment approaches in education. For example, Participant 1 observed that the use of resources affects the quality of instruction since some resources are fundamental while Participant 3 stated the lack of resources, tools, materials or even the facilities. These limitations inhibit the teachers' capacity to adopt a variety of engaging and student focused methodologies that are essential in improving learning outcomes. As the participants stated;

Participant 1: Lack of teaching and learning resources affects the delivery of effective methodologies and student assessments.

Participant 3: Teachers struggle with insufficient tools, materials, and facilities.

Language Barriers

Language difficulties are a significant obstacle in English instruction. Participants observed that pupils frequently struggle with language comprehension, hence impacting the efficacy of instructional methods. This issue affects both communication and understanding of the course content, resulting in a disparity between teaching objectives and student performance.

Participants 1, 2, and 4 indicated that the challenges in teaching English stem from students' issues with the language, which constrains the application of various techniques, as participants stated;

Participants 1, 2, and 4: Challenges arise in teaching English as students have difficulty understanding the language, which limits the implementation of methodologies.

Student Engagement

Low participation and a reluctance to engage in lessons greatly impede teaching effectiveness. Participant 5 pointed out that students' disinterest in class activities detracts from the intended learning goals. Participant 2 mentioned that encouraging students to embrace new teaching methods is a challenge for educators, which may indicate a disconnect between teaching strategies and the needs or interests of the students. As participants stated; *Participant 5: Low participation and reluctance to engage in lessons and activities hinder teaching effectiveness.*

Participant 2: Teachers face difficulty motivating students to adopt new teaching and assessment methods.

Table 1 The challenges we face, including varied learning styles, limited resources, language obstacles, and low student engagement, call for teaching strategies that are both adaptable and resourceful. To get around these obstacles, we require specific interventions such as tailored instruction, provision of essential resources, implementation of language assistance programs, and adoption of engaging, student-centered methodologies. This corresponds with the OECD's findings (2019), which emphasized the critical importance of sufficient resources in fostering participatory and significant learning experiences. In the absence of adequate resources, educators struggle to innovate or address the varied requirements of their students.

Fleming and Baume (2006) emphasized that effective instruction depends on aligning teaching approaches with the distinct learning preferences of students to improve engagement and achievement. Language difficulties are a significant obstacle in English instruction. Participants observed that children frequently struggle with language comprehension, which impacts the efficacy of instructional strategies. This issue affects both communication and understanding of the course content, resulting in a disparity between teaching objectives and student performance. Participants 1, 2, and 4 said that the challenges in teaching English stem from students' issues with the language, hence constraining the application of various techniques. Fleming and Baume, (2006) stated that effective instruction requires aligning teaching methods with students' unique learning preferences to optimize engagement and achievement.

Table 2. Major Themes and Core Ideas on the Challenges of Senior High School Teachers in terms of teaching assessments

Major Themes	Core Ideas
Resource constraints	<ul style="list-style-type: none"> - Lack of adequate learning resources - Limited materials and tool for teaching
Diversity in Learners' Need	<ul style="list-style-type: none"> - Difficulty in adapting assessments - Assessment is not aligned with students' knowledge
Language Barriers	<ul style="list-style-type: none"> - English language in assessment - Reduced comprehension and performance
Students' Performance	<ul style="list-style-type: none"> - Low scores on the assessment - Challenge in the effectivity of methods

Table 2. Challenges of Senior High School Teachers in terms of learning assessments
 The common themes that emerged based on the challenges of senior high school teachers in terms of teaching assessments are resource constraints, diversity in learners' needs, language barriers and students' performance.

Resource Constraints

A lack of resources significantly affects the quality of assessments and overall teaching effectiveness. Participant 1 emphasized that inadequate teaching materials and tools hinder the ability to design diverse and impactful assessments, while Participant 2 highlighted the difficulty in creating varied assessments due to these limitations. As participants stated;

Participant 1: There is a lack of adequate resources affecting teaching and learning process which in turn impacts the assessment quality.

Participant 2: There is a limited material and tools hindering the ability to create varied and effective assessment.

Diversity in Learner's Needs

Tailoring assessments to accommodate the needs of diverse learners remains a considerable challenge for educators. Participant 2 pointed out the difficulty in adjusting assessments for different learning styles, while Participants 3 and 4 observed that some students struggle with assessments due to content that is beyond their comprehension. As the participants shared:

Participant 2: There is a challenge in adapting assessments to fit various learning styles.

Participant 3 and 4: Some students find the assessments challenging because they don't understand the language and the content is beyond their knowledge. As participants stated;

Participant 2: There is a difficulty in adapting assessment to accommodate diverse learning styles.

Participant 3 and 4: Some students find the assessment difficult because they don't understand the language and beyond their knowledge.

Language Barriers

Language barriers greatly influence students' understanding and performance in assessments. Participant 4 emphasized that students face challenges in comprehending the language used in assessments, while Participant 3 observed that a restricted English vocabulary results in low comprehension and performance. As participants stated;

Participant 4: For me, challenges arise when students struggle with the language used in the assessment.

Participant 3: the challenge is, low comprehension and performance of the students due to limited English vocabulary.

Students Performance

Learning gaps and low student performance are recurring challenges, as evidenced by Participant 5's observation of low assessment scores and Participant 4's struggle to identify effective methods to support struggling students. As participants stated;

Participant 5: Students are achieving low score on assessment reflecting learning gaps.

Participant 4: I face challenge in identifying effective method to support struggling students.

Table 2 shows the major themes and core ideas on the challenges of senior high school teachers in terms of teaching assessments. Effective teaching and assessment practices often face obstacles due to limited resources, varying learner needs, language barriers, and challenges in student performance. These issues highlight the difficulty of developing fair and effective learning experiences for senior high school students.

The findings align with assertion that proficiency in the language of instruction is essential for academic achievement. Assessments that do not take into account students' language proficiency can distort their actual capabilities, resulting in misleading evaluations and heightened frustration. Additionally, It emphasize this concern. Emphasizes the

importance of formative assessments and targeted interventions in addressing learning gaps and improving performance.

Table 3. Major Themes and Core Ideas on the Difficulties in Choosing or Implementing Teaching

Major Themes	Core Ideas
Insufficient Resources	- Inadequate teaching and learning resources
Diversity in Learners	- Adapting strategies to accommodate diverse learning styles
Classroom Engagemen	- Collaboration and active participation

The common themes that emerged based on the difficulties in choosing or implementing teaching methodologies are insufficient resources, diversity in learners and classroom engagement.

Insufficient Resources

This affects teachers' capacity to employ a variety of strategies and hinders their ability to create interactive and engaging learning experiences. The lack of resources also limits access to modern technologies that could improve learning outcomes. As noted by participants:

Participant 1 and 3: Teachers encounter difficulties due to inadequate teaching and learning resources, including tools and equipment.

Diversity in Learners

The differences in students' abilities, preferences, and needs necessitate differentiated instruction, often requiring teachers to invest extra time and creativity. Managing these demands alongside strict curriculum timelines increases the complexity of the task. As one participant expressed:

Participants 2: Adapting strategies to accommodate diverse learning styles while balancing curriculum demands poses a significant challenge.

Classroom Engagement

This problem is often worsened by students' reluctance to participate, which can be attributed to low self-esteem, lack of interest, or a disconnect between teaching styles and students' needs. Inadequate engagement not only affects educational results but also hinders the cultivation of essential skills like teamwork and communication. As participant stated;

Participant 4: We (teachers) find it difficult to foster collaboration and active participation among students during activities.

Table 3 shows the major themes and core ideas on the difficulties in choosing or implementing teaching methodologies. Resource constraints hinder the ability of teachers to implement diverse and interactive strategies. However, their substantial expenses and the requirement for specialized training frequently pose obstacles to wider adoption, constraining potential for interactive and digitally integrated learning experiences.

Utilizing scaffolding and feedback proficiently can meet many demands; nevertheless, these tactics necessitate additional time and effort, which is difficult to achieve without sufficient resources and support (Han, 2021). Scaffolding has been recognized as a crucial method for maintaining engagement by offering organized support that adapts to learners' developing competencies. The efficacy of these strategies is significantly contingent upon teacher training and the availability of resources (Han, 2021)

Table 4. Major Themes and Core Ideas on the Approach to Student Assessments and Challenges

Major Themes	Core Ideas
Use of Multiple Assessment Type:	- Use formative and summative assessments
Student Understanding and Participation	- Difficulties understanding tasks - Participation in assessments
Technology Integration	- Integrating technology into assessments

The common themes that emerged based on the approach to student assessments and challenges are the use of multiple assessment types, student understanding and participation and technology integration

Use of Multiple Assessment Types

Participants 2 and 3 indicated that while formative and summative assessments are routinely used, the adoption of alternative assessments such as projects and portfolios present challenges due to time and resource constraints. As participants stated;

Participants 2 and 3: Teachers use formative and summative assessments to evaluate student progress. However, incorporating alternative assessments like projects and portfolios is challenging due to time and resource constraints.

Student Understanding and Participation

Participant 3 noted that some students struggle to understand assessment tasks, requiring additional effort from teachers to ensure clarity. Participant 5 highlighted the reluctance of some students to participate in assessments, which may stem from anxiety, lack of confidence, or perceived irrelevance of tasks. These challenge impact both assessment effectiveness and overall learning outcomes. As participants stated;

Participant 3: Some students face difficulties understanding tasks, requiring additional teacher effort to ensure clarity. Participant 5: Encouraging participation in assessments is often met with reluctance from students.

Technology Integration

Integrating technology into assessments, particularly for enhancing student engagement and participation. While technology offers opportunities for interactive and efficient assessment methods, barriers such as lack of training, inadequate infrastructure, and resistance to change hinder its effective use. As participants stated;

Participants 1, 2 and 3: The challenges include integrating technology into assessments to promote student engagement and participation.

Table 4 shows major themes and core ideas on the approach to student assessments and challenges. It shows that the challenges of limited resources, learner diversity, and classroom engagement significantly impact teachers' effectiveness and the overall learning environment. According to Miller et al., (2024), alternative assessments promote critical thinking and deeper understanding by allowing students to apply their knowledge in creative and meaningful ways However, teachers often face challenges such as insufficient planning time, limited access to resources, and lack of support from school administrators, making it difficult to integrate these methods effectively.

Miller et al., 2024; Han, (2021) emphasizes that professional development focused on technology use, combined with investments in infrastructure, can address these obstacles and enhance the implementation of tech- based assessments.

Table 5. Major Themes and Core Ideas on the Impact of Challenges on Lesson Delivery and Student Engagement

Major Themes	Core Ideas
Ineffective Teaching and Learning Processes	- Less effective teaching and decreased student interest
Time Constraints	- Consumes instructional time
Frustration and Decreased Motivation	- Frustration and lowered enthusiasm - Less confident or engaged
Reduced Student Participation	- Reduce active student involvement - Grading assessments consumes time

The common themes that emerged based on the impact of challenges on lesson delivery and student engagement ineffective teaching and learning processes, time constraints, frustration and decreased motivation and reduced student participation.

Ineffective Teaching and Learning Processes

Ineffective Teaching and Learning Processes indicate a recurring issue where challenges—likely administrative, pedagogical, or contextual—negatively impact both teachers and students. As participant stated;

Participant 1: Challenges lead to less effective teaching and decreased student interest in the learning process.

Time Constraints

Addressing challenges consumes valuable instructional time, disrupting the planned schedule. The reduction in time for interactive activities suggests a shift towards less dynamic teaching methods, potentially compounding the issue of student disengagement. As participant stated;

Participant 2: Addressing challenges consumes instructional time, often delaying the lesson schedule and reducing time for interactive activities.

Frustration and Decreased Motivation

The emotional aspect of educators is evident. Participant 4 stated frustration and diminished enthusiasm to a decline in lesson quality, while Participant 5 highlights the emotional impact on students. As participants stated;

Participant 4: Teachers experience frustration and lowered enthusiasm, which affects the quality of lesson delivery.

Participant 5: Students feel less confident or engaged when assessments and lessons do not align with their learning styles.

Reduced Student Participation

Participant 2 stated that decreased student participation with unresolved challenges, emphasizing its impact on achieving learning objectives. Participant 4 added that time spent grading assessments detracts from teaching time. As participants stated;

Participant 2: Challenges reduce active student involvement, hindering the achievement of learning objectives.

Participant 4: Grading assessments consumes time, further affecting the instructional schedule.

Table 5 shows major themes and core ideas on the approach to student assessments and challenges. The challenges show in ineffective teaching and learning processes stem from administrative, pedagogical, and contextual issues, which negatively impact instructional quality and student outcomes. A study of (Smith et al., 2023), emphasizes the interplay

between administrative inefficiencies and teacher burnout, emphasizing the need for better coordination and communication at institutional levels to mitigate such issues. Similarly, emotional impacts on students, such as anxiety and discouragement, hinder participation and performance. Strategies such as professional development and peer support systems have been shown to alleviate these issues (Han, 2021; Smith et al., 2023).

Table 6. Major themes and core ideas on how do these challenges affect the teaching and learning process in terms of students' engagement;

Major Themes	Core Ideas
Hesitation and Anxiety	- Students are hesitant - Pause frequently and feel stressed
Pronunciation and Fluency Issues	- Problems with accents, pronunciation, and constructing
Grammar-Focused Learning	- Practical communication reduces students' ability to express themselves
Low Confidence	- Self-consciousness and fear of judgment

The common themes that emerged based on how do these challenges affect the teaching and learning process in terms of student's engagement are; hesitation and anxiety, pronunciation and fluency issues, grammar- focused learning and low confidence.

Hesitation and Anxiety

Hesitation and anxiety as significant barriers to the teaching and learning process, particularly in speaking English. Fear of making mistakes leads to frequent pauses and stress, which stifle students' ability to communicate. As participants stated;

Participant 1 and 3: These challenges affect the teaching and learning process because students are hesitant, pause frequently, and feel stressed when speaking in English due to fear of making mistakes.

Pronunciation and Fluency Issues

Pronunciation, accents, and fluency as areas of struggle, which are common challenges in language learning. As participants stated;

Participant 3: The challenge in teaching and learning is the problems with accents, pronunciation, and constructing coherent sentences are common to students.

Participant 4: The challenge is the limited exposure to interactive oral activities affects students' engagement.

Grammar-Focused Learning

Overemphasis on grammar, rather than practical communication, diminishes students' ability to express themselves confidently. As participants stated;

Participants 2 and 3: The challenges are the emphasis on grammar over practical communication reduces students' ability to express themselves confidently.

Low Confidence

The lack of participation creates a feedback loop where students' speaking abilities stagnate due to minimal opportunities for improvement. This further perpetuates speaking challenges as students are less likely to practice or take risks in oral communication. As participants stated;

Participants 2 and 5: The challenges id the self-consciousness and fear of judgment discourage participation, further reducing speaking abilities.

Table 6 shows how do these challenges affect the teaching and learning process in terms of student's engagement. It shows that challenges like hesitation and anxiety, pronunciation and fluency issues, an overemphasis on grammar, and low confidence significantly affects students' ability to communicate effectively in English. Anxiety is one of the primary barriers to language learning, with students perceiving speaking tasks as threatening due to potential judgment or ridicule. Alleviating this requires creating a supportive and non-threatening learning environment, which reduces stress and encourages risk-taking (Horwitz et al., 2022). Dörnyei, (2020) emphasized the importance of structured opportunities for oral practice, such as group discussions, role-playing, and presentations, to gradually build confidence and competence in speaking.

Table 7. Major themes and core ideas on the how do these challenges affect the teaching and learning process in terms of Students' English Proficiency;

Major Themes	Core Ideas
Limited Vocabulary	- Making it difficult to comprehend reading materials - Limited vocabulary leads to comprehension challenges
Reduced Practice Opportunities	- Fewer opportunities for students to develop their speaking, reading, writing, and listening skills
Lack of Confidence	- Students often experience low confidence, anxiety, and stress
Low Engagement	- Reduce students' motivation to participate

The common themes that emerged based on how do these challenges affect the teaching and learning process in terms of student's English proficiency are; limited vocabulary, reduced practice opportunities, lack of confidence, and low engagement.

Limited Vocabulary

Participants 1 and 2 emphasize that limited vocabulary is a significant barrier to language proficiency. When students struggle to comprehend reading materials or express their thoughts, their ability to engage with learning activities diminishes. As participants stated;

Participant 1: Students have a restricted vocabulary, making it difficult to comprehend reading materials and express their thoughts clearly.

Participant 2: Limited vocabulary leads to comprehension challenges and difficulty in spontaneous communication.

Reduced Practice Opportunities

Participants 2 and 3 highlight those challenges in teaching and learning result in fewer opportunities for students to practice their skills across the four domains of language: speaking, reading, writing, and listening. As participants stated;

Participant 2 and 3: Challenges result in fewer opportunities for students to develop their speaking, reading, writing, and listening skills, impacting overall engagement and proficiency.

Lack of Confidence

Participants 1 and 5 identify low confidence as a recurring issue, particularly in speaking and expressing ideas in English. Anxiety and self-consciousness create a cycle where students hesitate to participate, which further limits their exposure to speaking opportunities. As participants stated;

Participant 1: Students often experience low confidence, anxiety, and stress, particularly in speaking and expressing ideas in English.

Participant 5: Self-consciousness hinders participation in class activities.

Low Engagement

Participants 2, 3, and 5 have the same ideas on low engagement to a lack of motivation, which reduces participation in learning activities. This lack of engagement can result from various factors, including limited vocabulary, reduced practice opportunities, and low confidence. As participants stated;

Participant 2,3, and 5: Challenges reduce students' motivation to participate in learning activities, further limiting their skill development.

Table 7 shows the major themes and core ideas on the how do these challenges affect the teaching and learning process in terms of student's English proficiency. The challenges of limited vocabulary, reduced practice opportunities, low confidence, and low engagement represent key barriers to achieving English language proficiency. Research shows that explicit vocabulary instruction, such as using word mapping and contextual learning, can effectively build vocabulary and support deeper language engagement.

The importance of creating low-stakes environments, peer collaboration, and positive reinforcement to help students build confidence and reduce anxiety (Dörnyei, 2020).

Table 8. Major themes and core ideas on coping strategies or interventions have teachers employed to address these challenges

Major Themes	Core Ideas
Project-Based Learning	- Connect lessons to real-world scenarios
Positive Behavioral Interventions	- Collaboration, critical thinking and problem solving
Blended Learning	- Integration of technology with traditional diverse learning styles
Innovative Approaches	- Integration of technology - Basketful of Ideas

The common themes that emerged based on the coping strategies or interventions have teachers employed to address these challenges are; project-based learning, positive behavioral interventions, blended learning, and innovative approaches

Project-Based Learning

Participant 1 highlights PBL as a widely adopted strategy that fosters collaboration, critical thinking, and problem-solving. This suggests that PBL not only enhances academic skills but also equips students with competencies essential for teamwork and real-life problem-solving.

Participant 2 emphasizes the connection PBL creates between lessons and real-world applications, increasing student engagement and motivation. As participants stated;

Participant 1: Widely used to encourage collaboration, critical thinking, and problem-solving.

Participant 2: Helps students connect lessons to real-world scenarios, enhancing their engagement and learning.

Positive Behavioral Interventions

Participant 5 identifies strategies that promote positive behavior and accommodate diverse learning styles. These interventions create a supportive classroom environment, reducing disruptive behaviors and fostering inclusivity. As participant stated; *Participant 5: Strategies that promote positive student behavior and accommodate diverse learning styles.*

Blended Learning

Participant 4 describes blended learning as the integration of technology with traditional teaching methods to address diverse learning needs. As participant stated;

Participant 4: The strategy is integration of technology with traditional teaching to address diverse learning needs.

Innovative Approaches

Participant 3 introduces the "Basketful of Ideas" strategy as a creative and flexible method to engage students. This approach involves tailoring activities to suit lesson objectives, which enhances student interest and caters to diverse learning styles. As participant stated;

Participant 3: The coping strategies is Basketful of Ideas, a creative and flexible strategy to engage students using tailored activities that suit lesson goals.

Table 3 shows the coping strategies or interventions have teachers employed to address these challenges. It shows that the project-based learning fosters collaboration, critical thinking, and problem-solving by engaging students in meaningful, real-world tasks. A study of (Larmer et al., 2015) shows that project-based learning promotes deeper learning by integrating academic knowledge with essential 21st-century skills. Studies show that Project-Based Learning increases student motivation and retention by linking lessons to real-world applications (Larmer et al., 2015).

Tailoring activities to lesson objectives addresses diverse learning styles and enhances student interest. Similar strategies, such as differentiated instruction and thematic teaching, have been found effective in engaging students and meeting individual needs, particularly in diverse classrooms (Tomlinson, 2017).

The findings reveal that educators in senior high school face challenges in their teaching methods because of the diverse learning styles of students, a situation made more complex by limited resources. Language barriers among students impede participation in the classroom, making the teaching process more challenging. The challenges in evaluating learning stem from the diverse needs of students, constraints on resources, language obstacles, and variations in performance, which make it difficult to implement effective assessment methods. Reluctance, anxiety, difficulties with pronunciation and fluency, grammar-centric learning, and a lack of confidence all have a negative impact on the teaching process, which in turn affects student engagement and lowers classroom performance. The kids' inadequate English competence is attributed to a restricted vocabulary, diminished practice chances, lack of confidence, and poor engagement, all of which impede their language growth. Educators tackle these problems via project-based learning to cater to varied learning styles, blended learning to increase flexibility, and motivational strategies to elevate student involvement. Moreover, creative pedagogical methods have demonstrated efficacy in surmounting these challenges.

CONCLUSION

English educators faced considerable obstacles in their pedagogical approaches, evaluation of learning, and student involvement, including various learning styles, resource limitations, and language hurdles.

These challenges supported with hesitation, anxiety, and limited English proficiency. In conclusion, despite these challenges, English teachers employed several coping strategies such as; use of innovative teaching approaches, project-based learning and motivations that increases students' engagement. Based on the findings and conclusion, the following are recommended: Strengthening the implementation of differentiated instructions tailored to

students' diversity. Provide a sufficient resources and materials that provides innovative and meaningful teaching practices. Strengthening the Development and adaptation of flexible learning strategies to reduce hesitation and anxiety among students. Promote active learning strategies to reduce hesitation and anxiety among students. Facilitate access to innovative teaching tools and technology to support project-based and blended learning approach.

REFERENCES

- Barrot, J. S. (2016). Examining the teaching beliefs and practices of experienced ESL teachers: A sociocognitive-transformative perspective. *The Southeast Asian Journal of English Language Studies*, 22(1), 153-163. <http://ejournal.ukm.my/3l/article/viewFile/9881/3951>
- Barrot, J. S. (2018). English curriculum reform in the Philippines: issues and challenges from a 21st century learning perspective. *Journal of Language, Identity & Education*. <http://doi.org/10.1080/15348458.2018.1528547>,
- Creswell, John W. (2007) *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. California: Sage Publication Inc.
- Cañada Jr, E., Et al.(2022). Challenges And Coping Strategies of English Teachers in Teaching English Subjects in The New Normal. *International Journal of Academic Multidisciplinary Research (IJAMR)*, 6-12; 243-253.
- DepEd Order No. 55 (2015). *Utilization of language mapping data for mother tongue based multilingual education (Mtb-Mle) program implementation*. Department of Education. <https://www.deped.gov.ph>.
- Dörnyei, Z. (2020). *Motivational dynamics in language learning*. Canada: Cambridge University Press.
- Han, S. (2021). The role of professional development in enhancing teacher resilience and student outcomes. *Journal of Educational Psychology*, 29(2), 78-94.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (2022). Foreign language classroom anxiety. In Z. Dörnyei & P. Skehan (Eds.), *Cambridge University Press; Individual differences in second language learning*, 1(1), 30–49).
- Martin, D. (2020). Resistance to Educational Reforms in the Philippine K-12 Program. *Journal of Teacher Education*. 1(1)
- Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project-based learning: A proven approach to rigorous classroom instruction*. ASCD. <https://doi.org/1032996/jlds.2021.1.1.1>
- OECD (2019). *Effective Teacher Policies: Insights from PISA*. OECD Publishing.
- Fleming, N. D., & Baume, D. (2006). Learning styles again: VARKing up the right tree!. *Educational Developments*, 7(4), 4-7.
- Quijano, Y. (2012). *Technical working group on curriculum, Orientation for K to 12 Division Coordinators*. DepEd Complex.
- Smith, J., Brown, A., & Lee, R. (2023). Administrative challenges and their impact on teaching efficacy: Insights from global education systems. *Educational Management and Policy Review*, 15(3), 45-62.
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.