

Teaching Strategies of Senior High School English Teachers Towards an Enhanced Strategic Guide

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Abstract

This study aimed to determine the extent of the practice of the teaching strategies used by senior high school English teachers in the Division of Siquijor and to find out if there is a significant relationship between the teaching strategies employed by the respondents and the academic performance in English of Grade 11 senior high school students. The study utilized a quantitative descriptive correlation design and was conducted in all public high schools that offer Senior High School in the Division of Siquijor. General sampling was employed, and a questionnaire was used as the main data collection tool, administered through a self-administered method. The collected data were tabulated, treated, and analyzed using various statistical tools such as frequency count, weighted mean, percentage, analysis of variance, and Pearson's correlation coefficient (r). Based on the findings, it is concluded that the extent of usage of teaching strategies of Senior High School English teachers in the Division of Siquijor in terms of Communicative Language Teaching and Direct Method. While the Grammar-translation method is practiced mostly or about four times a week. It is also concluded that there is no significant relationship between the extent of teaching strategies used by the teachers and the student's academic performance levels. This may connote that regardless of the extent of use of the teaching strategies by the teachers, students have more or less the same level of academic performance. Thus, teachers' utilization of teaching strategies does not always signify an increase in students' level of competence in their academic performance. Moreover, an intervention is proposed to enhance strategic guidance to address the gap.

Keywords: Education, Teaching Strategies in English, Quantitative Study, Descriptive Correlational, Siquijor Philippines