

# Exploring Teachers' Perceptions on Effective Teaching Strategies for English Language Learners

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**Abstract:** This study aims to determine the strategies that teachers perceive as most effective for English language learners (ELLs). This study is conducted through qualitative research as well as semi-structured interviews that allow respondents to justify and go more in-depth with their answers and to understand teachers' perceptions. Respondents were selected through purposive sampling, targeting 20 teachers with significant experience in instructing ELLs. The study was conducted in selected private and public schools within Danao City, Cebu, Philippines. The findings reveal that successful teaching strategies for enhancing the language skills of English Language Learners (ELLs) are varied, depending on understanding individuals needs and backgrounds. This study will help teachers establish effective and supportive learning environments that promote successful language acquisition for their ELLs.

**Keywords:** English language learners (ELLs), effective strategies, teaching instructions, proficiency, English language, perception.

## 1. Introduction

English has become the predominant lingua franca due to historical, cultural and geopolitical factors (Britannica). English has evolved into a worldwide tongue from its origins in early medieval England to an official language in numerous nations such as South Africa, India, Philippines, and Singapore. With over two billion estimated speakers — about a third of the world's population — its global dominance is signaled by its status as the first foreign language of choice in the majority of countries. The pervasive use of this feature has major implications for education, especially in countries where English is not the native language.

For instance, in the Philippines, English is considered a core subject from elementary to secondary school, and it is used as an official language in various institutional transactions (Porciuncula, 2011). But this is an especially difficult status to achieve: many students cannot become proficient, which threatens their academic performance and success in life. Although research shows that a variety of factors can lead to these challenges (e.g., lack of exposure, ineffective teaching strategies), a key missing piece in this area is understanding how those factors interact and what the most effective pedagogical approaches to address them.

This study seeks to fill this gap by focusing the particular issue of low English proficiency in Filipino students. The

research problem can be divided into two-fold: (1) identify specific factors that led to Filipino students to low English proficiency (2) to determine the effectiveness of various teaching strategies for improving students' achievement in English language skills. This study is important since it responds directly to a key educational challenge in the Philippines and can provide insights to develop better teaching practices that can ultimately translate to better student performance. To succeed, understanding the specific concrete challenges and effective strategies is crucial in bridging the gap between the widespread use of English and the reality of many students struggling to achieve proficiency.

Effective teachers are necessary for students to improve and gain more knowledge. For students that are learning in a language that is not their native one, it is even more important that teachers are using best practices and effective teaching strategies (Echevarria, Short. & Powers, 2006). For instance, teachers at an international school in Vietnam and were passed in the United States uses Sheltered Instruction Observation Protocol (SIOP) model strategy as its base for effective teaching and best practices for language learners in content-based classrooms (Behan, 2019). It is a response to the No Child Left Behind Act (NCLB) of 2001, to give teachers steps and guidelines to help them language learning strategies into their content-based classes. Through this created SIOP model, which is used to evaluate a teacher's ability to integrate ELL strategies, academic language and content learning into a lesson. Even though the SIOP model, for integrating ELL practices in content-based classrooms, was originally designed to help the problem that was occurring in the United States, this protocol is now used in all 50 states, highlighting the international recognition of the need for effective strategies in English language teaching.

However, teaching approaches vary. In General Santos City, Philippines, the lecture method and brainstorming were most often used as a method of teaching (Talindong et. al 2020). The profile of the subjects showed that teachers are well experienced and qualified English language teachers in view of their educational background and professional development. This approach is aligned by the theory of constructivism. Implications for teachers considering the results emphasized more innovative and contextualized teaching strategies in English instruction. The aim of the Philippine education is to

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highlight the learners' equal opportunity in learning and holistic development despite challenges like limited resources. Hence, the teachers' pedagogies, their best practices and strategies applied in the classroom are the key which leads to the questions on what are the most common teaching methods used by the teachers and how are they using these methods.

Finally, the incorporation of enrichment activities, such as cooperative learning strategies (CLS) can further enhance language acquisition. A study in Sandayong Sur National High School in Danao City, Cebu, Philippines, demonstrated that CLS effectively used for the students to acquire mastery in parallel words, phrases, and clauses and employed appropriately for the students to engage well during English classes (Ramos, 2022). It was found out that it reduces anxiety among grade 8 students struggling with parallel words, phrases, and clauses. The students' language anxiety should not be neglected by the teacher to help them improve their English competence; and that the proposed learning activities be adopted by language teachers.

In conclusion, there are factors that contribute to the decreasing of students' achievement in the English language. The discussion revealed the different reasons that students face in speaking, listening, reading and writing skills. In learning a second language, it is utmost important that learners receive maximum support in terms of a supportive and conducive learning environment as well as adequate and meaningful language experience. That is why implementing and creating effective strategies for teaching English Language Learners (ELLs) are really crucial, especially in fostering language acquisition – acquiring language; and in ensuring academic success. It is encouraged to create more interaction among students such as through peer collaboration, having good teacher-student relationships and giving opportunities for practice in a supportive environment. This research hopes to enlighten students in learning the English language so that they may strive to improve their English skills, thus making language teaching and learning more effective and meaningful for both lecturers and students.

#### A. Literature Review

English language teaching is important in today's changing world. Assessing the effectiveness of English language teaching strategies is important for ensuring quality education. Teaching English language strategies encompass several key themes, including teaching competence, creating a positive learning environment, engagement with students and continuous professional development. Effective teachers employed diverse teaching strategies, communicated clearly, managed the classroom effectively, and provided support to students.

##### 1) On Teachers' Perceptions of Effective Strategies for ELLs

The increasing diversity in classrooms globally necessitates a deeper understanding of effective teaching strategies for English Language Learners (ELLs), teachers' perceptions play a pivotal role in the successful implementation of these strategies. One of the strategies that can be applicable in teaching English language learners is through reading.

According to Albiladi (2018), second language reading is the bridge that leads to developing other language skills such as speaking, writing, and vocabulary acquisition. Reading strategies for English language learners' can help develop their comprehension and improve their language skills. This is considered as the most effective and beneficial for students.

Moughamian et.al (2009), stated that in order to be effective educators in instructing English language learners (ELs) in Texas, United States it begins by outlining key contextual factors that teachers should take into account when making instructional choices for English language learners, then follow with a brief overview of bilingual and English-only instructional models. They consider the influence of the language of instruction on academic outcomes for English language learners. Regardless of the model that school districts select, teachers must use the most effective strategies to accelerate student learning, and maximize instructional time, this suggests teachers should choose instructional strategies appropriate for a range of ELL instructional models. Research-based instructional strategies appropriate for a range of ELL instructional models include: (1) Instructional Methods and Strategies; and (2) Bilingual Cooperative Integrated Reading and Composition (BCIRC) Activities. This study offers valuable insights into effective instructional models and strategies for teaching English language learners. It also provides guidance on how teachers can determine and implement effective teaching strategies.

##### 2) On choosing an Effective Strategies in Teaching English

The field of English language teaching (ELT) is dynamic, with numerous strategies available to educators. The effectiveness of these strategies can vary depending on factors such as student demographics, learning objectives, and the specific context of the classroom. According to Tindog et al (2021), As to teaching method, both the teachers and the students considered the student-centered method as the dominant teaching method often utilized by the teachers in teaching English in the Division of Puerto Princesa City, Philippines. Based on Section 5 of RA 10533, the teaching methods in K-12 involve learner-centered strategies such as constructivism, inquiry-based, introspective, collaborative, and integrative approaches to instruction. These all consider the students' characteristics, their aptitudes, and learning styles. In choosing a method of teaching, developmental stage, multiple intelligences, needs, interests, sentiments, home, and educational background are considered. Teachers use different instructional approaches, but effective pedagogy depends on the subject matter, understanding of learners' needs, and classroom environment. Teaching styles are essential for positive learning experiences and better academic results.

Another study from Bulacan, Philippines, on closer look Filipino ESL teachers able to facilitate effective teaching-learning process amidst the presence of multilingualism and multiculturalism. Results showed that the teachers purposely differentiate their approaches depending on the levels, cultural background, learning styles, and preferences of the students. Moreover, according to Dizon Jr. et al. (2024), these approaches are generally aligned with the aim of scaffolding the students to

improve their English language proficiency. Some of these include role-playing, essay writing, book reports, modeling, sentence diagramming, and the like. These results are congruent with the three approaches Martin (2014) claim namely Communicative Language Teaching (CLT), English for Specific Purposes (ESP), and Task-Based Language Teaching (TBLT).

### 3) *On Assessing the Effectiveness of Teaching Strategies for ELLs*

Assessing the effectiveness of teaching strategies for ELLs is essential for ensuring that these students receive the support they need to achieve academic success. It is necessary to determine when English language learners (ELLs) are able to express what they know on a standardized content test in English. At stake is the validity and reliability of the scores for ELLs and the resulting educational decisions made on the basis of these scores. Because tests are used increasingly to make high-stakes educational decisions, a means for including ELLs in a fair and equitable way is needed (Stevens et.al, 2001). Furthermore, assessing the effectiveness of teacher's strategies can be done through comparing initial and later performance, as it is crucial for assessing student growth and the effectiveness of educational strategies. Another study examined the effectiveness of portfolio assessment in primary education through a multi-level meta-analysis. The findings revealed that portfolios, which compile a student's own work and performance, offer a more comprehensive view of their progress compared to traditional tests. This comprehensive assessment approach allows for a better understanding of student development over time (Dogan et.al, 2024).

Another way to assess the effectiveness of teaching strategies is through performance assessment. Performance assessments, by contrast, may offer opportunities for these students to present a more comprehensive picture of what they know and are able to do (Abedi, 2010). Standardized achievement tests currently used for ELLs and share information on how performance assessments can be efficiently used to lead to better understanding of these students' content knowledge and to improve their academic performance.

On the other hand, Rahman et.al (2011) stated that assessment and feedback was practised within Junior Secondary schools of Bangladesh in English language classrooms. English teachers' and head teachers' interview schedules and Focus Group Discussions (FGDs) with students. The findings of the study showed that teachers assessed the students' learning through questioning and the questions were closed-ended by nature. In the classroom, teachers provided only verbal feedback to the students and in the observation it was found that teachers gave feedback on a few occasions. Teachers recommended that listening and speaking test items be included within the national assessment system.

In a local study, Bendanillo et. al. (2024), stated that there are challenges faced by college students in acquiring English language literacy and explores promising practices to enhance their learning experience at the Cebu Technological University-Pinamungajan Campus during the academic year 2023-2024. The study identifies key challenges such as vocabulary

deficiencies, grammar issues, and psychological barriers like anxiety. Promising practices highlighted include personalized instructional strategies, the integration of digital tools, and active student engagement. Findings underscore the importance of comprehensive curriculum design, equitable access to resources, and ongoing professional development for educators in fostering effective English literacy instruction. It is important for teachers to find some strategies in teaching instructions to help students grasp and give specific programs to pull up their full potential. In assessing the effectiveness of the teaching strategies, teachers use formative assessments to help teachers monitor student progress and adjust their instruction. Additionally, to evaluate student learning at the end of the unit or course summative assessments are used. Understanding these challenges and promising practices informs the selection and implementation of further strategies.

### 4) *On Other Strategies and Resources can be Taken for Teaching English Language Learners*

Numerous studies highlight the importance of differentiated instruction in catering to the diverse needs of ELLs. Teachers who perceive differentiated instruction as effective often emphasize strategies like flexible grouping, varied learning materials, and tailored assessments (Tomlinson, 2014). Teachers recognize the value of collaborative learning in promoting language development and social interaction among ELLs. Strategies like peer tutoring, group projects, and cooperative learning activities are perceived as effective (Johnson & Johnson, 2009). The effectiveness of collaborative learning depends on careful planning and implementation. Teachers need to provide clear instructions, monitor student interactions, and ensure that all students have opportunities to participate. English teachers also use language support strategies, explicit instruction in vocabulary, grammar, and pronunciation is crucial for ELLs. Teachers who perceive these strategies as effective often utilize visual aids, realia, and interactive activities to enhance language acquisition (Echevarria, Vogt, & Short, 2017).

Other strategies may also include integration of technology for teaching English language learners (ELLs). Since technology has entered into every area of our life day by day it has also affected the field of education. Thus, traditional education methods have become unable to meet expectations. It is necessary to integrate technology in order to be able to benefit from the use of ICT for teaching and learning purposes (Gunuc et.al 2018). Especially when it is thought that digital native students prefer to learn in the technology environment, it is necessary to use the technology in education environments (Kurt, Gunuc and Ersoy 2013). In addition, through the use of information and communication technologies (ICTs) such as interactive boards, tablet PCs, smartphones, the Internet, and computers in education, it is possible that the class engagement increases, the lessons become more productive and fun, the learning becomes more effective and the students become more motivated (Gunuc 2016).

A study from Vietnam, it was found that English teachers who were flexible, resourceful and proactive were most successful at using ICT effectively in ELT (Vu Le, 2020). As a

result, this research study makes a series of recommendations that support teachers in being flexible, resourceful and proactive.

Previous studies on the nature and use of teaching methods often focus on general strategies employed worldwide, but fail to take into account regional and contextual factors that may influence their effectiveness. However, there is a lack of research investigating how Danao City teachers employed different teaching optimization styles in their classroom, especially in English instruction. Although there are many global education goals and outcomes that are commonly discussed, there is little information on how local factors in Danao City affect the practice of these teaching strategies. This gap highlights the need for localized study to examine the teaching practices and the preferred teaching method needed in Danao City to determine how teachers can better adjust to localized environmental challenges for effective learning in Danao City schools.

### *B. Research Questions*

This research aims to determine the teachers' perceptions on effective teaching strategies for English language learners (ELLs) and to identify best practices and areas of development.

Specifically, it aims to answer the following questions:

1. What teaching strategies do teachers perceive as most effective in enhancing the language learning of English Language Learners (ELLs)?
2. How do teachers determine and implement effective instructional strategies to support English Language Learners (ELLs) in classroom settings?
3. How do teachers assess the effectiveness of these strategies in improving students' language proficiency and engagement?
4. Based on the findings, what other strategies can be taken to better equip teachers with skills and resources needed to implement effective teaching strategies for English language learners?

## **2. Methodology**

### *A. Research Design*

This study employed a grounded theory approach within the qualitative research method, utilizing semi-structured interviews to provide interviewees with opportunities to justify and elaborate on their answers and viewpoints. This research determined and understood teachers' perceptions of effective strategies for teaching English Language Learners (ELLs). Understanding these experiences and perspectives of teachers was crucial for developing and implementing pedagogical practices to cater diverse needs of ELLs and promote their learning in English. Participants were selected using purposive sampling, targeting teachers with significant experience in instructing ELLs. This sampling strategy ensured the inclusion of participants with rich and diverse experiences. The analysis of data included thematic analysis, in which interview transcripts were carefully coded and categorized to determine repeating patterns and themes. This analysis aimed to reveal the

fundamental aspects of teachers' perceptions, encompassing their interpretations of effective instruction, the strategies they utilized, the obstacles they encountered, and the factors that impacted their decisions.

### *B. Sample/Participants*

The participants of this study were 20 English Language Teachers from selected public and private schools in Danao City, Cebu, Philippines. They were chosen through purposive sampling, assuring that they were actively teaching or handling English subjects. The study was conducted in both private and public schools located within Danao City, Cebu, Philippines, specifically in Sto. Tomas College Danao Inc., Northeastern Cebu Colleges Inc., Ramon M. Durano Sr. Foundation Science and Technology Education, and Mariano L. Espera Jr. National High School. The respondents had the interview in their respective classrooms, allowing the researchers to examine the effectiveness of different teaching strategies in real classroom settings.

The respondents were selected based on the following criteria:

- Teachers in selected public and private schools in Danao City;
- Must be an English teacher/ESL teacher; and
- Must handle English.

Teachers who met the criteria were eligible to participate in the study.

### *C. Instrument(s)*

This study used a qualitative approach with the use of semi-structured interviews that explore the perceptions of the students in watching movies as a tool for vocabulary development. Respondents were asked open-ended questions regarding their experiences in watching movies and its impact on vocabulary development. The interviews were conducted individually and in order to get the exact transcription of the data, the researchers used audio recording. The semi-structured format allowed for flexibility in probing deeper into specific responses and exploring themes related to the respondent's perceptions.

### *D. Data Collection Procedures*

The researchers formulated the interview questions, which were reviewed by the research adviser to ensure their credibility and reliability. They then drafted a letter to the School's Program Head and School President of Sto. Tomas College-Danao City, Inc. (STC-D), requesting permission to conduct interviews both within and outside the school premises. Upon approval, a transmittal letter was also secured for the school principal. Additionally, the researchers prepared a consent letter for the respondents to confirm their voluntary participation. Finally, once all necessary approvals were obtained, data collection commenced.

The data collection process for this qualitative research began with targeted recruitment of teachers possessing substantial experience in instructing English Language Learners (ELLs). The potential respondents were selected through purposive sampling. Following informed consent,

semi-structured interviews were scheduled and conducted face-to-face. Each interview was audio-recorded, with participant permission, and ensured a thorough and comprehensive understanding of teachers' perceptions regarding effective ELL teaching strategies.

#### E. Data Analysis

The analysis of data for this qualitative research used thematic analysis, starting with detailed transcription and thorough reading of the interview data, reflecting a perspective to grasp lived experiences. Thematic analysis, particularly the Data Analysis Process outlined by Braun and Clarke, was also employed in the qualitative phase to pinpoint recurring themes or patterns (Braun & Clarke, 2006). This approach involved six distinct phases: (1) becoming familiar with the data; (2) generating initial codes; (3) merging codes into overarching themes; (4) evaluating the themes; (5) assessing the importance of the themes; and (6) compiling and presenting the findings.

### 3. Results and Discussion

This section provides a summary of the findings from the data collected relating to strategies and resources that teachers perceived as helpful in supporting English Language Learners (ELLs). This highlights key themes obtained from the responses of the respondents and discusses their connotation for teaching practices. To support these themes, the most representative quotes from the respondents' answers were included.

#### A. What Teaching Strategies do Teachers Perceive as Most Effective in Enhancing the Language Learning of English Language Learners (Ells)?

##### 1) Differentiated Instruction and Learner Diversity

Teachers emphasize the importance of understanding the varied backgrounds, strengths, and weaknesses of English Language Learners (ELLs). Acknowledging these differences allows educators to tailor their teaching strategies to meet individual learning needs. The responses below highlight this perspective:

*"As a teacher, the best thing you can have is to know what your students need. Most effective is knowing the strengths and weaknesses of your students when it comes to the language itself because English is not really our first language though it is the global language but there are students that have different capabilities."* (Respondent 5)

*"Based on my teaching experience, the most effective teaching strategies to enhance the students' learning are that teachers should know their students, whether in their strengths, weaknesses, and preferences in the classroom setting."* (Respondent 7)

*"As I said earlier the learners are diverse since they have different backgrounds and then of course the level of comprehension because the students capacity is different."* (Respondent 12)

These responses indicate that individualized learning approaches enable teachers to provide targeted instruction that aligns with each student's needs. By identifying strengths and weaknesses, teachers can create personalized learning

experiences that foster better language acquisition. This was associated by Tindog et. al (2021) who state that teachers use different instructional approaches, but effective pedagogy depends on the subject matter, understanding of learners' needs.

*"Especially in the basic education department, a lot of them are very, you know, different in their attitudes and their ways of learning also are very different."* (Respondent 2)

*"The teaching strategies Differentiated instruction caters the diverse needs of the learners such as Gaming, role playing, and simulations. Visual aids like diagrams, pictures, charts, and videos."* (Respondent 14)

*"It is essential for teachers to know each of their students so they can tailor-fit their needs inside the classroom. Differentiated instruction is ideal but sometimes hard to maintain."* (Respondent 18)

*"Effective strategy would be differentiated Instruction. Caters to individual student's interest and learning style."* (Respondent 17)

The findings show that differentiated and individualized instruction among teachers is an indication of the ongoing recognition of diverse backgrounds and learning capacities of ELLs. Teachers purposely differentiate their approaches depending on the levels, cultural background, learning styles, and preferences of the students (Dizon Jr. et.al., 2024). This practice encourages an inclusive classroom where all students are assisted and motivated. Through differentiated instruction to meet the unique needs of each learner, teachers can enable language acquisition and enhance the comprehension of English. Additionally, research by Moughamian et.al (2009) supports the above findings, to be effective instructors in educating English language learners it begins with identifying crucial contextual factors (characteristics, preferences, and individual behaviour and abilities) of students so that teachers can make appropriate instructional decisions. Moreover, the responses show that when the teachers invest time learning about their students and modifying their methods as such, they are indeed capable of boosting student outcomes in language acquisition. Doing so, they build an appreciation for the language that extends beyond the classroom. This individualized focus not only addresses academic needs but also benefits the social aspects of language learning, hence a holistic method of effectively teaching ELLs.

##### 2) Interactive and Collaborative Learning Strategies

Interactive and engaging methods have become essential tools for educators, fostering active participation, critical thinking, and deeper comprehension. These emphasize the use of interactive teaching strategies, such as group discussions, peer tutoring, and collaborative learning.

*"I include scaffolding... interactive activities such as group discussions, sometimes peer tutoring, and Think-pair-share exercises."* (Respondent 3)

*"So as a professional, I do believe that we or I should have given strategies or used teaching strategies, somehow a catchy strategy.... before the proper discussion, I will give activity, it is entitled "Face and Mouth Check", wherein these face and mouth check symbolizes, or it means that before proceeding to proper lesson I will give varied unfamiliar words and at the*

*same time me as going to utter and spell it correctly.”* (Respondent 6)

*“It depends on the topic, but in general, I find it effective if I let the students speak their thoughts; give exercises to answer, let them read and answer comprehension tests, write essays, and do spelling activities. Of course, in a fun and interactive way.”* (Respondent 9)

This indicates that these strategies promote student engagement and offer opportunities for students to practice their language skills in a supported setting. These activities reflect a desire to maintain student interest and motivation, making these activities fun and interactive points to an understanding that engagement is crucial for effective learning.

*“I somehow discover the strategies which is combining of interactive and student-centered strategies because I do believe it is the most effective in enhancing English Language learning. And these strategies introduced the (CLT) communicative language teaching for real life conversation in which most students will relate to and I know for sure that it helps them to scaffold to develop their critical thinking and writing skills.”* (Respondent 13)

*“Collaborative Learning is a teaching strategy that I used to facilitate and deliberate where students work together in groups to achieve learning goal.”* (Respondent 16)

*“Collaborative learning helps those slow learners to participate in their small group.”* (Respondent 17)

The responses suggest methods that prioritize student engagement through interactive and collaborative learning experiences. By incorporating strategies like CLT and collaborative learning, which is aligned to the study of Dizon Jr. et.al. (2024) and that are congruent with the three approaches Martin (2014), educators are not only enhancing language acquisition but also equipping students with critical thinking and communication skills that are applicable beyond the classroom. This holistic approach reflects a commitment to preparing students for real-life interactions and challenges, thereby making learning more relevant and impactful.

### 3) Fostering Confidence Through a Supportive Learning Environment

Building confidence and fostering a positive learning environment are intrinsically linked and crucial for effective education. Respondents often mentioned the need for promoting a positive and supportive learning environment. Where students feel confident in using the language and they are more likely to participate and engage actively during discussions.

*“Most importantly, the teacher must foster a positive learning environment where students feel supported. With that, the students can express themselves freely, which I think would eventually be beneficial in their learning progress.”* (Respondent 7)

*“I believe that one of the most effective strategies I've implemented is to connect with my students and befriend them. I think students learn better when they feel comfortable in the classroom.”* (Respondent 8)

*“I somehow discover the strategies which is combining of interactive and student-centered strategies.... Additionally, the*

*safer environment they are engaging to helps build student's confidence in using English effectively.”* (Respondent 13)

The responses from the participants highlight the importance of creating a supportive and positive learning environment in educational settings. These emotional and social elements—such as safety, connection, and engagement—are crucial for fostering effective learning. Teachers who prioritize these aspects can significantly enhance students' learning experiences and academic progress.

*“It is essential for teachers to know each of their students... utilizing practical communication skills, especially inside the classroom.”* (Respondent 18)

*“I found effective, Communicative Language Teaching and Differentiated Instruction. These allow me to provide meaningful, communicative tasks.... which will develop both language proficiency and inclusivity in the classroom.”* (Respondent 19)

Moreover, the necessity for the teachers to know their students individually is fundamental for building the confidence of the students as they feel recognized and valued, encouraging them to participate actively. When teachers promote inclusivity in the classroom all students can thrive, enhancing their language proficiency and overall confidence in their abilities. Respondent 19 complements this by discussing the benefits of Communicative Language Teaching, this supported by the study of Ramos (2022) as cooperative learning strategies (CLS) can further enhance language acquisition which provide meaningful tasks that promote inclusivity and cater to diverse learning needs.

The data collected reveal that emotional and social factors—such as support, connection, and inclusivity—are vital for creating a positive learning environment. When teachers prioritize these elements, they not only enhance students' language proficiency but also significantly boost their confidence and overall academic experience. This holistic approach to teaching ultimately leads to more effective learning outcomes.

### 4) Student-Centered Approach

Student-centered learning is a pedagogical approach that shifts the focus of education from the teacher to the student. Instead of passively receiving information, students become active participants in their learning journey, driving their own exploration and discovery. It emphasizes individual needs, learning styles, and interests, creating a more personalized and effective learning experience. Some of the respondents stated that it is easy to teach if they understand what their students need to foster a responsive classroom environment for the learners.

*“I can suggest is through reading. Because through reading, students will be able to highlight those unfamiliar words, and at the same time, they will be able to take note of those unfamiliar words. They will be unlocking those words, and they can use those words also in their daily conversations.”* (Respondent 1)

*“As a teacher, the best thing you can have is to know what your students need because English is not really our first language though it is our global language but there are*

*students that have different capabilities. So, when you are a teacher, you should see the diversity of your students."* (Respondent 5)

The response of the first respondent's focus on reading. Whereas in reading students can highlight unfamiliar words reflects a student-centered approach which prioritizes students' active engagement in their learning process. It encourages students to take ownership of their vocabulary development. The second respondent's acknowledgment of the diverse capabilities of students underscores the importance of tailoring teaching methods to meet individual needs. This aligns with a student-centered approach, which values accommodating different learning styles and experiences to ensure that each student can succeed.

*"As of two years' service in teaching, I somehow discovered the strategies which are a combination of interactive and student-centered strategies because I do believe it is the most effective in enhancing English language learning."* (Respondent 13)

*"Teaching Strategies...that caters to individual student's interest and learning style, helps those slow learners to participate in their small group and to increase their grades somehow."* (Respondent 17)

The collective response reflects a commitment to student-centered teaching strategies that enhance English language learning and address individual student needs. A study of Tindog et. al (2021) support these findings, which state that in teaching methods, both the teachers and the students consider the student-centered method and teachers use different instructional approaches, but effective pedagogy depends on the subject matter, understanding of learners' needs, and classroom environment. Teachers make an effort to customize their approaches such as the materials, assessment methods to every student's needs since learners have different ways in learning the English language. Along with emphasizing each of the student's potential, this strategy for teaching aims to foster a more equitable and supportive learning environment.

## *B. How do Teachers Determine and Implement Effective Instructional Strategies to Support English Language Learners (Ells) in Classroom Settings?*

### *1) Assessing and Differentiating Instruction for English Proficiency*

Teachers put emphasis on evaluating students' current skills to give their teaching strategies appropriately. The analysed data indicated that a recurring theme is the importance of assessing students' learning proficiency and comprehension levels before implementing educational strategies.

*"I always consider the level of the students. Because, for example, if I cannot consider the level of my students, maybe it would be hard for them to learn that specific, for example, subject for learning English."* (Respondent 1)

*"So, I assess students' language proficiency through: Informal conversations, reading comprehension activities., and Writing exercises."* (Respondent 3)

*"What I did is I gave activities to students, like writing activities for me to assess if my students have strengths in this*

*field or my students are weak on this field. And also, I gave exams, so maybe giving different activities to assess the students skills."* (Respondent 5)

The responses from the participants highlight the importance of assessing students' proficiency levels to tailor instruction effectively in English language learning. This multifaceted assessment approach allows for a more comprehensive understanding of students' capabilities, providing insights into their strengths and areas for improvement. It further supports the idea of using specific activities, such as writing assignments and exams, to assess students' abilities.

*"I think the most important thing is to understand the students' areas of improvement in the English language, whether in speaking, listening, reading, or writing. If teachers are able to assess the student's English proficiency level, then it wouldn't be that challenging to implement effective strategies for their learning and development."* (Respondent 7)

*"Through collaborative tasks, students can able to create/perform with efficiency at the same time increase their self-esteem. There should always be feedbacking every after performances/exams to update them of their progress, to do better."* (Respondent 9)

*"In classroom setting on what I have observe students really are effective most especially if they are going to have a peer interaction or body body system, meaning to say they really interact with each other and after that most importantly for the speaking skills."* (Respondent 10)

*"I do assess students' by using diagnostics test, observations, and formative assessment, then I apply differentiated instruction, and interactive activities, such as group discussions these is what I've been practicing for the past two years. My approach also includes using visuals, relating concepts to real-life situations, and providing ongoing formative assessment to improve understanding and engagement so that lessons are meaningful and impactful for every learner."* (Respondent 13)

*"Using consistent monitoring of formative performance...and encourage learners to engage or participate activities like debate, choral reading, extemporaneous, etc."* (Respondent 14)

*"...always make sure to set SMART goals to track language development effectively, it shows clear plan for assessment and enhancement."* (Respondent 15)

These findings state that these responses underscore the significance of ongoing assessment in the classroom, engagement of students during activities for the enhancement proficiency. Understanding each student's proficiency level is essential for determining and implementing effective instructional strategies that meet their needs. Wherein Tomlinson (2014) supported and emphasizes strategies like flexible grouping, varied learning materials, and tailored assessments. Furthermore, the collective response emphasizes the importance of assessing students' proficiency in English, as well as the collaborative task, their peer interaction or body body system will help students to enhance. Moreover, research by Johnson & Johnson (2009) states that teachers recognize the value of collaborative learning in promoting language



development and social interaction among ELLs. Strategies like peer tutoring, group projects, and cooperative learning activities are perceived as effective.

## 2) Enhancing Language Proficiency through Real-World Application

The true measure of effective education lies not just in the acquisition of knowledge, but in the ability to apply that knowledge to real-world situations. These point out the understanding of how to connect classroom learning with real world applications particularly in writing and communication. Some responses of teachers include ko:

*"..letting the students apply their knowledge by creating narrative or essay, and in terms of communication I've also experienced using debate as a very effective tool for engaging the communication or English skills of the students."* (Respondent 4)

*"What I did is I gave activities to students, like writing activities... And also, I gave exams, so maybe giving different activities to assess your students skills."* (Respondent 5)

*"... through: Informal conversations, reading comprehension activities., and Writing exercises."* (Respondent 3)

The responses of these teachers emphasize the importance of applying their knowledge by creating narrative or essay and debate, this reinforced language skills specifically it was done in terms of communication. It further supports the idea of application by the use of various writing activities and exams. Additionally shows the use of informal conversations promote fluency, reading comprehension activities to enhance vocabulary and writing exercises to apply learned concepts.

*"Through interactive activities, such as group discussions... My approach also includes using visuals, relating concepts to real-life situations, and providing ongoing formative assessment to improve understanding and engagement so that lessons are meaningful and impactful for every learner."* (Respondent 13)

*"I do believe that these ... work best in learning English in classroom settings. Let the students read aloud any literary work for at least 15 mins a day so they can add something on their vocabulary and improve their listening skills."* (Respondent 18)

The findings reveal that the responses collectively illustrate a comprehensive approach to teaching English, where practical application is key. It is a way of determining and implementing effective teaching strategies to ELLs. As the study of Johnson & Johnson (2009), states that the effectiveness of learning depends on careful planning and implementation, therefore teachers value the knowledge that the students gain and their practical applications.

## 3) Target Language Exposure

Effective language acquisition depends on meaningful and consistent exposure to the target language. Important role of language target exposure is the success of ELLs and how different approaches can create an engaging learning environment that promotes fluency, comprehension and overall language proficiency. Some of the respondents prefer that their students will not speak vernacular during their class discussion

to maximize language acquisition.

*"I will not allow my students to speak vernacular during my class discussion, since were or I am teaching in English language therefore they are obliged to speak English language the whole time so they will be able to comprehend and at the same time give thoughts using English language."* (Respondent 6)

*"The most effective teaching strategies to enhance the students' learning is to encourage students to speak in English, focusing not just on grammar but on making spontaneous communication."* (Respondent 7)

*"In my years of assessing, I...Encourage classroom interaction, if possible, use the ENGLISH ONLY POLICY."* (Respondent 18)

The data gathered highlights the importance of maintaining an English-only classroom environment to enhance language acquisition for English language learners (ELLs). This aligns with Moughamian et al. (2009), who found that teachers in Texas used English-only instructional models that encouraged students to use only English. Establishing an English-only policy, which limits the use of vernacular during class discussions, encourages consistent English use among students. This approach not only improved comprehension but also allowed students to express their thoughts in English. Furthermore, to foster effective spontaneous communication, teachers created opportunities for students to practice their language skills through real-life interaction and expression. This commitment to interaction, both inside and outside the classroom, is key to language acquisition, allowing students to learn through practice and engagement.

## C. How do Teachers Assess the Effectiveness of these Strategies in Improving Students' Language Proficiency and Engagement?

### 1) Evaluating Student Progress & Performance

Effective evaluation of student progress and performance is fundamental to successful language learning. It's more than just assigning grades; it's a dynamic process of monitoring individual growth, identifying learning gaps, and adapting instruction to meet the unique needs of each student. Most of the respondents involve using various assessment methods, such as tests, formative and summative assessments, observations, and activity outcomes, to measure learning, engagement, and achievement.

*"So... I use formative assessments, such as journals, presentations, ...I also encourage self-reflection by having students assess their own learning and identify areas for improvement."* (Respondent 3)

*"I always have summative examinations, that includes everything, like oral and then some writing activities."* (Respondent 5)

*"I evaluate every learner by these two methods using formative assessments and summative assessments alongside students' levels of participation and engagement."* (Respondent 13)

*"Provide standardized tests.... Portfolios or collection of written and speaking outputs."* (Respondent 14)



*"I use formative assessment like pretest and posttest to evaluate progress and I also use rubrics to track student's engagement through writing journals and reflections."* (Respondent 15)

*"Through formative and summative test for the written exam,"* (Respondent 16)

*"We are using assessment, the formative helps a lot in determining the mastery or the proficiency of the students on the competency."* (Respondent 17)

*"I can assess through....written tests."* (Respondent 19)

These responses highlight the role of both standardized test, formative and summative assessments. This helps for evaluation, where overall students' performance is assessed. Formative assessment encourages students to engage actively with their learning process, summative assessments where students' overall performance is assessed at the end of a learning unit, providing a clear indication of their proficiency levels. While balancing the assessment type, both using formative and summative assessments, it helps teachers gain insights on ongoing development of students while measuring their development. Portfolios and tests also offer a comprehensive view of students' progress over time, showcasing a range of skills and accomplishments.

*"So, one of the effective assessments if the students already have learned something or have learned the language is that through reading, oral reading. At the same time, it can also be through recitation or role playing."* (Respondent 1)

*"For my strategies also, improve the students' language proficiency if they have great scores in terms of oral recitation and of course great scores in terms of test."* (Respondent 2)

*"I'm going to give written works and at the same time I will give speech choir activity,"* (Respondent 6)

*"aside from the required weekly tests for assessing the students' language proficiency, I see to it that I am able to provide assessments and homework, observe the students' performance and engagement in the classroom, and also collaborate with other teachers in assessing the students' progress."* (Respondent 7)

*"In order for me to know that it is effective if my students really interact with each other, they talk freely in their own and then speaking activities that i have like debate they are going to also have speech so they can really express themselves."* (Respondent 10)

These responses reveal that assessing language proficiency prioritizes interactive, performance-based, and varied assessment methods. Incorporating oral reading, recitation, written work, and collaborative activities creates an engaging learning environment that evaluates student progress while simultaneously enhancing language skills through active participation and communication. This multifaceted strategy ultimately supports the development of confident and proficient language users.

Findings reveal that by integrating various assessment methods-ranging from formative and summative assessments to interactive activities-educators can create an engaging learning environment that not only measures student progress but also strengthens their language skills. This coincides with the study

of Abedi (2010), through performance assessment it leads to better understanding of these students' content knowledge and to improve their academic performance. As well as Rahman et.al (2011) stated that teachers used assessment to assess the students' learning. This comprehensive strategy ultimately fosters the development of confident and proficient language users, ensuring that assessments are meaningful and reflective of students' true abilities in using the language.

## 2) Comparing Initial and Later Performance

When analyzing performance over time, comparing initial and later performance is essential in evaluating growth, progress, and effectiveness. The initial performance serves as a baseline, providing insight into starting capabilities, while later performance reflects improvements, setbacks, or consistency in skill development.

*"My way of accessing, I guess is maybe gathering all of the results of the students narratives and it can also be done by gathering portfolios or having the students gather their portfolios in order to access their recent works (Self-assessment). In order for them to see how much they have improved from the first narratives that they have composed to the last narrative, essay or stories they have composed. Because as I said earlier, application leads to permanence and the more you practice something the more you get better at it, regardless of writing or communication."* (Respondent 4)

*"I can tell that my students are improving, because at the end of every semester, I always have summative examinations that include everything, like oral and then some writing activities. So when I checked their papers I can see that they have improved, because from time to time, as much as I can, I always access my students, like giving the different activities."* (Respondent 5)

As stated by the respondents, comparing initial and later performance is important in assessing students' progress in learning language. Gathering students' narratives and portfolios for self-assessment helps to compare their initial writings with the more recent work, providing concrete evidence for their development in writing and communication skills. It also put emphasis on summative examinations at the end of semester for evaluating students.

*"I think I can evaluate or assess their progress based on the outcomes of the activities I created. If the student showed improvement, it indicates that the strategies I've implemented are effective in addressing their weaknesses."* (Respondent 8)

*"I use formative assessment like pretest and post test to evaluate progress and I also use rubrics to track student's engagement through writing journals and reflections."* (Respondent 15)

The findings reveal that comparing initial performance to later results help teachers to assess the effectiveness of the teaching strategies given by them. It also enables teachers to quantify growth and identify specific areas where students have improved. A study of Dogan et.al, (2024) supports these findings, which state that through a comprehensive approach (teachers collecting portfolios, assessments, tests and students performance outcomes), offer a more comprehensive view of their progress and allows for a better understanding of student

development over time.

### 3) Feedback as a Tool for Improvement

For English Language Learners (ELLs), feedback is not just a helpful tool—it's a cornerstone of their success. Learning a new language is a challenging journey, filled with both triumphs and setbacks. By carefully analyzing student feedback, teachers can gain valuable insights on how to assess the effectiveness of their teaching methods. Feedback from teachers or even from students to track students' progress in specific areas.

*"I assess the effectiveness of these strategies through multiple indicators,... such as ....or even feedbacking to track their progress over time."* (Respondent 3)

*".. feedback is an essential key."* (Respondent 9)

*"Using feedback from students,...enables me to assess progress and adjust plans accordingly to improve learning outcomes."* (Respondent 13)

The statements from the respondents underscore the crucial role that feedback plays in evaluating the effectiveness of teaching strategies, especially for English Language Learners (ELLs).

*"Through feedback.. I able to determine mastery and proficiency, which helps in identifying areas needing improvement."* (Respondent 20)

The results show how feedback is an essential tool for teachers to evaluate and improve their teaching methods, which in turn improves student engagement and language competency. Furthermore, a study by Rahman et al. (2011) supports these findings by indicating that teachers verbally provided feedback to students in the classroom and that observations revealed that teachers only seldom provided comments. Since learning a new language is challenging by nature, feedback offers the assistance required to manage the challenges of language acquisition. Both teachers and students can use it as a tool to determine what is effective and what needs to be adjusted. By using this approach, teachers may assess how well their tactics are working and make sure they are addressing the needs of their students.

*D. Based on the Findings, what other Strategies can be Taken to Better Equip Teachers with Skills and Resources Needed to Implement Effective Teaching Strategies for English Language Learners?*

### 1) Multimedia and Technology Integration

Multimedia and technology tools have emerged as powerful instruments in enhancing English language learning for English Language Learners (ELLs). These tools offer a multifaceted approach to language acquisition, catering to diverse learning styles and providing opportunities for engaging and effective instruction.

*"you can also use like watching movies, to encourage students to watch movies at the same time to listen to podcasts."* (Respondent 1)

*"Aside from the strategies discussed, I have found that incorporating technologies in multimedia resources is highly effective. Language learning apps, online interactive exercises, and of course educational videos provide students with*

*additional exposure to English outside the classroom."* (Respondent 3)

*"Another teaching strategy that would be helpful to the teaching and learning process ... I think it would be fun and interactive if you utilized English movies, videos, or even music in our teaching process."* (Respondent 7)

The responses of the respondents emphasize the value of engaging students through multimedia, particularly by encouraging them to watch movies and listen to podcasts. These findings align with the study of Gunuc et al. 2018 who states that traditional education methods have become unable to meet expectations. It is necessary to integrate technology in order to be able to benefit from the use of ICT for teaching and learning purposes. Through watching movies and listening to podcasts, students are not just familiarizing with the words that they have heard, they are also able to listen to the correct pronunciation. At the same time, they were able to adapt to the different accents that they have heard from the movies to the podcasts that they have listened to. The mention of language learning apps, online interactive exercises, and educational videos points to a structured yet flexible approach to language acquisition. Gunuc (2016) states it is possible that the class engagement increases, the lessons become more productive and fun, the learning becomes more effective and the students become more motivated through the use of technology and multimedia.

*"If the internet is available, it would be more fun and engaging if we use gamified strategies in teaching language. Speech lab is also recommended."* (Respondent 9)

*"So, I always tell them to watch or listen to podcasts"* (Respondent 11)

*"I just want to suggest that incorporating technology, such as language learning apps and interactive online platforms, has been highly effective in enhancing student engagement and comprehension."* (Respondent 13)

*"Integration of the technology could also be a huge help. However, we need to consider also that digital tools even they hold great potential for enhancing speaking skills, they are not a one-sized-fits-all solution."* (Respondent 17)

Utilizing various multimedia formats can cater to different learning styles, making lessons more inclusive and effective. By incorporating movies, podcasts, gamified strategies, and educational technology, educators can create engaging, interactive, and effective learning environments. However, it is also essential to recognize the diversity of learners and adapt these tools to meet their individual needs. This balanced approach can significantly enhance language acquisition, fostering both proficiency and confidence among ELLs.

### 2) Reading and Drills for Comprehension Enhancement

Reading comprehension is a cornerstone of language acquisition, and for English Language Learners (ELLs). Effective strategies are needed to ensure that students truly understand and retain what they read. Reading is the key that unlocks a deeper understanding of the language, expands vocabulary, and builds confidence in communication. Reading provides a unique window into the nuances of English, exposing learners to diverse vocabulary, sentence structures, and cultural contexts.

*"Maybe, giving a lot not really a lot but some reading materials to the students to encourage them to read as well."* (Respondent 5)

*"I always tell my students specially when I was working an ESL to try a lot of strategies specially when they learn english not just by the reading the books or just on the focus on the materials."* (Respondent 11)

The responses highlight the importance of reading for ELLs as it improves their comprehension and widens their vocabulary in the English language. Also, not just focusing on reading but some strategies would be ideal to use.

*"Give some Drills that could help the students acquire knowledge and at the same time when we talk about English language... Help the students on how to adapt the correct pronunciation and at the same time some drills wherei it would help the students learn some English language."* (Respondent 6)

The respondent suggests that drills are effective tools for helping students acquire knowledge. In the context of language learning, drills can include repetitive practices that reinforce vocabulary, grammar, and pronunciation. This approach allows students to internalize language structures and become more comfortable using them in different contexts.

Findings asserts that effective reading strategies are essential for ensuring that students not only understand but also retain the information they read. Supported by Albiladi (2018), who states that second language reading is the bridge that leads to developing other language skills such as speaking, writing, and vocabulary acquisition. Reading strategies for English language learners' can help develop their comprehension and improve their language skills. Through reading, ELLs can expand their vocabulary and gain insight into various sentence structures and cultural contexts. Additionally, the concept of drills as effective tools for reinforcing language skills. Drills provide repetitive practice that helps ELLs internalize vocabulary, grammar, and pronunciation. This method is particularly useful in language learning, as it encourages students to become more comfortable and confident in using the language.

### 3) Teacher Adaptability and Resourcefulness

Teaching English Language Learners (ELLs) is a challenging and fulfilling process that requires teachers to possess a special set of skills. Teachers may wonder why, even when they see some progress, others still struggle to grasp the content, given that traditional techniques may be sufficient for some students but ELLs often need their teaching adjusted to fit individual needs, making in the adaptability and resourcefulness key attributes of successful teachers. Respondents state how these traits help educators to craft engaging and effective learning opportunities for ELLs that promote their language acquisition and their academic success. Most of responses include:

*"Of course, we adjust for the students. Probably, in terms of teaching the language, we have to use it proficiently as well. And of course, encourage the students in using the language."* (Respondent 2)

*"Because in the classroom we have diverse learners, students with different strengths and students with different*

*weaknesses as well. So, I think it only depends on how much you really know your students in order to integrate activities or tasks that could fit all those individual weaknesses and strengths as well."* (Respondent 4)

*"For me as a teacher there are things that we know that our student they have a different skills so as teacher we need to create some activities that are fit to our students we also need to have a differentiated instructions."* (Respondent 10)

These responses highlight the essential qualities of adaptability, awareness, and differentiation in teaching ELLs. They illustrate that effective instruction requires teachers to be flexible and responsive, to understand the diverse needs of their students, and to create customized learning experiences that foster language development.

*"It depends on the teacher's commitment and dedication on how he/she facilitate learning especially teaching language, the resourcefulness of the teachers really matter most, see to it that the strategies used are suitable enough to what kind of a learners you have."* (Respondent 16)

*"There are lots of teaching strategies/methodologies; choose one that fits to the topic and to the type of learners we have."* (Respondent 17)

*"Yes, there are a wide range of available strategies that I have not included in this interview because I only included what worked best in my classroom."* (Respondent 18)

This highlights the critical role of teacher adaptability and resourcefulness in effectively supporting English Language Learners. Moreover, the findings supported by Vu Le, (2020) who states that English teachers who were flexible, resourceful and proactive were most successful in teaching students. By recognizing the diverse needs of students, employing differentiated instructional strategies, and being committed to ongoing professional development, teachers can create a more inclusive and effective learning environment. This approach not only enhances language acquisition for ELLs but also fosters their confidence and engagement in the learning process.

## 4. Conclusion

The most effective teaching strategies for enhancing the language ability of English Language Learners (ELLs) are determined by their individual needs and backgrounds. Teachers can apply differentiated education by evaluating students' language skills and modifying their teaching methods to suit their backgrounds, strong points, and areas for improvement. Interactive and collaborative learning strategies maintain students' interest and motivation, while a positive and supportive learning environment boosts their confidence. A student-centered approach guarantees that students actively participate in the learning process. Teachers use these effective strategies to gauge students' language skills through discussions, exercises, and assessments. They help boost competence by encouraging students to practice their English in real-life situations and within a supportive environment, which in turn enhances their self-esteem. Teachers monitor the progress of each student, compare their previous and current performance, and provide comments on their improvement to know to what extent these methods are effective. These

methods followed by these approaches enable ELL students to develop their language skills in the classroom as well as in everyday life.

### 5. Recommendation

This study suggested additional strategies to equip teachers with the necessary skills and resources needed to implement effective teaching strategies for English language learners. These include; Multimedia and Technology Integration which serves as a powerful instrument in enhancing English Language learners (ELL's). Thus, utilizing various multimedia formats can cater different learning styles, making lessons inclusive and effective for the English language learners. Secondly, Reading and Drills for Comprehension Enhancement, also embody a corner stone of language acquisition for English language learners (ELL's). This strategy asserts that effective reading strategies are essential for ensuring that students not only understand but also retain the information they read. Hence, the concept of drills as effective tool for reinforcing language skills. Lastly, Teacher Adaptability and Resourcefulness, a challenging and fulfilling process that requires teachers to possess a set of skills. This strategy helps teachers to be flexible and responsive, to understand the diversity of their students. This instruction is essential quality of adaptability, awareness, and differentiation in teaching ELLs.

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