



# PROFICIENCY LEVELS OF ELEMENTARY GRADE TEACHERS IN ENGLISH IN PANGASINAN DIVISION II

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**Abstract:** Most non-English language teachers around the world speak English as a second or third language, rather than as their first language. For many of these teachers, their level of proficiency in English may not meet the standards expected by school heads, colleagues, and learners, which raises the issue addressed in this research. This study, using a descriptive research design, aimed to explore the perceptions of school heads, teachers, and learners regarding the English proficiency level of elementary teachers in terms of academic language and language comprehension. It also examined the level of learner performance in English. The goal was to encourage teachers to continually strive for improvement in their teaching practices, providing learners with a learning environment that inspires them to become better learners. To analyze the data, the researcher employed several statistical methods, including Frequency Count, Percentage, T-Test of Difference between Unequal Samples, Weighted Mean, Kruskal-Wallis Test of Change, and Pearson R Product-Moment Correlation. The findings indicated that the English proficiency level of teachers, as well as the learners' performance in academic language and language comprehension, were both proficient. Additionally, the results revealed a significant relationship between the English proficiency level of teachers and the learners' academic performance, based on the components considered in the study. In light of these findings, a training program to enhance the English proficiency level of teachers was proposed, aiming to improve the overall quality of instruction and learners outcomes in English.

**Keywords:** *English proficiency, academic language, language proficiency*

## I. INTRODUCTION

English proficiency is increasingly recognized as a key competency for educators in today's globalized and interconnected world. Teachers' ability to communicate effectively in English is not only critical for delivering subject content but also for fostering an inclusive and dynamic learning environment. As English continues to be the global lingua franca, especially in higher education and international settings, the proficiency of teachers in English directly impacts the quality of education and student outcomes. This rationale aims to explain the significance of investigating the English proficiency of teachers, particularly in non-native English-speaking contexts, and how their language skills influence teaching effectiveness, professional development, and student achievement.

The importance of English proficiency for educators is particularly pronounced in non-native English-speaking countries where English is used as the medium of instruction in many academic subjects, especially in secondary and tertiary education. Even in contexts where English is not the primary language of communication, the demand for teachers with high levels of English proficiency is increasing, particularly in countries striving for global competitiveness. Furthermore, English proficiency is essential for teaching English language skills, as well as for engaging with international research, collaborating with colleagues worldwide, and participating in professional development opportunities.

While much research has been conducted on language proficiency in English language teaching (ELT) contexts, less attention has been paid to the broader implications of teachers' English proficiency across diverse subject areas and educational levels. This research aims to bridge this gap by exploring the relationship between teachers' English language skills and their ability to effectively teach, manage classrooms, and foster student success. By doing so, this study seeks to inform educational policies, teacher training programs, and instructional practices.

The issue of English teachers' language proficiency is a critical concern in the realm of language education, particularly in the context of globalization and the increasing demand for English competency. Numerous studies have highlighted the

challenges posed by low English proficiency among teachers and the subsequent impact on learners' proficiency levels. For instance, research conducted by Dudzik and Nguyen (2015) emphasizes the necessity of building English competency, illustrating the urgent need for effective language teaching strategies that can enhance both teacher and student outcomes. Similarly, Hamid and Nguyen (2016) explore the implications of globalization on English language policy and teacher agency in Asia, shedding light on how these factors influence the quality of English language instruction.

Moreover, Li and Baldauf (2011) delve into the constraints that hinder effective English language teaching in China, providing a comprehensive analysis of the systemic issues that educators face. Their findings underscore the importance of addressing these challenges to foster a more conducive learning environment for students. The relationship between teacher proficiency and teaching effectiveness is further examined in the work of Freeman, Katz, Gomez, and Burns (2015), who argue that a rethinking of teacher proficiency in the classroom is essential for improving educational outcomes. Richards (2015) also contributes to this discourse by highlighting the multifaceted nature of teaching effectiveness, which encompasses not only language proficiency but also pedagogical skills and the ability to engage students effectively.

Several studies have identified various factors that impede the success of language learning and teaching. Kirkpatrick (2007) discusses the sociolinguistic challenges faced by learners, while Sulistiyo (2008) investigates learners' preferred activities and their impact on language acquisition in Indonesian universities. These studies reveal a complex interplay of cultural, social, and educational factors that influence language learning, emphasizing the need for tailored approaches to address the unique challenges faced by learners.

Furthermore, the quality of teacher education and English teacher preparation programs is a crucial area of focus. Research by Darling (2006) and others, including Oh, Slovacek, Tucker, and Hafner (2003), highlights the importance of assessment outcomes in pre-service teacher education. Cochran (2001) and Andrew and Schwab (2003) also contribute to this discussion by questioning whether current teacher education programs are adequately preparing future educators to meet the demands of modern classrooms. Their findings suggest that there is a pressing need for comprehensive training that equips teachers with both the linguistic and pedagogical skills necessary for effective instruction.

The text underscores the critical relationship between language proficiency and teaching effectiveness, particularly in the context of

As globalization continues to shape educational landscapes, the demand for proficient English teachers becomes increasingly paramount. The ability of teachers to communicate effectively in English not only enhances their teaching practices but also significantly influences their students' language acquisition and overall academic success.

In addition to language proficiency, the role of continuous professional development cannot be overstated. Ongoing training and support for teachers are essential to keep them updated with the latest pedagogical strategies and technological advancements in language teaching. Programs that focus on enhancing teachers' linguistic skills, alongside their pedagogical knowledge, can lead to improved instructional quality and student engagement. For instance, professional development workshops that incorporate collaborative learning and peer feedback can create a supportive environment for teachers to refine their skills and share best practices.

Moreover, the integration of technology in language teaching presents both opportunities and challenges. As digital tools become more prevalent in educational settings, Teachers must be equipped to utilize these resources effectively. Research by Warschauer and Healey (2008) emphasizes the potential of technology to enhance language learning experiences, but it also highlights the necessity for teachers to receive adequate training in digital literacy. This dual focus on language proficiency and technological competence is crucial for preparing teachers to navigate the complexities of modern classrooms.

Furthermore, the impact of cultural awareness and sensitivity in language teaching should not be overlooked. Teachers who possess a deep understanding of the cultural contexts in which their students operate can create more relevant and engaging learning experiences. This cultural competence allows teachers to connect with their students on a personal level, fostering a more inclusive and supportive classroom environment. Studies by Byram (2007) and others have shown that integrating cultural education into language instruction can enhance students' motivation and interest in learning English.

The preparation of teachers is a multifaceted issue that requires a holistic approach. Addressing language proficiency, pedagogical skills, continuous professional development, technological integration, and cultural awareness are all critical components in ensuring that teachers are well-equipped to meet the demands of their roles. As the landscape of language education continues to evolve, it is imperative that stakeholders prioritize these areas to enhance the quality of English language instruction and ultimately improve student outcomes. By investing in comprehensive teacher preparation programs and fostering a culture of continuous learning, we can better prepare educators to navigate the challenges of the 21st century and contribute to the global demand for English proficiency.

English Proficiency in Speaking Recent English proficiency test excluded the Philippines in ranking among countries with high English proficiency as the record shows that the country remains at large as the 5th largest English speaking country in the world.

The Philippines English accents is the most preferred by the western countries because it is neutral and is more comprehensible and Filipino tongue is so flexible and so easy to adapt the western accent and make them attuned. John Langford, executive vice president for the Business Process Association of the Philippines (BPAP), said the Philippines still has a competitive edge in English proficiency primarily due to its affinity with Western cultures.

Does this mean that English proficiency is constantly good among Filipinos? As Langford said, the proficiency itself is declining relative to the growth of the BPO industry demands. "We need to continue to partner with the government and academe to continue raising the level of English proficiency of the Filipinos in order to sustain the future growth of the industry in the Philippines," Langford said. (The Philippines Remain As The 5th Largest... 2011) In the Philippines, the language most feared is English. We see this fear of English in classes where students feel stupid because they mispronounced a word. Fear of English is also manifested in predictions that the country is approaching an English-deprived future; in House bills that seek to make English the sole medium of instruction in schools; and in courses or training programs that focus only on developing grammatical accuracy. Many research studies prove that learning a language becomes more effective when emotional barriers are eliminated. Linguist and educational researcher Stephen Krashen refers to these emotional barriers as "affective filters".

Magno study (2009) aimed at identifying the linguistic features found in the diagnostic essays of freshmen college students from five private schools in Metro Manila, Philippines, showed that the most frequently occurring errors occurred in all proficiency

levels except word choice, capitalization, and missing or unnecessary comma, which have the lowest occurrence in level three proficiency. It is perceived that success of college/university students depends upon their English Proficiency in the classroom where majority of the courses taught are delivered in English (except for Filipino and other linguistic studies). According to Bulandon Jr and Quejada (2010), demonstrated that students taking up Bachelor of Science in Secondary Education at the College of Education, Nueva Ecija University of Science and Technology understood simple conversations and discussions; main points and important details.

Magno (2008) investigated whether reading strategy, amount of writing, metacognition, metamemory, and apprehension significantly predicts writing proficiency in English. The correlations indicated that metamemory strategy as the best predictor, explaining 5% of the variance in written proficiency. Reading strategy, the next best predictor, explained 4% of the variance, and regulation of cognition explains 3.5% of the variance. Pedagogical implications include using the strategies in teaching students to write English compositions.

It is becoming apparent that all predictors of English Proficiency - speaking, listening, reading, and writing are intertwined, that is, it cannot be separated or isolated from one another.

After all, to be proficient in the English language one learns by listening to songs and spoken words; and proceeds to speak a few words here and there and finally to reading newspaper articles, browsing through the internet, and by writing short messages.

According to Magno (2008), the intercorrelations revealed that all seven variables (reading strategy, amount of writing, knowledge of cognition, regulation of cognition, content, ability, strategy, and apprehension) were significant and had high correlations with written proficiency. Correlation coefficient values ranged from .41 to .76 and significant at  $\alpha = .001$ . The multiple regression analysis revealed that reading strategy, metamemory strategy, and regulation of cognition are significant predictors and when combined explained 58% of the variance in written proficiency.

Teacher efficacy is defined by this author as the teacher's own judgment in his or her capability to organize and perform action to successfully accomplish a specific teaching task. A study by Chiong (2009) to determine the effect of teacher efficacy in pupils' performance in English VI concluded that there is a significant difference. Correlation between teacher efficacy and college students' performance in written and oral discourse by Ravina-Santos (2003) showed that there is no significant relationship. Carney et. al. (2014) examined the impact of a state-mandated K-12 mathematics professional development course on knowledge, self-efficacy, and beliefs of nearly 4,000 teachers and administrators in Boise, Idaho, USA. This study adds to our understanding of the potential usefulness of mandating large-scale professional development as a policy vehicle for including educators' knowledge and beliefs.

Varlas (2009) wrote, "working definitions of teacher effectiveness are often elusive or so politically charged that they are unusable. However, the urgent need for highly effective teachers in every classroom calls for a clear definition of effectiveness and action toward creating the conditions for it. Simply put, education communities must develop a comprehensive definition of teacher effectiveness, the professional support to maintain and build it, the methods to measure it, and the sustained incentives to reward it.

Research shows that teacher effectiveness is the single most important school-based factor in student success. Students who have highly effective teachers for three years in a row will score 50 percentile points higher on achievement tests than students who have less effective teachers three years in a row.

Moreover, one set of research proposes that assigning great teachers five years in a row to a class of disadvantaged children could close the achievement gap between these students and their privileged peers. Currently, the odds that a child, let alone a disadvantaged child, will be assigned a great teacher five years running are 1 in 17,000.

Working definitions of teacher effectiveness are often elusive. The urgent need for highly effective teachers in every classroom calls for a clear definition of effectiveness and action toward creating the conditions for it.

Today, in many cases students' knowledge is summarized as a test score, and teachers' effectiveness is perceived as their contribution to that test score. But test scores do not give a full picture of teacher contributions and student circumstances. Definition of teacher effectiveness beyond teachers' contribution to student achievement gains to include how teachers impact classrooms, schools, and their colleagues as well as how they contribute to other important outcomes for students. (Goe, Bell and Little 2008).

### **Statement of the Problem**

This research was conducted to determine the perception of school heads, teachers, and learners on the proficiency level of elementary grade teachers in English terms of academic language and language comprehension in Schools Division Office of Pangasinan II during the school year 2024-2025.

Specifically, it sought to answer the following sub-problems:

1. What is the level of perception of school heads, elementary grade teachers, and learners on the proficiency level of elementary teachers in terms of academic language and language comprehension?
2. Is there a significant difference on the perceptions made by the school heads, elementary grade teachers and learners in the assessment of the teachers' level of English proficiency?
3. What is the level of performance of learners in English based from the ratings of elementary grade teachers?
4. Based on the findings, what training program can be proposed to enhance the level of proficiency among elementary grade teachers?

### **METHODOLOGY**

This chapter presents the methodology of the study which includes the research design, sources of data, instrumentation and data collection, and the tools for data analysis.

#### **Research Design**

The descriptive method of research focused on describing and interpreting existing conditions, relationships, practices, processes, or trends. It aims to provide an accurate and systematic representation of a particular phenomenon or situation as it naturally occurs, without manipulating variables. This approach ensured that the research instrument was specifically tailored to address the study's objectives and context. The questionnaire was likely designed to capture detailed information on the participants' characteristics, behaviors, opinions, or experiences. The use of this method enabled the researchers to collect quantitative or

qualitative data systematically, analyze patterns, and derive meaningful insights that reflect the current state of the phenomenon under investigation.

**Instrumentation and Data Collection**

Two stages were used in the validation of the survey instruments. The first stage was the face of validation. In this stage the questionnaire was presented to a panel of three who were considered experts in the subject, English. This group was requested to analyze and give comments and recommendations to improve its content based on its organization, structure, and purpose. After editing and changing some items based on the recommendations made, the dry run was done. The dry run was done by conducting a survey by utilizing the questionnaires to 10 respondents from each group of respondents who were not part of the study.

A request to administer the survey questionnaires was sent to the office of the Schools Division Superintendent. Upon approval, the questionnaires were sent to the respondents through the help of the school heads.

**Tools for Data Analysis**

The results of the dry run were subjected to Pearson R Correlation Coefficient and were found valid and reliable. . The statistical formulas used for treating the data obtained were Frequency Count, Percentage, t-Test of difference between Unequal Samples, Weighted Mean, Kruskal-Wallis Test of Change, Pearson R Product-Moment Correlation, and Regression.

**RESULTS AND DISCUSSION**

This chapter delineates the gathered data, the interpretation and analysis of the findings, and the narrative explanation of the tabulated results providing answers to the problems presented earlier in Chapter 1.

**Perception of School Heads, Teachers, and Learners of the English Proficiency Level of the Elementary Grade Teachers in Terms of Academic Language and Language Comprehension English Proficiency Levels of the Elementary Grade Teachers in terms of Academic Language**

**Table 1. English Proficiency Level of the Elementary Grade Teachers in Terms of Academic Language**

Table 1 presents the English proficiency level of elementary grade teachers as perceived by the three groups of respondents.

Indicators	School Heads	DE	Teachers	DE	Learners	DE
1. integrate academic language development into content instruction and how to use ESL techniques to make the concepts comprehensible	4.12	P	3.93	P	4.39	HP
2. use visuals, gestures, less complex speech, modeling, and other techniques to present key information	4.00	P	3.88	P	4.44	HP
3. use visuals, gestures, less complex speech, modeling, and other techniques to present key information	4.00	P	3.88	P	4.44	HP
3. clearly and completely model (and/or provide models of) target academic language that supports content learning	4.13	P	3.93	P	4.22	HP
4. employ direction to help learners learn the subject area topics and develop appropriate language skills	4.50	HP	3.95	P	4.42	HP
5. scaffold instruction so that learners can construct meaning and understand complex co concepts	4.87	HP	3.99	P	4.52	HP
6. make frequent use of comprehension checks that require the learners to demonstrate their understanding	4.00	P	3.93	P	4.43	HP
7. make sure that students understand academic topical conversations and most lectures without difficulty	4.38	HP	3.85	P	4.34	HP
8. deliver effective command of the language so that learners can articulate their ideas, practice academic language, develop automaticity, and get feedback	4.25	HP	3.87	P	4.32	HP
9. train students understand instruction on language forms, academic vocabulary, and language learning strategies	3.63	P	3.83	P	4.20	P
10. engage learners to several activities for them to understand detailed	4.00	P	3.93	P	4.29	HP
<b>AWM</b>	<b>4.19</b>	<b>P</b>	<b>3.91</b>	<b>P</b>	<b>4.44</b>	<b>HP</b>

The researcher made use of ten items in characterizing the status of the teachers.

The results show that the item "scaffold instruction so that learners can construct meaning and understand complex concepts" received the highest weighted mean of 4.87, indicating that, according to school heads, teachers' proficiency in this area was **highly proficient**. Meanwhile, for teachers and learners, the item also garnered high ratings, with weighted means of 3.99 (interpreted as **proficient**) and 4.52 (interpreted as **highly proficient**), respectively.

On the other hand, the item "train learners to understand instruction on language forms, academic vocabulary, and language learning strategies" received the lowest weighted mean scores of 3.63 from school heads, 3.83 from teachers, and 4.20 from learners, all of which were interpreted as **proficient**.

On average, the weighted mean scores of 4.19 from school heads, 3.91 from teachers reflect a proficient rating, while the 4.44 from learners reflects a **highly proficient** rating. This result suggests that teachers in the division demonstrate a high level of proficiency in academic language, and this proficiency is evident in their performance as assessed by both school heads and learners.

**English Proficiency Levels of the Elementary Grade Teachers in terms of Language Comprehension**

**Table 2. English Proficiency Level of the Elementary Grade Teachers in Terms of Language Comprehension**

Indicators	School Heads	DE	Teachers	DE	Learners	DE
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1. analyze texts to develop new literacy skills and strategies.	4.63	HP	3.97	P	4.43	HP
2. maintain intellectual challenge of the task and help learners successfully engage with it.	3.88	P	3.86	P	4.33	HP
3. help students make sense of text and language through discourse or action.	3.88	P	3.87	P	4.29	HP
4. use of challengesustaining scaffolds maintain the rigor of tasks.	3.75	P	3.94	P	4.29	HP
5. promote sense – making that learners’ limit their own talk to share their reasoning and highlight ambiguity and differences of opinion.	4.63	HP	3.96	P	4.57	HP
6. provide instruction which incorporates a high degree of both challenge and support.	5.00	P	3.85	P	4.41	HP
7. press for accurate knowledge and rigorous thinking during reading instruction.	4.63	HP	3.77	P	3.90	P
8. scaffolds often curtailed opportunities for higher-order thinking skills.	3.75	P	3.83	P	4.20	P
9. demonstrated notable high-frequency form of questioning, hinting, explaining, and feeding back.	3.63	P	4.05	P	4.64	HP
10. encourage students to say more and reason more with text and language.	3.63	P	4.08	P	4.52	HP
<b>AWM</b>	<b>4.14</b>	<b>P</b>	<b>3.90</b>	<b>P</b>	<b>4.36</b>	<b>HP</b>

Table 2 presents the perceptions of the three groups in terms of language comprehension. The findings affirmed that, as perceived by school heads, the item "provide instruction which incorporates a high degree of both challenge and support" received the highest weighted mean of 5.0, signifying a highly proficient rating. Additionally, two items—high frequency questioning, hinting, explaining, and feeding back, and encouraging learners to say more and reason more with text and language—received similar weighted means of 3.63, which were ranked lowest in school heads' perceptions but still interpreted as proficient.

In contrast to the school heads' perception, the item "encourage students to say more and reason more with text and language" obtained the highest weighted mean of 4.08 according to teachers, while the item "press for accurate knowledge and rigorous thinking during reading instruction" received the lowest weighted mean of 3.77, though both still fell within the proficient range. Similarly, learners’ perceptions also differed from the school heads when the item "demonstrated notable high-frequency questioning, hinting, explaining, and feeding back" garnered a weighted mean of 4.64, interpreted as **highly proficient**. However, they shared the same lowest rating as the teachers on the item "**press for accurate knowledge and rigorous thinking during reading instruction**" with a mean of 3.90, still classified as **proficient**.

**Table 3. Test of Difference on the English Proficiency Level of Elementary Grade Teachers**

CATEGORIES	$\Sigma R_j$ 's	H VALUE	SIGNIFICANCE	DECISION
Academic Language	72,530.4	15.01	P < .01 H.S.	Reject
Language Comprehension	95,348.4	9.53	P < .01 H.S.	Reject

Accordingly, the components identified were academic language, with an h-value of 15.01, and language comprehension, with an h-value of 9.53. From the analysis, it can be inferred that the difference observed in these components reached a significance level of .01, indicating that a highly significant difference was achieved.

The results of the study indicated that the hypothesis was rejected, revealing significant differences in the perceptions of school heads, teachers, and learners regarding the assessment of teachers' English proficiency levels.

**Table 4. Level of Performance of Learners in English Subject Based from the Ratings Made by their Teachers**

Components	Average	Rating	Interpretation
Academic Language	81.25	4.06	VS
Language Comprehension	83.75	4.19	VS

Table 4 presents the results of the ratings made by the teachers on learners’ performance in English core subjects in terms of academic language and language comprehension.

As gleaned from the table, both components registered a very satisfactory interpretation on the transmuted rating from the grade 6 learners. The component language comprehension garnered the highest transmitted rating which was 4.19 and academic language obtained 4.06. Consequently, it could be safely said that as far as the components were concerned, teachers found their learners to perform very satisfactorily in English core subjects.

The teachers’ ratings that revealed the findings of the study were further given substance and supported by the National English Proficiency Program (NEPP), a nationwide program implemented by DepEd that trains proficient teachers to become mentors to less proficient teachers in their respective schools. It was created in response to the need to raise the quality of English proficiency of Filipino teachers, particularly among Reading/English, Math and Science teachers, thus to improve the competencies of their students (PIA, 2009).

## Summary

1. In the assessment of the elementary grade teachers' English proficiency, the item "Learners can construct meaning and understand complex concepts" received the highest ratings across different respondent groups. Specifically from the school heads' perspective, this item achieved a weighted mean of 4.87, indicating that the level of teachers' proficiency in facilitating learners' understanding of complex concepts is considered highly proficient. Teachers themselves rated this item with a weighted mean of 3.99, which signifies a level of proficiency but suggests room for further development. Learners rated this item at 4.52, reflecting a perception of high proficiency, signifying strong confidence in teachers' ability to convey complex concepts effectively. These results show a positive perception across all groups regarding teachers' proficiency in fostering comprehension of complex ideas, though they vary slightly, with school heads rating the proficiency higher than teachers and learners. This may reflect the different expectations and perspectives of each group.

2. In the evaluation of school heads' instructional practices, the item "School heads provide instruction which incorporates a high degree of both challenge and support" achieved the highest weighted mean of 5.0, signifying a highly proficient level according to the school heads' self-assessment. This indicates that school heads perceive themselves as effectively balancing rigor and support in their instruction. However, two items related to specific teaching techniques—"using a high frequency of questioning, hinting, explaining, and feeding back" and "encouraging learners to say more and reason more with text and language"—received the lowest ratings, each with a weighted mean of 3.63. These items were interpreted as proficient but were ranked lowest in the school heads' self-assessment.

This disparity suggests that while school heads feel confident in creating an environment that combines challenge and support, they see room for improvement in their use of interactive questioning and prompting techniques that engage learners more deeply with text and language.

The assessment of instructional practices across school heads, teachers, and learners reveals interesting contrasts and insights regarding teaching effectiveness, particularly in promoting critical thinking and engagement with text.

The item "Encourage learners to say more and reason more with text and language" received the highest weighted mean of 5.0, signifying high proficiency. This suggests school heads perceive themselves as highly proficient in encouraging student participation and reasoning.

Conversely, the item "Press for accurate knowledge and rigorous thinking during reading instruction" had the lowest weighted mean of 3.63, which was still interpreted as proficient. This indicates that school heads feel they could improve in fostering critical thinking during reading instruction.

Teachers rated the item "Encourage learners to say more and reason more with text and language" with a weighted mean of 4.08, which still falls under a proficient category, but it was not as high as the school heads' rating. This suggests teachers feel moderately confident in encouraging student responses and reasoning.

On the other hand, the item "Press for accurate knowledge and rigorous thinking during reading instruction" scored the lowest weighted mean of 3.77, indicating that teachers also recognize an area for improvement in challenging students to think critically and accurately during reading lessons.

Learners rated the item "Demonstrated notable high frequency questioning, hinting, explaining, and feeding back" with a weighted mean of 4.64, signifying highly proficient performance. This suggests that learners perceive their teachers as frequently engaging in these interactive techniques, aligning with the idea that frequent teacher-learner interaction aids comprehension and critical thinking.

Like the teachers, learners gave "Press for accurate knowledge and rigorous thinking during reading instruction" a weighted mean of 3.90, indicating it as an area where improvement could be made, though it still falls under the proficient category.

Overall, there is a general alignment among all groups (school heads, teachers, and learners) that instructional practices are proficient, with some differences in perceptions of specific aspects, particularly in the areas of critical thinking and rigorous questioning. The higher ratings from learners on interactive questioning suggest that they perceive their teachers' efforts in engagement as effective, while both teachers and school heads agree that fostering deeper, more rigorous thinking during reading could be an area for further development.

## Conclusions

1. The level of the elementary grade teachers' proficiency was highly proficient based on the school heads' perception suggests that according to school heads, teachers are performing at an exceptionally high level in terms of their proficiency. This means school heads perceive teachers as having a strong command of the necessary skills and competencies required for their roles, particularly in the context of teaching and using English.

2. The null hypothesis, which typically suggests that there is no significant difference in the perceptions of the groups, was **rejected**. This indicates that the differences in the assessments of English proficiency across school heads, teachers, and learners were statistically significant.

3. The level of performance of learners in English based on the ratings of teachers is highly significant" suggests that, according to teachers, there is a strong and statistically meaningful correlation between the performance of learners in English and the teachers' assessments.

## Recommendations

Based on the findings and conclusions drawn from the different data gathered, analyzed and interpreted, the following are the given recommendations:

1. "The findings of this study should be taken into consideration in the development of in-service training programs among elementary grade teachers.

The findings of the study, which likely include insights into teachers' current proficiency levels, gaps in their teaching practices, and varying perceptions of their performance, can serve as a guide for DepEd in identifying areas for improvement.

The data and conclusions derived from the study, such as the differences in perceptions between school heads, teachers, and learners, or areas where teachers' proficiency was rated lower (e.g., in using academic language or fostering critical thinking), can highlight specific areas where professional development is needed.

In-service training programs are professional development activities that help teachers improve their skills while they are already employed. These programs are crucial for enhancing teachers' abilities in various areas, including language proficiency, teaching strategies, and classroom management.

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