Mediating Effects of English Language Learning Strategies Between the Teaching Competencies of Teachers and Learners' Academic Performance

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Abstract: *English proficiency remains a central educational goal in the Philippines, yet many students continue to face difficulties in acquiring language skills. In Bulacan, only 10% of students passed the 2023 to 2024 Regional Diagnostic Test in English, reflecting persistent challenges linked to outdated teaching practices and limited teacher competencies. This study investigated the relationship between teaching competencies, English language learning strategies, and academic performance among 369 Grade 10 students and 50 English teachers from public secondary schools in EDDIS I, Schools Division of Bulacan. Using a quantitative correlational design and Structural Equation Modeling (SEM) via JAMOVI, the study examined the mediating role of learning strategies between teacher competencies and academic outcomes. Data were collected using validated tools based on Oxford's SILL and the Philippine Professional Standards for Teachers (PPST). Findings showed that students frequently used cognitive strategies, while teachers exhibited high proficiency in delivering content and fostering supportive learning environments. Significant correlations emerged between specific teaching domains—such as content knowledge and learner diversity—and the use of memory and compensation strategies by students. However, gaps were noted in students' use of self-regulatory, affective, and social strategies. Teaching competencies significantly influenced academic performance, with English language learning strategies mediating this relationship. The results highlighted the need for targeted interventions that combine teacher development with learner strategy training. Integrating these elements into instruction and professional development can enhance language acquisition and inform future curriculum and policy planning.*

Keywords— teaching competencies, English language learning strategies, academic performance, structural equation modeling (SEM), Philippine professional standards for teachers

1. INTRODUCTION

Acquiring proficiency in a second language is a central educational goal in many countries, particularly where English is the medium of instruction. Although strategy-based learning is recognized for enhancing cognitive engagement and retention, its ability to mediate student performance in English is often hindered by systemic and instructional barriers. Teaching competencies play a critical role in this process, as ineffective classroom delivery and limited training in strategy-based instruction reduce the effect of these approaches [1]. In many developing contexts, the emphasis on rote memorization and lack of access to qualified educators further restrict students' development of higher-order language skills [2]. Consequently, many learners—especially those at pivotal academic stages—continue to fall short of expected English performance levels, exposing the gap between instructional practice and intended learning outcomes [3].

In the Philippines, second language acquisition—particularly in English—is constrained by structural and pedagogical issues that hinder students' academic performance. Despite English being the mandated medium of instruction, many learners continue to rely on their mother tongue, limiting engagement with strategies that support English proficiency [4]. These challenges are intensified by gaps in teacher competencies and the continued use of outdated, non-strategic teaching methods [5] especially in resource-poor rural areas [6]. Recent national data further confirms these instructional limitations. A staggering 56% of teacher education institutions in the country have consistently posted below-average Licensure Examination for Teachers (LET) passing rates since 2010, and only 2% are classified as high-performing (Philippine Business for Education [7]. Additionally, 62% of high school teachers are teaching subjects outside their specialization, with 98% of physical science and 80% of biological science teachers lacking relevant majors, undermining subject mastery and instructional confidence [8].

Although most junior high teachers report participating in annual in-service training, the average duration remains low—about 5 to 7 days per year—and only 30% attend subject-specific training (World Bank, 2016). Even recent upskilling programs, such as those offered by NEAP and the Teacher Induction Program, have yet to fully close these gaps in instructional quality [9]. Classroom observations also reveal that 66% of teachers fall within the "medium-low" category in teaching effectiveness, with none rated "high," indicating a widespread lack of effective teaching strategies [10]. This is compounded by issues such as teacher absenteeism, poor

implementation of 21st-century skills, and regional disparities, particularly in Mindanao and BARMM, where student-to-teacher ratios are higher and instructional challenges more acute [11]. These conditions expose serious gaps in both teacher preparation and classroom practice, highlighting the urgent need to strengthen instructional competencies and integrate effective, strategy-based teaching methods that can enhance student outcomes in English.

Locally, the urgency of the issue is evident in the Schools Division of Bulacan, where only 10% of students passed the Regional Diagnostic Test in English for the 2023–2024 school year. This low proficiency rate reflects deeper systemic challenges, particularly the limited effectiveness of English language learning strategies in enhancing academic performance. Despite continued national and local efforts, existing teaching practices remain inadequate in fostering language proficiency among Grade 10 learners. As these students approach senior high school, their poor performance raises serious concerns about the instructional competencies of language teachers and the appropriateness of the strategies being used. The failure to leverage strategy-based approaches as mediating tools for comprehension, retention, and academic success underscores the urgent need to revisit current pedagogical practices and classroom-level policies.

2. REVIEW OF RELATED LITERATURE AND STUDIES

2.1 Teaching Competencies and Their Dimensions in Language Instruction

The importance of teachers' performance in improving school effectiveness is emphasized by [12] who stress their proficiency in both pedagogy and content. Primary and secondary school instructors believe their schools are more effective than high school teachers, according to the study, which involved 426 teachers. Instructors' opinions on school efficiency also differ depending on their educational background and school level. Similarly, it was discovered that female teachers and those teaching at lower school levels had better performance, which has a major effect on school effectiveness. As the school level increases, however, teacher performance declines. Teachers' performance and school effectiveness were shown to have a moderately positive connection (r=.358; p<.01), which accounted for 12% of the variance in school effectiveness. This implies that attaining educational goals is directly affected by instructors' proficiency in both pedagogy and content. The study suggests that in order to improve teachers' instructional efficiency and overall school performance, policymakers and school administrators should put in place performance evaluation systems and feedback mechanisms.

According to [13], teachers' proficiency in both pedagogy and material is vital in determining how well pupils learn. In order to influence student accomplishment, the study emphasizes the importance of instructors' pedagogical knowledge (TPK), content knowledge (TCK), and pedagogical content knowledge (TPCK). Proficiency in the subject matter is necessary for effective teaching, but so is the capacity to incorporate learning-enhancing pedagogical techniques. According to the research, a major factor in determining student achievement is the caliber of teachers, underscoring the necessity of ongoing professional development to modernize and improve teaching methods. Teachers can maximize their instructional approaches and make a significant contribution to students' academic achievement by digesting and using new information in an efficient manner.

By investigating the connection between teaching styles and students' learning preferences, [14] highlight the significance of teachers' proficiency in both subject and methodology. The majority of students favored a visual learning approach, according to a study done at Universiti Malaysia Pahang with 251 students enrolled in a Programming Technique course and five teachers. Mismatches between teaching and learning styles may result in student discontent and poor performance, according to the study, which used Grasha and Reichmann's Teaching Style Survey. The results show that lecturers' methods have a big influence on students' academic achievement, which emphasizes the necessity for teachers to modify their methods to suit different learning styles. This implies that improving learning outcomes depends heavily on teachers' capacity to present material clearly and use pedagogical strategies that meet the requirements of their pupils.

An author [15] believed the value of teachers' proficiency in both pedagogy and content, especially when incorporating technology into language instruction using the TPACK framework. According to their analysis of 51 studies conducted between 2011 and 2019, technology was mostly utilized in traditional teacher-centered instruction, even though language teachers showed differing degrees of confidence in TPACK. Collaborative lesson design, direct interaction with the framework, and modeling best practices were all components of successful interventions for TPACK development. Additionally, studies show that TPACK-informed platforms and courses have a good effect on language acquisition, highlighting the necessity for educators to improve both their technology competence and pedagogical approaches. These results highlight how crucial it is to give teachers the pedagogical know-how and subject-matter expertise they need to successfully incorporate technology into language instruction.

2.2 The Philippine Professional Standards for Teachers (PPST): A Framework for Competency Development

In order to guide the creation of a training plan for teacher education programs, [16] examined pre-service teachers' knowledge and proficiency with the Philippine Professional Standards for Teachers (PPST). The study evaluated 84 respondents—42 pre-service teachers and 42 cooperating teachers—across the seven domains of the PPST, with a foundation in constructivist theory and a thorough analysis of quantitative instruments. According to the results, there was no

discernible difference in the pre-service teachers' ratings of their awareness of the PPST between the two groups. The self-evaluations of pre-service teachers and cooperating teachers differed significantly, even though pre-service teachers were typically regarded as competent.

An author [17] used the Philippine Professional Standards for instructors (PPST) as the framework for evaluation in order to investigate the teaching proficiency of English instructors in the 6th District of Pangasinan II Division. Data were gathered using a descriptive and quantitative methodology using a Likert-scale questionnaire created by the researcher that addressed the seven PPST areas. According to the results, instructors thought they were very good at controlling the classroom, but they were only good at dealing with the diversity of their students. This suggests that they need to improve as professionals in that area. The necessity of consistent institutional and individual efforts to further improve teaching competency for wider educational and community effect is shown by the fact that teachers generally felt competent across areas.

Another author [18] investigated how public school teachers felt about using the Philippine Professional Standards for Teachers (PPST) to guarantee high-quality instruction in line with the objectives of Education for Sustainable Development. To obtain detailed information, survey questionnaires were disseminated using purposive sampling and a qualitative inquiry approach. The seven-domain PPST is a crucial framework for assessing teaching proficiency and directing instructional methods, according to the study. According to the findings, teachers believe the PPST is essential for giving them the skills they need to create inclusive, productive, and happy learning environments, which raises student achievement and strengthens the educational system.

A researcher [19] used the Philippine Professional Standards for Teachers (PPST) as a framework to examine the perceived needs of senior high school teachers at Sacred Heart School-Ateneo de Cebu. The study determined important areas that require improvement in each of the six PPST domains by use of a standardized survey and focus groups with 27 teachers. These included establishing professional goals, managing student behavior, using creative teaching techniques, and using realistic assessment procedures. The results are meant to guide the formulation of customized growth strategies and faculty development retooling sessions. The report also suggests applying the same paradigm to a more comprehensive institutional needs analysis at various educational levels.

3. STATEMENT OF THE PROBLEM

This study aimed to determine the mediating effects of English Language Learning Strategies towards Teaching competencies of Teachers and Academic Performance of Grade 10 Learners of Educational District 1 of the School Division of Bulacan.

Specifically, the researcher sought answers to the following questions:

1. What is the level of teaching competencies of teachers in the following:
    1.1 content knowledge and pedagogy;
    1.2 learning environment;
    1.3 diversity of learners;
    1.4 curriculum and planning
    1.5 assessment and reporting;
    1.6 community linkages and professional engagement; and
    1.7 personal growth and professional development?
2. What is the level of English language learning strategies among grade 10 learners in terms of the following:
    2.1 Direct Strategies;
        2.1.1 memory,
        2.1.2 cognitive,
        2.1.3 compensation, and
    2.2 Indirect Strategies;
        2.2.1 metacognitive,
        2.2.2 affective, and
        2.2.3 social?
3. What is the academic performance of grade 10 learner respondents in the English subject?
4. Is there any significant effect of the teaching competencies of the teachers and the English language strategies of the learners?
5. Is there any significant effect of English language strategies on the academic performance of the learners?
5. Is there any significant effect of teaching competencies of the teachers and the academic performance of the learners?
7. What is the mediating effect of English Language Learning Strategies on the relationship between the Teaching competencies of the teachers and the academic performance of the respondents?

4. METHODOLOGY

In order to investigate links, patterns, and statistical associations, the study employed a quantitative research technique, which entailed the methodical collection and analysis of numerical data (Bhandari, 2020). In the social and educational sciences, quantitative research is frequently used to measure variables objectively and provide empirical support (Sheard, 2020). This method was selected because it enabled the researcher to examine the degree to which teaching competencies and academic success were mediated by English language learning strategies.

To investigate the connections between academic performance, English language learning strategies, and teaching competencies, the study used a correlational research methodology. Without altering any parameters, a correlational study methodology examined relationships between several variables to determine how much they influenced one another (Bhandari, 2021). The study employed Structural Equation Modeling (SEM), a statistical approach that facilitated the assessment of complex interactions between observable and

latent variables, including both direct and indirect effects, to analyze these relationships (Hair et al., 2021). SEM provided a more thorough examination of how English language learning strategies mediated the relationship between teaching competencies and academic performance than standard regression approaches, as it allowed the simultaneous assessment of multiple associations (Hancock & Schoonen, 2022).

4.1. Population, Sample Size, and Sampling Technique

This study involved English teachers and Grade 10 students from public secondary and integrated schools in Educational District I (EDDIS I) of the Schools Division of Bulacan during the 2023–2024 academic year. The total student population across the district was 7,844 Grade 10 learners, while 50 English teachers handling Grade 10 English classes were also included. These participants were selected to explore both instructional competencies and student learning strategies, particularly as they relate to English language performance.

To determine an appropriate sample size for student-respondents, the researcher employed the Cochran's formula for sample size calculation for finite populations, using Raosoft Sample Size Calculator with the following parameters: margin of error: 5%; confidence level: 95%; response distribution: 50%; and population size (N): 7,844.

This yielded a computed sample size of 369 students. The use of the Cochran's formula ensured a statistically valid representation of the student population, balancing accuracy with feasibility in terms of data collection.

The study applied a stratified random sampling technique to ensure proportionate representation from all schools within the district. The population was first divided into strata (schools), and from each stratum, respondents were randomly selected in proportion to the total population per school. This approach enhanced the representativeness of the sample across diverse school contexts; ensured the inclusion of both large and small schools; and supported generalizability of findings across EDDIS I (Thomas, 2023; Noor et al., 2022).

Table 1 presents the proportional allocation of student-respondents by school, confirming that all 23 participating schools were adequately represented.

Table 1. *Sample Size Distribution of Student-Respondents in Various Schools*

School	Population	Sample Size
Gen. Gregorio del Pilar IS	598	28
Doña Candelaria Meneses Duque NHS	159	7
Taliptip National High School	143	7
San Francisco Xavier High School	193	9
Romeo Acuña Santos Memorial High School	141	6
Sta. Lucia National High School	322	15
Frances National High School	294	14
San Miguel-Meysulao High School	108	6
Calumpit NHS (San Marcos NHS)	683	32
Caniogan High School	196	10
Iba National High School	475	23
San Pedro National High School	832	38
Ramona S. Trillana HS (Mayor Ramon Trillana Mem. HS	672	32
Sta. Monica National High School	394	18
Kapitangan National High School	107	5
San Roque National HS	446	20
Sta. Cruz NHS	56	3
Pinalagdan High School	50	2
Dulong Malabon Integrated School	64	3
Inaon Integrated School	71	3
Dampol 2nd National High School	371	18
Sta. Peregrina High School	352	17
Engr. Virgilio V. Dionisio MHS	438	20
Bajet-Castillo High School	679	31
Total	**7844**	**367**

4.2. Research Instrument

The study employed three primary research instruments: the Language Learning Strategy Questionnaire (LLSQ), the Teaching Competencies Scale, and the Academic Performance Assessment. These instruments were carefully selected and adapted to examine the relationship between teaching competencies, English language learning strategies, and the academic performance of Grade 10 students.

The LLSQ was adapted from the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990), which categorizes language learning strategies into six domains: memory, cognitive, compensation, metacognitive, affective, and social strategies. The questionnaire utilized a five-point Likert scale, with response options ranging from "Never or almost never true of me" (1) to "Always or almost always true of me" (5). This instrument enabled the researcher to assess the frequency with which students employed various strategies in learning English, thereby providing insights into their strategic behavior in language acquisition.

The internal consistency of the Language Learning Strategy Questionnaire (LLSQ) was evaluated through pilot testing involving a representative sample of students. The results indicated good reliability for Cognitive Strategies

(Cronbach's α = 0.860) and acceptable reliability for Memory (α = 0.763), Metacognitive (α = 0.790), and Affective Strategies (α = 0.700). However, Compensation (α = 0.622) and Social Strategies (α = 0.680) demonstrated questionable reliability, which prompted a revision of specific items to improve clarity, alignment, and internal consistency. These findings guided improvements in item phrasing and structure to ensure that the LLSQ accurately captured students' use of English language learning strategies.

The Teaching Competencies Scale used in this study was aligned with the Philippine Professional Standards for Teachers (PPST) issued by the Department of Education (DepEd, 2017). This self-assessment instrument measured teachers' competencies across seven domains: (1) content knowledge and pedagogy, (2) learning environment, (3) diversity of learners, (4) curriculum and planning, (5) assessment and reporting, (6) community links and professional engagement, and (7) personal growth and professional development. Using a five-point Likert scale with descriptors ranging from "Poor" (1) to "Outstanding" (5) (see Table 9), the instrument captured teachers' self-perceptions regarding their instructional competencies. While Dr. Ancheta raised a valid point about the comprehensiveness of the Individual Performance Commitment and Review Form (IPCRF)—which includes both classroom observation and non-observable indicators—the use of self-assessment in this study was intentional and appropriate. It offered immediate, context-sensitive insights into teachers' perceived strengths and areas for growth, which are particularly valuable when exploring internal factors such as confidence, self-efficacy, and the alignment between perceived competence and instructional practices. Moreover, self-assessment supports reflective practice and professional development, which are core principles of the PPST framework. As the study focused on perceived teaching competencies and their relationship with student learning strategies and academic performance, the self-assessment approach provided a suitable and meaningful lens for analysis.

3.1 Data Gathering Procedure

The data for this study were collected through structured questionnaires designed for two respondent groups: Grade 10 English teachers and Grade 10 students. In light of the extreme heat index recorded in Bulacan during April to May 2024, a provincial directive mandated the temporary shift to distance learning for all public schools. Consequently, the researcher adapted the data collection method by administering the surveys electronically through Google Forms to ensure respondent safety and data continuity.

Prior to deployment, the researcher secured approvals from the Schools Division Office and coordinated with school heads to facilitate the online distribution process. Clear instructions were provided to all school heads regarding the dissemination of the respective survey links to Grade 10 English teachers and their students. School heads then cascaded the survey forms within their institutions via official communication channels.

The online modality ensured efficient, safe, and wide-reaching data collection across all participating public secondary and integrated schools in Educational District I (EDDIS I) of the Schools Division of Bulacan. It also allowed participants to complete the surveys asynchronously, ensuring flexibility and minimizing instructional disruption. This method not only aligned with health and safety protocols but also enhanced the reliability and inclusivity of the data-gathering process.

4. RESULTS AND DISCUSSION

Level of Teaching Competencies of Teachers

Table 2. Teaching Competency

Teaching Competency Area	Mean Score	Interpretation
Content Knowledge and Pedagogy	4.04	Very Satisfactory
Learning Environment	4.18	Very Satisfactory
Diversity of Learners	4.10	Very Satisfactory
Curriculum and Planning	4.16	Very Satisfactory
Assessment and Reporting	4.22	Very Satisfactory
Community Linkages and Professional Engagement	4.20	Very Satisfactory
Personal Growth and Professional Development	4.22	Very Satisfactory

The study assessed the level of teaching competencies of teachers across several domains. The results indicated that teachers displayed very satisfactory levels of proficiency in various areas such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Among these, personal growth and professional development were rated the highest, showing that teachers are continuously enhancing their professional skills. Overall, teaching competencies were deemed strong, which directly correlates with effective instructional delivery and teacher development.

English Language Learning Strategies among Grade 10 Learners

Table 3. Level of English Language Learning Strategies among Grade 10 Learners

Strategy Type	Mean Score	Interpretation
Direct Strategies		
- Memory Strategies	4.05	High Usage
- Cognitive Strategies	4.25	Very High Usage
- Compensation Strategies	3.85	Moderate Usage
Indirect Strategies		
- Metacognitive Strategies	3.65	Moderate Usage
- Affective Strategies	3.50	Low Usage
- Social Strategies	3.90	Moderate Usage

The study examined the language learning strategies employed by Grade 10 learners, revealing that students most frequently used cognitive strategies, followed by memory strategies. These strategies, such as practice, analysis, and summarization, were reported to significantly aid their language acquisition. However, compensation strategies—such as paraphrasing and using gestures—were less frequently employed, indicating an area where learners could improve. When considering indirect strategies, metacognitive strategies (such as planning and monitoring) were moderately used, but both affective strategies (like emotional regulation) and social strategies (such as peer collaboration) were used the least. This suggests that students may need more guidance in adopting affective and social strategies that can enhance their language learning experience.

Academic Performance of Grade 10 Learner Respondents in the English subject

The academic performance of Grade 10 learners in English showed that the majority performed at an average level (70%), with a smaller percentage excelling at the above-average level (25%) and a few performing at the below-average level (5%). These results reflect a diverse range of performance outcomes, suggesting that while many students are meeting basic expectations, there is room for improvement in fostering higher levels of achievement. The relationship between students' performance and their use of language learning strategies highlights areas for further support in language acquisition.

Significant Effect of Teaching Competencies and English Language Strategies

The study found a significant positive effect between teaching competencies and the use of English language learning strategies. Specifically, competencies such as content knowledge, pedagogical skills, and an understanding of learner diversity were directly linked to students' ability to use memory, cognitive, and compensation strategies. This indicates that teachers who are proficient in their teaching practices are more likely to equip their students with effective learning strategies that enhance language acquisition and academic performance.

Significant Effect of English Language Strategies on Academic Performance

The use of English language learning strategies significantly influenced the academic performance of Grade 10 learners. Students who frequently employed cognitive strategies—such as analyzing and summarizing content—and memory strategies, performed better academically. These strategies supported students in retaining and applying language knowledge effectively. The findings underscore the importance of teaching learners how to utilize these strategies to improve their language skills and overall academic success.

Significant Effect of Teaching Competencies on Academic Performance

Teaching competencies were found to have a significant positive effect on the academic performance of students. Effective teachers, particularly those proficient in content knowledge and pedagogy, directly contributed to higher academic achievement. These competencies enabled teachers to better engage students, adapt to their learning needs, and provide the necessary scaffolding for student success. As a result, students in classrooms with competent teachers demonstrated improved performance in English.

Mediating Effect of English Language Learning Strategies

English language learning strategies acted as a mediator in the relationship between teaching competencies and academic performance. The study showed that while teaching competencies directly influenced students' academic outcomes, the use of effective learning strategies—especially memory and cognitive strategies—enhanced the effect of teaching competencies on performance. This mediating effect emphasizes the importance of teaching students not only the content but also how to learn more effectively through strategic approaches, thereby improving their academic achievement in English.

5. CONCLUSIONS

1. Teaching competencies of educators are generally rated "Very Satisfactory" across all domains, reflecting a strong instructional foundation within the institution. Teachers demonstrate high proficiency in delivering content, fostering inclusive and compassionate learning environments, and engaging with the community. However, there are critical areas for enhancement in instructional design, particularly in integrating research-based practices, promoting learner independence, and addressing the specific needs of diverse and marginalized student groups. These findings contribute to educational management by highlighting which teacher development areas need targeted administrative support, training investment, and performance monitoring.

2. Grade 10 learners actively use English language learning strategies, especially cognitive and metacognitive strategies, showing their willingness to engage with language learning. Nonetheless, their limited use of affective and social strategies signals the need for school leaders to design supportive structures that promote emotional well-being and peer collaboration. Educational managers can leverage this insight to reframe instructional priorities, classroom support services, and co-curricular activities that foster holistic language development.

4. The academic performance of students is largely satisfactory, with a notable portion achieving outstanding results. The absence of failing grades indicates a solid instructional baseline, yet the presence of students in the lower performance bracket reveals disparities in learning outcomes. From an educational management perspective, this emphasizes the need for data-driven student support systems and differentiated academic interventions, especially for learners at risk of underperformance.

5. Specific teaching competencies—such as content knowledge, understanding learner diversity, and professional development—directly and positively influence students' use of English language learning strategies. This supports the administrative focus on strategic teacher hiring, competency-based evaluation, and professional learning communities that align teaching behaviors with student-centered outcomes.

6. Although the learning environment is generally effective, it occasionally hinders the development of students' emotional regulation and self-regulated learning strategies. This underlines the importance of instructional leadership in maintaining not just structured, but also emotionally safe and autonomy-supportive classrooms. Educational managers are thus called to monitor classroom climate indicators and integrate student well-being metrics into school quality assurance systems.

7. Students' use of cognitive, memory, social, and metacognitive strategies has a measurable impact on their academic performance, confirming that language strategy instruction is an essential component of academic success. Educational managers can utilize this evidence to justify curriculum enhancements that embed strategy-based instruction, formative feedback mechanisms, and personalized learning tools.

8. Teacher competencies such as content mastery, learner responsiveness, and community engagement significantly enhance student achievement. This positions teacher capability-building not only as a pedagogical concern but as a core leadership responsibility in educational management, influencing faculty development plans and resource allocation.

9. English language learning strategies serve as mediating mechanisms between teaching competencies and academic performance. This reinforces the managerial imperative to support both teacher effectiveness and learner strategy training in tandem. The study thus contributes to educational management by providing an evidence-based model for improving academic outcomes through strategic alignment of teacher development, student support, and instructional practice.

6. RECOMMENDATIONS

The following suggestions are being offered by the researcher based on the conclusions drawn from the analysis of data:

1. The Department of Education and local school divisions are encouraged to institutionalize continuous teacher development programs that move beyond basic subject content and include training on differentiated instruction, emotional support, and inclusive practices, particularly for indigenous and marginalized learners. In-service training frameworks should be updated to incorporate modules on English Language Learning Strategy (LLS) instruction, empowering teachers to explicitly teach cognitive, metacognitive, affective, and social strategies. Furthermore, DepEd should implement robust monitoring systems that assess classroom climate, student engagement, and teacher responsiveness as part of the school-based management (SBM) framework. To foster reflective teaching, policies must promote alignment between teachers' professional development goals and the observed needs of their students in alignment with national standards.

2. Curriculum developers and instructional supervisors should embed strategy-based instruction into the English curriculum through the design of performance tasks and learning modules that directly target memory, compensation, metacognitive, and affective strategies. Teacher guides and lesson exemplars must be developed to support these efforts, offering structured opportunities for student self-reflection, collaboration, and goal setting. It is also essential to prioritize curriculum adaptability by ensuring that instructional content is rooted in real-life applications and culturally relevant contexts, thereby better supporting learners with diverse educational backgrounds and needs.

3. Teacher Education Institutions (TEIs) are advised to revise their curriculum to include dedicated courses on strategic learning facilitation and affective support in language instruction. These courses should equip pre-service teachers with the capacity to foster inclusive and learner-centered English classrooms. TEIs should also incorporate experiential learning components such as classroom simulations, mentorships, and field placements that train future educators to assess and apply a variety of English learning strategies. Additionally, faculty development initiatives should align with CHED's outcomes-based education (OBE) framework to

emphasize instructional innovation and pedagogical responsiveness to learner diversity.

4. School principals and instructional leaders should lead the implementation of school-wide learning strategy initiatives, such as "Strategy of the Week" campaigns or reflective journal programs that help students internalize and apply English language learning strategies. To support these efforts, principals are urged to allocate funds for faculty development programs, including certifications and short-term training on inclusive practices, emotional intelligence, and research-informed pedagogy. Performance appraisals must be restructured to recognize not only a teacher's content delivery but also their role in promoting learner autonomy and strategic learning behaviors in the classroom.

5. English language teachers are encouraged to integrate explicit instruction of learning strategies into their daily teaching practices, guiding students in planning, monitoring, evaluating, and managing emotions while learning English. Teachers should also promote peer collaboration by establishing platforms such as language buddies or peer tutoring sessions to strengthen the use of social strategies. A reflective teaching practice is also necessary, as teachers must evaluate how their teaching competencies impact student learning outcomes and seek targeted professional growth aligned with identified gaps in student language strategy use.

6. Students should be empowered to pursue self-directed English language learning by participating in workshops, using self-assessment tools, and creating personalized study schedules, preferably with the support of student support offices and subject teachers. Schools must also implement motivational and emotional resilience programs tailored to the challenges of language learning, such as speaking anxiety or low self-confidence. To reinforce affective and social strategies, student participation in English clubs, debates, and oral presentation activities must be promoted, helping to cultivate confidence and fluency in real-life communication settings.

7. Future researchers are encouraged to build on the findings of this study by developing, piloting, and evaluating targeted interventions that address gaps in students' use of specific English learning strategies, such as affective and social strategies. Longitudinal studies could also be conducted to assess the long-term impact of strategy-based instruction on academic performance. Moreover, future studies may examine how digital tools and AI-driven learning platforms can support strategic learning behaviors. Researchers are likewise invited to explore the effects of school leadership practices and institutional support systems on the successful integration of strategy instruction into everyday classroom teaching. Additionally, a request was made to use Individual Performance Commitment and Review Form (IPCRF) results in future studies to supplement or replace self-assessment data, which may provide a more objective basis for evaluating teacher competencies and their effect on student outcomes.

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