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## Research Article

### A Formative Evaluation of The Implementation of The K to 12 English Program of Public Elementary Schools

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#### ABSTRACT

The scope of the K–12 program's implementation of the Language Arts and Multiliteracies Curriculum was investigated by means of the curriculum's design, content, techniques, and approaches, as well as its resources and facilities for learning and evaluation. Quantitative and qualitative research designs were used in the study. Twenty (20) teachers and administrators, along with 226 elementary school pupils, participated in the data collection. The results showed that the English program for grades 6 through 12 was widely implemented. Learning facilities and resources were noted as a major issue. The issues with teachers' and students' readiness and preparation were of a relatively significant nature. As a result, the issues in the remaining areas, such as those with teaching strategies and techniques and curriculum enhancement, were a little more significant. The degree of implementation and achievement level have been proven to be significantly correlated. Therefore, even though the overall mean score indicated a passing rate, the lack of resources and facilities contributed in some measure to the achievement test result showing a sizable portion of students did not fulfill the norm. The Department of Education should therefore give immediate attention to resources and facilities since they are the most pressing issue affecting how the curriculum is implemented.

**Keywords:** *Formative Evaluation, K-12 English Program, Level of Implementation*

#### Introduction

Education is a dynamic process that evolves to meet the needs of the times. The Philippine educational system has recently undergone massive changes in order to keep up with the pace of global competitiveness. The K-12 Basic Education curriculum has been implemented in

the country to purposefully focus on lifelong learning competencies or skills and to produce graduates who are qualified and capable of working.

The teaching and learning of English has been a remarkable change in the requirements of the educational system. Some critical aspects

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of English teaching and learning, such as curriculum, methodology, and evaluation, have grown in importance in high-quality language instruction. With this, curriculum developers need to take account and respond to data coming from learners, teachers, evaluation specialists, and so on (Nunan, 1992). It is from this view that the importance of evaluation arises to comprehend the successes and failures of a program.

The conduct of formative evaluation is of great help in examining various aspects of an on-going program and in making changes or improvements to a program already implemented. Formative evaluation, also known as process or implementation evaluation, attempts to document exactly what is transpiring in a program. Data is collected and analyzed at a time when program changes can be made to ensure that the quality of the program implementation is maintained throughout (Wall, 2007).

With the introduction of the Language Arts and Multiliteracies Curriculum (LAMC) to address the needs of learners at this age who must be prepared to compete in the global economy, understand and operate complex communication and information systems, and apply a higher level of thinking skills to make decisions and solve problems, the K to 12 program revolutionized English language education in the Philippines. However, considering its initial phase of implementation, several issues came up as the main clientele was affected by this modification.

A series of training and LAC sessions (Learning Action Cell) have been conducted to start the training of trainers that cascade from the district down to school-based practicum. However, due to a scarcity of material resources from the Department of Education (DepEd), higher authorities and teachers haggle for materials that will fit within the curriculum guide's prescribed activities.

Since the introduction of LAMC, several debates have heated up regarding curriculum design and language teaching. Some of the notable issues mentioned include the lack of resources and accessibility to technology in numerous marginalized sectors and rural areas that hinder the ultimate success of the program.

In addition, changes in assessing the performance of pupils are given the highest weight, be it individual or group performances. These are to be done in school, complemented by assignments to be done in their respective homes. In connection with this scenario of skills development, teachers confess with all honesty their common predicament as to the difficulty of pupils' expressing thoughts, ideas, and emotions in the English language. This is observed in all subjects where the medium of instruction is English, like Science, Mathematics, MAPEH (Music, Arts, Physical Education, and Health) and Edukasyong Pantahanan at Pangkabuhasan (EPP).

Consequently, to address the numerous feedbacks from different sectors, monitoring and evaluation are indeed a vital part of determining whether the implementation process follows the right path towards the attainment of its goals and objectives. With this effort, program implementers will be guided by what adjustments should be made to better improve the curriculum. It is then necessary to reveal how and to what extent a curriculum innovation has been implemented in the classroom before determining the effects or outcomes of an innovative curriculum.

Similarly, the purpose of the evaluation of the K to 12 English Program is to identify strengths and challenges in the implementation process, both for teachers and for school communities, and to make recommendations aimed at supporting future curriculum implementation. Through this, the success and failure of the on-going implementation of a program and the reasons behind it can be determined.

In this context, the researchers are interested in conducting an evaluation of the implementation of the K to 12 English program in Santo Tomas and Isabela public elementary schools.

### ***Statement of the Problem***

This study aimed to evaluate the implementation of the K to 12 English program in public elementary schools in Santo Tomas, Isabela. Hence, it determined the level of implementation in terms of it's (a) design in the curriculum; (b) content; (c) methods and approaches; (d)

learning resources and facilities; and (e) assessment procedures, the common problems encountered by teachers and administrators in the implementation, the level of achievement of Grade 6 pupils in English, and the relationship of the schools' extent of implementation and learner's level of achievement.

## **Literature Review**

### ***Curriculum Evaluation***

The process of education includes evaluation heavily. Undoubtedly, it is a crucial and difficult mission. According to Wolf and Evers (2006), curriculum evaluation is the act of compiling and examining data from many sources in order to sustainably enhance student learning. According to Eisner (2002), the curriculum is a "program" that the school district provides for its students. It provides a strategy for reaching student learning objectives (Ornststein and Huckins, 2009).

Wolf and Evers (2006) also mentioned the requirement for curriculum evaluation. Evaluation of the curriculum can be used for a number of things, including recognizing its strengths and weaknesses. It is to evaluate the success of changes that have been made, show the success of a curriculum, component, or program, and adhere to the requirements of a regular program of curriculum review.

Jiwen (2007) asserts that a crucial element of curriculum development is curriculum evaluation. By using curriculum assessment, it is possible to identify current issues with curriculum design and rectify bias to support teachers in adjusting their research and teaching, making greater use of their advantages and strengths, and strengthening their deficiencies. It can support instructors' self-regulation, self-development, and self-improvement while helping curriculum building move toward the established aim.

According to Demirel (2013), curriculum evaluation entails figuring out which components of the curriculum, if any, fail to meet the needs of the implementation process or prevent the achievement of the targets. It also entails figuring out which components of the curriculum the problems, if any, are related to and making the necessary corrections. While Tan (2006) asserts that only a specific subset of

assessment and evaluation techniques can give insight into the effectiveness of evaluation in terms of a curriculum's capacity to meet stated goals.

Evaluations of curricula enable curricula to be improved, removing any flaws, and increasing the effectiveness of instruction. As they engage with their surroundings, open systems continuously collect inputs and change them into outputs (Aytan, 2014).

Malin (2014) argues that curricular assessment and evaluation should be ongoing activities that, in some cases, are especially focused and methodical. Additionally, it is essential to regularly examine current programs in order to determine whether they may be made better or whether further expenditure is warranted. The ideal assessment will be utilized to inform decisions, enhance the quality of the curriculum or program, and enhance student learning, despite the fact that evaluation aims and primary questions vary.

Jie (2001), on the other hand, claimed that curriculum evaluation and classroom instruction assessment are the same thing. Evaluation of classroom instruction is frequently equated with curriculum evaluation, which is typically presented as follows: evaluate preparation, organization, and implementation of classroom instruction as a whole, consider it as a whole, and pay particular attention to the organization skills and teaching proficiency of classroom instruction as the entirety of the curriculum.

Fitzpatrick, et al. (2004) came to the conclusion that, despite differing viewpoints regarding the goals and duties of curriculum assessment, the evaluation's primary goal is to establish the worth of the entire curriculum or a specific component of it. Determining the curriculum's worth aids decision-makers in making decisions about its future.

In order to improve curriculum design, evaluation is therefore necessary to identify the strengths and flaws of an existing curriculum. The evaluation's findings are primarily used to evaluate and appraise the curriculum's efficacy.

### ***Formative Evaluation/Assessment***

Formative evaluation, in general, refers to any evaluation conducted before to or during

the execution of a project with the goal of enhancing the project's performance and design.

Formative assessments, according to Chen (2005), are primarily concerned with program implementation analysis in order to offer guidance to individuals "on the ground."

Formative assessment, according to Noyce and Hickey (2011), is the act of keeping track of students' knowledge and understanding while they are being taught in order to provide insightful feedback and alter the curriculum as needed to promote the fastest possible learning.

A theory of action and a specific instantiation are at least two requirements for a useful description of formative evaluation. The theory of action, among other things, (1) identifies the qualities and elements of what we refer to as "formative assessment," along with the justifications for each of those qualities and elements; and (2) postulates how those qualities and elements interact to result in a particular set of outcomes (Bennett, 2010).

In accordance with Alvarez et al. (2014), formative assessment serves as a mirror, reflecting both the teacher's and the student's critical information about instruction. Equally crucially, teacher feedback supports students' capacity to produce their own internal feedback about the status of their learning. With this student group, teachers must simultaneously cater to the students' demands for acquiring material and skills as well as for developing the English necessary to articulate their learning.

Formative evaluation, according to Stetler et al. (2006), can save time and frustration by highlighting elements that make it difficult to put best practices into reality. It can also determine whether targeted results are being attained early on, allowing implementation tactics to be adjusted as necessary. Finally, it can increase decision makers' understanding of the reality and the "black box" aspect of implementation. Decisions about program growth, such as modification, revision, and similar actions, are made as a result of formative evaluation. The program staff or those in charge of creating the curriculum make up the audience. Formative evaluation is crucial because decisions must be made both when a program is being

developed to strengthen it and again once it has been stabilized to establish its ultimate value or determine its future.

The phrase "formative assessment" should not be interpreted as static or rigid in any way if it is to be properly implemented. Young and Kim (2010) rightly use the adjective "flexible," and they are correct in their evaluation that it is a quality deserving of further exploration.

On the other hand, the Center for Educational Research and Innovation (CERI) (2008) stressed in its study the necessity of using formative assessment consistently throughout all educational systems to help stakeholders solve the numerous obstacles to its increased usage in classrooms.

In fact, several nations advocate for formative assessment as a key component of educational reform. The Organization for Economic Co-Operation and Development, for instance, examined the use of formative assessment in eight educational systems: Australia (Queensland), Canada, Denmark, England, Finland, Italy, New Zealand, and Scotland (OECD, 2005). The degree of student achievement, the equity of student results, and students' learning capacity have all been demonstrated to increase when formative assessment is used.

Formative assessment is increasingly being used, according to Heritage et al. (2013). It is crucial to look into the potential effects of its practices on the academic performance and language acquisition of English Language Learners (ELL) students, as well as how its practices may be modified to better suit the students' individual requirements.

According to reports, the success gains linked to formative assessment are "among the biggest ever observed for educational interventions." Additionally, it raises the equity of student results. Schools that use formative assessment demonstrate increases in academic success across the board as well as notably strong gains for children who were previously under-achieving. The standard of pupils' work has increased, along with attendance and learning retention.

In the Ruiz-Primo and Furtak (2006) study, four teachers took part in a five-day training on how to include formal embedded assessments into scientific classroom. They were instructed

on how to use these evaluations to give students rapid feedback. Specifically created pre-tests, embedded assessments, and post-tests were used to gauge student performance. It has been discovered that the intervention has a considerable impact on student performance. Data showed that teachers' implementation fidelity and quality varied, and that, generally speaking, those with greater quality implementation produced higher scores on the post-test.

The Formative Assessment Module of the Webbased Assessment and Test Analysis System (FAM-WATA) is a multiple-choice online formative assessment unit that uses six types of formative assessment: repeat the test, correct answers not given, query scores, ask questions, monitor answer history, and pass and reward. Wang (2007) conducted a study on the performance of 516 grade 7 students in Taiwan after using the system. According to the study's post-test results, pupils who utilized FAM-WATA demonstrated appreciable learning increases.

Assessments should be evaluated with consideration for the context created by the backgrounds and experiences of students and teachers who are a part of it, as this interaction between a student's culture and expectations and a school's is vital for student achievement. These sociocultural variables must be taken into account in any study that examines formative assessment procedures or interventions. This perspective aims to provide a context-based interpretation of even specific formative assessment practices and has significant implications for designing studies that use multiple methods (qualitative and quantitative) and multiple data sources (students, teachers, curriculum and policy-related documents, etc). (Schoen, 2011).

According to Juwah et al. (2004), formative assessment plays a crucial role in higher education since it allows teachers to refocus on their instruction by informing them of any problems their students may be having. Feedback should be regularly included into instructional activities as a formative assessment tenet. Students could rearrange their understanding or skills to develop stronger concepts and capabilities with the help of performance feedback.

In addition, to the role of formative assessment in enhancing student learning (effective

teaching), some authors argue that formative assessment can also contribute to student development and retention (Yorke, 2001), employability (Yorke, 2005), employability skills (Cassidy, 2006), and lifelong learning (Boud, 2000). Others describe how formative assessment can facilitate class participation (Dancer & Kamvounias, 2005) and improve students' attendance, performance, and presentation (Ghazi & Henshaw, 1998).

### ***K to 12 English Basic Education Program***

Studies and articles have outlined some of the problems with the K-12 curriculum's implementation ever since it was introduced in the Philippines. This is not a brand-new phenomena, either, as the K-12 curriculum has been widely adopted in other nations, and the process of developing the curriculum has included a number of reviews accompanied by helpful recommendations.

In her study on the factors affecting English instruction in Grades 7 K to 12, Valerio (2015) found that while the school factor has a minor impact on English instruction, in particular, four of these factors have a significant impact on English instruction. These factors include the module factor, teacher factor, student factor, and student factor.

In his article on problems with the Philippine English curriculum, Alipasa (2016) claims that the ultimate success of the program, which includes the development of desired listening and viewing skills, is hampered by the lack of resources and access to technology in numerous rural and marginalized areas.

Without additional funding and significant efforts on the part of the government, researchers, publishers, authors, and school administrators to address these needs, macro competencies in the Language and Arts and Multiliteracies Curriculum (LAMC), such as understanding literary, informational, and auditory texts, and "demonstrating critical understanding and interpretation of visual media," cannot be functional or practical.

In his essay on K-12 Changes in Education, McQuarrie (2016) came to the conclusion that a successful change in K-12 education should be accompanied by the employment of the

most appropriate "policy levers" to produce the intended change.

Lead implementers are well-aware of the history and purpose of the program, according to Caneso and Naval's (2016) study on Awareness, Preparedness, and Needs of the K to 12 Senior High School Model Implementation. However, it has been noted that program implementers have valid worries about their needs and readiness. Only a limited amount of stakeholder support is clearly seen. Thus, it is necessary to build backup plans, notably for lobbying, collaboration and connection, curriculum development and upgrade, creation of instructional materials, development of skills, and supply of facilities and tools for lab workshops.

The relevance of offering professional development opportunities for teachers was underlined by Mihai and Bodur (2006) in the conclusions of their study on the professional development of K-12 teachers. According to the results of the current study, professional development activities can boost teachers' self-efficacy in a particular subject area and broaden their knowledge base, both of which have an impact on self-efficacy. Professional development initiatives can unquestionably benefit English language learners and classrooms in this way.

In her paper on Understanding K-12 Educational Reform, Alonzo (2015) came to the conclusion that the K-12 program needs committed instructors who update their competencies via ongoing study and professional development if we are to elevate the idea of excellence in teaching. DepEd does mass teacher training every summer as it gradually implements the K-12 program by grade level, but it is undoubtedly insufficient. In order to provide the nation with a great education, the K-12 program is intended, but a decent education requires coherence from intention to implementation.

On the other hand, Dantas-Whitney and Mize (2007) asserted that schools must take into account their various teaching staffs, resources, and student populations when developing supplementary programs to suit the specific language and content demands of English Language Learners. Although common

elements of a successful implementation may be pinpointed, various structures will be needed to accommodate the variety of instructional environments found across the state. Even though it is outside the subject of this article, it is crucial to remember that any program for English language learners that succeeds must also incorporate a strong first language literacy component as well as effective means to connect schools, students' homes, and the local community.

Regarding the local community, Kim, et al. (2016) noted that although some parents felt the need to address areas for development in their children's English proficiency, it is unclear to what extent they were able to follow through on the idea. Due in part to the fact that score reports are not made available to stakeholders until the following school year, most parents rarely have the chance to discuss their child's test performance with teachers. This highlights the need to deliver score reports to stakeholders sooner in order to maximize their intended use.

In their 2013 English Language Arts Evaluation Report for Arlington Public Schools, the Office of Planning and Evaluation recommended that the institution create and disseminate a K-12 curriculum framework that details English Language Arts (ELA) expectations for classroom instruction (i.e., amount of time writing, reading), as well as research-based best practices at the elementary, middle, and high school levels.

The explicit articulation of the need for language-focused phases of instruction, according to Hall (2018), is consistent with the field of second language acquisition (SLA), but such provisions are accommodated as long as implementation is mindful, systematic, resilient to competing pressures in the K-12 environment, and carried out as a content-oriented strategy. The same claims could be made for bilingual/dual language programs, which are also concerned with content delivery. The opportunity to focus on language issues is ultimately what students and teachers need, and institutions must provide this through institutional attention, collaboration, scheduling, and staffing.

Hauck (2016) said that systematic change at many stakeholder levels is necessary to fully take advantage of the chance to improve assessment and instruction for EL students. This systematic shift will be facilitated by the development of an assessment system for EL students, which calls for participation from numerous stakeholders in its conceptualization. Although this will be a big task, it is one that must be done to best serve our students.

The K-12 curriculum also emphasizes the significance of testing English language proficiency. Wagner, et al. (2015) reported that when it comes to language assessment in the K-12 educational context, effective use of descriptors-based language proficiency scales for classroom-based language assessment has the potential to foster professional learning for teachers and increase schools' capacity to serve English Language Learners (ELLs).

Students should be able to understand their own successes through assessment, which will empower them to take ownership of their education. Parents should be able to participate in the learning process and gain a clear understanding of their children's progress in school through assessment. The main benefit of assessment for instructors is that it gives them information about their students and classrooms that they can use to make educational decisions. Additionally, it assesses the effectiveness of the curriculum and offers teachers a plan for arranging students' work (LAMC, 2013).

Blagojevich et al. (2004) said that the English language competency standards are

primarily used to direct and align the curriculum, instruction, and assessment for English language learners, according to (2004). In doing so, the English language competence standards offer a route to academic success for English language learners by embracing both the language of the classroom and those of the academic subject areas.

However, Hellman (2011) makes it abundantly obvious that, regardless of the number of assessments that instructors administer, excellent practice demands that the data be used to guide instruction and benefit both students and initiatives.

### Conceptual Framework

This study is based on the idea that the implementation of an ongoing educational program necessitates an assessment of the extent of its implementation, as well as the issues and concerns that come with it, in order to determine the current status relative to such implementation and arrive at a further decision and action aimed at enhancing what was started.

The CIPO evaluation model served as the foundation for the study's conceptual framework. Context and input evaluation need to be sketched before developing and designing the curriculum. The process and outcome evaluation reflect the methods and results of the study.

The figure below provides the general structure and guide for the flow of the study.

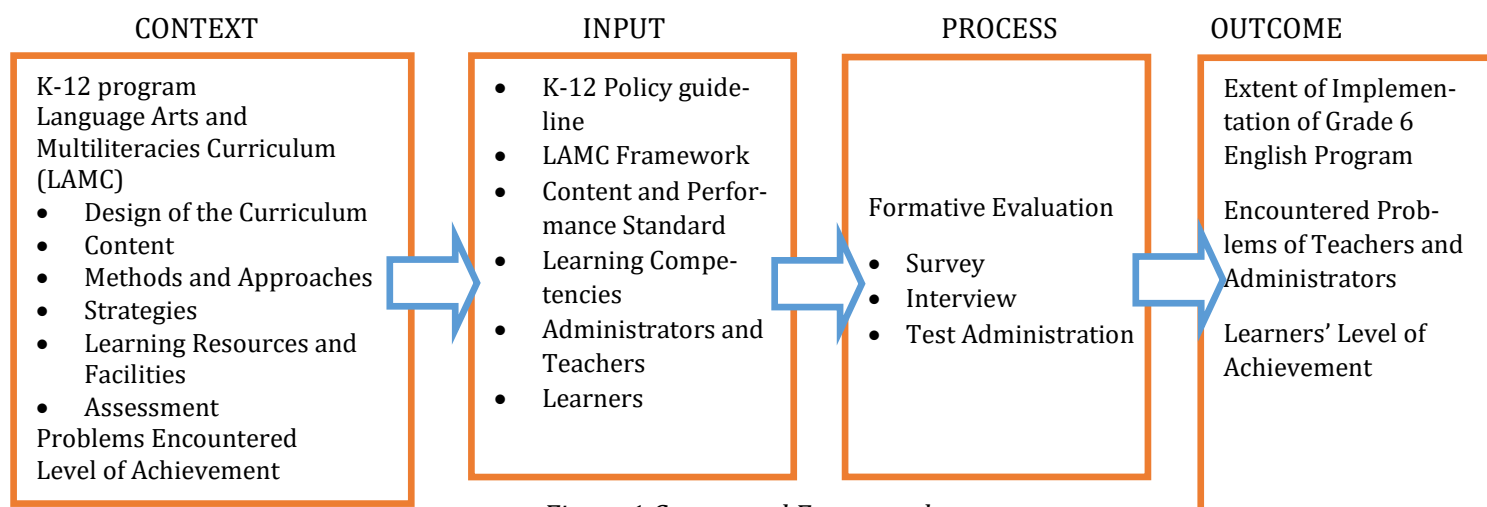


Figure 1 Conceptual Framework

Following the scheme of the CIPQ evaluation model, the content frame consists of the K to 12 program, Language Arts and Multiliteracies Curriculum, curriculum design, content, methods & approaches, learning resources & facilities, assessment procedures, problems encountered, and level of achievement.

The input frame contains program inputs like K-12 Policy Guidelines, the LAMC framework, content and performance standards, learning competencies, administrators and teachers, and learners.

Formative evaluation, surveys, interviews, and test administration are all part of the process framework.

It is also important to note that, because this is an evaluation of the program's ongoing implementation, the effectiveness of the curriculum cannot be directly measured at this time. Thus, the outcome frame shows primarily the specific outcomes of this study, such as K-12 English extent of implementation, problems with teachers and administrators, and learners' level of achievement.

## Methods

Quantitative and qualitative research designs were used in the study. Quantitative research determined the generated data of the survey questionnaire and described the level of achievement test and problems encountered. On the other hand, qualitative was used to collect data from the interview conducted with teachers and administrators currently teaching at Santo Tomas District on how the program is

implemented in detail, also to pupils to obtain more detailed information about their experiences in the curriculum related to the responses of the teachers in the given questionnaire.

## Results and Discussion

### *Extent of implementation of the K to 12 English program*

#### *Design of the Curriculum*

The extent of implementation of the design of Language Arts and Multiliteracies Curriculum of the K to 12 program is presented in Table 1.

The table shows that teachers and administrators implement the creation of learning tasks and activities appropriate for the learner's culture and environment (contextualization) to a great extent, with a mean rating of 4.40. In addition, the utilization of different instructions and strategies according to pupils' needs, abilities, and interests to engage them and strengthen their language development (mean rating of 4.25) was also implemented to a great extent. Numerically, 3.90 was computed as the lowest mean rating, which speaks to facilitating pupils to deliberate on how they use language and apply different language strategies, depending on their purpose, context, and audience.

In general, teachers and administrators have a great extent of implementation in terms of the design of the LAMC, as manifested by the 4.13 rating. This implies that the implementation of curriculum design is not fully attained.

*Table 1. Extent of implementation in terms of the Design of the Curriculum*

Statements/Particulars	Teachers		Administrators		Overall	
	Mean Rating	Description	Mean Rating	Description	Mean Rating	Description
1. Teaches skills, grammatical items, structure and various types of texts in an increasing level of difficulty and sophistication. (spiral progression)	4.30	GE	4.10	GE	4.20	GE
2. Helps pupils interact with others to improve their socialization skills by making activities that simulate	4.20	GE	4.10	GE	4.15	GE



Statements/Particulars	Teachers		Administrators		Overall	
	Mean Rating	Description	Mean Rating	Description	Mean Rating	Description
real-life situations of varying language demands (purposes, topics, and audiences). (interaction)						
3. Teaches the receptive (listening) skills, the productive (speaking) skills, and grammar and vocabulary in an integrated way, together with the use of relevant print and non-print resources, (integration)	4.10	GE	4.10	GE	4.10	GE
4. Uses different instruction and strategies according to pupils' needs, abilities and interests to engage them and strengthen their language development. (learner-centeredness)	4.30	GE	4.20	GE	4.25	GE
5. Creates learning task and activities appropriate in the learner's culture and environment. (contextualization)	4.40	GE	4.40	GE	4.40	GE
6. Designs activities that help pupils reflect on and respond to ideas and information (construction)	4.10	GE	4.10	GE	4.10	GE
7. Exposes learners to different cultures, including one's culture in learning language through text types and literary appreciation. (understanding cultures)	4.00	GE	4.00	GE	4.00	GE
8. Helps learners apply their knowledge of the patterns and rules of language as they interact with a plethora text (literary and informational) to assist them to make meaning. (understanding language)	4.20	GE	4.00	GE	4.10	GE
9. Helps learners deliberate on how they use language and apply different lan-	3.80	GE	4.00	GE	3.90	GE

Statements/Particulars	Teachers		Administrators		Overall	
	Mean Rating	Description	Mean Rating	Description	Mean Rating	Description
guage strategies, depending on their purpose, context and audience. (process and strategies)						
10. Guides pupils make meaning through language for different purposes on a range of topics and with a variety of audience.	4.10	GE	4.00	GE	4.05	GE
<b>Grand Mean Rating</b>	4.17	GE	4.08	GE	4.13	GE
Legend:	VGE	Very Great Extent	LE	Little Extent		
	GE	Great Extent	VLE	Very Little Extent		
	ME	Moderate Extent				

### Content

The table below provides an overall interpretation of how the content from the first to fourth quarters of Grade 6 is implemented as articulated in the LAMC.

The assessment of teachers and administrators of the contents of the first, second, third and fourth quarters shows a great extent of implementation. This is apparently visible in their mean ratings of 4.19, 4.13, 4.07 and 3.92, respectively. It was discovered that the content in the previous quarter received the lowest rating. This implies that the following topics were covered in the previous quarter: not fully tackled.

The teachers interviewed admitted that some were not implemented satisfactorily due to the demand for extremely high levels of language skills. However, the researchers validated the extent of the implementation of the content through the notebooks of the top achievers in the class.

It was discovered that some contents were claimed to have been carried out but were not found in the students' notebooks. It is true that some of the lessons were not written down by the students. Thus, the result also implies that identified topics were not fully carried out.

Table 2. Extent of implementation in terms of Content

Quarter	Teachers		Administrators		Overall	
	Mean Rating	Description	Mean Rating	Description	Mean Rating	Description
1. First Quarter	4.26	GE	4.11	GE	4.19	GE
2. Second Quarter	4.25	GE	4.02	GE	4.13	GE
3. Third Quarter	4.20	GE	3.93	GE	4.07	GE
4. Fourth Quarter	4.1	GE	3.74	GE	3.92	GE
<b>Grand Mean Rating</b>	4.20	GE	3.95	GE	4.08	GE

### Methods and Approaches

The result of the extent of the implementation of the methods and approaches as assessed by teachers and administrators is shown in Table 3.

Table 3 shows that thinking/pair/share activity and role-plays (interactive approach)

have computed means of 4.35 and 4.30, respectively, and both fit the description to a large extent. Although two items related to developing oral skills can be categorized to a great extent, it can be gleaned that they have the lowest numerical value (mean rating of 3.80). These include items such as "assists students in

selecting a topic for an oral presentation" and "encourages the entire class to provide constructive criticism of their classmates' presentations" (process inquiry approach).

Furthermore, in the blank space provided for the respondents to fill out if they could think of other approaches other than what was stated, one administrator wrote that language learning should be taught using a thematic approach. This idea supports the design of the curriculum because each learning area or content can be integrated into other fields to enhance the mastery of the target competency. Another teacher added that it is also necessary

to employ a discovery approach in learning languages. This approach is closely related to the thematic approach, since the concept being taught will not be directly given by the teacher, but it will gradually be discovered by the pupils as they experience the learning content in other subject areas. The process inquiry approach, interactive approach and integrative approach were also written.

The methods and approaches are implemented to a great extent, as manifested by a mean rating of 4.08. This implies that methods and approaches were not fully utilized.

Table 3. Extent of implementation in terms of the Methods and Approaches

Statements/Particulars	Teachers		Administrators		Over-all Mean Rating	Des- cription
	Mean Rating	Des- cription	Mean Rating	Des- cription		
1. Uses Think/Pair/Share activity and encourage pupils to think about a question, issue, or reading, and then refine their understanding through discussion with a partner.	4.40	GE	4.30	GE	4.35	GE
2. Ensures that each pupil has a specific role and responsibility to carry out during role plays	4.50	VGE	4.10	GE	4.30	GE
3. Presents several dialogues for pupils to choose from for them to act out	4.30	GE	4.00	GE	4.15	GE
4. Uses a jigsaw technique to discuss ideas or solve problems orally	4.00	GE	3.70	GE	3.85	GE
5. Encourages all pupils to get involve in an informal, whole-class debate.	4.20	GE	3.80	GE	4.00	GE
6. Guides pupils look for topic for an oral presentation.	4.10	GE	3.50	GE	3.80	GE
7. Encourages the whole class to give constructive criticism for their classmate's presentation.	4.10	GE	3.50	GE	3.80	GE
8. Uses posters to engage discussion in class.	4.20	GE	4.00	GE	4.10	GE
9. Encourages pupils' reactions about the movie watched.	4.50	GE	4.20	GE	4.35	GE
Others, please specify:						
<b>Grand Mean Rating</b>	4.26	GE	3.90	GE	4.08	GE

### Learning Resources and Facilities

One of the best ways to experience authentic content learning is by having relevant

learning resources and facilities readily available at any time.

Table 4 presents the extent of implementation of Learning Resources and Facilities. It demonstrates that the majority of teachers rely on learning resources from the DepEd's official portal. The mean rating of 4.35 indicates that the learning resources are widely used. Furthermore, the table shows that both teachers and administrators recognize the need for a 1:1 ratio of modules/learners' materials to learners' materials as basic learning resources. It

receives the lowest computed mean rating of 2.35, indicating the limited scope of the implementation. Learning resources and facilities are implemented to a large extent, as evidenced by the lowest grand mean rating of 3.76. The result implies that, although technology and downloaded materials are available, these cannot provide sufficient learning resources. Thus, the learning resources and facilities are not fully utilized.

Table 4. Extent of implementation in terms of the Learning Resources and Facilities

Statements/Particulars	Teachers		Administrators		Overall Mean Rating	Description
	Mean Rating	Description	Mean Rating	Description		
1. Uses indigenized and contextualized materials in teaching English	3.90	GE	3.60	GE	3.75	GE
2. Utilizes recordings and videos in teaching English	3.90	GE	3.60	GE	3.75	GE
3. Provides 1:1 ratio of modules/learner's materials to learner as basic learning resource	2.70	ME	2.00	LE	2.35	LE
4. Uses existing textbooks and other references where appropriate	3.90	GE	3.70	GE	3.80	GE
5. Utilizes teacher's and curriculum guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules as teaching resources	4.10	GE	3.90	GE	4.00	GE
6. Utilizes downloaded learning resources from DepEd's official portal.	4.40	GE	4.30	GE	4.35	GE
7. Uses technology (ex. TV, LCD Projector, etc) as an aide in teaching viewing skills.	4.30	GE	4.30	GE	4.30	GE
<b>Grand Mean Rating</b>	<b>3.89</b>	<b>GE</b>	<b>3.63</b>	<b>GE</b>	<b>3.76</b>	<b>GE</b>

### Assessment Procedures

The findings on the extent of assessment procedure implementation are revealed in the table below.

Table 5 revealed two groups of respondents convey a similar great extent implementation in the conduct of formative assessment in each learning competency with mean rating of 4.60. Similarly, before administering the summative

and quarterly tests (mean rating of 4.55), create a Table of Specification. Developing an assessment tool that caters to different attitudes, interests, and levels of ability of students is being implemented (mean rating of 3.95) to a large extent. The grand meaning of 4.29 indicates that the assessment procedures are widely used. Thus, the principles of assessment were not fully implemented.

Table 5. Extent of implementation in terms of the Assessment Procedures

Statements/Particulars	Teachers		Administrators		Over-all Mean Rating	Des- cription
	Mean Rating	Des- cription	Mean Rating	Des- cription		
1. Assesses pupils performance based actual performance in authentic situations which learner is likely to encounter in his or her daily life.	4.40	GE	4.10	GE	4.25	GE
2. Integrates the four skills of language-listening, speaking, reading, and writing- in the assessment procedure.	4.50	VGE	4.30	GE	4.40	GE
3. Creates assessment tool that caters different attitudes, interest, and level of abilities of pupils.	4.20	GE	3.70	GE	3.95	GE
4. Considers various aspects of learner's life, both academic and personal, as integral to the development of language proficiency.	4.30	GE	3.80	GE	4.05	GE
5. Sets expectations that are appropriate with the cognitive, social, and academic development of the learner.	4.40	GE	4.10	GE	4.25	GE
6. Uses culture based activities in assessing pupils performance	4.40	GE	4.10	GE	4.25	GE
7. Communicates standards and makes use of rubrics in rating performance-based activities and products	4.30	GE	4.00	GE	4.15	GE
8. Communicates reports on pupil's performance to parents.	4.50	VGE	4.40	GE	4.45	GE
9. Makes Table of Specification before administering summative and quarterly test.	4.50	VGE	4.60	VGE	4.55	VGE
10. Conducts formative assessment in each learning competency.	4.60	VGE	4.60	VGE	4.60	VGE
<b>Grand Mean Rating</b>	4.41	GE	4.17	GE	4.29	GE

**Problems encountered by teachers and administrators in the implementation of the K to 12 English program.**

*Teachers' Preparation and Readiness*

The table below presents the common problems of teachers and administrators in terms of preparation and readiness.

The table shows that 13 of the respondents admitted they had insufficient time to read

the materials related to the Language Arts and Multiliteracies Curriculum (LAMC) content and design. Eleven (11) said that they had inadequate seminars and training related to teaching English. Six (6) state that they lack awareness of the goals, purposes, and objectives of the LAMC. The same number of respondents stated that they lacked knowledge of how to use various assessment tools.

Table 6. Common Problems Encountered in terms of Teachers' Preparation and Readiness

Problems	Frequency
1. Inadequate seminars/ trainings related to teaching English.	11
2. Insufficient time to read materials relative to Language Arts and Multiliteracies Curriculum (LAMC) content and design.	13
3. Limited knowledge, skills, attitudes, values pertinent to LAMC	5
4. Lack of awareness on the goals, purposes, and objectives of LAMC	6
5. Not well adept on the LAMC process	4
6. Insufficient knowhow to address the needs of learners	3
7. Lack mastery on teaching content and objectives	2
8. Inadequate knowledge on varied teaching strategies and Techniques	5
9. Insufficient knowledge on educational technology	2
10. Inadequate know how on the use of varied assessment tools.	6
<b>N=15</b>	

Table 7 shows the extent of the barriers encountered by teachers and administrators in the areas of preparation and readiness for the implementation of the K-12 English program.

The common barrier of teacher-respondents as gauged in Table 7 shows that there is a serious problem regarding the insufficiency of time to read materials relative to Language Arts and Multiliteracies Curriculum (LAMC) content and design (mean rating of 3.55). Based on the table, the adequacy of seminars/training related to teaching English is moderately serious, with a mean rating of 3.35. On the other hand, problems with the insufficiency of knowledge of educational technology (mean rating of 1.95) are slightly more serious. While it is true that the majority of teachers are ICT literate, with easy access to reading materials, the barrier, according to them, is a lack of time due to the numerous paper work requirements imposed by the system, with submissions always arriving ahead of schedule.

Furthermore, when asked about the problems she encountered during the training for the implementation of the K-12 English program, Teacher A responded as follows:

*"Meron kaming pitong araw na mass training sa K to 12 para sa lahat ng subjects sa Grade 6 isang buwan bago ma-implement ito, pero parang hindi ito sapat para maintindihan ko ng husto ang LAMC kasama ng iba pang subjects." (We had a 7-day mass training a month before the implementation of K to 12 in Grade 6 in all subject areas, I think this is not enough to fully understand the LAMC and the rest of the subject areas.)*

Teacher B also answered:

*"Nagkaroon kami ng training sa K to 12 curriculum, pero hindi pa ako umatend ng training na tungkol lang sa LAMC." (We had trainings regarding K to 12 curriculum but I have not attended a training that focus mainly on the implementation of LAMC.)*

It could be deduced from the testimonies that seven (7)-day training is not enough for them to fully understand the implementation areas of LAMC. How much longer can a teacher be deployed in the field with no training?

Table 7. Degree of Seriousness of Problems in terms of Teachers' Preparation and Readiness

Statements/Particulars	Teachers		Administrators		Overall Mean Rating	Description
	Mean Rating	Description	Mean Rating	Description		
1. Inadequate seminars/ trainings related to teaching English.	3.20	MS	3.50	S	3.35	MS

Statements/Particulars	Teachers		Administrators		Overall Mean Rating	Description
	Mean Rating	Description	Mean Rating	Description		
2. Insufficient time to read materials relative to Language Arts and Multi-literacies Curriculum (LAMC) content and design.	3.30	MS	3.80	S	3.55	S
3. Limited knowledge, skills, attitudes, values pertinent to LAMC	2.60	MS	2.80	MS	2.70	MS
4. Lack of awareness on the goals, purposes, and objectives of LAMC	2.70	MS	2.90	MS	2.80	MS
5. Not well adept on the LAMC process	2.20	SS	2.90	MS	2.55	MS
6. Insufficient knowhow to address the needs of learners	1.90	SS	2.60	MS	2.25	SS
7. Lack mastery on teaching content and objectives	2.20	SS	2.60	MS	2.40	SS
8. Inadequate knowledge on varied teaching strategies and Techniques	2.30	SS	3.00	MS	2.65	MS
9. Insufficient knowledge on educational technology	1.60	SS	2.30	SS	1.95	SS
10. Inadequate knowhow on the use of varied assessment tools.	2.00	SS	2.70	MS	2.35	SS
<b>Grand Mean Rating</b>	2.40	SS	2.91	MS	2.66	MS

Legend:	VS	Very Serious
	S	Serious
	MS	Moderately Serious
	SS	Slightly Serious
	NP	Not a Problem

### Learners' Preparation and Readiness

The common problems encountered by teachers and administrators with learners'

preparation and readiness are indicated in the table below (Table 8).

Table 8. Common Problems Encountered in terms of Learners' Preparation and Readiness

Problems	Frequency
1. Low awareness on the goals, purposes and objectives of the LAMC	3
2. Limited orientation, symposium to broaden the knowledge in LAMC	8
3. Lack in-depth knowledge on the rationale why the enhanced basic education curriculum is implemented	3
4. Insufficient of understanding on concepts and class activities	3
5. Relating personal experiences for the long retention of learning are rarely Observed	2
6. Meager materials needed for learning	15
7. Shows passivity in class discussions and making projects	9
8. Performance assessment tools are not clearly explained	4
9. Lack in-depth knowledge and understanding on underlying concepts and principles that can be applied to problems/ situations in new contexts	3
10. Inadequate orientation about the new ways on how the lessons are presented	7
<b>N=15</b>	

Most of the problems with a learner's preparation and readiness are that the materials needed for learning are meager with a total of fifteen (15), passivity in class discussions and making projects (9), and a limited

### Teaching Strategies and Techniques

According to teachers and administrators, the common problems encountered in terms of

teaching strategies and techniques are shown in the table below.

Table 9 shows that most of the problems encountered are: team teaching to bring about effective teaching is not done at a frequency of ten (10); the resources of the community are meager for pupils' exposure (9); limited incorporation of students' practical experiences with the lessons (8); and the use of monotonous teaching strategies and approaches (6).

Table 9. Common Problems Encountered in terms of Teaching Strategies and Techniques

Problems	Frequency
1. Team teaching to bring about effective teaching is not done	10
2. Various assessment tools to rate students' performance are not used	5
3. Lack of appropriate technology-assisted instruction	3
4. Insufficiency of varied teaching strategies and techniques	4
5. Limited incorporation of students practical experiences with the lessons	8
6. Resources of the community are meager for pupils' exposure	9
7. Inadequate knowledge in contextualization (localization and indigenization of instructional materials)	2
8. Groupings in accomplishing projects are not employed	3
9. Difficulty improvising instructional materials in English	4
10. Monotonous use of teaching strategy and approaches	6
<b>N=15</b>	

The common problems encountered by the two groups of respondents relative to teaching strategies and techniques are displayed on the table.

The degree of seriousness of problems encountered by teachers and administrators relative to teaching strategies and techniques is presented in Table 10.

Table 10 shows that meager community resources for pupils' exposure are moderately a serious problem, with a mean rating of 2.90. Also, incorporating pupils' practical experiences into the lesson and team teaching are also seen as moderately serious problems, both having a mean rating of 2.50. With a general meaning rating of 2.33, teaching strategies and techniques is a slightly more serious issue.

Teacher C said when asked about the enhancement of teachers' strategies:

*"...Iba na ang mundo ngayon at iba na rin ang gusto ng mga bata sa pag-aaral kaya kailangan pa ng mga trainings para ma-update tayo lagi sa mga strategies." [...The world is different now and the preference of pupils in learning have also changed, so we need more trainings to always get updated]*

The findings imply that community resources might have been partly attributed to lapses by some mentors in initiating collaborative work and encouraging pupils to relate practical experiences. The need for training was initiated to somehow address the problem.



Table 10. Degree of Seriousness of Problems in terms of Teaching Strategies and Techniques

Statements/Particulars	Teachers		Administrators		Over-all Mean Rating	Des-cription
	Mean Rating	Des-cripti on	Mean Rating	Des-cription		
1. Team teaching to bring about effective teaching is not done	2.20	SS	2.80	MS	2.50	MS
2. Various assessment tools to rate students' performance are not used	1.80	SS	2.30	SS	2.05	SS
3. Lack of appropriate technology-assisted instruction	1.70	SS	2.80	MS	2.25	SS
4. Insufficiency of varied teaching strategies and techniques	2.20	SS	2.70	MS	2.45	SS
5. Limited incorporation of students practical experiences with the lessons	2.10	SS	2.90	MS	2.50	MS
6. Resources of the community are meager for pupils' exposure	2.40	SS	3.40	MS	2.90	MS
7. Inadequate knowledge in contextualization (localization and indigenization of instructional materials)	1.90	SS	2.20	SS	2.05	SS
8. Groupings in accomplishing projects are not employed	1.60	SS	2.40	SS	2.00	SS
9. Difficulty improvising instructional materials in English	2.10	SS	2.50	MS	2.30	SS
10. Monotonous use of teaching strategy and approaches	2.10	SS	2.50	MS	2.30	SS
<b>Grand Mean Rating</b>	<b>2.01</b>	<b>SS</b>	<b>2.65</b>	<b>MS</b>	<b>2.33</b>	<b>SS</b>

### Learning Resources and Facilities

The problems encountered in terms of learning resources and facilities are presented in the table below.

Table 11 shows that most of the problems encountered in the learning resources and facilities are: the absence of learner's materials in the subjects (15), similar to the lack of

textbooks needed in the lesson; unavailability of the teacher's guide in the subject (15); few reference materials found in the school library and available materials for projects and research work (13); limited numbers of books and references found in the community (12); and insufficient computers in school to be used in teaching (10).

Table 11. Common Problems Encountered in terms of Learning Resources and Facilities

Problems	Frequency
1. Insufficient computers in school to be used in teaching	10
2. No available projector and ICT related materials needed in teaching-learning process.	3
3. Absence of learner's materials in the subjects	15
4. Lack of textbooks needed in the lesson	15
5. Inadequate community resources as an aid of pupils learning	11
6. Few reference materials are found in the school library	13
7. No available speech laboratory rooms needed in speaking activities	2
8. Limited numbers of books and references are found in the Community	12
9. Few available materials for projects and research work	13
10. No available Teacher's guide in the subject	15
<b>N=15</b>	

Table 12 shows that problems that are considered serious include the unavailability of learners' materials in the subject (mean rating of 4.40), lack of textbooks needed in the lesson (mean rating of 4.30), and unavailability of speech laboratory rooms needed in speaking activities (mean rating of 4.25). These are serious problems. In contrast, the availability of projectors and ICT-related materials is assessed by teachers and administrators as a slightly more serious problem, with the lowest computed mean rating of 2.10.

The findings also show that one of the major problems for teachers and administrators in the implementation of the K to 12 English program is learning resources and facilities, with a high mean rating of 3.77 among the five (5) areas of implementation problems.

In the interview, they were asked about their difficulties regarding teaching-learning resources. Teacher

D said:

*"...Malaki ang naitutulon sa amin ng LRMDs portal at mga groups sa facebook para makakuha ng mga material pero sa tingin ko hindi ito sapat para maibigay kung ano talaga ang kailangan ng mga bata. (LRMDs and other facebook groups are of big help in getting learning materials but I think this is not enough to give what the learners really needs.)"*

Teacher F said:

*"One of the challenges in downloading materials and accessing web-based portals is*

*the poor internet connectivity. Your time will be consumed waiting for a file to be downloaded, especially in downloading videos."*

Teachers E said:

*"If only resources are available, my time utilized in reproducing learners' material could have been used in improving the quality of my strategies that would be appropriate to diverse learners. Sometimes we are also forced to provide the learning materials in English at our own expense."*

Teachers could have improved the quality of their teaching methodology if these resources were all available during the program's first year of implementation, despite their efforts to resolve the inadequacy or even absence of teaching-learning resources through LRMDs and other Facebook pages, where they are even willing to support them at their own expense.

On the other hand, when asked about the scarcity of resources, Administrator A said:

*"The scarcity of learning materials is really a problem but teachers did not stop from implementing the curriculum. They have learned the value of being resourceful to produce the needed learning materials."*

This confession implies that teachers could do more if all the resources for teaching-learning were available.

Table 12. Degree of Seriousness of Problems in terms of Learning Resources and Facilities

Statements/Particulars	Teachers		Administrators		Overall Mean Rating	Description
	Mean Rating	Description	Mean Rating	Description		
1. Insufficient computers in school to be used in teaching	3.10	MS	3.50	S	3.30	MS
2. No available projector and ICT related materials needed in teaching-learning process.	2.00	SS	2.20	SS	2.10	SS
3. Absence of learner's materials in the subjects	4.20	S	4.60	VS	4.40	S
4. Lack of textbooks needed in the lesson	4.10	S	4.50	VS	4.30	S
5. Inadequate community resources as an aid of pupils learning	2.90	MS	3.60	S	3.25	MS

Statements/Particulars	Teachers		Administrators		Overall Mean Rating	Description
	Mean Rating	Description	Mean Rating	Description		
6. Few reference materials are found in the school library	4.00	S	4.40	S	4.20	S
7. No available speech laboratory rooms needed in speaking activities	4.20	S	4.30	S	4.25	S
8. Limited numbers of books and references are found in the community	3.70	S	4.20	S	3.95	S
9. Few available materials for projects and research work	3.80	S	4.30	S	4.05	S
10. No available Teacher's guide in the subject	4.20	S	3.90	S	4.05	S
<b>Grand Mean Rating</b>	3.63	S	3.94	S	3.79	S

### Curriculum Enhancement

As assessed by teachers and administrators, Table 13 displays the problems they encountered in terms of the curriculum enhancement.

The majority of the problems encountered in curriculum enhancement are: content that is

not simplified to the level of the student (12), no participation of teachers involved in curriculum formulation (9), and a few learning situations that develop critical thinking and problem-solving skills (6).

Table 13. Common Problems Encountered in terms of Curriculum Enhancement

Problems	Frequency
1. Predetermined content is mandated by authorities	3
2. No participation of teachers concerned in the formulation of the curriculum	9
3. Integration of the resources and needs of the community is not evident	4
4. Integration of the needs and interest of the learners has not been considered	3
5. Revisions to make content relevant hasnot been given attention	5
6. Performance-based learning activities are not carefully planned	4
7. Few learning situations develop critical thinking and problem solving skills	6
8. Content is not simplified to the level of students	12
9. Teachers lack knowledge on how to enhance subject matter	4
10. Activities that develop student communication skills are scarce	5
N=15	

Table 14 shows that the content is not simplified to the level of a student with a mean rating of 2.80. The lack of participation of teachers concerned in the formulation of the curriculum has a mean rating of 2.80. Both problems are moderately serious. However, the overall mean rating of 2.29 indicates that their curriculum enhancement problems are slightly more serious.

When asked about their problem regarding the curriculum enhancement, Teacher H answered:

Teacher G replied:

It can be gleaned from the result of the survey and interview that if teachers had direct participation in the formulation of the curriculum, they could have brought out their

problems on the effect of pupils' weak foundation on their ability to absorb higher levels of learning, including their concerns in the making of rubrics on diverse learners.

*Table 14. Degree of Seriousness of Problems in terms of Curriculum Enhancement*

Statements/Particulars	Teachers		Administrators		Overall Mean Rating	Description
	Mean Rating	Description	Mean Rating	Description		
1. Predetermined content is mandated by authorities	2.00	SS	2.10	SS	2.05	SS
2. No participation of teachers concerned in the formulation of the curriculum	2.20	SS	2.80	MS	2.50	MS
3. Integration of the resources and needs of the community is not evident	2.00	SS	2.50	MS	2.25	SS
4. Integration of the needs and interest of the learners has not been considered	2.00	SS	2.20	SS	2.10	SS
5. Revisions to make content relevant has not been given attention	2.10	SS	2.50	MS	2.30	SS
6. Performance-based learning activities are not carefully planned	1.90	SS	2.50	MS	2.20	SS
7. Few learning situations develop critical thinking and problem solving skills	2.30	SS	2.60	MS	2.45	SS
8. Content is not simplified to the level of students	2.70	MS	2.90	MS	2.80	MS
9. Teachers lack knowledge on how to enhance subject matter	1.90	SS	2.10	SS	2.00	SS
10. Activities that develop student communication skills are scarce	2.10	SS	2.30	SS	2.20	SS
<b>Grand Mean Rating</b>	2.12	SS	2.45	SS	2.29	SS

### ***Level of Achievement of Grade 6 in English***

Table 15 provides detailed presentation of achievement level of learner respondents in Grade 6 in English.

The table presents the results of the teacher-made test conducted in ten schools in the Santo Tomas District. It is shown that out of the two hundred twenty-six (226) total learner respondents, only fifteen (15) pupils achieved the outstanding level, fifteen (15) achieved a very satisfactory level, fifty (50) attained a satisfactory level, fifty-seven (57) pupils reached a fair-satisfactory level, and eighty-nine (89) pupils did not meet expectations.

It can be gleaned from the result that 39.38% of the respondents did not pass the test. On the other hand, a total of 137, or 60.62%, of the respondents passed the test whose proficiency level was fairly satisfactory, satisfactory, very satisfactory, and outstanding. The result indicates that although the group of learner respondents carried a passing rate, there was still a big chunk of pupils who did not meet the standard. This means that the skills and knowledge related to English are not fully developed.

Table 15. Level of Achievement of Grade 6 in English

Level of Achievement			Grade 6	
			Frequency	Percentage
Outstanding			15	6.64%
Very Satisfactory			15	6.64%
Satisfactory			50	22.12%
Fairly Satisfactory			57	25.22%
Did Not Meet Expectation			89	39.38%
Total			226	100.00%
Legend:	O	Outstanding	FS	Fairly Satisfactory
	VS	Very Satisfactory	DNME	Did Not Meet the Expectation
	S	Satisfactory		

An achievement test was administered to assess the level of achievement of Grade 6 in English. The table below shows the level of achievement of learners in selected public elementary schools

Table 16. Level of Achievement of Grade 6 in English

Schools	Mean Percentage Score	Achievement Level
1	76.95	FS
2	76.07	FS
3	77.29	FS
4	79.79	S
5	80.70	S
6	80.35	S
7	76.13	FS
8	81.43	S
9	75.67	FS
10	75.13	FS
Over-All Mean	77.95	FS

### ***Relationship between schools' extent of implementation and learners' level of Achievement***

The table below shows the relationship between schools' extent of implementation and learners' level of Achievement in English 6.

The significant relationship between the schools' extent of implementation and learners' achievement level was employed to determine the extent of implementation of the practices in formative evaluation with that of the learners' level of achievement. This is indicated by the table above using Pearson's Correlation  $r$  - test at a 0.05 level of significance.

The table shows that the computed  $r$  value is 0.83, which indicates a strong association between the extent of implementation and the level of achievement in English. There is a significant relationship between the schools' extent of implementation and learners' level of achievement in English, as indicated by the  $p$  value of 0.002, which is less than the hypothesized probability of 0.05. In other words, the greater the extent of implementation, the higher the level of achievement of the learners. In contrast, the lesser the extent of implementation, the lower the level of achievement of the learners.

**Table 17. The Relationship between schools' extent of implementation and learners' level of Achievement**

		Extent_of_Implementation	Level_of_Achievement
Extent_of_Implementation	Pearson Correlation	1	.83**
	Sig. (2-tailed)		.002
	N	10	10
Level_of_Achievement	Pearson Correlation	.83**	1
	Sig. (2-tailed)	.002	
	N	10	10

\*\* . Correlation is significant at the 0.05 level (2-tailed).

## Conclusion

Language arts and Multiliteracies Curriculum truly plays a big role in the K to 12 program to intensify the quest of the Department of Education in honing the globally competitive language skills of 21st century learners.

As reflected in the result of the study, Santo Tomas District generally is implementing the curriculum to a great extent, as was revealed by the overwhelming feedback from teachers and administrators. This shows the district is compliant with the implementing guidelines for K to 12 given by DepEd. However, the result also signifies that there are areas in the curriculum that have not been fully implemented.

The results obtained from the teachers and administrators reveal that there are barriers influencing the standard implementation of the curriculum. These problems are divided into five main categories: teacher's preparation and readiness; learner's preparation and preparedness; teaching strategies and techniques; learning resources and facilities; and curriculum enhancement. Each of these factors results in specific problems that have direct and indirect effects on the attainment of the curriculum goals, the implementation of certain instructional strategies, and assessment procedures. Some of these factors have an impact on one another.

Among the factors cited, the insufficient number of learning materials and facilities clearly affects the implementation of the curriculum. It can be concluded that this is the most urgent concern DepEd should look into. While there are initiatives made by the

administrators and teachers to temporarily resolve the loopholes in this factor, the institution should immediately offer a permanent solution to avoid the long-term effect on the poor performance of the learners.

The outcome of the teacher-created test indicates that the concern factor regarding learning resources and facilities should be addressed immediately. Although learner respondents achieved a fairly satisfactory level, a large chunk of learner respondents did not meet the standard, revealing the blind spot of their performance. This implies that the knowledge and skills of the learners in English are not fully developed. Although there are other factors affecting the performance of pupils, it cannot be denied that this really influenced the delivery of the prescribed content and the reception of the concepts being taught.

Meanwhile, the extent of formative practices also determines the achievement level of learners. If the implementers strictly follow what is being demanded by the curriculum design, content standards, methods and approaches, learning resources and facilities, and assessment procedures, the achievement level of pupils will most likely achieve the desired outcomes.

Thus, it can be argued that the new English language curriculum is considered to be relevant in today's educational trend, but a close examination revealed that there are lots of works/initiatives to be done towards the successful implementation of the K to 12 English program.

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