

TEACHERS' EVALUATION OF THE K-12 JUNIOR HIGH SCHOOL ENGLISH CURRICULUM AND ITS IMPLEMENTATION IN THE 4TH DISTRICT OF CAMARINES SUR, PHILIPPINES

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ABSTRACT

The study explored the evaluation and extent of implementation of K-12 Junior High School (JHS) English Curriculum as assessed by the Basic Education teachers along with the eight (8) domains such as reading comprehension, listening comprehension, viewing comprehension, vocabulary development, literature, writing and composition, oral language and fluency, and grammar awareness. More so, it also determined its significant relationships between the evaluation and implementation of the English curriculum in the entire grade levels, school locations and school types. Descriptive- correlational design was utilized to evaluate the JHS English Curriculum and gauge on the teachers' implementation of the curriculum. Weighted mean and Spearman's Rank Order Correlation were utilized to statistically treat the data. Findings revealed that majority of teachers rated highest on Literature domain while rated lowest on vocabulary development. The teachers in all grade levels experienced problems and challenges as to the implementation K-12 JHS English Curriculum. Further, there is no significant relationship between the evaluation and implementation of K-12 JHS English Curriculum as assessed by teachers in the entire grade levels, across school types and school locations except from Upland Partido. Accordingly, it was recommended that teachers must attend trainings, seminars and graduate studies to fully understand and upgrade their competencies and skills to enhance the curriculum and its implementation to fit on the needs and interests of the learners.

Keyword: Curriculum Evaluation, Curriculum Implementation, Junior High School English Curriculum, Mainland Partido, Coastal Partido, Upland Partido

INTRODUCTION

Access to quality education is seen as one of the best ways to improve the living situation of all people in this world because lack of education perpetuates poverty, unemployment, lack of voice, insufficient knowledge on their rights, exploitation and others. Hence, quality education really matters.

On May 15, 2013, President Benigno Simeon "Noynoy" Aquino III had the Republic Act

No. 10533, also known as the Enhanced Basic Education Act of 2013 (Official Gazette of the Philippines, 2016), ratified by the Philippine Government. This act was meant to improve the quality of education in the Philippines. The Department of Education as the lead agency formulated plans and systems to ensure the full implementation and triumph of this new curriculum to uplift the basic education all over the country by prioritizing and accommodating the needs of the learners and to address the dynamic situation of

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education ensuring that all public and private academic institutions give equal opportunities to foster and nurture learners in a child-friendly, safe and supportive learning environment facilitated by teachers and supported by the administrators and staff (Department of Education, 2013). Indeed, up to this date the implementation of this new curriculum was focused by the Department of Education.

In education, the degree to which a curriculum has achieved its objectives can only be assessed via evaluation. It helps to develop an educational program, evaluate its achievements, and enhance its efficacy. This further implies that evaluation is necessary in teaching and learning, as it is in all areas of educational activity. According to Dela Rosa and Lintao (Paul Dela Rosa & Lintao, 2018), the purpose of evaluation and all connected components, including the usage of curriculum materials by both teachers and students, is to enhance educational programs and then use the results as inputs for enhancing teaching and learning. Because it is predicated on the notion that language, thinking, and learning are interconnected and that language is the cornerstone of all human relations, the K–12 English Curriculum (also known as the Language Arts and Multiliteracies Curriculum or LAMC) was developed as a response to students' subpar performance on the National Achievement Test (NAT) across subjects (Barrot, 2019) Its primary objective is to create multiliterate, communicatively adept students who can compete in the global economy and grow holistically as a whole person (Department of Education, 2016). This curriculum emphasizes the teaching and learning of English, which is recognized as the country's second official language. It is taught at all school levels as part of the basic education curriculum. As such, it is taught and mastered through macro language skills, which include reading, writing, listening, and speaking (Dimaano & Huring, 2019; Labarrete., as well as perceiving and representing. Moreover, language acquisition is a difficult process requiring a number of crucial steps (Nisbet et al., 2005).

Nevertheless, findings in the paper (Barrot, 2019) which revealed that English curriculum in the Philippines needs to improve its specificity, internal coherence and integration of some principles of

21st century teaching and learning. The study "Guided or Misguided?: Teachers' Evaluation on English Curriculum guide in the Philippines (Paul Dela Rosa & Lintao, 2018) revealed that the K-12 English Grade 10 curriculum guide's reading content hardly meets the criteria for the ELA (English Language Arts) reading components. Therefore, the successful execution of a language program may also depend on how language teachers make use of curriculum guides to establish a seamless affinity between what the curriculum demands and what really takes place in language classes (Paul Dela Rosa & Lintao, 2018).

With all the insights provided, to provide empirical data to advance knowledge and shed light on K-12 JHS English Curriculum-related issues, this study aims to provide an objective evaluation and extent of implementation assessment of the K–12 JHS English Curriculum (LAMC) through the perspective of the teacher who serves as the "catalytic agent" in the implementation process. (Skosana & Monyai, 2013). Also, the researcher expanded on this issue by utilizing multi-level (Grades 7–10), various school types and school locations, which were further divided into mainland, coastal, and upland areas.

OBJECTIVES OF THE STUDY

This study explored on teachers' evaluation of the K-12 Junior High School (JHS) English Curriculum and its implementation. More specifically, it aimed to 1) determine the English teachers' evaluation of the K-12 English Curriculum domains such as: a) reading comprehension; b) listening comprehension; c) viewing comprehension; d) vocabulary development; e) literature; f) writing and composition; g) oral language and fluency; and h) grammar awareness; 2) determine the extent of implementation of the K-12 English Curriculum in all domains as assessed by teachers according to their grade levels and, 3) determine the significant relationship between the evaluation and implementation of the curriculum as assessed by the teachers in the entire grade levels; school locations; school types.



METHODOLOGY

This study utilized the descriptive-correlational design. The respondents of this study were fifty-eight (58) Junior High School (JHS) English teachers in the 4th District of Camarines Sur also called as Partido Area. Teacher-respondents were identified using universal sampling from representative schools randomly selected from the clusters (mainland, coastal and upland) which categorized into Autonomous (Big) and Non-Autonomous (Small) schools based from the data requested from the DepEd, Division of Camarines Sur Planning Office. A validated researcher-modified questionnaire was used to evaluate the JHS English Curriculum and to gauge on the teachers' implementation of the curriculum. The survey questionnaire consists of indicators that used to comprehensively evaluate and to determine the teacher's level of implementation relative to the eight (8) domains of the K-12 JHS English Curriculum such as a. Reading Comprehension; b. Listening Comprehension; c. Viewing Comprehension; D. Vocabulary Development; E. Literature; F. Writing and Composition, G. Oral Language and Fluency; and Grammar Awareness. A 5-point Likert scale was used to determine the degree of the responses of the respondents on evaluation and implementation of K-12 JHS English Curriculum. Weighted mean and Spearman's Rank Order Correlation were used to statistically treat the data.

RESULTS AND DISCUSSION

1. Teachers' Evaluation on K-12 JHS English Curriculum

Table 1 exhibits the evaluation results of the survey on the K-12 JHS English Curriculum across the eight (8) domains as evaluated by the teachers. The data depicts that the teacher-respondents rated highest on Literature with a mean score of 3.54 followed by Listening Comprehension with a mean score of 3.46, both with verbal interpretation of 'Agree'. The results imply that the teachers perceived on their evaluation that among the eight (8) curriculum domains, Literature and Listening Comprehension were least problematic to teach as

compared to other language domains and thus adheres to the principle of successful language teaching and learning (Paul Dela Rosa & Lintao, 2018). On the other hand, the teachers rated lowest on Vocabulary Development (Domain 4) with mean score of 2.73 which verbally interpreted as 'Undecided'.

Table 1
Teachers' Evaluation Results on K-12 JHS English Curriculum Domains

| K-12 JHS English Curriculum Domains | Weighted mean | Verbal Interpretation |
|-------------------------------------|---------------|-----------------------|
| Domain 1: Reading Comprehension | 3.19 | Undecided |
| Domain 2: Listening Comprehension | 3.46 | Agree |
| Domain 3: Viewing Comprehension | 3.42 | Agree |
| Domain 4: Vocabulary Development | 2.73 | Undecided |
| Domain 5: Literature | 3.54 | Agree |
| Domain 6: Writing and Composition | 3.30 | Undecided |
| Domain 7: Oral Language and Fluency | 3.27 | Undecided |
| Domain 8: Grammar Awareness | 3.41 | Agree |

This result connotes the Vocabulary Development domain of the curriculum is difficult to teach and challenging to learn. Relatively, they assessed Writing Composition and Reading Comprehension as challenging domains in English Curriculum. Moreover, the other domains such as Oral Language and Fluency, Grammar Awareness and Viewing Comprehension obtained average ratings of 3.27, 3.41 and 3.42 respectively. The findings of the study conducted (Oljira, 2015) lend weight to the assertion that teaching vocabulary was not prioritized as highly as the acquisition of other language skills, and that learners' and teachers' awareness of the importance of classroom vocabulary instruction and acquisition was relatively low in comparison to that of other language-related activities. Results of this claim that in comparison to the other language skills, vocabulary teaching was given little emphasis and in proportion to other language activities, learners' and teachers' awareness to classroom vocabulary teaching/learning was relatively poor.



2. Extent of Classroom Implementation of JHS English Curriculum

2.1. Result and interpretation of the extent of classroom implementation of JHS English Grade 7 curriculum

Table 2
Extent of Implementation of the Grade 7 English Curriculum

| K-12 JHS English Curriculum Domains | Teachers | |
|-------------------------------------|---------------|-----------------------|
| | Weighted mean | Verbal Interpretation |
| Reading Comprehension | 3.96 | High |
| Listening Comprehension | 4.00 | High |
| Viewing Comprehension | 3.70 | High |
| Vocabulary Development | 3.80 | High |
| Literature | 3.81 | High |
| Writing and Composition | 3.85 | High |
| Oral Language and Fluency | 3.86 | High |
| Grammar Awareness | 3.39 | Moderate |
| Grand Weighted Mean | 3.80 | High |

Table 2 depicts that there is a high implementation of K-12 JHS Grade 7 English Curriculum in terms of Reading Comprehension, Listening Comprehension, Viewing Comprehension, Vocabulary Development, Literature, Writing Composition and Oral Language and Fluency as it obtained 3.96, 4.00, 3.70, 3.80, 3.81, 3.85 and 3.86 respectively while Grammar awareness garnered 3.39 which verbally interpreted as ‘Moderate’. Majority of the respondents believe that the level of implementation of English curriculum in Grade 7 in almost all domains is highly implemented except on the grammar awareness which implies that the application or the use of grammar is still the

hardest to develop among Grade 7 learners. This supports Sioco and De Vera (Sioco & de Vera, 2018) claim that Junior High School students need to improve their grammatical proficiency specifically in subject-verb agreement; thus, teachers should enhance student’s grammatical competence by providing varied reading and learning materials.

2.2. Result and interpretation of the extent of classroom implementation of JHS English Grade 8 curriculum

Table 3
Extent of Implementation of the Grade 8 English Curriculum

| K-12 JHS English Curriculum Domains | Teachers | |
|-------------------------------------|---------------|-----------------------|
| | Weighted mean | Verbal Interpretation |
| Reading Comprehension | 3.87 | High |
| Listening Comprehension | 3.75 | High |
| Viewing Comprehension | 3.89 | High |
| Vocabulary Development | 4.03 | High |
| Literature | 4.06 | High |
| Writing and Composition | 3.53 | High |
| Oral Language and Fluency | 3.56 | High |
| Grammar Awareness | 3.57 | High |
| Grand Weighted Mean | 3.72 | High |

It can be gleaned in Table 3 that Grade 8 teacher-respondents rated ‘High’ on all the domains in their assessment of the implementation of the JHS Grade 8 English Curriculum. The grand weighted mean is 3.72 which verbally interpreted as ‘High’. It is inferred from the findings of the study that majority of the respondents agreed that the Grade 8 English curriculum is highly implemented inside the classroom. It simply means that Grade 8 teachers have adequate knowledge and competencies to deliver the English curriculum in their class effectively. This confirms the result of



the study conducted by Palabiyik and Daloglu (P. Yeni- & A., 2016) that in curriculum implementation, the teacher is the primary determinant in the effective delivery of any imposed change, even though other elements like the availability of instructional materials and the school's infrastructure also had an impact on implementation.

2.3. Result and interpretation of the extent of classroom implementation of JHS English Grade 9 curriculum

Table 4
Extent of Implementation of the Grade 9 English Curriculum

| K-12 JHS English Curriculum Domains | Teachers | |
|-------------------------------------|---------------|-----------------------|
| | Weighted mean | Verbal Interpretation |
| Reading Comprehension | 3.09 | Moderate |
| Listening Comprehension | 3.20 | Moderate |
| Viewing Comprehension | 3.13 | Moderate |
| Vocabulary Development | 3.29 | Moderate |
| Literature | 3.08 | Moderate |
| Writing and Composition | 2.89 | Moderate |
| Oral Language and Fluency | 2.92 | Moderate |
| Grammar Awareness | 3.51 | High |
| Grand Weighted Mean | 3.12 | Moderate |

It appears on Table 4 that Grade 9 teachers rated High level of implementation on the domain Grammar Awareness while they rated Moderate level of implementation on all other domains. Results of the study imply that Grade 9 teachers seem to be more problematic on the implementation of the Grade 9 English Curriculum as evident on the grand weighted mean of 3.12

with the verbal interpretation of Moderate level. Results also showed that Grade 9 teachers experiencing problems and curricular challenges. But, some of the reasons of these challenges in English curriculum implementation are due to lack of proper training of teachers, teaching methods and materials. It is confirmed by the study conducted (Nayeem & Salahuddin, 2013) that most of the rural schools' students in primary level at Bangladesh struggled in English language due to inadequate training of teachers and lack of skills, teacher's inappropriate teaching strategies, lack of instructional materials and other factors.

2.4. Result and interpretation of the extent of classroom implementation of JHS English Grade 10 curriculum

Table 5
Extent of Implementation of the Grade 10 English Curriculum

| K-12 JHS English Curriculum Domains | Teachers | |
|-------------------------------------|---------------|-----------------------|
| | Weighted mean | Verbal Interpretation |
| Reading Comprehension | 3.18 | Moderate |
| Listening Comprehension | 3.49 | Moderate |
| Viewing Comprehension | 2.87 | Moderate |
| Vocabulary Development | 2.88 | Moderate |
| Literature | 2.84 | Moderate |
| Writing and Composition | 3.00 | Moderate |
| Oral Language and Fluency | 3.10 | Moderate |
| Grammar Awareness | 3.27 | Moderate |
| Grand Weighted Mean | 3.08 | Moderate |

Table 5 presents the extent of implementation of Grade 10 English Curriculum as assessed by the teachers. In this regard, results of



the study shows that majority of the respondents perceived that all of the domains of Grade 10 English Curriculum are Moderately implemented inside the classroom. Results of the study imply that it is more problematic for Grade 10 teachers to implement English Curriculum as reflected on the grand weighted mean rating of 3.08 or Moderate level of implementation. These findings are explained by the study conducted by Torto (Torto, 2017) that the implementation of basic school English curriculum becomes problematic because teachers have not been given formal training and in-service training in English subject. He further noted that teachers experiencing challenges in implementation because of student's disengagement from the lessons, lack of adequate learning resources and teacher deficiencies.

3. Significant Relationship Between Teachers' Evaluation of JHS English Curriculum and their Assessment on the Extent of its Classroom Implementation

Table 6

Relationship Between Teachers' Evaluation of JHS English Curriculum and their Assessment on the Extent of its Classroom Implementation in all Grade levels

| Test Variables Description | Spearman's Rank-Order Correlation | | | | |
|-------------------------------|-----------------------------------|--------------------------|-------------------------|--------------|------------------------|
| | Strength | | Monotonic | | Significance |
| | Coefficient ρ | Description [†] | Direction ^{††} | p | Interpretation |
| Reading Comprehension | 0.024 | Very Weak | Increasing | 0.851 | Not Significant |
| Listening Comprehension | 0.015 | Very Weak | Increasing | 0.906 | Not Significant |
| Viewing Comprehension | 0.119 | Very Weak | Increasing | 0.353 | Not Significant |
| Vocabulary Development | 0.088 | Very Weak | Increasing | 0.495 | Not Significant |
| Literature | -0.093 | Very Weak | Decreasing | 0.465 | Not Significant |
| Writing and Composition | 0.172 | Very Weak | Increasing | 0.174 | Not Significant |
| Oral Language and Fluency | 0.186 | Very Weak | Increasing | 0.141 | Not Significant |
| Grammar Awareness | 0.008 | Very Weak | Increasing | 0.950 | Not Significant |
| Overall | 0.104 | Very Weak | Increasing | 0.415 | Not Significant |

[†] Very Strong (0.800-1.000), Strong (0.600-0.799), Moderate (0.400-0.599), Weak (0.200-0.399), Very Weak (0.000-0.199)

^{††} The correlation direction is monotonically increasing if $\rho > 0$; monotonically decreasing if $\rho < 0$; or non-monotonic if $\rho = 0$.

Table 6 depicts the assessment of teachers in all grade levels between the relationship of evaluation and implementation of K-12 JHS English Curriculum. Findings of the study show that

there was a very weak positive monotonic correlation between teachers' evaluation of JHS English curriculum and their assessment on the extent of its classroom implementation for all indicators, except for Literature (LIT) which exhibited a very weak negative monotonic relationship. All of these relationships were statistically insignificant at 5% level. In general, there was a very weak positive monotonic correlation between the compared variables as reflected by $\rho = 0.104 < 0.200$ and significance value $p = 0.415 > 0.050$. Result implies that there are very weak relationships observed between the compared variables or negligible correlation. After hypotheses testing, it has been found out that for all indicators, the relationship between teachers' evaluation of JHS English Curriculum and their assessment on the extent of its classroom implementation may not be present and is not conclusive to the entire population of teachers in the entire Partido area. They may only be true to the sample population who were the respondents of this study.

Table 7

Relationship Between Evaluation of JHS English Curriculum and their Assessment on the Extent of its Classroom Implementation Across School Locations

| School Locations | Spearman's Rank-Order Correlation | | | | |
|----------------------------------|-----------------------------------|--------------------------|-------------------------|-------|-----------------|
| | Strength | | Monotonic | | Significance |
| | Coefficient ρ | Description [†] | Direction ^{††} | p | Interpretation |
| Mainland Partido Teachers | 0.151 | Very Weak | Increasing | 0.482 | Not Significant |
| Coastal Partido Teachers | -0.206 | Weak | Decreasing | 0.312 | Not Significant |
| Upland Partido Teachers | 0.611 | Strong | Increasing | 0.020 | Significant |

[†] Very Strong (0.800-1.000), Strong (0.600-0.799), Moderate (0.400-0.599), Weak (0.200-0.399), Very Weak (0.000-0.199)

^{††} The correlation direction is monotonically increasing if $\rho > 0$; monotonically decreasing if $\rho < 0$; or non-monotonic (NM) if $\rho = 0$.

The calculation on the relationship between the evaluation and implementation of K-12 JHS English Curriculum as assessed by teachers across school locations is displayed in Table 7. The result shows that the observed strength and direction of correlations among Mainland Partido teachers' and Coastal Partido teachers' evaluation of JHS curriculum and their assessment on the extent of its classroom and were statistically



insignificant at 5% level except for the Upland Partido teachers. Relative to Mainland Partido teachers, there was a very weak positive monotonic correlation between the compared variable as reflected by $p=0.151$, that is not significant at 5% level as disclosed by $p=0.482 > 0.050$. But, in Coastal Partido teachers, there was a weak negative monotonic correlation between the compared variable as reflected by $p=-.206$, that is not significant at 5% level as disclosed by $p=0.312 > 0.050$. The results imply that the relationship between Mainland and Coastal Partido teachers' evaluation of JHS English Curriculum and their assessment on the extent of its classroom implementation is not conclusive to the entire population of teachers in Mainland and Coastal Partido. Therefore, results may only be true to the samples surveyed. However, among the Upland Partido teachers result shows that there was a strong positive monotonic correlation between the compared variables as reflected by $p=0.611$, that is significant at 5% level as disclosed by $p=0.020 < 0.050$. This implies that the relationship between Upland Partido teachers' evaluation of JHS English Curriculum and their assessment on the extent of its classroom implementation may be strongly evidenced to be conclusive or true to all Upland Partido teachers' population.

were positively and weakly correlated while based on the big school teacher-respondents' assessment they were positively and very weakly correlated as disclosed by their correlation coefficients $p=0.219$ and $p=0.023$ respectively. All of the relationships between the compared variables in both schools (Big and Small) were statistically insignificant at 5% level as evidenced by their significance level of $p=0.894 > 0.050$ and $p=0.264 > 0.050$ respectively. This implies that the relationship of teachers' evaluation of JHS English Curriculum and their assessment on the extent of its classroom implementation across school types is not conclusive to the entire population of big and small school teachers in the entire Partido Area.

CONCLUSIONS

On the basis of the study's findings, the following conclusions were drawn:

1. The majority of the respondents agreed that literature and listening comprehension are less challenging and easy to teach compared to vocabulary development.
2. The assessment results per year level on the extent of implementation of K-12 JHS Curriculum vary. Majority of the respondents per grade level believe that as the grade level increases, the lessons get more complicated; thus, the more that English Curriculum implementation becomes problematic and challenging.
3. Teachers believe that the evaluation and implementation of K-12 JHS English Curriculum are not statistically significant in all grade levels, school types and school locations except from Upland Partido teachers.

Table 8
Relationship Between Evaluation of JHS English Curriculum and their Assessment on the Extent of its Classroom Implementation Across School Types

| School Types | Spearman's Rank-Order Correlation | | | | |
|--------------|-----------------------------------|--------------------------|-------------------------|--------------|-----------------|
| | Strength | | Monotonic | Significance | |
| | Coefficient ρ | Description [†] | Direction ^{††} | p | Interpretation |
| Big School | 0.023 | Very Weak | Increasing | 0.894 | Not Significant |
| Small School | 0.219 | Weak | Increasing | 0.264 | Not Significant |

[†] Very Strong (0.800-1.000), Strong (0.600-0.799), Moderate (0.400-0.599), Weak (0.200-0.399), Very Weak (0.000-0.199)

^{††} The correlation direction is monotonically increasing if $\rho > 0$; monotonically decreasing if $\rho < 0$; or non-monotonic (NM) if $\rho = 0$.

It can be seen from Table 8 the relationship between the evaluation and implementation of K-12 JHS English Curriculum as assessed by teachers across school types. Study results reveal that the curriculum evaluation and classroom implementation of JHS English Curriculum based on small school teacher-respondents' assessment

RECOMMENDATIONS

Here are recommendations based on the study's findings:

1. Teachers must attend formal trainings, seminars, and graduate studies to fully understand and upgrade their competencies and skills to enhance the curriculum and its



implementation to fit on the needs and interests of the learners.

2. It is also suggested that teachers may conduct action researches and other related activities aligned with curriculum evaluation and implementation practices that will serve as inputs to conduct school programs as an aid to curriculum implementation.
3. Regardless of school type or location, teachers should create intervention and learning activities and be innovative enough to overcome implementation problems.

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