

**COMPETENCIES COVERED, CLASSROOM STRATEGIES, AND ASSESSMENTS OF
SENIOR HIGH SCHOOL ENGLISH TEACHERS ON
SELECTED SCHOOLS IN ILOILO CITY**

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**JOHN KEVIN G. ECLARIN
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ABSTRACT

This study was conducted to identify the competencies covered, instructional strategies used, and assessments employed by 20 Senior High School English Teachers in selected high schools in Iloilo City. The classroom strategies and assessments that were used by participants in each subject were identified and categorized based on their teaching perspectives. An exploratory research design was utilized to collect and analyze qualitative data. The results revealed that the teacher participants used the Constructivism perspective as their foundation for teaching both subjects as their effective method for improving and enhancing students' basic English communication skills. All of the oral communication in context competencies, as well as reading and writing skills, were covered by teacher participants. Moreover, the study revealed that the most common classroom strategy is lecture discussion. Further, the results show that oral skills are best assessed through role playing, while reading and writing skills are best assessed through answering written activities. This study suggests that students should be given more engaging and interesting content in which the importance of effective speaking, reading, and writing skills are emphasized. Moreover, to make the classroom environment engaging and motivating, this study recommends that a variety of instructional styles centered on students must be used to obtain a higher rate of language competence.

Keywords: English language competence, Constructivism