

# EFFECTIVENESS OF INSTRUCTIONAL STRATEGIES IN TEACHING THE ENGLISH LANGUAGE AT SULU STATE COLLEGE SENIOR HIGH SCHOOL

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**ABSTRACT.** This study used a sample of 100 students chosen by non-probability purposive sampling to assess the efficacy of instructional strategies for teaching English at Sulu State College-Senior High School during the 2023–2024 academic year. A number of statistical techniques were used in the analysis, such as Pearson's  $r$ , weighted mean, standard deviation, t-test for independent samples, and one-way ANOVA. The main conclusions are as follows: 1) Most participants were female, 17 years of age or younger, enrolled in Grade 11, and following the STEM strand; 2) The effectiveness of instructional strategies in teaching English was high overall; 3) Grade level and academic strand significantly influenced how students evaluated these strategies, aside from age and gender; 4) Students who rated behavioral strategies' effectiveness frequently aligned with those who rated cognitive and affective strategies similarly; 5) The results back up B.F. Skinner's theory, which emphasizes imitation learning and the function of reinforcement in the learning process.

**KEYWORDS:** *Instructional Strategies, English Language, Effectiveness, Senior high Student, Imitation, Reinforcement*

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## INTRODUCTION

English is referred to as the international language that links people worldwide. We could connect and converse with others using the English language, as well as share our opinions and beliefs (Galloway & Rose, 2015). In order to pursue their desired jobs both domestically and abroad, students could gain greater knowledge about the English language (British Council, 2015). In the Philippines, English is regarded as a second language (Tupas, 2015). As a result, it is taught as one of the basic subjects in the curriculum from elementary school through college. Additionally, English becomes a third language for certain Filipinos who speak their original tongues. As a result, students who reside in provinces where English is rarely used in daily discourse may find it difficult to learn the language (Tupas & Lorente, 2015).

These learning strategies motivate students by increasing their engagement, capturing their attention, and encouraging them to focus on not just remembering course material, but truly understanding it. This idea is in line with the findings of Chavez, Adalia, and Alberto (2023).

Examples of instructional strategies that can be used effectively in all levels and subject areas with a wide range of learning styles include dialogic reading, correction, and educational contents. Additionally, teachers that employ instructional tactics enable pupils to draw significant connections between classroom topics and real-world scenarios. It gives pupils a chance to show what they know and make independent course corrections as necessary. By employing instructional strategies, teachers can more effectively monitor and evaluate student performance using various evaluation techniques.

Executive Order No. 210 establishes policies aimed at strengthening the use of the English language as the primary medium of instruction within the educational system. It outlines several key initiatives designed to enhance English language proficiency among students and improve their readiness for emerging job markets in technology-driven sectors.

Section 1 mandates that English be taught as a second language starting in the first grade, with science, math, and English instruction in English beginning in the third grade. It specifies that all secondary public and private educational institutions, including laboratory, experimental, non-formal, vocational, and technical schools, must use English as the principal language of teaching. At least 70% of instructional time at the secondary level is to be conducted in English, promoting student competency in the language.

Section 2 encourages State Colleges and Universities (SUCs) and other higher education institutions to adopt English as the primary medium of instruction. The Commission on Higher Education (CHED) is tasked with implementing measures to promote this policy at the tertiary level. In Section 3, the Department of Education (DepEd), alongside the National Educators' Academy of the Philippines (NEAP), the Educational Development Project Implementing Task Force (EDPITAF), the CHED, and the Technical Education and Skills Development Authority (TESDA), will evaluate and enhance teachers' English language proficiency.

Section 4 emphasizes the need for support mechanisms, wherein the designated authorities will ensure funding for adequate learning materials and resources. They will also develop evaluation instruments to monitor the progress of both educators and students in achieving the established policy objectives. Lastly, Section 5 identifies the TESDA and all public and private educational institutions as the implementing authorities responsible for these initiatives, including laboratory, experimental, and vocational technical institutions.

According to the description given above, instructional strategy is the method by which a teacher imparts knowledge to pupils in order to accomplish learning objectives and have a favorable effect on student achievement. Instructional strategies have an impact on the teaching and learning process by increasing students' enthusiasm in learning English, enhancing their proficiency, and achieving learning goals. As a result, this study indicates that the learning strategy approach is a helpful approach for students taking English language classes for academic objectives, as well as on a daily basis.

## **LITERATURE**

By increasing student engagement, comprehension, and performance, instructional tactics are essential for boosting English language learning. According to recent research, teaching English effectively necessitates a blend of behavioral, cognitive, and affective techniques that actively engage students in the learning process.

Research has demonstrated that learner-centered and organized techniques greatly enhance students' English learning outcomes when it comes to cognitive strategies. For example, Grapin, Lee, and Sembiente (2021) emphasized that instructional tactics including using visual aids, offering sentence frames, and pre-teaching vocabulary help learners' language growth and

understanding. This concept is consistent with the findings of Chavez and Lamorinas's (2023) strategies to protect the integrity and quality of these assessments in spite of challenges in the classroom. These strategies assist students in organizing information, making connections between new and existing knowledge, and creating meaningful learning experiences. Similar findings were made by Lin, Zhang, and Zheng (2021), who discovered that learning flexibility and self-efficacy had a substantial impact on students' involvement in English learning. This suggests that academic success depends on cognitive methods that foster autonomous thought and self-regulation.

Additionally, behavioral methods have a significant impact on how pupils learn. A number of classroom management techniques were highlighted by Sardi, Haryanto, and Weda (2022), including fostering a good rapport between teachers and students, promoting active engagement, and including experiential learning activities. According to their findings, successful behavioral methods enhance student engagement and classroom discipline, both of which are essential for meeting learning objectives. This theory is consistent with the findings of Ceneciro, Estoque, and Chavez (2023), who found that their exposure to competitive debates lessened their fear of public speaking, which in turn helped them identify their grammatical, structural, and vocabulary weaknesses. Additionally, Cui and colleagues (2020) found that knowledge-mapping and collaborative learning strategies significantly improved learning performance and group interaction, indicating that structured behavioral strategies can improve both individual and collaborative learning outcomes.

When learning English, affective strategies—which emphasize students' motivation and feelings—are just as crucial. According to Chen and Hsu (2020), students' motivation, self-assurance, and anxiety levels have a big impact on how well they learn. This concept is consistent with the findings of Entong, Garil, Muarip, and Chavez (2024), who found that learners with higher proficiency levels showed greater self-efficacy and lower anxiety, while less proficient learners experienced higher cognitive load and lower performance. They also found that an emotional bond with the audience is essential to learning that is both successful and long-lasting, and that trainers and teachers can improve their techniques and design more memorable and stimulating learning environments. These results imply that instructional practices should create a stimulating and encouraging learning environment in order to fulfill students' emotional demands. In a similar vein, Wahyudin (2020) found that students used affective tactics the least, suggesting that teachers should incorporate more emotion-based methods to boost motivation and lessen fear in language acquisition.

According to the study by Carljohn Carolino and Phillip Queroda (2020), English teachers in Anda, Pangasinan, employ different instructional strategies and materials based on their education levels. This aligns with the findings of De Leon et al. (2024), which indicate varied teacher perspectives on classroom inclusivity and a limited awareness of inclusive education. The authors recommend: (1) additional training for teachers in their expertise areas, especially in teaching viewing; (2) maximizing mnemonic techniques in instructional strategies; (3) improving internet connectivity and infrastructure, including classrooms and audio-visual rooms; and (4) enhancing teachers' educational qualifications to effectively utilize instructional strategies and materials.

According to Isabel Pefianco Martin's (2014) "English language teaching in the Philippines," research in world English (WE) and English as a Lingua Franca (ELF) has long supported what Pakir refers to as "common working axioms" (2009: 228) that support English's pluricentricity: the existence of varieties, the acceptance of language change and adaptation, and the emphasis on discourse strategies. These ideas have had a significant impact on how we

comprehend the English language and, as a result, how it is taught. In this essay, I contend that despite all the advantages of English dialects, it may not be suitable to explicitly teach them to non-native speakers as a model. I present a framework for Philippine ELT that acknowledges the language's identity and communication functions while keeping the Philippine educational setting in mind.

## **METHODS**

### **1. Research Design**

This study used the descriptive-correlational approach as its research methodology. The descriptive-correlational approach, according to Gay (1976, p. 69), entailed gathering information to test theories and provide answers to the present condition of the research topic. The descriptive-correlational approach was chosen for this study because it was thought to be the best way to gather information to address the particular problems raised and to assess the study's assumptions.

### **2. Research Locale**

This study was carried out at Sulu State College Senior High School in Bangkal, Patikul, Sulu, which is around 1.3 kilometers away from Jolo town.

### **3. Participants of the Study**

One hundred high school students from Sulu State College participated in the study; fifty students from each grade level made up the equal number of participants from the 11th and 12th grades.

### **4. Sampling Procedure**

In this study, the sample population of students from Sulu State College Senior High School was chosen at random using the random sampling technique.

### **5. Research Instrument**

Mohammad Abdelwahab H. Hamzeh's (2014) research, "Teaching Strategies Used by the Mathematics Teachers in the Public School in Jordan: An Application of the Measurement Model of Rasch," served as the model for the survey questionnaire used in this study. Depending on the degree of agreement, increase neutrality. There were two sections to the questionnaire. Questions on the respondents' demographic profile made up Part I. Three domains made up Part II: Affective (15 items), Cognitive (21 things), and Behavioral (15 items). On a five-point scale (5 = Always (A), 4 = Often (O), 3 = Sometimes (S), Rarely (R), and 1 = Never (N)), students will be asked to indicate how much they agree with each topic.

### **6. Data Gathering Procedure**

The Office of the Dean of Graduate Studies granted the researcher authorization to carry out the study and distribute the questionnaire. The researcher asked the President of Sulu State College for a letter of consent after obtaining the permission letter from the Office of the Dean of the Graduate School. The researcher gave the authorized letter to Sulu State College's Senior High School Coordinator, informing her of the study's conduct and data collection procedure, after receiving approval from the relevant authority to administer the research instrument. Following approval, the researcher gave the study instruments to the chosen sample respondents on the participation list.

### **7. Ethical Considerations**

Maintaining ethical standards is crucial to guaranteeing the authenticity, integrity, and dependability of research. The researcher followed important guidelines, including as getting participants' informed consent after fully informing them of the study's objectives and allowing them to withdraw at any moment without incurring any fees. No identifying information was

revealed in reports, and participant confidentiality and anonymity were rigorously maintained. Truthful data collection, recording, analysis, and reporting—while avoiding fabrication—were the top priorities. In order to minimize harm, the concepts of beneficence and non-maleficence were used to direct the emphasis on respect for participants' rights, dignity, and well-being. adherence to institutional norms that are in conformity with national and international standards, as well as the ethical policies of Sulu State College's (SSC) School of Graduate Studies. Before the poll was administered, Sulu State College's Research Ethics Committee granted official ethical clearance, confirming compliance with ethical standards.

## RESULTS

### 1. What is the extent of the Effectiveness of Instructional Strategies in teaching English language at Sulu State College-Senior High School Students in terms of; 1.1 Behavioral strategies; 1.2 Cognitive Strategies; and 1.3 Affective Strategies?

Table 1.1 In the context of Behavioral Strategies

Behavioral Strategies		Mean	S.D.	Rating
1	The teacher provides the students with information regarding his answer accuracy all the time	4.6400	.71802	Strongly Agree
2	Teacher trains his students on distinguishing between different characteristics of the same concept	4.4300	.80723	Agree
3	Teacher uses specific questions that have specific answers	4.1600	.90699	Agree
4	Teacher helps his students imitate desired models	4.1100	.97333	Agree
5	Teacher awards students for right answers	4.2100	1.0278	Agree
6	Teacher uses direct presentation to provide students with information	4.5400	.77094	Strongly Agree
7	Teacher care about rectifying students' undesired behaviors	4.3700	.86053	Agree
8	Teacher neglect undesired behaviors in the teaching - learning situations	4.2100	.86801	Agree
9	Teacher disassembles the teaching – learning materials into specific tasks that needs specific responses	4.0100	.89324	Agree
10	Teachers depend on criteria in evaluating his students	4.2800	.96484	Agree
11	Teacher trains his students on learning simple behaviors till they reach to the completed behavior	4.4400	.84471	Agree
12	Teacher eliminates any undesirable stimuli after students does the correct behavior	4.1100	.94168	Agree
13	Teacher trains the students to determine the objectives they want to achieve	4.4500	.82112	Strongly Agree
14	Teacher makes advantage of the contract procedures he does With his students for the purpose of achieving the teaching – learning tasks	4.3200	.93073	Agree
15	Teacher provides students with a chance to apply new knowledge in new real life situations	4.4600	.89239	Agree
<b>Total Weighted Mean</b>		<b>4.3160</b>	<b>.52043</b>	<b>Agree</b>

Legend: (5) 4.50-5.0=Strongly (SA); (4) 3.50 – 4.49=Agree (A); (3) 2.50 – 3.49=Neutral (N); (2) 1.50 – 2.49=Disagree (D); (1) 1.00 – 1.49=Strongly Disagree (SD)

Table 1.1 The study assesses the efficacy of instructional tactics used at Sulu State College to teach English, with a special emphasis on behavioral strategies. The results demonstrate a high degree of agreement among student respondents about the efficacy of their professors' tactics, with a total weighted mean score of 4.3160 and a standard deviation of 0.52043. Students gave their teachers high ratings in a number of categories, including providing factual information, training in concept differentiation, using direct and specific questions, modeling desired behaviors, rewarding correct answers, and dealing with undesirable behaviors. In general, instructors at Sulu State College are thought to use efficient teaching methods when teaching English.

Table 1.2 In the context of Cognitive Strategies

<b>Cognitive Strategies</b>		<b>Mean</b>	<b>S.D.</b>	<b>Rating</b>
1	Teacher begins with presenting main ideas of the topic at the beginning of the class	4.4400	.84471	Agree
2	Teacher ends teaching – learning situation with connecting the lesson parts together	4.4000	.86457	Agree
3	Teacher encourages students to verify information and facts before giving judgments	4.2800	1.0832	Agree
4	Teacher moves from the abstract to the examples	4.1900	.83720	Agree
5	Teacher begins the teaching – learning situations with presenting a problems to students	4.2400	.88899	Agree
6	Teacher asks students to do written or verbal summaries of the information they get	4.1000	.92660	Agree
7	Teacher trains students to plan, observe and evaluate their teaching activities	4.2900	.90224	Agree
8	The teacher guides students to references such as dictionaries, encyclopedias, internet, ...etc.	4.2600	1.0310	Agree
9	Teacher trains students on generating unified answers for the stimulator raised for them	4.1900	.95023	Agree
10	Teacher gives students a chance to generate new concepts	4.1500	1.0088	Agree
11	Teacher’s cognitive teaching strategies harmonize with students’ learning strategies	4.3100	.96080	Agree
12	Teacher encourages students to generate as many alternatives as they can for the problem discussed	4.1100	.97333	Agree
13	Teacher uses problem solving strategy in a teaching situation	4.2000	.94281	Agree
14	Teacher facilitates for students make use of the procedure that organizes memory potentials (Symbolizing information)	4.1600	.93980	Agree
15	Teacher gives students enough time to question and investigate to the desirable objectives	4.3700	.86053	Agree
<b>Total Weighted Mean</b>		<b>4.2460</b>	<b>.59979</b>	<b>Agree</b>

Legend: (5) 4.50-5.0=Strongly (SA); (4) 3.50 – 4.49=Agree (A); (3) 2.50 – 3.49=Neutral (N); (2) 1.50 – 2.49=Disagree (D); (1) 1.00 – 1.49=Strongly Disagree (SD)

Table 1.2 With a weighted mean score of 4.2460 and a standard deviation of 0.59979, the study conducted at Sulu State College-Senior High School shows that cognitive instructional methodologies are successfully applied, indicating excellent student agreement. They acknowledge the successful application of techniques by educators to improve cognitive functions and memory retention. Presenting key concepts first, connecting instructional elements, encouraging fact checking, transitioning from abstract to concrete examples, initiating discussions with issue presentations, and teaching students how to summarize are all noteworthy tactics. All things considered, these methods encourage pupils' active cognitive engagement.

*Table 1.3 In the context of Affective Strategies*

<b>Affective Strategies</b>		<b>Mean</b>	<b>S.D.</b>	<b>Rating</b>
1	Teacher allow students to have more clarification and explanation on a certain stimulus	4.6500	.70173	Agree
2	Teacher supports students’ towards others	4.2900	.96708	Agree
3	Teacher helps students have confidence in themselves	4.5800	.78083	Strongly Agree
4	Teacher encourages students to interact positively amongst themselves	4.4100	.90000	Agree
5	Teacher teaches students the way to identify their points of strength and weakness	4.3600	1.0494	Agree
6	Teacher trains students to refer to their success or failure to own capabilities	4.3000	1.0396	Agree
7	Teacher strengthens leaderships in his students	4.3000	.93744	Agree

8	Teacher applies group work in the class to serve desired objectives	4.3600	.91585	Agree
9	Teacher makes students take part in different roles in the teaching – learning situation	4.4600	.84591	Agree
10	Teacher takes part in improving students’ ability to control their reactions	4.4100	.73985	Agree
11	Teacher distributes different teaching – learning tasks on students	4.4600	.80929	Agree
12	Teacher lets students have their own conversations positively	4.2700	.90849	Agree
13	Teacher teaches students how to change their negative reactions into positive ones	4.4600	.78393	Agree
14	Teacher train students to solve their problems in a comfortable way	4.5000	.79772	Strongly Agree
15	Teacher gives students chance to initiate different debates among them	4.3700	.93911	Agree
<b>Total Weighted Mean</b>		<b>4.4120</b>	<b>.54839</b>	<b>Agree</b>

Legend: (5) 4.50-5.0=Strongly (SA); (4) 3.50 – 4.49=Agree (A); (3) 2.50 – 3.49=Neutral (N); (2) 1.50 – 2.49=Disagree (D); (1) 1.00 – 1.49=Strongly Disagree (SD)

Table 1.3 This document assesses the English teaching methods used in the Senior High School of Sulu State College. The results show that students strongly agree on the efficacy of these tactics, with a total weighted mean score of 4.4120 and a standard deviation of 0.54839. By skillfully controlling their emotions and cultivating the attitudes, drive, and values necessary for language acquisition, students perceive their teachers as adept at capturing their attention. Encouraging student clarification, peer support, boosting self-confidence, encouraging positive interactions, helping students identify their strengths and weaknesses, training for self-reflection, developing leadership skills, and using group work to accomplish educational goals are all positively rated strategies.

**2. Is there a significant difference in the Effectiveness of Instructional Strategies in Teaching English Language at Sulu State College-Senior High School Students when the data are classified according to: 2.1 Age; 2.2 Gender; 2.3 Grade level and; 2.4 Strand?**

*Table 2.1 According to Age*

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Behavioral Strategies	Between Groups	.424	2	.212	.778	.462	Not Significant
	Within Groups	26.391	97	.272			
	Total	26.814	99				
Cognitive Strategies	Between Groups	.180	2	.090	.246	.782	Not Significant
	Within Groups	35.435	97	.365			
	Total	35.615	99				
Affective Strategies	Between Groups	.500	2	.250	.828	.440	Not Significant
	Within Groups	29.273	97	.302			
	Total	29.772	99				

\*Significant alpha .05

Table 2.1 With an emphasis on age as a variable, the study examines the efficacy of instructional strategies for teaching English to senior high school students at Sulu State College. According to the research findings, at an alpha level of 0.05, the F-ratios and P-values for different subcategories associated with these techniques do not approach significance. This suggests that there are no appreciable differences in the student respondents' assessments of instructional efficacy, even when they were divided into three age groups: older than 20, 17 or younger, and between 18 and

19. Age does not appear to have a major impact on students' evaluations of instructional tactics in the context of teaching English, according to the premise that there is no substantial variation in the efficacy of these strategies based on age.

*Table 2.2 According to Gender*

VARIABLES	Grouping	Mean	S. D.	Mean Difference	t	Sig.	Description
Behavioral Strategies	Male	4.3556	.52445	.06820	.645	.521	Not Significant
	Female	4.2874	.52019				
Cognitive Strategies	Male	4.2365	.60516	-.01637	-.134	.894	Not Significant
	Female	4.2529	.60107				
Affective Strategies	Male	4.3651	.50841	-.08090	-.726	.469	Not Significant
	Female	4.4460	.57758				

\*Significant at alpha 0.05

Table 2.2 With an emphasis on student gender inequalities, the study assesses the efficacy of instructional practices in teaching English at Sulu State College-Senior High School. At an alpha level of .05, data analysis shows that the mean differences in efficacy between male and female students are not significant. This shows that male and female student respondents evaluate these tactics' efficacy in a comparable way, indicating that gender is not a significant factor in their assessments. Therefore, the hypothesis that "There is no significant difference in the extent of the Effectiveness of Instructional Strategies in Teaching English Language at Sulu State College-Senior High School Students when data are grouped according to their demographic profile in terms of gender" is verified. This suggests that in this situation, educational tactics are viewed similarly by both sexes.

*Table 2.3 According to Grade Level*

VARIABLES	Grouping	Mean	S. D.	Mean Difference	t	Sig.	Description
Behavioral Strategies	Grade 11	4.4085	.41297	.20552*	1.994	.049	Significant
	Grade 12	4.2030	.61348				
Cognitive Strategies	Grade 11	4.3806	.48342	.29912*	2.549	.012	Significant
	Grade 12	4.0815	.68724				
Affective Strategies	Grade 11	4.5467	.49978	.29926*	2.808	.006	Significant
	Grade 12	4.2474	.56544				

\*Significant at alpha 0.05

Table 2.3 By examining senior high school students' replies according to their grade levels, the study investigates the efficacy of instructional practices in teaching English at Sulu State College. The results show that, at an alpha level of .05, the mean differences between different subcategories pertaining to instructional efficiency are statistically significant. This implies that male and female students evaluate these tactics very differently. In particular, students in Grade 12 might view these teaching techniques more favorably than students in Grade 11, or vice versa. The hypothesis that there are no significant differences depending on grade level-related demographic characteristics is rejected since the study shows that grade level has a substantial impact on student assessments.

*Table 2.4 According to Strands*

VARIABLES	Grouping	Mean	S. D.	Mean Difference	t	Sig.	Description
Behavioral Strategies	ABM	4.5627	.42804	.37386*	3.603	.000	Significant
	STEM	4.1889	.52083				
Cognitive Strategies	ABM	4.4882	.47304	.36702*	3.015	.003	Significant
	STEM	4.1212	.62275				
Affective Strategies	ABM	4.6471	.44873	.35615*	3.219	.002	Significant
	STEM	4.2909	.55859				

\*Significant at alpha 0.05

Table 2.4 The study assesses the efficacy of instructional strategies in teaching English to senior high school students at Sulu State College, focusing on how these strategies are viewed in relation to several academic strands. At an alpha level of .05, the results show substantial mean variations in the effectiveness assessments across students categorized by strand. This research implies that students in different academic tracks, including STEM and ABM, have varied opinions about how effective certain tactics are. As a result, the theory that claims there is no discernible variation in the evaluation according to academic strand is disproved. This highlights how students' opinions of the efficacy of education are influenced by the academic stream.

### 3. Is there a significant correlation among the categories subsumed under the effectiveness of strategies in teaching the English language among Sulu state college senior high school in terms of Behavioral, Cognitive and Affective strategies?

Variables		Pearson r	Sig	N	Description
Dependent	Independent				
Behavioral Strategies	Cognitive Strategies	.738**	.000	100	Very High
	Affective Strategies	.650**	.000	100	High

\*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

Table 3 The study looks at the relationships between several approaches to teaching English at Sulu State College Senior High School, with an emphasis on behavioral, cognitive, and affective approaches. Significant correlations at alpha.05 are revealed by the estimated Pearson Correlation Coefficients. The results show a strong positive association between behavioral and affective strategies and a very strong positive correlation between behavioral and cognitive strategies. This implies that students who thought behavioral tactics were very effective also probably thought the same about cognitive and affective strategies. The hypothesis that there is no significant link between these teaching techniques in the teaching setting is rejected as a result of the conclusion that the effectiveness of these tactics is significantly correlated.

## DISCUSSION

### 1.) On the level of the Language proficiency of the University Students of Sulu State University

At Sulu State College–Senior High School, the effectiveness of instructional strategies in teaching English is rated as high or agreed upon by respondents. This suggests that teachers are perceived to demonstrate strong competence in delivering English instruction. In particular, cognitive strategies are also evaluated as effective, indicating that students benefit from approaches that enhance understanding, critical thinking, and language processing. These findings support the idea that well-structured instructional strategies significantly contribute to

language proficiency development. According to Rebecca L. Oxford (1990), cognitive strategies play a vital role in helping learners process and use language effectively. Similarly, H. Douglas Brown (2007) emphasizes that effective teaching strategies directly influence learners' communicative competence and overall language acquisition.

*2.) On the Differences in the level of English proficiency of the University students of Sulu State University*

When demographic variables such as age and gender are considered, there is no significant difference in the effectiveness of instructional strategies in teaching English. This indicates that these factors do not strongly influence how students respond to teaching methods. However, a noticeable variation is observed when grouped according to grade level, suggesting that students' academic maturity or exposure to learning experiences may affect their language proficiency. Meanwhile, no significant differences are found when data is grouped by academic strand. This aligns with the findings of Rod Ellis (2008), who noted that learner differences such as proficiency level can impact language acquisition more than demographic factors. Additionally, Stephen Krashen (1982) highlights that input and exposure over time (which may vary by grade level) are key determinants of language development rather than age or gender alone.

*3.) On the Correlation among the sub-categories subsumed under the level of English proficiency of the University students of Sulu State University*

There is a strong positive correlation among behavioral, cognitive, and affective learning strategies in relation to the effectiveness of instructional techniques in teaching English. This suggests that these domains are interconnected and collectively contribute to students' language proficiency. When students are cognitively engaged, emotionally motivated, and behaviorally active, their learning outcomes tend to improve significantly. This finding is supported by Albert Bandura (1986), whose social cognitive theory emphasizes the interaction between behavior, cognition, and environment in learning. Furthermore, Zoltán Dörnyei (2005) explains that affective factors such as motivation and attitude play a crucial role in second language acquisition, reinforcing the strong relationship among these learning domains.

## **CONCLUSION**

Based on the aforementioned findings, this study finds that the student respondents are sufficiently represented in terms of age, gender, grade level, and strand. The effectiveness of instructional strategies in teaching English at Sulu State College-Senior excellent School is generally rather excellent. With the exception of age and gender, grade level and strand variables do, in general, strongly affect how student respondents evaluated the efficacy of instructional strategies in teaching English at Sulu State College-Senior High School. In general, the group of student respondents who evaluated the behavioral strategies used to teach English at Sulu State College Senior High School as Agree or with High Extent is likely the same group that evaluated the cognitive and affective strategies, respectively. This study appears to confirm B.F. Skinner's theory, which holds that learning is linked to both positive and negative reinforcement and is based on imitation.

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