



LANGUAGE LEARNING DIFFICULTIES OF JUNIOR HIGH SCHOOL STUDENTS IN THE PUBLIC SCHOOLS: BASIS FOR INTERVENTION BLUEPRINT IN ENHANCING LANGUAGE PROFICIENCY

Marisol S. Awatin,¹ Melinda F. Marquez, PhD²

¹ PhD English Student, University of Perpetual Help System DALTA - Las Piñas City

² Associate Professor, University of Perpetual Help System DALTA - Las Piñas City

Article DOI: <https://doi.org/10.36713/epra22194>

DOI No: 10.36713/epra22194

ABSTRACT

The purpose of this study was to identify the language learning difficulties among junior high school students in the public schools in Padre Garcia District in the Division of Batangas during the School Year 2024-2025. The respondents were the English teachers in junior high schools and Grade 7 to Grade 10 students. The researcher used descriptive quantitative research design utilizing a researcher-developed questionnaire that served as the research instrument of the study in the collection of the necessary data through survey method. The teachers are mostly female teachers who are in their 30's to 40's and continue their professional development by taking master's degree having 11-15 years teaching experience and handling Grade 7 to Grade 10. On the language learning difficulties of junior high school students in the public schools based on teachers' perspective, all indicators are interpreted as "Often" in terms of listening, reading comprehension, writing, vocabulary, and verbal communication. On the challenges faced by the teachers in addressing language learning difficulties among junior high school students in the public schools with respect to the language teaching principles component in the language learning process embedded in the K to 12 basic education English curriculum, all indicators are interpreted as "Agree" in terms of spiral progression, interaction, integration, learner-centeredness, contextualization, and construction based on the assessment of the teachers. There are significant differences in the language learning difficulties of junior high school students in public schools based on teachers' perspective in terms of listening, reading comprehension, writing, vocabulary, and verbal communication when grouped according to grade level. There are significant differences in the challenges faced by the teachers in addressing language learning difficulties among junior high school students in public schools when grouped according to the teachers' profile in terms of age, sex, teaching position, number of years in the service, highest educational attainment, and grade level taught.

KEYWORDS: Language Learning Difficulties, K to 12 Basic Education, English Curriculum, Challenges in Addressing Language Learning Difficulties, Junior High School Students, Language Learning Principles

I. INTRODUCTION

English language proficiency is crucial for students to project a positive image, acquire native characteristics, and integrate with the global community. Students' proficiency thresholds in reading, listening, speaking, and writing affect their linguistic challenges. Factors such as prior content knowledge, motivation, and classroom learning environment also influence these thresholds. Secondary basic education students face more complex language tasks, such as reading comprehension, essay writing, and advanced vocabulary acquisition. English is the primary medium of instruction in all secondary level institutions, with 70% of time allotted for English language learning. Language learning should focus on making meaning through language for various purposes and audiences, allowing students to adapt to diverse communication demands.

The public school system is working to improve the language learning process to achieve the department of education's goals. Language is a tool for oral and written communication, and students need to be flexible to adapt to various situations. However, the Philippines' performance in the 2022 Program for

International Student Assessment (PISA) indicates that students are five to six years behind in learning competencies. The Philippines scored 120 points less than the average scores of 347 for reading, indicating a lack of one year of annual pace of learning for 15-year-olds. Despite the Department of Education's educational reform through the new curriculum, the performance of students remains poor. Language learning problems among junior high school students in public schools affect their academic performance and educational development. Understanding and overcoming these obstacles can provide a level playing field for all students to compete in their respective language learning processes and achieve success in their future academic pursuits.

Generoso and Arbon (2020) highlight the challenges faced by foreign language learners in language learning, particularly in the Philippines due to the K-10 to K-12 curriculum changes. These students face difficulties in vocabulary, note-taking, text comprehension, and word choice. Language teachers and content teachers also find these skills problematic, with pronunciation and listening skills hindering performance.



Urbano et al. (2021) highlight the main struggles of senior high school students in reading and writing, including recognizing text patterns, evaluating coherence, organization, grammar, and mechanics, poor vocabulary knowledge, and organizing information. Writing challenges include lack of topic-relevant background knowledge, insufficient practice, incorrect grammar, shallow vocabulary, and different development patterns.

Students whether foreign students of Filipino students have difficulties in language learning. Students in the basic secondary education struggle to learn a language because of a variety of issues or general language system barriers that make activities hard to complete and frequently result in poor performance. Furthermore, many language-related issues are very social in character, which means they affect not only how well students participate in class discussions but also how well they understand difficult instructions and get along with other students. If left unchecked, these issues often get worse over time. Therefore, it is very important that teachers identify language acquisition issues early and provide the right interventions for the students to properly address to these issues in language learning process. This study is pursued by the researcher to identify the language learning difficulties of the students as early as in junior high school for them to be properly addressed and enhanced to be more prepared in the next level of their education journey.

The Socio-Cultural Theory, developed by Vygotsky (1978), emphasizes the role of social interaction in children's cognitive development. It suggests that without strong support, students in public schools struggle to acquire language skills. Teachers, parents, coaches, and peers play a crucial role in guiding children's learning, helping them learn cultural values and problem-solving techniques. The study aims to understand how the learning environment affects language learning in junior high school, considering factors like school, English curriculum, teacher, and peers. It also highlights the role of teachers in guiding students and highlighting the lasting impact of learning.

The study was guided by Sweller's (2020) Cognitive Load Theory, which posits that knowledge is biologically secondary and biologically primary. Primary knowledge is general cognitive abilities, unconsciously acquired, while secondary knowledge is domain-specific and requires conscious training. William (2023) emphasized the importance of cognitive load theory for teachers, as it helps design teaching strategies that maximize learning by optimizing the load on students' working memories.

Friedrichsen (2020) referenced Second Language Acquisition by Ellis (2008), emphasize the importance of task-based language learning in Second Language Acquisition. To provide equal education, teachers need to be trained and equipped with the necessary tools to effectively teach English as a second language (ELL) students. School leaders and stakeholders should invest in professional development to support teachers' learning. Key strategies include explicit instruction in vocabulary, reading comprehension, and listening strategies.

The theories highlight the challenges students face in public schools due to the school environment and effective language scaffolding. Instructional methodologies can be simplified and more organized, addressing the language learning difficulties of junior high school students. These theories can help researchers address these difficulties objectively, especially in public schools with limited resources and teachers struggling to focus on individual student needs.

This study aimed to identify language learning difficulties among junior high school students in public schools in Padre Garcia District, Batangas, during the 2024-2025 school year. The research involved English teachers and Grade 7 to Grade 10 students, selected through simple random sampling. The study focused on variables such as age, sex, teaching position, years in service, highest educational attainment, and grade level taught. It also examined the language learning difficulties faced by students and teachers in terms of listening, reading comprehension, writing, vocabulary, and verbal communication. The result of the study considered as basis for developing a strategic framework to properly address the language learning difficulties of junior high school students in the public schools in accordance with the language teaching principles component in the language learning process embedded in the K to 12 Basic Education English Curriculum.

1.1 Statement of the Problem

1. What is the profile of the teacher-respondents in terms of age, sex, teaching position, number of years in the service, highest educational attainment; and grade level taught?
2. What are the composite mean on language learning difficulties of junior high school students in the public schools based on the teachers' perspective in terms of listening, reading comprehension, writing, vocabulary, and verbal communication?
3. What are the challenges faced by the teachers in addressing language learning difficulties among junior high school students in the public schools with respect to the language teaching principles component in the language learning process embedded in the K to 12 Basic Education English Curriculum in terms of Spiral Progression, Interaction, Integration, Learner-Centeredness, Contextualization, and Construction?
4. Is there a significant difference in the language learning difficulties of junior high school students in public schools based on teachers' perspective in terms of listening, reading comprehension, writing, vocabulary, and verbal communication when grouped according to grade level?
5. Is there a significant difference in the challenges faced by the teachers in addressing language learning difficulties among junior high school students in public schools when grouped according to profile?
6. Is there a significant relationship between the language learning difficulties of junior high school students and the challenges faced by the teachers in addressing language learning difficulties among junior high school students in public schools with respect to the given variables?
7. Is there a significant difference between the language learning difficulties of junior high school students in the public schools in terms of listening, reading comprehension, writing,



vocabulary and verbal communication based on perspective of the students and teachers?

2. Review of Related Literature

Tran and Duong (2020), indicating that in EFL learning and instruction, listening is regarded as the most arduous of the four primary language abilities. Numerous impediments have been identified as hindering English listening comprehension for EFL learners. Both educators and students identified issues in English listening comprehension concerning perception, parsing, and application. The pupils faced phonological and lexical issues (e.g., rapid speech speeds and complex terminology), semantic and syntactic challenges (e.g., lengthy utterances), and discoursal difficulties (e.g., implied meanings, foreign subjects, and concept organization).

The research conducted by Manuel (2022) regarding the English language proficiency of senior high school students across the eight (8) parts of speech; the reading comprehension levels encompassing literal, interpretative, evaluative, and integrative dimensions; and the reading comprehension levels across various genres, including poetry, essays, and short stories. The study's results indicated that among the eight components of speech, senior high school students excelled in the use of adverbs, prepositions, and interjections, although had difficulties with verbs. The respondents demonstrated proficiency in literal reading comprehension across all genres but struggled with integration and assessment levels. According to Decena (2021), nearly all participants concurred that insufficient comprehension is an issue, compounded by a lack of language knowledge.

Urbano et al. (2021) states that the primary obstacles faced by students in public schools regarding writing are (1) inadequate topic-relevant background knowledge and topic-specific texts, (2) insufficient understanding and practice of proper citation, (3) grammatical inaccuracies, (4) limited vocabulary, and (5) inconsistent application of developmental patterns in writing, as identified through needs analysis (NA) employing two methodologies: Present Situation Analysis (PSA) aimed at assessing students' English ability and their reading and writing levels in the second language.

According to Susanto's (2021), identification of the types and elements contributing to pupils' difficulty in vocabulary acquisition. The results indicated that the children continued to encounter challenges in vocabulary acquisition. Students encountered a variety of challenges in language acquisition. The challenges encountered by students included: (1) most students struggle with word pronunciation, (2) difficulty in writing and spelling, and (3) the various grammatical forms of words, known as inflections, contributed to students' challenges in vocabulary acquisition. Furthermore, the pupils encountered challenges in selecting the correct meanings of terms and remained perplexed in applying the phrases according to the circumstances. Lastly, the students remained perplexed when they encountered idiomatic terms or expressions. Several variables contributed to students' challenges in vocabulary acquisition. (1) The written form differs from the spoken form in English, (2) The volume of vocabulary that students must

acquire is extraordinarily vast, (3) The constraints of information sources on words, (4) The intricacy of lexical knowledge. Understanding a term encompasses more than merely grasping its dictionary definition; it includes (5) the factors contributing to a lack of comprehension regarding the grammatical aspects of the words, and (6) poor pronunciation is frequently attributed to the dissimilarity in phonetics between English and the students' original language.

The studies of Mashoor and Abdullah (2020), indicating that the English language is a principal global language utilized for both communication and education. The study's findings indicated that the pupils made errors of omission, addition, misformation, and misordering. The findings illuminate various factors contributing to the students' verbal inaccuracies, including instructional methods, insufficient vocabulary, diminished motivation, and inadequate practice.

Generoso and Arbon (2020), indicating that students encountered difficulties with vocabulary, note-taking during lectures, comprehending texts while reading, and selecting appropriate words for reporting and writing; this observation regarding writing is corroborated by language instructors. Content teachers identify the following abilities as troublesome for their students: pronunciation in speaking and listening to instructions, which hinders task performance, as well as issues in elementary students' writing and obstacles that impede their English writing proficiency. It also presents several constructive recommendations for enhancing primary kids' English writing abilities. Writing is considered one of the most productive talents, often perceived as challenging for learners to cultivate; it is deemed essential for effective language production. Effective writing is regarded as a crucial skill for students' academic performance. The writing difficulties encountered by students in the English language have emerged as a significant concern for both educators and learners.

Perez et al. (2020), who noted that the spiral progression strategy was utilized to organize the topic contents in the K–12 curriculum as part of a recent curriculum reform initiative in the Philippines. Notwithstanding its theoretical foundations, inconsistencies have emerged regarding the execution of a curriculum structured around the spiral progression concept. Results indicate that 1) learner-centered pedagogical strategies and methodologies are utilized, 2) both educators and students possess both favorable and unfavorable perceptions regarding its implementation, albeit with a predominance of pessimistic views, and 3) a spiral curriculum typically yields positive outcomes, although exceptions are acknowledged. The implementation can be strengthened by augmenting the curriculum and pedagogical expertise of educators, hence refining the diverse instructional methods employed in the classroom to facilitate mastery learning.

According to the study's findings, EFL teachers commonly used "Mechanics" and "Exclusive Use of Language" in their instruction, as reported by Bon et al. (2022). The study revealed that students exhibited the highest motivation in 'Confidence' and 'Motivation for Language', while demonstrating the lowest motivation in 'Motivation about Class'. The findings indicated



that 'Fun' had a positive correlation with 'Confidence' and 'Motivation regarding Class'. In contrast, 'Mechanics' exhibits a negative correlation with 'Motivation about Class'. Consequently, the study contended that educators infrequently utilized 'Fun' activities that could enhance student enthusiasm. Conversely, the educators frequently used mechanical exercises that could diminish student motivation. The study recommended that educators prioritize 'Fun' activities while reducing 'Mechanics' activities. Nonetheless, due to the weak to moderate link between classroom activities and student motivation, the extent of student motivation was not predominantly influenced by classroom activities.

As equally important characteristics characterizing the practice of integrated assessment in language schools, the results corroborate Raymundo's (2023) assertion that the use of stimulus-related and thematically linked activities needs to be improved. Furthermore, Karademir and Gorgoz (2019) underscore the shared objective of educating students as proficient language users, as highlighted by contemporary studies on English language acquisition that emphasize the significance of the four fundamental skills. Similarly, Pardede (2020) notes that the accelerating globalization and digitalization of the 21st century are increasingly transforming our modes of living, interacting, learning, and working. Therefore, to succeed in the 21st century, contemporary students must possess not just knowledge and fundamental abilities but also the 4Cs: communication, cooperation, critical thinking, and creativity. Furthermore, to address the issues, EFL classes must not solely concentrate on the enhancement of students' language skills but also incorporate the 4Cs into the educational framework.

According to the findings, which are related to Perez et al. (2020), 1) learner-centered teaching strategies and methods are used; 2) teachers and students have both positive and negative perceptions regarding its implementation, though they also have more pessimistic views; and 3) a spiral curriculum mostly yields positive results, with some notable exceptions. The implementation can be strengthened by augmenting the curriculum and pedagogical expertise of educators, as well as refining the diverse instructional methods employed in the classroom to achieve mastery learning.

The results are consistent with those of Sarwari and Kakar (2023), who examined how instructors dealt with the difficulties and how to use contextual teaching and learning (CTL)-based activities to develop students' CT abilities. The results demonstrated that the CTL approach fosters a conducive classroom environment, enhances student confidence, alleviates stress and anxiety, and cultivates a culture of understanding and respect. Nevertheless, substantial class numbers, insufficient resources, and the absence of contextualized instructional materials were identified as obstacles that hinder the implementation of the CTL strategy.

Raza and Brown (2021) emphasized, supplemental materials whether developed by English language teachers or sourced from external resources are crucial in teaching writing to English language learners. In both instances, the development

and/or selection process encompasses certain stages that provide challenges to materials developers at diverse levels and intensities. Research on writing instruction and second language writing has thoroughly examined strategies and methodologies for materials development; nevertheless, the challenges encountered by materials creators in this process have not received adequate attention. This concise paper outlines the obstacles encountered by material developers in second language writing courses, examining these processes through the framework of language acquisition theory that tailors teaching tactics to address the socio-cultural requirements of students.

Giray et al. (2022), indicating that most Filipinos dedicate time to learning English in educational institutions due to governmental mandates for its use as a medium of instruction. However, many Filipinos experience anxiety when employing the language in communication, facing challenges such as insufficient language proficiency, personal insecurities, external judgment, and adverse effects on performance and well-being. Students are advised to address their English language ability deficiencies and seek improvement through practice, receptive engagement with constructive criticism, and the enhancement of self-esteem.

Khasawneh (2022), who found that children's learning issues are influenced by the curriculum, instructional strategies, assessment techniques, and the home and school environments. The kids' perspective on the English language at the elementary level was elevated across all dimensions of study. The study indicated that it is essential to recognize the significance of curriculum, pedagogical approaches, assessment techniques, and the school and home environment for kids experiencing language acquisition difficulties, as well as for students to be cognizant of these elements and their impact.

Adigun's (2023) investigation into the sociolinguistic characteristics of teachers as determinants of learning outcomes (attitude and achievement) in English Language Learning (EL) among students in public senior secondary schools. The ages of the respondents were as follows: teachers (30.80 ± 2.40 years) and students (16.90 ± 2.06 years), with 54.0% of teachers and 51.6% of students being female. Ninety percent of the teachers held teaching qualifications. The ANS, EB, and IC were elevated, with a threshold of 2.50; however, IC ($x=2.40$) was low, relative to the criterion of 2.50. Teacher IP ($r = .39$), EB ($r = .23$), and ANS ($r = .01$) had positive correlations, although PLC ($r = -.16$) demonstrated a negative correlation with achievement. Teacher ANS ($r = .20$), IP ($r = .09$), and EB ($r = .07$) exhibited positive correlations; however, PLC demonstrated a negative correlation with attitude towards EL. The collective impact of the independent factors on achievement ($F(4;45) = 3.347$; Adj. $R^2 = .16$) was significant, explaining 16.0% of the variation, but it was not significant regarding attitude.

Teachers' IP ($\beta = .44; -.19$), ANS ($\beta = .14; .03$), PLC ($\beta = -.20; -.04$), and EB ($\beta = -.10; -.04$) made varying contributions to accomplishment and attitude, respectively. English language educators engaged with native speakers via native English



newspapers, literary works, films, radio and television news, conferences, and academic conversations, while also immersing themselves in music, cuisine, and dress from diverse cultures as their intellectual pursuits. The multicultural practices of teachers and access to native speakers affected achievement in English Language (EL), while access to native speakers impacted students' attitudes towards EL in public senior secondary schools.

II. RESEARCH METHODOLOGY

Research Design

The study utilized a descriptive quantitative research design, which describes individuals, events, or conditions without manipulating variables. This design can explore multiple variables but can also focus on a single variable. Quantitative research methods, such as questionnaires, structured observations, and experiments, are used to observe events affecting a specific group of individuals. This approach provides objective insights into the research topic, testing hypotheses, quantifying variables, and making statistical inferences about a population. The present study used this design by collecting the quantitative data on the language learning difficulties among junior high school students in public schools in acquiring and putting into use the language skills. The quantitative data were gathered through a questionnaire.

Population and Sampling

The study involved English teachers and junior high school students in public secondary schools in Padre Garcia District, Batangas. The sample was selected through random sampling, with English teachers as the respondents, as they directly observe the language difficulties of the students in the public schools.

Respondents of the Study

The respondents of the study were consisted of two hundred (200) English teachers from public secondary schools in Padre Garcia District in the Division of Batangas. Fifty (50) English teachers per grade level and twenty (20) students from Grade 7 to Grade 10 were chosen to assess the language learning difficulties of junior high school students in the public schools.

Statistical Treatment

The study analyzed data using frequency and percentage distributions to identify respondents' profiles in terms of age, sex, teaching position, years in service, highest educational attainment, and grade level taught. The analysis focused on language learning difficulties faced by junior high school students in public schools, including listening, reading comprehension, writing, vocabulary, and verbal communication skills. Challenges faced by students and teachers in addressing these difficulties were also assessed using mean and standard deviation. A paired t-test was used to determine significant differences in language learning difficulties based on grade level and profile. Pearson r was used to determine a significant relationship between language learning difficulties and teachers' challenges. The Chi-Square Test of Independence was used to determine significant differences in language learning difficulties based on students' and teachers' perspectives.

Ethical Consideration

The researcher followed ethical standards in conducting the study, ensuring proper citation and referencing for all sources. Clear communication was maintained, with permission from the Schools Division Superintendent in Batangas and consent letters sent to respondents. Data security was ensured, with anonymity and confidentiality employed. Potential biases and ethical issues were addressed to prevent harm to anyone involved in the study.

III. RESULTS AND DISCUSSION

Profile of the Teacher-Respondents in terms of Age, Sex, Teaching Position, Number of Years in the Service, Highest Educational Attainment, and Grade Level Taught

Table 1 Profile of the Teacher-Respondents in Terms of Age

| | Frequency | Percent |
|--------------|------------|--------------|
| 21-30 | 27 | 13.5 |
| 31-40 | 79 | 39.5 |
| 41-50 | 40 | 20.0 |
| 51 and above | 54 | 27.0 |
| Total | 200 | 100.0 |

Table 1 presents the profile of teacher-respondents in terms of age. The data show that the highest percentage is 39.5% or 79 teacher-respondents are 31-40 years old followed by 2.0% or 54 respondents are 51-and above years old, next is 20.0% or 40 respondents are 41-50 years old while the lowest percentage is 13.5% or 27 teacher-respondents are 21-30 years old.

The majority of teacher-respondents are aged 31-40, reflecting the impact of experience on teaching strategies and perception of language learning difficulties among junior high school students. Teachers in this age group are adaptable and flexible, while those aged 21-30 may have newer training in modern methods. The age distribution also influences perspectives on language learning difficulties, with older teachers relying more on traditional methods and younger teachers integrating new strategies and technology. The familiarity of the K-12 curriculum may also influence teachers' ability to address specific language learning difficulties. Therefore, age should be considered when interpreting teacher responses and designing interventions to improve language proficiency among junior high school students.

Table 2 Profile of the Teacher-Respondents in Terms of Sex

| | Frequency | Percent |
|--------------|------------|--------------|
| Male | 56 | 28.0 |
| Female | 144 | 72.0 |
| Total | 200 | 100.0 |

Table 2 presents the profile of teacher-respondents in terms of sex. The table shows that there are 72% or 144 respondents are female which is greater in number compared to male respondents consisting of 28% or 56 respondents only.



The study reveals that female teachers are the majority of respondents, reflecting the trend in the education sector. This gender imbalance in training data may affect the effectiveness of interventions and the methodologies used to address language learning difficulties. The majority of information on language difficulties comes from female teachers, suggesting that teaching methodologies and techniques are influenced by women's perspectives. To ensure balance in educational strategies, development or intervention programs should be designed to address gaps between male and female teachers in their perceptions and approaches to language learning.

Table 3 Profile of the Teacher-Respondents in Terms of Teaching Position

| | Frequency | Percent |
|-------------------|-----------|---------|
| Teacher I | 74 | 37.0 |
| Teacher II | 50 | 25.0 |
| Teacher III | 46 | 23.0 |
| Master Teacher I | 21 | 10.5 |
| Master Teacher II | 9 | 4.5 |
| Total | 200 | 100.0 |

Table 3 presents the profile of teacher-respondents in terms of teaching position. The findings show that the highest percentage in terms of teaching position is 37% or 74 teacher-respondents Teacher I, followed by 25% or 50 respondents are Teacher II. There are 46 or 23% of the respondents are Teacher III, while only 21 or 10.5% are Master Tear I, and only 9 or 4.5% are Master Teacher II out of 200 respondents. The findings of the study show that most of the respondents are Teacher I-III.

The study reveals that most teachers in the study are in their early to mid-career stages, with Teacher I-III positions being prevalent. This suggests that less experienced teachers may face challenges in managing classrooms and applying sophisticated instructional approaches. To address this, a development intervention focusing on students' language use could consider professional and support development for less experienced teachers. Tailored training on teaching strategies, curriculum adaptation, and handling diverse learner needs would be essential for these teachers. The research can also assess the association between teacher rank and teaching ability, providing insights into the impact of career progression on language instruction efficiency.

Table 4 Profile of the Teacher-Respondents in Terms of Number of Years in the Service

| | Frequency | Percent |
|--------------|-----------|---------|
| 1-5 | 48 | 24.0 |
| 6-10 | 29 | 14.5 |
| 11-15 | 88 | 44.0 |
| 16-20 | 19 | 9.5 |
| 21 and above | 16 | 8.0 |
| Total | 200 | 100.0 |

Table 4 presents the profile of teacher-respondents in terms of number of years in the service. The findings show that the first

three highest percentage are 44.0% or 88 teacher-respondents are teaching for 11-15 years followed by 24% or 48 respondents are teaching for 1-5 years, and 14.5% or 29 respondents are teaching for 6-10 years. There are 9.5% or 19 respondents are teaching for 16-20 years while the lowest percentage is 8.0% or 16 respondents are teaching for 21 years and above.

The study reveals that teachers with 11-15 years of experience are more familiar with classroom issues, such as language learning difficulties. However, there are also new teachers with 1-5 years of experience who are still developing their teaching strategies. This diversity in experience can affect how teachers address language learning problems in junior high school classrooms. Experienced teachers may develop specific strategies, while new teachers may be more innovative. To address these differences, professional development programs should be structured to cater to the needs of new teachers and provide more detailed support for experienced teachers. This ensures all teachers are adequately prepared to meet their students' developmental needs.

Table 5 Profile of the Teacher-Respondents in Terms of Highest Educational Attainment

| | Frequency | Percent |
|-----------------------------|-----------|---------|
| Bachelor's Degree | 38 | 19.0 |
| With a master's degree Unit | 121 | 60.5 |
| Master's Degree Graduate | 22 | 11.0 |
| With Doctorate Degree Units | 11 | 5.5 |
| Doctorate Degree Graduate | 8 | 4.0 |
| Total | 200 | 100.0 |

Table 5 presents the demographic profile of teacher-respondents in terms of educational attainment. The findings show that the highest percentage is 60.5% or 121 teacher-respondents have master's degree units followed by 19% or 38 respondents with bachelor's degree or not taking yet graduate courses. There are 11% or 22 respondents are master's degree graduates, 5.5% or 11 have doctorate degree units while there are 4% or 8 respondents are Doctorate degree graduates.

The majority of teachers (60.5%) have received graduate education, with 11% having a master's degree. This indicates a high commitment to higher qualifications, indicating a trend towards continuous education. This indicates a high inclination towards teaching skills and professional development. Schools may need to offer additional support for teachers seeking higher degrees, such as training programs or flexible learning modes. Rewarding teachers' pursuit of education in policy initiatives can also improve student outcomes, as higher qualifications may lead to better instruction.



Table 6 Profile of the Teacher-Respondents in Terms of Grade Level Taught

| | Frequency | Percent |
|--------------|------------|--------------|
| Grade 7 | 50 | 25.0 |
| Grade 8 | 50 | 25.0 |
| Grade 9 | 50 | 25.0 |
| Grade 10 | 50 | 25.0 |
| Total | 200 | 100.0 |

Table 6 presents the demographic profile of teacher-respondents in terms of grade level taught. The data show that the percentage or number of respondents are equally distributed in terms of grade level taught.

Based on the data, the respondents are mostly female teachers who are in their 30's to 40's which is the mid-career point of being a teacher and continue their professional development by taking master's degree having 11-15 years teaching experience. The respondents have equal distribution about the grade level they are handling from Grade 7 to Grade 10.

The study's findings are based on an equal distribution of respondents across different grade levels, ensuring a comprehensive understanding of teaching experiences and opinions. The balanced distribution allows for generalized recommendations that can address the needs of teachers and students at different stages of secondary education. The findings can guide interventions to improve teaching practices and student learning outcomes, rather than focusing on specific grade levels.

Composite Mean on the Language Learning Difficulties of Junior High School Students in the Public Schools Based on Teachers' Perspective in Terms of Listening, Reading Comprehension, Writing, Vocabulary, and Verbal Communication?

Table 7 Composite Table on Language Learning Difficulties of Junior High School Students in the Public Schools Based on Teachers' Perspective in Terms of Listening, Reading Comprehension, Writing, Vocabulary, and Verbal Communication

| | Mean | Std. Deviation | Verbal Interpretation |
|--|-------------|----------------|-----------------------|
| Listening | 3.12 | 0.14 | Often |
| Reading comprehension | 3.12 | 0.17 | Often |
| Writing | 3.09 | 0.13 | Often |
| Vocabulary | 3.11 | 0.19 | Often |
| Verbal communication | 3.14 | 0.19 | Often |
| Language Learning Difficulties of Junior High School Students | 3.12 | 0.09 | Often |

Legends: 4 (3.50 - 4.00) - Always 3 (2.50 - 3.49) - Often 2 (1.50 - 2.49) - Rarely 1 (1.00 - 1.49) - Never

Table 7 presents the composite table on the language learning difficulties of junior high school students in the public schools based on teachers' perspective in terms of listening, reading comprehension, writing, vocabulary, and verbal communication.

participation. The study calls for a holistic language intervention program in public secondary education, focusing on these skills. Differential instruction, scaffolding, and integrated activities can enhance students' competencies. Professional teacher training is crucial to help students overcome language barriers and improve their communicative competence.

The table reveals that the highest obtained mean on the language learning difficulties of junior high school students in the public schools based on teachers' perspective is 3.24 which refers to verbal communication, followed by listening and reading with mean of 3.12, Next, with mean of 3.11 is in terms of vocabulary and the lowest obtained mean of 3.09 is in terms of writing. With an overall mean of 3.12 and standard deviation of 0.09, language learning difficulties of junior high school students in the public schools based on teachers' perspective considering all the indicators is interpreted as "Often" observed in terms of listening, reading comprehension, writing, vocabulary, and verbal communication.

Tran and Duong (2020) highlight that listening is considered the most challenging skill in English as a Foreign Language (EFL) learning. They identify various obstacles that impede listening comprehension, including phonological and lexical issues such as fast speech and complex vocabulary, semantic and syntactic challenges like long sentences, and discursal difficulties involving implied meanings and organization of concepts. Both educators and students have recognized these issues in EFL listening comprehension.

The study highlights the challenges students face in language skills, including listening, reading comprehension, writing, vocabulary, and verbal communication. These issues can reduce academic engagement, confidence, and classwork

The research by Manuel (2022) examined the English language proficiency of senior high school students, focusing on the eight parts of speech and various reading comprehension levels across genres such as poetry, essays, and short stories. The findings revealed that students excelled in using adverbs,



prepositions, and interjections but faced challenges with verbs. While they showed proficiency in literal reading comprehension, they struggled with integrative and evaluative levels. Additionally, Decena (2021) noted that most participants acknowledged insufficient comprehension as a problem, exacerbated by limited language knowledge.

The findings support Urbano et al. (2021), highlighting that public school students encounter several key challenges in writing, including a lack of relevant background knowledge and texts, insufficient citation skills, grammatical errors, limited vocabulary, and inconsistent writing development. These issues were identified through a needs analysis using Present Situation Analysis (PSA) to evaluate students' English proficiency and their reading and writing capabilities in a second language. Susanto (2021) identified various challenges that pupils face in vocabulary acquisition, highlighting issues such as difficulties with word pronunciation, writing, spelling, and understanding grammatical forms (inflections). Students also struggle to select correct meanings and apply phrases appropriately, particularly with idiomatic expressions. Contributing factors include discrepancies between written and spoken English, the vast volume of vocabulary to learn, limited information sources, and the complexity of lexical knowledge. Additionally, challenges arise from a lack of understanding of grammatical aspects and

pronunciation issues linked to differences in phonetics between English and students' native languages.

The study's findings corroborate Mashoor and Abdullah (2020), indicating that the English language is a principal global language utilized for both communication and education. The study's findings indicated that the pupils made errors of omission, addition, misformation, and misordering. The findings illuminate various factors contributing to the students' verbal inaccuracies, including instructional methods, insufficient vocabulary, diminished motivation, and inadequate practice.

Generoso and Arbon (2020) highlight that students face challenges in vocabulary, note-taking, text comprehension, and writing, with language instructors supporting these observations. Content teachers note difficulties in pronunciation and listening, which affect task performance, as well as issues in elementary students' writing that hinder their English proficiency. The findings emphasize the importance of writing as a productive skill essential for academic success and suggest recommendations for improving primary students' English writing abilities, addressing the significant concerns regarding writing difficulties faced by both educators and learners.

Composite Mean on the Challenges Faced by the Teachers in Addressing Language Learning Difficulties Among Junior High School Students in the Public Schools with Respect to the Language Teaching Principles Component in the Language Learning Process Embedded in the K to 12 Basic Education English Curriculum in terms of Spiral Progression, Interaction, Integration, Learner-Centeredness, Contextualization, and Construction?

Table 8 Composite Table on the Challenges Faced by the Teachers in Addressing Language Learning Difficulties Among Junior High School Students in the Public Schools with Respect to the Language Teaching Principles Component in the Language Learning Process Embedded in the K to 12 Basic Education English Curriculum in terms of Construction

| | Mean | Std. Deviation | Verbal Interpretation |
|--|-------------|----------------|-----------------------|
| Spiral progression | 3.05 | 0.09 | Agree |
| Interaction | 3.09 | 0.20 | Agree |
| Integration | 3.11 | 0.20 | Agree |
| Learner-centeredness | 3.14 | 0.27 | Agree |
| Contextualization | 3.27 | 0.35 | Agree |
| Challenges in Addressing Language Learning Difficulties Among Junior High School Students | 3.15 | 0.13 | Agree |

Legends: 4 (3.50 - 4.00) - Strongly Agree 3 (2.50 - 3.49) - Agree 2 (1.50 - 2.49) - Disagree 1 (1.00 - 1.49) - Strongly Disagree

Table 8 on the following page presents the composite table on the challenges faced by the teachers in addressing language learning difficulties among junior high school students in the public schools with respect to the language teaching principles component in the language learning process embedded in the K to 12 basic education English curriculum in terms of spiral progression, interaction, integration, learner- centeredness, contextualization, and construction.

The data show that the highest obtained mean on the challenges faced by the teachers in addressing language learning difficulties among junior high school students in the public schools is 3.27 which refers to contextualization, followed by 3.22 in terms of construction, Learned-centeredness with mean of 3.24 is third, next is integration with mean of 3.11, following is interaction with mean of 3.11. Lastly is in terms of spiral



progression with the lowest obtained mean of 3.09. With an overall mean of 3.15 and standard deviation of 0.13, the challenges faced by the teachers in addressing language learning difficulties among junior high school students in the public schools with respect to the language teaching principles component in the language learning process embedded in the K to 12 basic education English curriculum is rated as "Agree" in terms of spiral progression, interaction, integration, learner-centeredness, contextualization, and construction based on the assessment of the teachers.

Teachers in public junior high schools face challenges in language learning, including contextualization, construction, learner-centeredness integration, interaction, and spiral progression. They struggle to align learning experiences with students' real-life experiences and apply theory effectively. Schools need to provide support for better language acquisition, including professional development, resources, and training. Collaboration among educators and sharing best practices through intervention programs can improve language learning outcomes.

The findings align with Perez et al. (2020), who discussed the use of the spiral progression strategy in the K–12 curriculum reform in the Philippines. Despite its theoretical basis, there are inconsistencies in its implementation. Key results show that: 1) learner-centered teaching methods are applied, 2) educators and students have mixed perceptions, leaning towards negativity, and 3) while a spiral curriculum generally produces positive results, there are exceptions. Enhancing educators' curriculum and pedagogical skills could improve the variety of instructional methods and support mastery learning.

Bon et al. (2022) found that EFL teachers primarily employed "Mechanics" and "Exclusive Use of Language" in their teaching. Students showed the highest motivation in 'Confidence' and 'Motivation for Language', but the lowest in 'Motivation about Class'. The study noted a positive correlation between 'Fun' and both 'Confidence' and 'Motivation regarding Class', while 'Mechanics' negatively correlated with 'Motivation about Class'. It suggested that teachers rarely used 'Fun' activities that could boost student engagement and often relied on mechanical exercises that might reduce motivation. The study recommended a shift towards prioritizing 'Fun' activities and minimizing 'Mechanics'.

The practice of integrated assessment in language schools requires improvement in the use of stimulus-related and thematically linked activities (Raymundo, 2023). Karademir and Gorgoz (2019) emphasize the goal of developing proficient language users, aligning with contemporary studies that highlight the importance of the four fundamental skills in English language acquisition. Pardede (2020) points out that the rapid globalization and digitalization of the 21st century necessitate that students not only acquire knowledge and basic skills but also the 4Cs: communication, cooperation, critical thinking, and creativity. Consequently, EFL classes should focus on enhancing language skills while integrating the 4Cs into the educational framework.

The findings align with Sarwari and Kakar (2023), highlighting the effectiveness of contextual teaching and learning (CTL) in enhancing students' critical thinking (CT) abilities. The CTL approach creates a supportive classroom atmosphere, boosts student confidence, reduces stress, and promotes understanding and respect. However, challenges such as large class sizes, limited resources, and a lack of contextualized instructional materials impede the successful application of the CTL strategy.

The study highlights the importance of supplemental materials in teaching writing to English language learners, as noted by Raza and Brown (2021). It discusses the challenges faced by materials developers during the creation and selection of these resources, which have not been sufficiently explored in existing research. The paper examines these obstacles within the context of language acquisition theory, focusing on how teaching strategies can be adapted to meet the socio-cultural needs of students in second language writing courses.

The findings correlate with Giray et al. (2022), indicating that most Filipinos dedicate time to learning English in educational institutions due to governmental mandates for its use as a medium of instruction. However, many Filipinos experience anxiety when employing the language in communication, facing challenges such as insufficient language proficiency, personal insecurities, external judgment, and adverse effects on performance and well-being. Students are advised to address their English language ability deficiencies and seek improvement through practice, receptive engagement with constructive criticism, and the enhancement of self-esteem.



Significant difference in the language learning difficulties of junior high school students in public schools based on teachers' perspective in terms of listening, reading comprehension, writing, vocabulary, and verbal communication when grouped according to grade level.

Table 9 Test of Significant Difference in the Language Learning Difficulties of Junior High School Students in Public Schools Based on Teachers' Perspective in Terms of Listening, Reading Comprehension, Writing, Vocabulary, And Verbal Communication When Grouped According to Grade Level

| | t | df | Sig. (2-tailed) | Decision | Remark |
|---|--------|-----|-----------------|----------|-------------|
| Grade level taught - listening | -7.927 | 199 | 0.000 | Reject | Significant |
| Grade level taught - reading comprehension | -8.133 | 199 | 0.000 | Reject | Significant |
| Grade level taught - writing | -7.631 | 199 | 0.000 | Reject | Significant |
| Grade level taught - vocabulary | -8.049 | 199 | 0.000 | Reject | Significant |
| Grade level taught - verbal communication | -7.856 | 199 | 0.000 | Reject | Significant |

Table 9 presents the test of significant difference in the language learning difficulties of junior high school students in public schools based on teachers' perspective in terms of listening, reading comprehension, writing, vocabulary, and verbal communication when grouped according to grade level.

The data show that the computed value on test of significant difference is 0.000 in all aspects which is less than 0.05 level of significance with a decision of rejecting the null hypothesis. Rejecting the null hypothesis means there is a significant difference in the language learning difficulties of junior high school students in public schools based on teachers' perspective in terms of listening, reading comprehension, writing, vocabulary, and verbal communication when grouped according to grade level.

The study reveals significant statistical differences in the language learning difficulties faced by junior high school

Significant difference in the challenges faced by the teachers in addressing language learning difficulties among junior high school students in public schools when grouped according to profile.

Table 10 Test of Significant Difference in the Challenges Faced by the Teachers in Addressing Language Learning Difficulties Among Junior High School Students in Public Schools When Grouped According to Profile

| | t | df | Sig. (2-tailed) | Decision | Remark |
|--|---------|-----|-----------------|----------|-------------|
| Sex - Challenges in Addressing Language Learning Difficulties Among Junior High School Students | -42.630 | 199 | 0.000 | Reject | Significant |
| Age - Challenges in Addressing Language Learning Difficulties Among Junior High School Students | -7.389 | 199 | 0.000 | Reject | Significant |
| Teaching Position - Challenges in Addressing Language Learning | -11.287 | 199 | 0.000 | Reject | Significant |



Difficulties Among Junior High School Students

| | | | | | |
|--|---------|-----|-------|--------|-------------|
| Number of Years in the Service - Challenges in Addressing Language Learning Difficulties Among Junior High School Students | -6.193 | 199 | 0.000 | Reject | Significant |
| Highest Educational Attainment - Challenges in Addressing Language Learning Difficulties Among Junior High School Students | -15.036 | 199 | 0.000 | Reject | Significant |
| Grade Level Taught - Challenges in Addressing Language Learning Difficulties Among Junior High School Students | -7.915 | 199 | 0.000 | Reject | Significant |

Table 10 presents the test of significant difference in the challenges faced by the teachers in addressing language learning difficulties among junior high school students in public schools when grouped according to profile.

The data show that the computed value on test of significant difference is 0.000 in all aspects which is less than 0.05 level of significance with a decision of rejected null hypothesis with significant difference. Rejecting the null hypothesis means there are significant differences in the challenges faced by the teachers in addressing language learning difficulties among junior high school students in public schools when grouped according to the teachers' profile in terms of age, sex, teaching position, number of years in the service, highest educational attainment, and grade level taught.

The study highlights that teachers' personal and professional profiles such as age, sex, teaching position, years of service, educational attainment, and grade level taught significantly influence their approaches to addressing language learning difficulties. It suggests that demographic factors shape teachers' perceptions and responses to these challenges, indicating a need for further research on their impact on teaching practices. The findings advocate for tailored training and professional development programs to support teachers in managing language learning issues, as well as promoting mentorship and collaboration among teachers with diverse backgrounds to share effective strategies. Overall, recognizing and addressing the influence of teachers' characteristics is essential for enhancing school effectiveness in aiding students with language learning difficulties.

Adigun's (2023) study explores the sociolinguistic traits of teachers and their influence on English Language Learning outcomes among public senior secondary school students. The research involved teachers averaging 30.80 years and students 16.90 years, with a majority being female (54.0% teachers, 51.6% students). Most teachers (90%) were qualified. Key findings indicated that while ANS, EB, and IP were positively correlated with achievement, PLC negatively impacted both achievement and attitude towards English. The independent

factors explained 16% of the variation in achievement but were not significant for attitude. Teachers engaged with native speakers and multicultural practices, which positively influenced student achievement and attitudes towards English.

IV. CONCLUSION

The study focuses on the language learning difficulties faced by junior high school students in public schools, primarily female teachers aged 30-40 years. The teachers face challenges in addressing these difficulties in terms of listening, reading comprehension, writing, vocabulary, and verbal communication. The challenges include spiral progression, interaction, integration, learner-centeredness, contextualization, and construction. There are significant differences in the language learning difficulties based on teachers' perspectives when grouped by grade level. There is a very low or very weak non-significant relationship between the language learning difficulties of junior high school students and the challenges faced by the teachers in addressing these difficulties. There are significant differences between the language learning difficulties of junior high school students in public schools in terms of listening, reading comprehension, writing, vocabulary, and verbal communication based on the perspectives of the students and teachers. Based on the findings of the study, an intervention blueprint has been developed to enhance students' proficiency in addressing the language learning difficulties of junior high school students in public schools. The intervention program aims to improve students' listening, reading comprehension, writing, vocabulary, and verbal communication skills. The study's findings provide valuable insights into the challenges faced by teachers in addressing language learning difficulties among junior high school students in public schools.

The study concludes that female language teachers are in their mid-career and are continuously improving their position through higher education. The language learning difficulties of junior high school students in public schools are primarily focused on listening, reading comprehension, writing, vocabulary, and verbal communication. Teachers struggle to contextualize learning experiences and apply theory in concrete



tasks. The difficulties of junior high school students vary across year levels and are influenced by factors such as age, sex, teaching position, years in teaching, educational attainment, and grade level taught. The challenges in addressing these difficulties are interdependent and depend on teachers' ability to identify and address them. The proposed intervention program could be used to address and enhance these difficulties.

The study recommends varying professional development programs for teachers based on their profile background, establishing a language intervention program for listening, reading, writing, vocabulary, and verbal communication, creating a profile-based training system, collaborating among teachers to share best practices, and collaborating with educational stakeholders to improve language learning outcomes for junior high school students. It also suggests filling the gap between self-reported difficulties and teacher observations through feedback mechanisms, establishing a supportive system for parents of students with language learning difficulties through home-based activities, and strengthening parental involvement through progress, feedback, and observation.

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