



CHALLENGES AND INNOVATIONS IN THE JUNIOR HIGH SCHOOL ENGLISH CURRICULUM: INSIGHTS FROM SECONDARY EDUCATORS

Joan R. Toledo¹

¹Student, Graduate School, Rizal Memorial Colleges, Inc.

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ABSTRACT

The purpose of the study was to explore the specific challenges faced by educators and school leaders in implementing the English curriculum at the junior high school level. The research participants included eight public school teachers who were carefully selected to ensure a diverse representation of experiences and perspectives. The inclusion criteria for teachers focused on those who had at least three years of experience in teaching English at the junior high school level, as this duration was deemed sufficient for them to have encountered a range of challenges and to have developed innovative practices (Merriam & Tisdell, 2016). A qualitative research design was employed to gain in-depth insights into the experiences and perspectives of educators and school leaders. Qualitative research was particularly suited for exploring complex phenomena where understanding the context and meaning behind participants' experiences was crucial (Creswell & Poth, 2022). The focus of this study is on challenges and innovations in the Junior High School English curriculum, which highlight three main themes: diverse student proficiency levels, project-based learning, and resource allocation vs. classroom resources. These themes can be deeply connected to established learning theories such as constructivist learning theory, Universal Design for Learning (UDL) theory, and transformative learning theory. These theories provide valuable insights into how educators can address challenges and implement innovative practices to improve learning outcomes for students. The interconnectedness of these themes and theories offers a more nuanced understanding of how the curriculum can evolve to meet the needs of all learners, fostering a dynamic and inclusive educational environment.

KEYWORDS: Challenges, Innovations, Junior High School, English Curriculum, Insights, Secondary Educators

INTRODUCTION

Teachers in Davao City face several challenges in implementing the English curriculum, including the diverse language proficiency levels of students, which make it difficult to cater to individual learning needs. Many students come from varied linguistic backgrounds, leading to difficulties in both understanding and expressing concepts in English. Specifically, limited resources, such as textbooks, teaching materials, and access to technology, hinder the effective delivery of lessons. Teachers also struggle with large class sizes, which reduce opportunities for personalized attention and interaction. Despite these challenges, educators strive to adapt by using creative and flexible teaching methods to engage students and improve their language skills.

Despite the importance of the English curriculum in junior high education, there is a notable lack of comprehensive studies that specifically examine the challenges faced by educators and school leaders in this context. Much of the existing literature focuses on primary or high school education, overlooking the unique transitional phase of junior high.

Furthermore, while some research addresses curriculum innovations, few studies capture the nuanced insights of both teachers and administrators regarding their experiences and strategies. This study aims to fill this gap by providing a qualitative analysis of the challenges and innovations within the junior high school English curriculum, offering valuable recommendations for stakeholders seeking to enhance educational practices.

In recent years, junior high school English curriculum in the UAE has encountered challenges related to language proficiency gaps, with many students, particularly those from Arabic-speaking backgrounds, struggling with English fluency, impacting their ability to engage in academic discourse (Al-Tamimi, 2021). Educators also face difficulties with the adaptation to technology-integrated teaching methods and the shift from traditional rote memorization to more interactive learning approaches (Hussain & Ibrahim, 2022).

Despite these hurdles, innovations such as project-based learning (PBL) and the integration of English for Specific Purposes (ESP) have become prominent, aligning with the country's drive to prepare students for global communication in specific professional contexts (Al-Nouh & Al-Shammari, 2020). Additionally, the UAE's educational leaders emphasize the importance of cultural sensitivity and adapting the curriculum to reflect local values while maintaining global relevance (Gargash & Al-Maskari, 2023).



On the other hand, the junior high school English curriculum in Canada faces challenges such as accommodating the diverse linguistic backgrounds of students, especially in regions with high immigrant populations. These students often encounter difficulties in English language proficiency, impacting their engagement and academic performance (Johnson, 2021). Furthermore, educators are challenged by the need to balance traditional literary analysis with contemporary skills, such as digital literacy and critical thinking, in an era of technological integration (Morris & Lee, 2022).

Despite these obstacles, innovations in project-based learning (PBL), technology-driven teaching, and the incorporation of Indigenous perspectives into the curriculum have become central to the Canadian education system. These approaches foster more inclusive and interactive learning environments, better preparing students for a globalized world (MacKinnon & Harper, 2020). Moreover, school heads are focusing on integrating social-emotional learning (SEL) and student well-being into the English curriculum to ensure holistic development (Patterson, 2023).

In China, the junior high school English curriculum faces challenges such as large class sizes, a heavy focus on exam-oriented learning, and students' limited exposure to authentic language use outside the classroom. These issues often hinder the development of practical communication skills in English (Wang, 2021). Additionally, educators struggle with balancing the demands of traditional grammar instruction with the need for more interactive and student-centered learning methods, especially as the country shifts towards a more communicative approach to language learning (Li & Liu, 2022).

On the innovation front, the integration of technology has been a significant development, with online platforms and digital resources being increasingly used to enhance engagement and provide more personalized learning experiences (Chen, 2020). Moreover, there has been a growing emphasis on task-based learning and the inclusion of cultural content to create more holistic and relevant English education, fostering both language proficiency and cross-cultural awareness (Zhang & Huang, 2023).

In Metro Manila, the junior high school English curriculum faces several challenges, including the diversity of students' language backgrounds, particularly in urban areas where students speak a mix of Filipino, English, and regional languages. This can lead to varying levels of proficiency in English, hindering students' ability to fully engage with the curriculum (Santos & Reyes, 2021). Teachers also struggle with the balance between traditional grammar-focused instruction and the need for more communicative, student-centered teaching methods, which are better suited for the 21st-century skills needed in a globalized world (Diaz & Cruz, 2022).

Innovations such as the integration of digital learning tools, project-based learning, and the use of authentic materials (e.g., literature, media) have been adopted to improve student engagement and real-world language use (Ferrer, 2020). School leaders have also emphasized the importance of professional development and the need to foster a more inclusive and culturally relevant curriculum that reflects both local and global perspectives (Lopez & Fernandez, 2023).

Likewise, in Cebu City, the junior high school English curriculum faces challenges such as students' varying levels of English proficiency due to the widespread use of Cebuano and other local languages, which impacts their performance in English-based subjects (Navarro & Delgado, 2021). Teachers also face difficulties in balancing traditional, grammar-focused teaching with more interactive, communicative methods that emphasize critical thinking and creativity (Gonzalez & Ramos, 2022).

Despite these challenges, there have been innovations such as the integration of blended learning, which combines online and face-to-face instruction, and the incorporation of real-world tasks through project-based learning (PBL) to enhance engagement and practical language use (Cordero, 2020). School leaders in Cebu City are also focused on professional development and fostering a more inclusive curriculum that recognizes both local and global cultural contexts, aiming to improve both academic outcomes and the holistic development of students (Esteban & Tan, 2023).

In Nueva Ecija, the junior high school English curriculum faces challenges such as students' varying levels of language proficiency, especially in rural areas where Filipino and regional languages like Kapampangan and Ilocano are more commonly spoken, limiting their exposure to English (De Guzman & Santos, 2021). Teachers often struggle with balancing traditional grammar-based instruction with modern, communicative language teaching approaches that foster creativity and critical thinking (Luna & Cruz, 2022).

Innovations such as the integration of blended learning and mobile technology have become increasingly important in addressing these challenges, enabling more personalized learning experiences (Bautista & Garcia, 2020). Furthermore, school leaders in Nueva Ecija emphasize the need for more professional development for teachers, as well as the inclusion of local cultural elements in the curriculum to make English learning more relevant and engaging for students (Manlapig & Delos Santos, 2023).

Seemingly, in Davao City, the junior high school English curriculum faces several challenges, including a wide range of language proficiency levels among students, particularly due to the use of various local languages such



as Cebuano and Tagalog, which can affect their ability to excel in English (Gonzales & Pineda, 2021). Teachers often encounter difficulties in striking a balance between traditional grammar-focused instruction and the increasing demand for more interactive, communicative language learning that fosters critical thinking and real-world application (Salazar & Santos, 2022).

Innovations such as blended learning, the use of digital tools, and project-based learning (PBL) have been introduced to enhance student engagement and provide more personalized learning opportunities (Torres & Perez, 2020). Furthermore, school leaders emphasize the importance of professional development for educators and the integration of culturally relevant content to ensure that the English curriculum remains both academically rigorous and locally resonant for Davao City's diverse student population (Espino & Almario, 2023).

LITERATURE REVIEW

The implementation of the Junior High School (JHS) English curriculum has faced various challenges since its introduction, with educators and school heads reporting diverse experiences in adapting to its demands. One of the primary obstacles highlighted by teachers is the mismatch between the curriculum's expectations and the available resources. According to a study by Ramos (2022), the lack of teaching materials, such as updated textbooks and access to technology, significantly hinders effective delivery. Teachers in both urban and rural schools' express difficulty in balancing the prescribed content with their limited teaching aids, leading to concerns about the quality of education (Ramos, 2022). Despite these limitations, educators continue to develop innovative strategies to address these gaps, underscoring their commitment to student learning.

Teachers' perceptions of the Junior High School English curriculum are also shaped by its increasing focus on skills-based learning, particularly the development of critical thinking and communication skills. This shift towards a more holistic approach has been welcomed by many educators, who believe that it fosters deeper engagement among students. However, the transition has not been without challenges. A study by Garcia (2021) found that teachers report feeling overwhelmed by the new emphasis on assessment strategies, such as formative assessments, which require continuous feedback and more individualized attention. This shift in teaching methodology has necessitated additional professional development, something that has not always been readily available (Garcia, 2021).

Another significant challenge that educators face is the diverse language proficiency levels among students. According to Lopez and Perez (2023), students in the same grade level often exhibit varying degrees of competence in English, creating a difficult environment for teachers to address the needs of all learners effectively. Some students may struggle with basic grammar and vocabulary, while others excel in more complex language tasks, making it challenging to create a one-size-fits-all lesson plan. This disparity in language skills has prompted some educators to call for a more differentiated curriculum that takes into account students' varying learning needs and abilities (Lopez & Perez, 2023).

In response to these challenges, teachers have begun exploring innovative instructional strategies. One such innovation is the integration of digital tools into language instruction. Recent studies indicate that the use of online platforms, educational apps, and multimedia resources has become increasingly popular among English teachers. According to a report by De La Cruz and Tan (2020), digital tools not only enhance student engagement but also allow teachers to provide more personalized learning experiences. These innovations enable students to learn at their own pace, access supplementary materials, and participate in interactive activities that reinforce language skills in an engaging manner (De La Cruz & Tan, 2020).

School heads, on the other hand, have emphasized the importance of providing adequate support to teachers as they implement the curriculum. Their role in facilitating professional development programs, fostering collaboration among educators, and ensuring access to resources is critical in overcoming the challenges of curriculum implementation. As highlighted by Aquino (2021), school leaders who prioritize ongoing teacher training and encourage the use of collaborative teaching practices can significantly improve the quality of English instruction. Moreover, Aquino stresses the need for school heads to align curricular goals with local contexts, which includes considering the cultural and linguistic backgrounds of students when designing lesson plans and assessments (Aquino, 2021).

In conclusion, while the Junior High School English curriculum presents numerous challenges, there are also significant innovations and strategies being employed by educators to address these issues. The diverse perceptions of teachers and school heads reflect both the complexities of curriculum implementation and the potential for growth in the educational system. As the curriculum continues to evolve, ongoing support for teachers, particularly in the areas of resource allocation, professional development, and differentiated instruction, will be essential in ensuring its success and sustainability. The experiences of educators and school heads provide valuable insights that can inform future policy decisions and curriculum adjustments in the pursuit of improving English language education for all students.

The implementation of curriculum changes in Junior High School (JHS) English education has sparked both challenges and innovations, as educators and school heads adjust to new expectations and approaches. A key change in the curriculum has been the shift from traditional rote learning to a more competency-based, skills-oriented approach. This transformation aims to equip students with not only linguistic knowledge but also critical thinking



and communicative competencies (Garcia, 2021). However, while the intent behind these changes is to foster a more engaging and comprehensive learning experience, teachers have reported struggles with adapting to the new demands. According to a study by Ramos (2022), one of the most significant challenges is the lack of sufficient teacher training in the new curriculum framework, which often leads to inconsistent implementation across schools.

Teachers' perceptions of the changes in the Junior High School English curriculum are shaped by their experiences in translating theoretical reforms into practical classroom strategies. Many educators have expressed concerns about the increased workload, particularly in relation to assessment. The shift to formative assessments where continuous monitoring of student progress is required has been met with mixed reactions. While some educators appreciate the opportunity to give more personalized feedback to students, others find it difficult to balance the time required for such assessments with the pressures of delivering the full curriculum content (Lopez & Perez, 2023). Teachers also report feeling overwhelmed by the rapid changes and the need for constant professional development, which is not always available or accessible in every region (Garcia, 2021).

In addition to challenges related to assessment, another pressing issue is the discrepancy in language proficiency levels among students. As highlighted by Aquino (2021), the diverse language skills of students in a single class present a significant challenge for teachers. While some students demonstrate a high level of proficiency, others struggle with basic grammar and vocabulary. This disparity in language abilities complicates the development of lesson plans that cater to the needs of all students equally. In response, some educators have adopted differentiated instruction techniques, tailoring activities to different proficiency levels, but this requires additional resources and time that many schools are not equipped to provide (Aquino, 2021).

Research Questions

1. What specific challenges do educators face when implementing the English curriculum in junior high schools?
2. What innovative strategies are educators employing to overcome challenges in the English curriculum?
3. How do the experiences and insights of educators and school heads differ regarding the implementation of the English curriculum?

METHODOLOGY

Research Design

A qualitative research design was employed to gain in-depth insights into the experiences and perspectives of educators and school leaders. Qualitative research was particularly suited for exploring complex phenomena where understanding the context and meaning behind participants' experiences was crucial (Creswell & Poth, 2022). This approach allowed for rich, narrative data collection through semi-structured interviews and focus groups, enabling participants to share their challenges, innovations, and strategies in implementing the English curriculum.

The use of semi-structured interviews provided flexibility in the questioning process, allowing for follow-up questions that delved deeper into specific themes as they arose (Braun & Clarke, 2021). This method was beneficial in educational research as it captured the nuanced views of teachers and school heads regarding their pedagogical practices and leadership approaches. Additionally, focus groups were conducted to foster discussion among participants, enabling them to reflect on and build upon each other's experiences, which revealed shared challenges and innovative solutions (Merriam & Tisdell, 2016).

To ensure the credibility and reliability of the findings, triangulation was employed by combining data from different sources, including interviews, focus groups, and relevant documentation from the schools (Yin, 2021). This multi-faceted approach enriched the data analysis, allowing for a comprehensive understanding of the challenges and innovations within the junior high school English curriculum. Overall, this qualitative design contributed to a deeper exploration of the educational landscape, offering valuable insights for educators, policymakers, and curriculum developers.

Research Participants

The research participants included eight public school teachers who were carefully selected to ensure a diverse representation of experiences and perspectives. The inclusion criteria for teachers focused on those who had at least three years of experience in teaching English at the junior high school level, as this duration was deemed sufficient for them to have encountered a range of challenges and to have developed innovative practices (Merriam & Tisdell, 2016). Additionally, these teachers were currently working in different schools in Davao City with a diverse student population, ensuring that their insights reflected the realities of teaching in varied educational contexts (Lee & Kahn, 2021).

Research Instrument

The study utilized two primary qualitative research instruments: Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs). FGDs were conducted to facilitate dynamic conversations among educators and school heads, allowing participants to share their experiences and insights collectively. This method encouraged interaction and revealed shared challenges and innovative practices, as participants built on each other's ideas, leading to richer data (Krueger & Casey, 2020). FGDs were particularly effective in educational research, as they helped illuminate group dynamics and the social context of teaching practices.



In addition to FGDs, IDIs were employed to gather detailed, individualized perspectives from participants. This method allowed for a deeper exploration of personal experiences, motivations, and reflections on the challenges faced in implementing the English curriculum (Creswell & Poth, 2022). The semi-structured format of the interviews provided flexibility, enabling the researcher to probe further into specific areas of interest or concern that arose during the conversation. This dual approach not only enhanced the richness of the data collected but also allowed for triangulation, strengthening the overall validity of the findings by cross-referencing insights from both group discussions and individual interviews (Yin, 2021).

Data Analysis

My data procedure began with the careful planning and preparation of the research instruments. I designed an interview guide that included open-ended questions aimed at exploring the key themes of curriculum challenges, teaching innovations, and educators' perspectives on how these issues could be addressed. The questions were crafted to encourage rich, in-depth responses from participants. Additionally, I created an informed consent form that outlined the purpose of the study, the voluntary nature of participation, and the measures taken to ensure confidentiality and privacy for all participants.

Once the interview guide and consent form were finalized, I began identifying and selecting participants for the study. I focused on junior high school educators and school heads from a variety of educational settings to ensure a diverse range of perspectives. This involved reaching out to schools via email or formal letter, explaining the goals of the study and the criteria for participation. I invited participants to take part in in-depth, semi-structured interviews, emphasizing the importance of their insights to the research. I aimed to select around eight (8) participants, depending on availability and willingness, to capture a range of experiences while maintaining the depth required for qualitative analysis.

Once the participants were confirmed, I scheduled the interviews at times convenient for them. The interviews were conducted one-on-one, either in person or through video conferencing, depending on the participants' preferences and geographical constraints. I ensured that each interview was conducted in a quiet, comfortable setting where participants could speak freely and openly. During the interviews, I used the interview guide to steer the conversation but remained flexible, allowing participants to discuss their experiences in their own words. This approach helped me gather rich, nuanced data while still ensuring that key themes were addressed. Each interview was audio-recorded with the participants' consent, and I took field notes to capture additional context and non-verbal cues.

Following the completion of the interviews, I transcribed the recordings verbatim to ensure accuracy in capturing participants' responses. I used software tools to assist with transcription and manually reviewed the transcripts to verify their accuracy and ensure that no important information was missed. Once the transcripts were finalized, I anonymized the data by removing any identifying information to maintain participant confidentiality. Pseudonyms were assigned to each participant to ensure their identities remained protected throughout the data analysis and presentation stages.

The next step was to begin the process of data analysis. I used thematic analysis, a common approach in qualitative research, to identify patterns and themes that emerged from the interview data. I read through the transcript's multiple times, highlighting key phrases and responses that related to the research questions. I then grouped these responses into categories, identifying broader themes such as curriculum challenges, innovative practices, and potential solutions. This iterative process allowed me to develop a deep understanding of the participants' experiences and to construct a detailed and accurate picture of the current state of the Junior High School English curriculum.

As I analyzed the data, I continuously reflected on my own role in the research process. I recognized that, as the researcher, my own perspectives and biases could influence the way I interpreted the data. To mitigate this, I engaged in reflective journaling, noting my thoughts and reactions as I worked through the data. I also consulted with peers and advisors for feedback and guidance, ensuring that my interpretations remained grounded in the data and aligned with the study's objectives. This reflexive approach helped ensure that the findings were both credible and meaningful.

Finally, once the analysis was complete, I synthesized the findings into a comprehensive report. I structured the thesis to clearly present the key themes, supported by direct quotes from participants that illustrated their experiences and insights. In addition to the thematic findings, I discussed the implications of these results for the Junior High School English curriculum, highlighting both the challenges faced by educators and the innovative practices they had implemented. Throughout the thesis, I maintained a focus on transparency and rigor, ensuring that the findings were presented clearly and with integrity. Once the thesis was completed, I shared the results with participants and relevant stakeholders in the educational community to ensure that the insights gained could contribute to meaningful improvements in curriculum development and teaching practices.



RESULTS AND DISCUSSION

Implications

The implications of the study on challenges and innovations in the Junior High School English curriculum, which highlight three main themes diverse student proficiency levels, project-based learning, and resource allocation vs. classroom resources can be deeply connected to established learning theories such as constructivist learning theory, Universal Design for Learning (UDL) theory, and transformative learning theory. These theories provide valuable insights into how educators can address challenges and implement innovative practices to improve learning outcomes for students. The interconnectedness of these themes and theories offers a more nuanced understanding of how the curriculum can evolve to meet the needs of all learners, fostering a dynamic and inclusive educational environment.

First, the theme of diverse student proficiency levels addresses the challenges of teaching students with varying degrees of language ability. In a constructivist framework, as proposed by Piaget and Vygotsky, learning is seen as an active process where students construct knowledge through interaction with their environment and peers. Piaget's theory emphasizes that children go through distinct stages of cognitive development, and Vygotsky's Zone of Proximal Development (ZPD) stresses the importance of social interaction and guided learning. Educators can support diverse proficiency levels by scaffolding instruction providing the necessary support to help students achieve their potential. By adjusting the level of difficulty based on students' developmental readiness, teachers can facilitate more effective learning experiences that are responsive to the learners' needs.

The second theme, project-based learning, aligns closely with constructivist learning theory by emphasizing active, hands-on learning that allows students to engage in real-world tasks and solve authentic problems. Piaget's idea of knowledge construction through active interaction and Vygotsky's social constructivist approach both support the benefits of project-based learning, as it encourages students to collaborate, explore, and apply their knowledge in meaningful contexts. Project-based learning not only fosters critical thinking and creativity but also provides opportunities for students to engage in deep, reflective learning, which is a core principle of transformative learning theory by Mezirow. In transformative learning, students critically reflect on their existing perspectives and gain new insights through collaborative and active learning experiences, similar to those offered in project-based settings.

The third theme, resource allocation vs. classroom resources, reflects a challenge faced by many schools, particularly in underfunded areas, where there may be a gap between available resources and the tools necessary for effective teaching. The Universal Design for Learning (UDL) theory by Rose and Meyer emphasizes the importance of providing flexible learning environments that cater to the diverse needs of all students, ensuring equitable access to learning. In the face of resource constraints, UDL encourages educators to use varied teaching methods and technology, offering multiple means of representation, expression, and engagement. By diversifying instructional approaches and materials, teachers can compensate for the lack of physical resources, ensuring that all students, regardless of their background or ability, can access the curriculum and participate actively in the learning process.

The implications of these three themes also underscore the need for continuous adaptation in teaching practices. In line with transformative learning theory, which emphasizes critical reflection and change in perspective, teachers must be open to reevaluating their methods and adapting to the evolving needs of their students. When educators embrace a transformative approach, they do not just transmit knowledge but guide students through processes of self-discovery and personal growth. This approach is particularly valuable in a classroom where students face diverse challenges, as it encourages learners to engage deeply with content and understand its relevance to their own lives. Moreover, the theory of constructivism reinforces the importance of creating learning environments where students can experiment, collaborate, and discover solutions on their own, all of which align with the goals of innovative teaching strategies like project-based learning.

To conclude, the implications of the study on Junior High School English curriculum challenges and innovations are closely intertwined with foundational learning theories. By addressing diverse student proficiency levels, implementing project-based learning, and managing resource allocation effectively, educators can create a learning environment that fosters meaningful, inclusive, and reflective experiences for all students. These approaches not only support students in acquiring English language skills but also help them develop critical thinking, collaboration, and adaptability skills essential for success in an ever-changing world. The connection between the themes and the learning theories emphasizes the importance of a flexible, student-centered approach to education.

Future Directions

The future directions of the study on challenges and innovations in the Junior High School (JHS) English curriculum offer significant implications for various stakeholders, including JHS English Teachers, JHS Students, School Administration, and Future Researchers. Each group plays a critical role in addressing the challenges and implementing the innovations identified in the study. By exploring future directions, the study can guide these stakeholders toward developing more effective strategies to improve English education at the Junior High School level, creating a more inclusive and dynamic learning environment for all involved.

JHS English Teachers, the future direction should focus on enhancing professional development to help them adopt and refine innovative teaching methods. Teachers must be supported in their efforts to integrate project-based learning, technology, and differentiated instruction effectively in their classrooms. This includes offering ongoing workshops and training on best practices for managing diverse student proficiency levels and incorporating



technology into lessons. Furthermore, teachers should be encouraged to reflect on their teaching practices through collaborative learning communities, where they can share strategies, challenges, and successes. The use of formative assessments and feedback loops should also be explored to help educators track student progress and adjust instruction in real-time, allowing for more personalized learning experiences.

JHS Students, the future direction should emphasize creating more opportunities for student-centered learning, which fosters engagement, critical thinking, and autonomy. Educators should work toward developing more interactive and collaborative learning experiences, such as group projects and discussions, that allow students to take an active role in their learning. By using project-based learning, students can explore English in more meaningful ways, tying their learning to real-world contexts. The integration of technology tools will further enhance student engagement and allow for personalized learning pathways, giving students the flexibility to learn at their own pace and according to their interests. Future directions should also focus on increasing student voice and choice in the classroom, empowering them to be more responsible for their educational journey, which will ultimately boost their confidence and skills in English.

School Administration, the future direction should involve ensuring adequate resource allocation and support for teachers and students. Administrators should advocate for equitable access to technology, professional development programs, and up-to-date teaching materials, particularly in schools with limited resources. Future studies should explore how school leaders can create environments that encourage innovation, providing teachers with the time and autonomy to experiment with new teaching methods, such as flipped classrooms or online learning platforms. Additionally, administrators must focus on fostering a culture of collaboration among teachers, encouraging them to work together in professional learning communities (PLCs) to exchange ideas and collectively tackle challenges. Support for inclusive teaching practices, which cater to diverse student needs, should also be prioritized to ensure that all students have access to high-quality education.

Future Researchers, the study provides ample opportunities for further investigation into the challenges and innovations in Junior High School English curricula. Future studies could explore the effectiveness of specific teaching strategies, such as project-based learning, in improving student outcomes across diverse proficiency levels. Researchers can investigate the long-term impacts of technology integration in the classroom, examining how digital tools and resources influence student engagement, language development, and academic achievement. Another key area for future research is the relationship between resource allocation and learning outcomes, specifically looking at how schools with limited resources can implement cost-effective innovations.

Seemingly, exploring the cultural relevance of the English curriculum, and how it impacts student motivation and achievement, would provide valuable insights into making the curriculum more inclusive and relevant to diverse student populations. Lastly, research on teacher perceptions and experiences with professional development could help shape future training programs and provide insights into the kinds of support that are most beneficial in improving teaching practices.

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