

## Innovative Classroom Methodologies and Strategies in Teaching Grade 8 English in Selected Districts of Nueva Ecija

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**Abstract:** *This study aimed to determine the level of implementation of the different innovative classroom methodologies and strategies in teaching Grade 8 English in selected districts of Nueva Ecija. This study utilized descriptive method of research. This was described by determining the frequency counts and percentages; multiple response analysis; weighted mean; and Multivariate analysis of the gathered data. This study found out that English teachers in selected districts of Nueva Ecija utilized innovative classroom methodologies and strategies to be able to address the process the needs of the learners. Further, the extent of utilization of the innovative classroom methodologies is described as always utilized while in the extent of utilization of innovative classroom is described as often utilized. There is no significant difference in the extent of utilization of the innovative classroom methodologies and strategies across categories of profile variables. The researcher recommends that the English teachers should be encouraged and supported by their administrators to actively attend seminars sponsored by Department of Education for professional growth and development. English teachers should continuously use appropriate and relevant innovative classroom methodologies and strategies in teaching Grade 8 English. School should support English teachers in using innovative classroom methodologies and strategies and provide adequate teaching materials for innovative teaching. English teachers should advise and encourage newly hired teachers to utilize innovative classroom methodologies and strategies to make teaching-learning process attractive and lively. School should provide adequate materials or tools for innovative teaching and further researchers should explore other variables that are significantly associated to the extent of utilization of the different innovative classroom methodologies and strategies in teaching Grade 8 English that this study was not able to map.*

**Keywords:** *Innovative Classroom Methodologies and Strategies, English Teachers, Extent of Utilization*

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## **INTRODUCTION**

Education, being a social institution serving the needs of society, is indispensable for society to survive and thrive. It should be not only comprehensive, sustainable, and superb, but must continuously evolve to meet the challenges of the fast-changing and unpredictable globalized world. This evolution must be systemic, consistent, and scalable; therefore, school teachers, college professors, administrators, researchers, and policy makers are expected to innovate the theory and practice of teaching and learning, as well as all other aspects of this complex organization to ensure quality preparation of all students to life and work [1].

Nowadays, it has become obligatory for the teachers to rethink and make changes in their teaching strategies with the changing times. Since there has been a continuous transformation in the teaching methods and techniques all over the world in every subject, methods and techniques for teaching vocabulary need desirable innovation to fulfil students' need of English learning. Meanwhile, English teachers, as the successor generation, are demanded to be creative in designing and implementing teaching methodologies and strategies [2]. Educators as catalysts for social transformations are entrusted to be more responsive to students' needs on the complex, technological society of today [22].

Based on the result of Mean Percentile Score (MPS) of the exam taken by Grade 8 students of Nampicuan, Cuyapo, and Guimba in Nueva Ecija showed that they had little vocabulary collection. Many of them were not willing to learn English because they did not understand most vocabulary that they found in the text which the teacher gave. It appears that the teachers did not really deliver a proper teaching strategy to enhance students' vocabulary learning, which is ironic, considering that students can only understand the learning material if they understand what they are being told and given. Apart from it, English language teachers need to employ innovative ideas in their

teaching because in our country most of the students learn English as a second language. The poor performances in English language in most schools are due to the fact that the teaching of it is textbook-based. Teachers do not have regular supply of the teaching aids and where they are available they are inadequate and obsolete. This paper stresses the need for making English language lessons easy and enjoyable through the use of innovative classroom methodologies and strategies. It presents innovative methods and techniques to teach English language by using teaching aids. It also aims to make English teachers aware of the strategies to use it in an effective manner.

## **OBJECTIVES OF THE STUDY**

This study generally assessed the level of implementation of the different innovative classroom methodologies and strategies employed by the English teachers in selected districts of Nueva Ecija. It determined the profile of the teachers in terms of their age, sex, educational attainment, years of teaching experience, employment status, seminar attended, and highest educational attainment and the innovative classroom methodologies and strategies used by the teachers; The level of implementation of the innovative classroom methodologies and strategies in teaching grade 8 in selected districts of Nueva Ecija; The difference in the extent of the utilization of innovative classroom methodologies and strategies by the teachers across their profile variable and their relationship were also determined and propose innovative classroom methodologies and strategies in teaching English in grade 8 students.

## **MATERIALS AND METHODS**

The researcher utilized the descriptive method of research. There are 30 English teachers handling Grade 8 English in Nampicuan, Cuyapo and Guimba District who served as the respondents of the study: 23 from

public secondary schools and 7 from private secondary schools during the school year 2017 - 2018. They were selected purposively who could correspond to the objectives of the study.

The researcher used questionnaire-checklist type as the main tool in gathering pertinent data that is needed. The survey questionnaires were composed of closed ended questions. The statements of the questionnaire were measured in terms of Likert rating scale, running from always utilized to never utilize.

### RESULTS AND DISCUSSION

The results presented the data gathered with their corresponding analysis and interpretation based on the problem of this study.

#### Profile of the English Teachers

This part is the presentation of the profile of teachers teaching English which includes age, sex, educational attainment, years of teaching experience, employment status, the seminar attended, and highest educational attainment of the as shown in table 1.

**Age.** The table shows that majority of the teacher respondents belong to the age range of 30 years old and below comprised of 17 teachers or 56.7% of the respondents while least amount is the 51years old and above age bracket with one teacher or 3.3%. The result indicates that most of the teacher respondents that utilized innovative classroom methodologies and strategies for instruction are belong to 30 years old and below, an indication that they are young in the profession. When age is considered, it is reported that younger teachers are more committed than older ones [3].

**Sex.** The table also shows that 25 teachers or 16.7% of the teacher respondents are female and five teachers or 83.3% are males. Overall, the findings reveal that out of 30 teachers; the female outnumbered the male

respondents. It is a fact that the majority of high school English teachers are female.

These findings suggest that the utilization of innovative classroom methodologies and strategies are also female dominated. According to the Philippine Statistics Authority, the population of the Philippines is governing by the female group. According to the study that females dominated the males concerning with their community and achievements in school. Nowadays, however, one could not deny the fact that there is an increasing number of female instructors in the teaching profession specifically in teaching English.

Table 1  
 Profile of the Grade 8 English Teachers

Profile	Category	Frequency	Percent
Age	30 Years Old and Below	17	56.7
	31-40 Years Old	10	33.3
	41-50 Years Old	2	6.7
	51 Years Old and Above	1	3.3
Sex	Male	25	16.7
	Female	5	83.3
Degree	B.S. Education	27	90
	B.A. In Communication	1	3.3
	B.S. HRM/18 Units	1	3.3
	Education	1	3.3
Field of Specialization	B.S. Educational Management	1	3.3
	Early Childhood Education	1	3.3
	Language (English / Filipino)	28	93.4
Position	Journalism/Media	1	3.3
	Teacher I	12	40.0
	Teacher II	6	20.0
	Teacher III	8	26.7
Number of years handling the subject	Probationary	4	13.3
	1-5	8	9
	11-15		
	16-20		
Number of seminars attended	20-25		
	6-10		
	1-5	13	43.3
Division	6 or More	8	26.7
	None	9	30.0
	1-5	13	43.3
Regional	6 or More	1	3.3
	None	16	53.3
	1-5	5	16.7
National	None	25	83.3
	College Graduate	21	70.0
	With MA/MS Units	6	20.0
Highest Educational Attainment	M30A/MS Graduate	2	6.7
	Ed.D./Ph.D. Units	1	3.3

Bachelor's Degree. Based on the table, 27 teachers or 90% finished Bachelor of Secondary Education; one teacher or 3.3% finished B.A. in Communication; one teacher or 3.3% finished B.S. HRM with 18 units in Education, and one teacher or 3.3% completed B.S. Educational Management. Results state that the majority of the teachers finished Bachelor of Secondary Education. It shows that Bachelor of Education (Secondary) provides the necessary skills, knowledge and practical experience required for teacher registration and employment.

Field of Specialization. The table shows that there are 28 teachers or 93.4% specialized in language (English/Filipino); one teacher or 3.3% specialized in Early Childhood Education and one teacher or 3.3% skilled in journalism. The data indicate that the majority of the respondents graduated with language as the field of specialization.

Position. The table shows that 40.0% are Teacher I consist of 12 teachers; 20.0% are Teacher II comprised of 6 teachers; 26.7% are Teacher III consist of eight teachers and 13.3% are probationary consist of 4 teachers. Results show that a higher number of respondents are the teacher I.

Number of years handling the subject. Concerning to the variable length of treating the subject, 21 teachers or 70.0% of teacher respondents are currently handling the subject for 1-5 years, and nine teachers or 29.9% have been handling the subject for 16years and above. Results show that a higher number of respondents have been treating the subjects for 1-5 years bracket. It assumes that a large percentage of the English teachers have relatively short service in the teaching profession.

The number of seminars attended. As shown by the data that regarding division level; there are 13 teachers or 43.3% respondents

attended 1-5 symposia; 8 teachers or 26.7% attended 6 or more workshops, and nine teachers or 30.0% have not participated seminars in division level. Regarding regional level, there are 13 teachers or 43.3% respondents attended 1-5 symposia; 1 teacher or 3.3% attended 6 or more seminars, and 16 teachers or 53.3% have not participated workshops in the regional level. Regarding national level, there are five teachers or 16.7% respondents attended 1-5 symposia; 25 teachers or 83.3% never attended seminars in national level. Results show that majority of the respondents attended 1-5 seminars-workshops in division level; a majority of the respondents attended 1-5 workshops in the regional level, and the majority of the respondents have not participated seminar-workshops in the local level. It shows that the majority of the teachers have attended seminars related to classroom instruction because it is a must for them to acquire new improvements and developments relevant to innovation in education especially in teaching the subject English. Researchers stated that through teachers' meetings, seminars, workshops, training sessions and academic study circles, opportunities can be provided for teachers to keep abreast of new development in their field [4].

Highest Educational Attainment. As presented, about 21 teachers or 70.0% of the total respondents are BS Graduates; six teachers or 20.0% with MA units while two teachers or 6.7% are masters' degree graduate. Further, only one or 3.3% with Ph.D. or Ed.D. units. Results show that a greater number of respondents are bachelor's degree holders. The data indicate that the teacher respondents are educationally qualified and possess the minimum educational requirement of the Qualification Standards (Q.S.) for teachers. Recent studies have focused on whether teachers with a master's degrees or greater have a significantly greater impact on student achievement [5].

**Different innovative classroom methodologies and strategies utilized in teaching grade 8 English**

It is also the goal of the study is to determine the innovative classroom methodologies and strategies that are utilized by the English teachers in selected districts of Nueva Ecija.

Table 2  
 Different Innovative Classroom Methodologies and Strategies Utilized in Teaching Grade 8 English

**Innovative Classroom Methodologies**

It shows from Table 2 that of the different innovative classroom methodologies, the use of audio and video tools/aids and role plays were used by the majority of the respondents with a percentage of 96.67, followed by the utilization of creative teaching and task-based learning with a rate of 93.33. Most of the respondents also used communicative language teaching with 90.00%; stimulating classroom environment with 83.33%; “real-world” learning with 80.00; audio-lingual method with 76.67%; storyboard teaching with 56.67%. The use of cognitive code method was employed the least by the English teachers as shown with 53.33%.

The result shows that the English teachers are using innovative classroom methodologies in increasing their teaching effectiveness. It also shows that innovative teaching methods can significantly enhance the student learning process. Hence, based on the result, methodologies can improve student engagement and attainment and is a win-win for both students and teachers.

**Innovative Classroom Strategies**

The same table shows that regarding innovative classroom strategies, differentiated instruction and puzzle and games utilized by the majority of the respondents with a percentage of 90.00. Followed by the integration of technology with 86.67%; Realia and structured note-taking with 76.67%; text representation with 73.33%; reciprocal teaching and contextualization with

70.00%; and the use of schema building and metacognitive development were employed the least by the English teachers as shown with 56.67%.

The result shows that the English teachers are utilizing innovative classroom strategies to achieve or fulfil the learning objectives of students effectively. Innovative classroom strategies can stimulate students’ imagination to dig deeper when they engage with the content of the lesson. Collaborative work land differentiated activities are more important to showcase the students’ learning actively.

**Frequency of utilization of the different innovative classroom methodologies in teaching grade 8 English**

Presented in Table 3 to 4 is the extent of utilization at which the English teachers utilized innovative classroom methodologies in teaching grade 8 English.

Table 3

Classroom methodologies and strategies*	Frequency	Percentage
<b>A. Innovative Classroom Methodologies</b>		
1. Audio and Video Tools / Aids	29	96.67
2. Role Plays	29	96.67
3. Creative Teaching	28	93.33
4. Task-based Learning	28	93.33
5. Communicative Language Teaching	27	90.00
6. Stimulating Classroom Environment	25	83.33
7. “Real World” Learning	24	80.00
8. Audio-lingual Method	23	76.67
9. Storyboard Teaching	17	56.67
10. Cognitive Code Method	16	53.33
<b>B. Innovative Classroom Strategies</b>		
1. Differentiated Instruction	27	90.00
2. Puzzle and Games	27	90.00
3. Integrated Technology	26	86.67
4. Realia	23	76.67
5. Structured Note-taking	23	76.67
6. Text Representation	22	73.33
7. Reciprocal Teaching	21	70.00
8. Contextualization	17	56.67
9. Schema-building	17	56.67
10. Metacognitive Development	17	56.67

**The Frequency of Utilization of the Different Innovative Classroom Methodologies in Teaching Grade 8 English**

Methodologies	Mean	DE
<b>Creative Teaching</b>		
1. Take the help of creative tools to stimulate creativity in teaching English Subject.	4.40	AU
2. Include funny games or forms of visual exercises that will excite the young minds and capture their interest.	4.33	AU
3. Use songs in the classroom, for example, is very motivating for learners and can help them process the language.	4.03	OU
<b>Average Weighted Mean</b>	<b>4.25 (Always Used)</b>	
<b>Task-based Learning</b>		
1. Engage students in many tasks culminating in a poster presentation to the rest of the class.	3.97	OU
2. Plan of learning materials and teaching sessions are based around doing a task.	4.20	OU
3. Get the focus of the student toward achieving a goal where a language becomes a tool, making the use of writing a necessity.	4.10	OU
<b>Average Weighted Mean</b>	<b>4.09 (Often Used)</b>	
<b>Communicative Language Teaching</b>		
1. Involve students in communicative interaction, meaningful practice, active involvement, positive reinforcement, choice of suitable materials and making the teaching process enjoyable.	4.40	OU
2. Encourage students to integrate their personal experiences into their language learning environment and gaze on the educational experience in addition to the understanding of the subject language.	4.33	OU
3. Emphasize the ability to communicate the meaning of the message, instead of concentrating on grammatical perfection.	4.30	OU
<b>Average Weighted Mean</b>	<b>4.34 (Always Used)</b>	
<b>Audio-lingual Method</b>		
1. Use extensive repetition, and a variety of elaborate drills in the language studied.	4.17	AU
1. Make logical explanation into the minimum.	4.10	OU
2. Use vocabulary in context.	4.43	AU
<b>Average Weighted Mean</b>	<b>4.23 (Always Used)</b>	
<b>Audio and Video Tools / Aids</b>		
1. Incorporate Audio-visual materials, language lab, and a smart board in teaching Grade 8 English.	4.10	OU
2. Use infographics or other mind mapping and brain mapping tools that will help their imagination thrive and grow.	4.00	OU
3. Supplement textbooks with models, filmstrips, movies and graphic material.	4.17	OU
<b>Average Weighted Mean</b>	<b>4.09 (Often Used)</b>	
<b>“Real World” Learning</b>		
1. Link your lessons to real-world learning which are relevant to teaching.	4.40	AU
2. Infuse real-world experiences into your instructions	4.30	AU
	4.40	AU

3. Incorporate real-life situations in teaching the lessons.		
<b>Average Weighted Mean</b>	<b>4.37 (Always Used)</b>	
<b>Role Plays</b>		
1. Teach the lesson through role play to make the students step out of their comfort zone and develop their interpersonal skills.	4.20	AU
2. Allows students to explore realistic situations.	4.37	AU
3. Watches the role-play and offers comments and advice at the end.	4.37	AU
<b>Average Weighted Mean</b>	<b>4.31 (Always Used)</b>	
<b>High-Quality Classroom Environment</b>		
1. Have a classroom environment that is well-decorated, fun, and engaging in stimulate students' mind and learn better.	4.33	AU
2. Use of visuals, hands-on activities, multi-modal instruction, higher-order thinking/questioning, and stimulating teaching.	4.27	AU
3. Use of 3-D displays, models of animals and plant cells with the right labeling and positioning.	3.87	AU
<b>Average Weighted Mean</b>	<b>4.16 (Often Used)</b>	
<b>Storyboard Teaching</b>		
1. Use of storyboards in teaching and let the students tell a story in pictures.	4.13	OU
2. Help students keep track of a narrative's main ideas and supporting details by having them illustrate the story's essential scenes.	4.17	OU
3. Check the thoroughness and accuracy of students' storyboards to evaluate reading comprehension before moving on to a more analytic task.	4.03	OU
<b>Average Weighted Mean</b>	<b>4.11 (Often Used)</b>	
<b>Cognitive Code Method</b>		
1. Involves students in English grammar rules deduced and then understood in a context.	4.23	AU
2. Use a deductive process in highly structured lessons.	4.03	OU
3. Emphasizes content over form.	4.07	OU
<b>Average Weighted Mean</b>	<b>4.11 (Often Used)</b>	
<b>Overall Weighted Mean</b>	<b>4.21 (Always Used)</b>	

**Creative Teaching.** Among the indicators under creative teaching, the first indicator was employed the most with an average mean of 4.40 descriptively rated as always used. Using these tools is a time-tested method to identify creative abilities and original creative contributions. Innovative teaching is used as a method for integration of learning, in other words, using creative tools in education can stimulate the brain for learning concepts and ideas. Creativity is not only desirable but also necessary because it involves co-construction of meaning and promotes an active role of the learner [6].

**Task-based Learning.** Of the different indicators under task-based learning, the second indicator was employed the most with an average mean of 4.20 descriptively rated as often used. Tasks can be real-life situations or have a pedagogical purpose. The lesson described shows that, in TBL, works are a way to promote the use of authentic and genuine language with a focus on meaning and communication. When employing this method to teaching, thus, teachers need to be prepared to design relevant and meaningful tasks, adopt some roles in the classroom and possess the linguistic competence to deal with emergent language and provide students with useful feedback and practice [7].

**Communicative Language Teaching.** Among the indicators under communicative language teaching, the first indicator was employed the most with an average mean of 4.40 descriptively rated as always used. It views language learning as the process of using the language in authentic and meaningful interactions. According to Jack C. Richards in his book *Communicative Language Teaching Today*, students should involve himself in collaborative activities. Students should work in teams for a productive learning interaction [8].

**Audio-lingual Method.** Among the indicators under the audio-lingual method, the last was employed the most with an average mean of 4.43 descriptively rated as always used. The study implies that learning vocabulary in context helps students make connections for better comprehension. Many authors have discussed the importance of context. They claim that speakers cannot assign any meaning to words in isolation. Sense emerges from the connection between words in a context. Meara points out that “context can radically change the meaning of words, making familiar words opaque and unfamiliar words completely transparent” [9][10][11].

**Audio and Video Tools/Aids.** Among the indicators under audio and video tools/aids method, the last index was employed the most with an average mean of 4.17 descriptively rated as often used. The result implies that these tools were used by teachers to enhance learning resources by showing real-life scenarios, explaining concepts, observing social groups, and acting as triggers for discussion. Teachers are also able to bring experts and viewpoints to the students learning experience and are excellent at bringing subjects to life to engage in conversation and inspire learning.

**“Real World” Learning.** Among the indicators under “real world” learning, the first and last indicators were employed the most with an average mean of 4.40 descriptively rated as always used. The study implies that incorporating real-world connections into a lesson plan helps students understand why what they’re learning at is useful beyond school. There is a study to aid the value of authenticity when students are engaged in teaching methodologies that use real-world problems and scenarios. Not only does it make it more meaningful for students, but they become involved in learning and become knowable of the preference they make in society.

**Role Plays.** Among the indicators under role play, the second and last indicators were employed the most with an average mean of 4.37 descriptively rated as always used. The study implies that this is an effective method in teaching the specific lesson and letting them in an active interaction as they complete the task assigned to them. The students became interactive as they portray their characters. Role plays engage students in various situations they are likely to face in the future. Moreover, role plays are stimulating more authentic conditions for learners [12].

**High-Quality Classroom Environment.** Among the indicators under high-quality classroom environment, the first indicator was employed the most with an average mean of 4.33 descriptively rated as always used. The

study implies that children who attend clean, fun, and well-decorated schools have an easier time succeeding than those who don't.

**Storyboard Teaching.** Among the indicators under storyboard teaching, the second indicator was employed the most with an average mean of 4.17 descriptively rated as often used. This method helps students keep track of main ideas and supporting details in a narrative by having them illustrate essential scenes in a story. Checking the precision of learners' storyboards is an effective way to assess reading comprehension before giving an analytic task.

**Cognitive Code Method.** Among the indicators under Cognitive code method, the first indicator was employed the most with an average mean of 4.23 descriptively rated as always used. Conscious study of grammatical rules is not only allowed, but also considered central to language learning. The learner is encouraged and helped first to have a clear understanding of a grammatical rule before they practice and use the control in meaningful contexts. This method, also known as a cognitive code-learning theory, was an advocate for cognitive psychologist and applied linguists such as J.B. carol and K. Chastain.

An overall weighted mean value of 4.21 describes as always use computed in the use of innovative classroom methodologies. Results of the study revealed that the English teachers are still using the said innovations. These innovations bring about interest and motivation to learners of English who eventually lead to learning. The conventional way of teaching has long been over, and they replace it with a more innovative and creative method of instruction, sharing and molding knowledge development in students. Our students nowadays want something genuine, and useful for professional life.

Table 4  
 The Frequency of Utilization of the Different Innovative Classroom Strategies in Teaching Grade 8 English

Strategies	Mean	DE
<b>Integrated Technology</b>		
1. Integrates technology in teaching lessons and improve the level of comprehension within the class.	4.57	AU
2. Integrate activities utilizing the Web, PowerPoint, Excel, digital photography, and SMART boards.	4.23	AU
3. Uses touch screen technology and online presentations to make the classes more interactive.	3.87	OU
<b>Average Weighted Mean</b>	<b>4.22 (Always Used)</b>	
<b>Differentiated Instruction</b>		
1. Select activities based on areas of interest of diverse learners.	4.03	OU
2. Consider differences among learners, how they learn, learning preferences, and individual attention.	4.27	AU
3. Utilize appropriate instructional tools that are impartial, encouraging, and engage students in meaningful learning.	4.07	OU
<b>Average Weighted Mean</b>	<b>4.12 (Often Used)</b>	
<b>Reciprocal Teaching</b>		
1. Make Students become the teachers in a small reading (or other content) sessions.	3.97	OU
2. Let students think about their thought during reading.	4.10	OU
3. Helps students to be active and monitor their understanding as they read.	4.13	OU
<b>Average Weighted Mean</b>	<b>4.07 (Often Used)</b>	
<b>Realia</b>		
1. Use real-life objects in classroom instruction to improve students' understanding of other cultures and other real-life situations.	4.13	OU
2. Link learners with the keynote of a lesson by giving tangible and various connections between the learned material and the object of the experience.	4.17	OU
3. Build and provide students with opportunities to use all the senses in learning.	4.10	OU
<b>Average Weighted Mean</b>	<b>4.13 (Often Used)</b>	
<b>Puzzle and Games</b>		
1. Introduce lessons through puzzle and games.	4.20	OU
2. Use puzzles and games to help children to think creatively and face challenges.	4.40	AU
3. Use problem and plays as a way to extend learning and build skills for all students.	4.33	AU
<b>Average Weighted Mean</b>	<b>4.31 (Always Used)</b>	
<b>Schema-building</b>		
1. Help students see the relationships between various concepts. Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	4.30	AU
2. Use various meaningful strategies including pre-reading, communicative pre-reading, vocabulary instruction, Visual cues, questioning method, and comprehension question.	4.27	AU
3. Assess students' background knowledge using brainstorming and clustering small groups on a topic.	4.03	OU
<b>Average Weighted Mean</b>	<b>4.20 (Always Used)</b>	



<b>Contextualization</b> 1. Let students familiarize unknown concepts through direct experience. Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. 2. Focus teaching and learning directly on concrete applications in a specific context that is of interest to the student. 3. Relates subject matter content to meaningful situations that are relevant to students' lives.	4.13	OU
	4.07	OU
	4.30	AU
<b>Average Weighted Mean</b>	<b>4.17 (Often Used)</b>	
<b>Metacognitive Development</b> 1. Provide students with skills and vocabulary to talk about their learning. Examples: Self-assessments, note taking and studying techniques, and vocabulary assignments. 2. Facilitate reflexive thinking. 3. Encourage creative expressions through whatever journal formats work best or learners, including mind maps, blogs, wikis, diaries, lists, e-tools and the like.	4.20	OU
	4.03	OU
	4.13	OU
	<b>Average Weighted Mean 4.31 (Always Used)</b>	
<b>Structured Note-taking</b> 1. Use structured note-taking formats such as graphic organizers and teach viewing comprehension strategies. 2. Use graphic organizers specific to a particular text; structured notes assist students in understanding the content of their reading. 3. Give students reading materials to use as they go through the problematic text, and act as a pattern of how they should construct their ideas as they are learning.	4.37	AU
	4.23	AU
	4.33	AU
	<b>Average Weighted Mean 4.31 (Always Used)</b>	
<b>Text Representation</b> 1. Invite students to extend understandings of text and apply them in a new way. Examples: Student created drawings, videos, and games. 2. Introduce and work on text structures in this order: description, sequence, problem and solution, cause and effect, and compare and contrast. 3. Use and create a non-linguistics representation while reading the teacher models the illustration of an order of images to represent an arrangement described in the text.	4.30	AU
	4.17	OU
	4.07	OU
	<b>Average Weighted Mean 4.18 (Always Used)</b>	
<b>Overall Weighted Mean</b>		<b>4.18 (Always Used)</b>

**Integrated Technology.** Among the indicators under integrated technology, the first was employed the most with an average mean of 4.57 descriptively rated as always used. The study implies that incorporating technology in teaching brings a positive outcome to the classroom. Technology integration can make

students participate in the teaching-learning process actively. Technology depute teachers and learners and promotes the growth the skills necessary for the 21st-century workplace. It describes ICTs as giving opportunities for students to explore, discover, create, communicate effectively and freely with instructors, complete and receive assignments and feedback online, initiate and participate in online discussions [13], [24]-[25].

**Differentiated Instruction.** Among the indicators under differentiated instruction, the second indicator was employed the most with an average mean of 4.27 descriptively rated as always used. The method provided positive results for the students and received more benefits from differentiated instruction. Differentiated instruction approach was useful for keeping high-competent students challenged in the diverse classroom [14].

**Reciprocal Teaching.** Among the indicators under reciprocal teaching, the last index was employed the most with an average mean of 4.13 descriptively rated as often used. This approach helped learners to navigate the conversion from guided reading groups to successful reading independence because it provides opportunities to boost their confidence in reading and develop their comprehension skills. Some studies support the benefits of reciprocal teaching and active learning in general.

**Realia.** Among the indicators under realia, the second indicator was employed the most with an average mean of 4.17 descriptively rated as often used. Students understand and retain the meaning of a word better when they have seen or touched some object associated with it. Students enjoy and interesting with genuine materials. Also, they do not consider authentic teaching materials innately tricky [15].

**Puzzle and Games.** Among the indicators under puzzle and games, the second indicator was employed the most with an average

mean of 4.40 descriptively rated as always used. The result implies that incorporating educational games and puzzles today's school curriculum is an effective way to develop the skills of the students. The significance of interactive games where students collaboratively work together as a class to categorize information in charts by moving facts, so they rest in the appropriately labelled columns. In addition, there are many benefits of active learning through puzzle and games in the classroom [16] [17].

**Schema-building.** Among the indicators under schema-building, the last index was employed the most with an average mean of 4.30 descriptively rated as always used. Students use their schematic representation of text (narrative, compare/contrast, cause/effect, etc.) help them interpret the information in the book.

**Contextualization.** Among the indicators under contextualization, the last indicator was employed the most with an average mean of 4.30 descriptively rated as always used. Contextualized teaching and learning offers one instructional strategy for teaching basic skill in a context that is meaningful and relevant to students' lives. Auer states that contextualization consists of all activities which make relevant, maintain, revise, cancel, any aspect of context which in turn is responsible for the interpretation of utterances in its particular focus of occurrences.

**Metacognitive Development.** Among the indicators under metacognitive development, the first indicator was employed the most with an average mean of 4.20 descriptively rated as often used. The study implies that this technique helps students stay involved and motivated and encourages self-reflection and responsibility for their learning. This approach is important in every aspect of education and life since it concerns contemplation on one's current position, goals, actions, and plan of work, and outcome. Probably the essential reason for developing metacognition is that it can create the utilization of knowledge, aptitude, and attributes

in realms beyond the immediate context in which they learned.

**Structured Note-Taking.** Among the indicators under structured note-taking, the last index was employed the most with an average mean of 4.37 descriptively rated as always used. As schools adopt innovative teaching methods and technology, note-taking is still an essential skill for students. Note-taking is a vital student behavior. Studies indicated that between 71% and 91% of students take notes while reading. Up to 96% of students believe that note-taking is a crucial part of their education experience. Students report using note-taking to accomplish a variety of goals, including learning, maintaining attention during lectures and directing how they study. Though formal strategies of note-taking exist, as few as 17% of students report having received training regarding how they should take notes [18][19].

**Text Representation.** Among the indicators under text representation, the first indicator was employed the most with an average mean of 4.30 descriptively rated as always used. Textual compositions that appear from usual means of reflecting about or acting in the world. Even if they seem to pertain to the actual world, they relate to the cultural world in which members of a society inhabit. This way suggests that the language, symbols, and images we use to represent the world are open to interpretation. It means that learners can understand to use language and images as the instrument to express their opinions and stand their audience in a particular way.

An overall weighted mean value of 4.18 describes as often used is computed in the use of innovative classroom strategies. Results of the study revealed that the English teachers in the selected districts of Nueva Ecija are often using the said innovations. Among these activities are increasing students attendance, creating opportunities for students to work together and giving the students the opportunity to interact with each other in collaborative activities.

**Significant difference in the frequency of utilization of the different innovative classroom methodologies and strategies across the profile of the respondents**

Table 5  
 Significant Difference in the Frequency of Utilization of the Different Innovative Classroom Methodologies and Strategies across the Profile of the Respondents

Overall	Wilk's $\Lambda$	Sig.
Age	.883 <sup>NS</sup>	.348
Sex	.998 <sup>NS</sup>	.899
Degree	.900 <sup>NS</sup>	.408
Position	.756 <sup>NS</sup>	.540
Number of Seminars Attended Division	.719 <sup>NS</sup>	.061
Regional	.963 <sup>NS</sup>	.726
National	.850 <sup>NS</sup>	.250
Number of years handling the subject	.993 <sup>NS</sup>	.944
Highest Educational Attainment	.982 <sup>NS</sup>	.857

The table presents the difference between the extent of utilization of the different innovative classroom methodologies and strategies across the profile of the respondents.

There is no significant difference in terms of sex (Sig. =.899); Degree (Sig. =.408); Position (Sig. =.540); Number of seminars Attended (division (Sig. =.0610; Regional (Sig. =. 726); National (Sig. =.250)); Number of years handling the subject (Sig. =.944) as profile variables to the teachers' extent of utilization of the different innovative classroom methodologies and strategies.

Generally, there is no significant difference on the teachers' extent of utilization of the different innovative classroom methodologies and strategies across the profile of English teachers based on the Wilk's  $\Lambda$  with associated significance values that are greater than the set level of significance (0.05).

**CONCLUSION AND RECOMMENDATION**

Based on the findings of the study, the following conclusions are drawn:

Majority of the respondents in the selected districts of Nueva Ecija are females, relatively young; finished Bachelor of Secondary Education and specialized in language and who have been establishing their career as English teachers; still young in the teaching position; have less chance to attend workshops in national level due to minimal opportunity, requirements, and conflicts of schedule to attend seminars and have pursued graduate and postgraduate studies for their professional growth.

The teachers utilized different innovative classroom methodologies in teaching Grade 8 English. Among these methods are the audio and video tools/aids and role plays which were used by the majority of the respondents, followed by the use of creative teaching and task-based learning. Most of the

respondents also used communicative language, stimulating classroom environment, “real-world” learning, audio-lingual method, storyboard teaching. The use of cognitive code method was employed the least by the English teachers. Regarding utilizing innovative classroom strategies, the use of differentiated instruction and puzzle and games used by the majority of the respondents. Followed by the integration of technologies, realia and structured note-taking, text representation, reciprocal teaching and contextualization, and the use of schema building and metacognitive development were employed the least by the English teachers. A similar study [20] disclosed that there is a high level of perceived knowledge and skills of the teachers in Pangasinan on the innovative instructional activities. Moreover, the teachers have high degree of professional characteristics particularly on decisiveness, resourcefulness, commitment and stress tolerance [21].

The frequency of utilization of the innovative classroom methodologies in teaching grade 8 English in terms of creative teaching, task-based learning, communicative language teaching, audio-lingual method, audio and video tools, real-world education, role plays, stimulating classroom environment, storyboard teaching and cognitive code method described as fully implemented. In the extent of utilization of innovative classroom strategies regarding differentiated instruction, puzzle and games, integrated technology, realia, structured note-taking, text representation, reciprocal teaching, contextualization, schema-building, and metacognitive development described as highly implemented.

All the computed values using multivariate analysis are higher than 0.05, the set degree of significance, the null hypothesis which declares that there is no significant difference between the teachers’ extent of utilization of the different innovative classroom methodologies and strategies across their profile variables is accepted.

Based on the findings, and conclusions are drawn, the following recommendations were forwarded:

English teachers should be encouraged and supported by their administrators to actively attend seminars especially in national level sponsored by the Department of Education for professional growth and development.

The English teachers should continuously use appropriate and relevant innovative classroom methodologies and strategies in teaching Grade 8 English.

The school should support English teachers in using innovative classroom methodologies and approaches and provide adequate teaching materials for innovative teaching.

English teachers should advise and encourage newly hired teachers to utilized innovative classroom methodologies and strategies to make the teaching-learning process attractive and lively.

The teachers handling Grade 8 English shall be advised to utilize the said innovative classroom methodologies and approaches as proposed by this study so that they may be able to address the needs of their learners.

School should provide adequate materials or tools for innovative teaching, and propose such for adoption [23] by education program supervisors for use.

Further researchers should explore other variables that significantly associated with the level of implementation of the different innovative classroom methodologies and strategies in teaching Grade 8 English that this study was not able to map.

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