

English Junior High School Teachers' Methods for Assessment

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Abstract— *The evaluation procedures used by English teachers in junior high schools were uncovered by the study. In this study, 63 junior high school teachers from the 22 secondary schools in the Urdaneta City Division participated by responding to a questionnaire using the descriptive-correlation research method. According to the study, diagnostic, formative, summative, and other evaluation procedures were used by junior high school instructors in Urdaneta City Division. In addition, gender, the highest level of education, and teacher attitudes all have a substantial impact on how junior high school English teachers are evaluated. The study found that the JHST in English is in the prime of their career as a teacher and is well qualified in terms of their level of education and teaching philosophy. There is plenty of room to upgrade and improve junior high school teachers' extent of evaluation practices from the evident level to the very evident level, but the majority have not completed their master's degrees or received enough pertinent training. The JHSTs teaching English are a homogeneous group who do not significantly differ in their extent of evaluation practices; the Proposed Training Matrix for Enhancing the Evaluation Practices of Junior High School Teachers in English has a solid foundation; and there is a need to improve the academic profile of the respondent- JHST teaching English by encouraging them to enroll and graduate with their respective master's degrees.*

Indexed Terms— *Evaluation Practices, Level of Education, Master's Degree, Teaching Philosophy*

I. INTRODUCTION

At all educational levels, evaluation is a crucial component of learning. Every learning activity should be practiced frequently or in tandem with an

assessment activity. The relevance of evidence-informed teacher decision-making abilities is highlighted by the fact that teachers' data analysis helps expose students' learning requirements, which can then be addressed by adopting suitable learning interventions (McMillan, 2003). It is important to make sure that teachers are competent and prepared to collect and interpret assessment data to reach reliable conclusions that will promote student learning. Classroom Assessment is essential to the application of the curriculum, claims MENA Report 2023. It enables teachers to monitor and assess students' progress and modify their instruction as necessary. The Department of Education (DepEd) has recently started ambitious changes that should be evaluated in terms of outcomes manifested in students' academic performance to determine the effectiveness of the curriculum and those teachers (K to 12 Readiness, Emy Lacorte, 2021). This is done to pursue the identified desired goals of achieving quality education. According to Black and William (2018), evaluation helps instructors and students draw conclusions from the data collected and take appropriate action. Such acts assist in bringing about the required changes in teaching and learning, or they provide a picture of the proficiency and accomplishment of the pupils. Teachers' conceptions of assessment, according to Vandeyar and Killen (2007), Brown (2008), Brown et al. (2009), and Opre (2015) are important since there is ample proof that these ideas have a major impact on how teachers evaluate the learning and accomplishments of their students. Hirschfeld and Brown (2007). Four different purposes of assessment were identified by Brown (2008), Brown et al. (2009), and Brown and Harris (2012): 1) improvement: assessment led to improvements in learning and teaching; 2) external attribution: assessment is linked to the student's external attributes, such as their future performance in a job, their intelligence, and the

standard of the school they attend; 3) affect: assessment has a positive emotional impact on students; and 4) affect: assessment has a positive psychological impact on students. Teachers evaluate their students' learning in their many subject areas by identifying their relative strengths and weaknesses. These methods include formative evaluation, summative evaluation, diagnostic evaluation, and other evaluation methods. Whether or not learning has occurred is determined by the complete assessment or appraisal system. As a result, the idea of rating is for teachers to understand their efficacy (Sinnema, 2005). Before beginning instruction, teachers can examine the strengths, limitations, knowledge, and skills of their pupils through diagnostic evaluation. Students' academic achievement rises when remediation is provided based on the findings of diagnostic testing, according to a study by Lee and Shin (2020). Diagnostic evaluation, in the opinion of Ketterlin-Geller & Yavanoff (2009), entails a thorough analysis of learning deficiencies. It entails evaluating fundamental skill subsets outside of the constraints of the curriculum. In line with the research by Ofem, Idika, and Ovat (2017), diagnostic testing's primary goal is to identify a student's weak learning area rather than to determine how well the student does. Teachers can more effectively adapt their teaching techniques, resources, and strategies to accommodate different learning styles, paces, and preferences by identifying the areas in which student performance needs to improve. Early intervention tackles children's learning gaps and offers the tools they need to succeed. Additionally, formative evaluation offers data that teachers may use to target or reroute lessons as well as data that students can use to evaluate their own and one another's progress (Cizek et al., 2019). According to the research by Andrade, Lui, Palma, and Heffernan (2015), the effectiveness of formative assessment depends on how well teachers and students receive feedback on their instruction. Teachers can discover areas where students are struggling or succeeding by routinely assessing students' knowledge and skills. This allows them to give timely feedback and change their training as needed. Teachers can pinpoint specific areas in which students need more assistance or challenge and change their pedagogical approaches in response. Summative assessment is the regular, interactive evaluation of student's learning progress and comprehension to pinpoint areas for improvement

and modify instruction, according to Wiliam's (2011) study. It offers a thorough snapshot of what pupils are learning and aids in determining their level of mastery. Summative assessment findings might point out areas where students need more help or where teaching methods may need to be changed. The effectiveness of education can be increased by using this input to improve present and future teaching and learning strategies. Teachers must invest the knowledge necessary to make clear to students what is expected of them, enabling them to become lifelong learners. Successful teaching, in the opinion of Barnuevo et al., is intimately tied to increased knowledge and decision-making skills. Since teaching involves both a thinking process and a seeming action, it is crucial to distinguish between these two skills. Growing as a teacher, therefore, entails growing and developing the kind of judgments teachers make about their instruction as it successfully carries out those judgments. The issue is that a lot of teachers still lack the requisite evaluation abilities and tasks, like assessing and rating students' writing and information literacy proficiency. M. Mellati, M. Khademi, et al. As stated, (2018), "Studies in many countries have shown that many teachers are not adequately trained and are not prepared to develop, manage, and interpret the results of different types of assessment. In other words, the textbooks point out that teachers need assistance developing testing, management, and interpretation. Understanding a problem's fundamental components is the first step in solving it. Finding the right solution requires understanding the situation and what is required. Heck (2009) asserts that assessments of schools frequently take into account student achievement. The academic success of their students and the schools they teach in are related. The educational success of their students is influenced by their teachers. Teachers reframe their lessons as continual assessments that show how the students approach their homework. Teachers can build more capacity to change their pedagogy and increase prospects for student achievement by having a deeper awareness of what their students know and how they think. Following the findings of both national and international assessments of the student's performance, the DepEd Year-End Report for 2019 put the quality of the nation's education in the limelight, stressing Filipino students' poor performance. Further, the National Achievement Test

(NAT), which was developed by the former Education Secretary Leonor Briones, revealed that Filipino students' performance "gravitates towards the low proficiency levels," particularly in Science, Math, and English. These findings show that DepEd's current reform initiatives are centered on addressing the pressing problems and gaps in achieving the country's educational standards (Philippine Information Agency, December 4, 2019). It draws the Department of Education's attention to the need to give instructors proper, pertinent training and alternative assessment techniques on assessment practices that replicate real-world situations and tasks, which are crucial for assessing students' practical abilities and competencies. In the local setting, the circumstances described above are comparable to the researcher's school. The school received a poor rating for curriculum and learning based on the results of the school-Based Management Validation of Urdaneta City Division in 2021 because the MPS in the quarterly tests had been low for the previous three years. This issue was one of many that the researcher addressed because of how it affected students' low performance levels. Since teachers are responsible for facilitating students' learning experiences and how these evaluation practices of these teachers will bring efficiency and effectiveness to the students, the researcher is decisive in determining the evaluation practices by junior high school teachers of English.

II. METHODOLOGY

This study used a descriptive-correlational research design. It evaluates the predictions made and the connections between two or more variables. Furthermore, the researcher believes that identifying the assessment procedures used by junior high school English teachers is appropriate for this study, given the characteristics of the descriptive research approach. The information acquired during the descriptive-correlational survey can be utilized for comparison and contrast to evaluate the degree to which variables are connected in the target population. The descriptive technique is employed, following Calmorin (2016), when the study concentrates on the current circumstance. The goal is to uncover novel truths. The research design section describes the study's respondents, methods, and type of research design. The validity part, on the other hand, concentrated on

the validity and reliability of the instruments and the research study as a whole. In 22 schools offering secondary level in the Urdaneta City Schools Division for the academic year 2022–2023, 63 junior high school teachers (JHSTs) of English participated in the study. Respondents were chosen based on the report on the profile of English language instructors at Urdaneta City Division for the 2022–2023 academic year. Teachers in the SDO Urdaneta City Division were obliged to update their profiles on the Google sheet that was made available in the group chat for those teachers. This information was then consolidated by the Education Program Supervisor in English. The researcher used the whole enumeration technique, a kind of purposive sample technique, for all population members (total population) who had characteristics such as certain qualities or traits, experience, knowledge, abilities, and exposure to a procedure for an event or phenomenon. Additionally, the researcher used a total enumeration to provide each member of the population with an equal chance and opportunity.

Table I. Distribution of the JHSTs in English across the Schools in the City Division

Name of School	Frequency (f)
Anonas National High School	4
Bactad East National High School	2
Badipa National High School	5
Cabaruan National High School	2
Cabuloan National High School	2
Calegu Integrated School	2
Camabu National High School	3
Camantiles National High School	4
Casabula National High School	2
Catalan Integrated School	4
Cayambanan National High School	4
Don Alipio Fernandez, Sr. Integrated School	2
Don Antonio Bongolan Memorial High School	3
Labit National High School	4
Lananpin National High School	4
Mariano Q. Umipig National High School	3
Nancalobasaan National High School	3
Palina East National High School	4
Palina West National High School	2
Pedro T. Orata National High School	2
San Jose Leet Integrated School	2
Urdaneta City National High School	6
Total Number of Respondents (N)	63

The validity of the data-gathering instrument was described in terms of the following scale values with the corresponding descriptive and transmuted rating equivalence:

WM Score Range	Descriptive Rating	Transmuted Rating
4.50-5.00	Very High	Highly Valid (HV)
3.50 – 4.49	High	Valid (V)
2.50 – 3.49	Moderate	Moderately Valid (MV)
1.50 – 2.49	Low	Slightly Valid (SV)
1.00 – 1.49	Very Low	Not Valid (NV)

To assure the relevance and validity of the data to be obtained, the average ratings of the assessors were computed to evaluate the content validity.

To provide valid and trustworthy results, the appropriate statistical tools were used. Additionally, a 0.05 alpha threshold of significance was employed to evaluate whether the null hypothesis had to be rejected for the statistical decision on the hypotheses. Frequency counts and percentage distribution on the respondent profile were used by the researcher for issue number 1's difficulty. The formula for calculating percentages is given below:

$$P = f/N \times 100\%$$

where: P = percentage
 f = frequency
 N = No. of respondents
 100 = constant value

The Weighted Mean (WM) of the evaluation procedures used by the respondent—JHST English teaching—was established. The equation is given below:

$$WM = (\sum W_i F_i) / N$$

Where WM= weighted mean
 \sum = summation
 W-I = weight assigned to each column
 F_i = frequency per column
 N = total number of cases.

The weighted mean (WM) was used to calculate respondents' responses about junior high school teachers' attitudes toward teaching English. They provided a detailed rating, which was displayed as follows:

WM Score Range	Descriptive Rating	Transmuted Rating
4.50-5.00	Strongly Agree	Very Positive (VP)
3.50 – 4.49	Agree	Positive (P)
2.50 – 3.49	Moderately Agree	Moderately Positive (MP)
1.50 – 2.49	Disagree	Negative (N)
1.00 – 1.49	Strongly Disagree	Very Negative (VN)

JHST in English weighted mean (WM) was employed for problem number 2, which focused on the respondent's evaluation processes to some extent. The equation states as follows:

$$WM = (\sum W_i F_i) / N$$

Where WM= weighted mean
 \sum = summation

W-I = weight assigned to each column
 F_i = frequency per column
 N = total number of cases.

The weighted mean (WM) with a corresponding descriptive rating and the transmuted rating was used to determine the respondents' opinions about the respondent-JHST's evaluation processes.

WM Score Range	Descriptive Rating	Transmuted Rating
4.50-5.00	Extremely Practiced	Very Evident (VE)
3.50 – 4.49	Moderately Practiced	Evident (E)
2.50 – 3.49	Somewhat Practiced	Moderately Evident (ME)
1.50 – 2.49	Slightly Practiced	Slightly Evident (SE)
1.00 – 1.49	Not Practiced	Not Evident (NE)

Multivariate Analysis of Variance (MANOVA) was used to address problem number 3, which describes the considerable mean differences in the level of evaluation techniques of the Respondent- JHST in English across the profile. The Pearson r coefficient of correlation was used to identify the important links between the extent of Respondent-JHSTs' English evaluation procedures and the chosen profile factors in Problem No. 4. To test the no difference or no relationship hypotheses, the 0.05 alpha significance threshold was employed. The Appendices provide the instrument's numerical and verbal interpretation as well as the findings of the content validation. A questionnaire with a five-point scale was used to assess this data collection instrument. The final edition of the questionnaire checklist took the assessors' remarks and recommendations into account. To assure the relevance and validity of the data to be obtained, the average ratings of the assessors were computed to evaluate the content validity.

III. RESULTS AND DISCUSSION

- Profile of the Junior High School Teachers in English
 Age. As shown in Table 2, 38 of the 63 public secondary teachers, or 60.3 percent (60.3%), are between the ages of 20 and 29. Seven, or 11.1 percent (11.1%), are between the ages of 40 and over. It demonstrates that the majority of responses are recent teachers. Young teachers have the ability to mold students into being more of who they are and more of who they become, according to the UST-Legazpi article from 2019. Compared to earlier generations, their experiences are more varied. Younger teachers

can more easily integrate digital tools and resources into their teaching practices, particularly when evaluating students' learning because they tend to be more familiar with and informed about technology. These educators look for chances to advance their professional development to better their knowledge and abilities as educators. They are willing to investigate novel teaching strategies that will interest students and inspire learning. The likelihood of young teachers incorporating technology into their lessons is higher. They improve instruction, increase communication, and evaluate student achievement using digital tools, multimedia materials, and online platforms.

- Sex. As shown in the table, 63 teachers total, with 87.3 percent (55 out of 63) female teachers and 12.7 percent (12.7%) male teachers. It demonstrates that female educators make up the majority of junior high school instructors in Urdaneta City's SDO. The profession of teaching has long been dominated by women. Most instructors worldwide are female, making up a sizable portion of the teaching workforce. According to the Najran 2015 survey, female teachers can tell how challenging the material is to teach as well as how upbeat and cheerful the instructors are. They are related to qualities of nurturing and compassion. They are renowned for establishing welcoming, inclusive learning settings that promote students' academic and emotional development. Female educators are committed to developing themselves professionally. They attend conferences and workshops, participate in ongoing professional development activities, and look for chances to advance their knowledge and abilities as teachers.
- Highest Educational Attainment. The table demonstrates that 31 out of 63 teachers, or 49.2 percent (49.2%), have MA/MS degrees. Additionally, there are 26 teachers, or 41.3% of the total, who do not have an MA or MS. On the other hand, 5 respondents, or 7.9 percent (7.9%), said that they had an EdD or Ph.D. unit. Last but not least, only one person, or 1.6%, received post-graduate degrees. It demonstrates that about 50% of the responders have already done graduate-level coursework. To help students gain the more complex skills they need to thrive in the twenty-first century, they became increasingly interested

in teacher professional development (Hammond, Hyler, Gardner, and Espinoza 2017). A frequent way for teachers to advance their professional development and improve their knowledge and abilities in particular subject areas is to earn master's units. It gives teachers the chance to stay current on the most recent research, teaching techniques, and educational policy. Their comprehension of educational ideas, research techniques, and best practices is deepened by it. They gain knowledge in their chosen area of specialization, which can improve the quality of their instruction and the results for students.

- Number of Years of Teaching Experience. As of the data presented, 54 percent (54%) of the 63 English teachers had teaching experience of five years or less. On the other hand, 22 out of 63 people, or 34.9%, have 6 to 10 years of experience teaching English. Last but not least, 7 out of 63, or 11.1%, have been English teachers for seven years or more. It demonstrates that the majority of those surveyed are still new to teaching. New teachers are seen as educators of the twenty-first century. These educators can manage the quick technological development and the shifting values of their students with ease. Teachers must be skilled in using resources and procedures since technological aid is essential to effective learning (Jan 2017). New teachers frequently infuse their classes with a lot of vigor and passion. They are enthusiastic about the work they do and want to make a good difference in their kids' lives. They actively look for possibilities for professional growth that will improve their knowledge and expertise as teachers. Making lesson plans and teaching materials takes a lot of time and work for new teachers. They work hard to provide their students with instructive and worthwhile experiences. These educators use technology in the classroom frequently. To improve instruction, encourage student involvement, and facilitate evaluation, they make use of digital technologies, online resources, and educational apps.
- The Number of Related Training Attended at the School Level. According to the data, 44.4 percent, or 28 out of 63 English teachers, attended four to six training sessions set up by their institutions. On the other side, just three people, or 23, or 36.5 percent (36.5%), attended the course. As a result,

only 12 people, or 19%, attended training for companies with seven or more employees. The outcome demonstrates the need for greater school-based training for teachers. The Learning Action Cell is a K–12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning, which aims to foster teachers' knowledge, attitudes, and abilities in terms of curriculum, instruction, and assessment at their workstations, is one of the mechanisms for promoting the professional development of teachers. The demands, difficulties, and objectives of the school and its instructors are taken into account while designing school-based training. They take into account the special traits and needs of the school community, enabling a more focused and pertinent educational experience. By focusing on particular areas of growth, these trainings helped the school as a whole. They support the school's improvement objectives, goals, and vision, contributing to the development of a united and cogent strategy to improve teaching and learning.

- The number of Related Training Attended in the Cluster/District. According to the data, three and below training arranged by their cluster was attended by 44 out of 63 English teachers, or 69.8 percent (69.8%), of the total. However, 12 people, or roughly 19%, attended four to six training sessions. Only seven, or 11.1 percent, showed up for instruction for seven and above as a result. As a result, more cluster/district-level training is required for instructors. To deliver profound and meaningful learning, teachers must possess a wide range of professional and societal skills (Darlin-Hammond, Chung Wei, Andree, Richardson, & Orphanos, 2009).
- The Number of Related Training Attended at the Division Level- According to the information provided, 35 out of 63 English teachers, or 55.6%, participated in the division office's training for grades three and below. On the other side, just 4 to 6 training sessions were attended by 21, or 33.3 percent. And only seven people, or 11.1 percent, attended training for seven people or more. The findings indicate that almost half of the respondents require adequate division-level training. The study by Hammond, Hyler, and

Gardner (2017) emphasized the significance of ongoing, job-embedded training that is in line with curriculum standards, offers opportunities for collaboration and reflection, and incorporates feedback and coaching. Teachers can improve their educational skills by participating in these trainings. They gain knowledge of efficient teaching methods, classroom management strategies, and evaluation procedures.

- The Number of Related Training Attended at the Regional Level. As a result of this, the regional office's three-and-below training was attended by 40 out of 63 English teachers, or 63.5%. Furthermore, 18 people, or equivalently 26.8%, took part in training from 4 to 6. And only five people, or 7.9%, showed up for training that lasted seven hours or more. The outcome indicates that the majority of respondents require additional training at the regional level. Ulla (2018) contends that qualified teacher is better equipped to use their expertise to improve students' academic performance. Teachers feel more competent and in control after receiving thorough training.
- The Number of Related Training Attended at the National Level. It was discovered that 58 out of 63 English teachers, or 92.1 percent, attended central office-organized training for grades three and below. On the other side, four people, or 6.3 percent, took part in a total of four to six training sessions. Only one, or 1.6%, showed up for training for groups of seven or more. The outcome demonstrates that the respondents require adequate national training. Practical teacher preparation improves the academic performance of students. A skilled and competent instructor has a greater capacity to instruct students and successfully use a variety of teaching approaches, claim Saira et al. (2019). Teachers that obtain high-quality training are more knowledgeable about the subject's content, pedagogical methods, and assessment techniques.
- The Number of Related Training Attended in the International. According to the information provided, 61 of the 63 English teachers, or equivalently 96.8%, attended training for grades three and below. Additionally, only one person, or 1.6 percent, attended training sessions 4 through 6. Last but not least, one person, or equivalent to

1.6%, attended instruction for ages 7 and up. The findings indicate that the majority of responders require further foreign training. The success of reform efforts depends heavily on teachers. To ensure the effectiveness of educational changes, instructors must have access to a sophisticated range of abilities (Garet, Porter, Desimone, Birman, & Kwang, 2011). It helps them to effectively meet a variety of learning needs, engage students in meaningful learning experiences, and deliver an education of the highest caliber.

Table II. Distribution of the Profile of the Junior High School Teachers in English

Profile	Frequency	Percentage	
Age	20 -29 years old	38	60.3
	30-39 years old	18	28.6
	40 years old and above	7	11.1
	Total	63	100.0
Sex	Male	8	12.7
	Female	55	87.3
	Total	63	100.0
Highest Educational Attainment	Without MA/MS units	26	41.3
	With MA/MS units	31	49.2
	Ed.D/Ph.D Units	5	7.9
	Ed.D/Ph.D Graduates	1	1.6
	Total	63	100.0
Number of Years of Teaching Experience	5 years and below	34	54.0
	6 to 10 years	22	34.9
	11 years and above	7	11.1
	Total	63	100.0
Number of Related Training Attended in School	3 and below	23	36.5
	4 to 6	28	44.4
	7 and above	12	19.0
	Total	63	100.0
Number of Related Training Attended in District	3 and below	44	69.8
	4 to 6	12	19.0
	7 and above	7	11.1
	Total	63	100.0
Number of Related Training Attended in Division	3 and below	35	55.6
	4 to 6	21	33.3
	7 and above	7	11.1
	Total	63	100.0
Number of Related Training Attended in Region	3 and below	40	63.5
	4 to 6	18	28.6
	7 and above	5	7.9
	Total	63	100.0
Number of Related Training Attended in National	3 and below	58	92.1
	4 to 6	4	6.3
	7 and above	1	1.6
	Total	63	100.0
Number of Related Training Attended International	3 and below	61	96.8
	4 to 6	1	1.6
	7 and above	1	1.6
	Total	63	100.0

The indicator indicating the respondents like teaching the subject to their students received the highest weighted mean rating, 4.83 (Rank 1), with a descriptive equivalent of strongly agreeing to have a transmuted rating of highly positive, as shown in Table 3 in the following page. The indicator of enjoying teaching the subject, on the other hand, received a mean rating of 4.54 and a transmuted rating of highly positive, which is the descriptive equivalent of strongly agreeing with the difficulty being reduced. Additionally, the indicator that the professors like the subject, because they are eager to see my pupils improve their communication skills, received a rating

of 4.30 (Rank 10), having a descriptive equivalent of agree and a transmuted value of positive. With a descriptive equivalent of agree and an overall weighted mean of 4.47, it is clear that the English teachers in Urdaneta City's SDO have a good attitude toward teaching their students. It validates the finding of the 2014 study by Galovic, Brojcin, and Glumbic that teachers are reported to have more positive attitudes regarding teaching when they have had a prior pleasant experience. The outcome demonstrates that English teachers are enthusiastic about what they do. Future pupils look up to teachers who have a positive attitude (Bhalla, Jajoo, and Kalantri 2002). Positive teachers are inspired and excited about what they do. A positive outlook stimulates curiosity, creativity, and a love of learning by creating a good learning environment. A positive outlook inspires educators to innovate their teaching strategies and think creatively. They are more inclined to try out novel approaches, incorporate technology, and look for fresh sources to improve education and assessment.

Table III. Attitudes Towards Teaching of the Junior High School Teachers in English in the SDO of Urdaneta City

Indicators	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a teacher of English, I/ I am...				
Enjoy teaching the subject to my students.	4.83	Strongly Agree	Very Positive	1
motivated to teach the subject through students' role-playing activities.	4.52	Strongly Agree	Very Positive	3
motivated to teach the subject because it also enhances my teaching skills.	4.37	Agree	Positive	8
I appreciate teaching the subject because it improves my skills and broadens my understanding.	4.32	Agree	Positive	9
motivated to teach the subject as it allows me to become more flexible on the different strategies that can be used.	4.49	Agree	Positive	4
I am excited to teach the subject because it helps me innovate and recreate instructional materials for my students.	4.44	Agree	Positive	5
utilizing relevant interventions in simplifying the complexity of the subject.	4.54	Strongly Agree	Very Positive	
I enjoy teaching the subject because I am excited to see my students learn to communicate better.	4.30	Agree	Positive	
able to encourage my students to keep on learning new things.	4.43	Agree	Positive	
can share my knowledge in English in some learning areas for a better and greater understanding of the learners.	4.43	Agree	Positive	
Overall Mean	4.47	Agree	Positive	

To assess the breadth of the assessment procedures used by the Junior High School English instructors in the SDO of Urdaneta City, the researcher used the four evaluation approaches: diagnostic evaluation, formative evaluation, summative evaluation, and additional evaluation techniques. The indicator that

the English teachers provide diagnostic evaluations so they can plan effective and efficient instruction and give students individualized learning experiences was demonstrated in Table 4 and received the highest weighted mean rating of 4.54 (Rank 1), having a descriptive equivalent of extremely practiced with a transmuted rating of very evident. Identifying and clearing up misconceptions as the session goes along, on the other hand, received a weighted mean rating of 4.32 (Rank 10), translating to a descriptive equivalent of fairly practiced with an evident rating. A computed overall weighted mean of 4.45 and a descriptive equivalent of "moderately practiced" suggest that the diagnostic evaluation was used by the English teachers in the SDO of Urdaneta City. The diagnostic assessment, in accordance with Ketterlin-Geller & Yavanoff (2009), implies a thorough examination of learning impairments. It entails evaluating fundamental skill subsets outside of the constraints of the curriculum. Similar to the research by Ofem, Idika, and Ovat (2017), diagnostic testing seeks to identify a student's weak learning area rather than how well the student does. Teachers can more effectively adapt their teaching techniques, resources, and strategies to accommodate different learning styles, speeds, and preferences by identifying the areas in which student performance needs to improve. Early intervention tackles children's learning gaps and offers the tools they need to succeed.

Table IV. The extent of Evaluation Practices by Junior High School Teachers in English in the SDO of Urdaneta City in terms of Diagnostic Evaluation

Indicators	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a teacher of English, I . . .				
Determine the student's knowledge, skills, and understanding level at the beginning of the lesson, unit, and lesson.	4.46	Moderately Practiced	Evident	5.5
give a diagnostic evaluation to test students on what they already know	4.52	Extremely Practiced	Very Evident	2.5
Use web-enhanced learning activities and open educational resources (online articles, online tutorials, links to online resources, etc.) in their diagnostic test.	4.37	Moderately Practiced	Evident	8.5
recognize the strengths and weaknesses of each individual and the class.	4.52	Extremely Practiced	Very Evident	2.5
use DepEd Learning Resources such as LR Portal, DepEd Commons, and TV and radio-based lessons in the students' diagnostic evaluation.	4.37	Moderately Practiced	Evident	8.5
identify and correct misconceptions as the lesson progresses.	4.32	Moderately Practiced	Evident	10
can explain how classroom education has been adjusted to meet the needs of the students.	4.49	Moderately Practiced	Evident	4
provide different platforms for students' diagnostic evaluation.	4.44	Moderately Practiced	Evident	7
give diagnostic evaluation so I could organize effective and efficient instruction and provide students with individual learning experiences.	4.54	Extremely Practiced	Very Evident	1
collect data on what students already know about a particular topic or topic.	4.46	Moderately Practiced	Evident	5.5
Overall Mean	4.45	Moderately Practiced	Evident	

The indicator with the highest weighted mean of 4.59 (Rank 1), having a descriptive equivalent of extremely practiced with a transmuted rating of very evident, was revealed in Table 5 to be the teacher evaluating the students in every unit or lesson to monitor their progress. The teachers' use of online tools (such as Google Docs, Google Sheets, Google Classroom, Google Meet, Shared Drive, etc.) to create an accessible digital formative evaluation, on the other hand, received a rating of 4.25 (Rank 10), with a descriptive equivalent of moderately practiced and a transmuted rating of evident. A computed overall weighted mean of 4.43 and a descriptive equivalent of "moderately practiced" show that the formative evaluation was implemented by the public secondary English instructors in the SDO of Urdaneta City. Similar to the research by Andrade, Lui, Palma, and Heffernan (2015), it has been found that the effectiveness of formative assessment depends on how well teachers and students receive feedback on their instruction. Teachers can discover areas where students are struggling or succeeding by routinely assessing students' knowledge and skills. This allows them to give timely feedback and change their training as needed. Teachers can pinpoint specific areas in which students need more assistance or challenge and change their pedagogical approaches in response.

Table V. The Extent of Evaluation Practices by Junior High School Teachers English in the SDO of Urdaneta City in Terms of Formative Evaluation

Indicators	Weighted Mean	Descriptive Equivalent	Transmuted Rating	Rank
As a teacher of English, I . . .				
Evaluate the students in every unit or lesson to monitor their progress so that teachers can adjust their teaching methods to meet their needs.	4.59	Extremely Practiced	Very Evident	1
adjust instruction to maximize students' achievement.	4.48	Moderately Practiced	Evident	4
provide online applications (e.g., Google Docs, Google Sheets, Google Classroom, Google Meet, Shared Drive) and other online platforms in producing an accessible digital formative evaluation.	4.25	Moderately Practiced	Evident	10
assess learners' progress using offline and online assessment tools in formative assessment.	4.41	Moderately Practiced	Evident	7
use innovative technology tools to check students' formative evaluation in online activities.	4.30	Moderately Practiced	Evident	9
provide adequate and timely feedback.	4.52	Extremely Practiced	Very Evident	2.5
provide a report of students who need remediation.	4.43	Moderately Practiced	Evident	6
explain how the instructions based on the test results are being reviewed and revised after	4.46	Moderately Practiced	Evident	5
manage the formative assessment using different activities posted on different learning platforms.	4.33	Moderately Practiced	Evident	8
determine the students' scores/points/ratings to bridge the gaps in their performance.	4.52	Extremely Practiced	Very Evident	2.5
Overall Mean	4.43	Moderately Practiced	Evident	

A computed overall weighted mean of 4.43 and a descriptive equivalent of "moderately practiced" show that the formative evaluation was implemented by the public secondary English instructors in the SDO of Urdaneta City. Similar to the research by Andrade, Lui, Palma, and Heffernan (2015), it has been found that the effectiveness of formative assessment depends on how well teachers and students receive feedback on their instruction. Teachers can discover areas where students are struggling or succeeding by routinely assessing students' knowledge and skills. This allows them to give timely feedback and change their training as needed. Teachers can pinpoint specific areas in which students need more assistance or challenge and change their pedagogical approaches in response. The English teachers in the SDO of Urdaneta City implemented the summative evaluation in their different schools as evidenced by the computed overall weighted mean of 4.38, which has the descriptive equivalent of moderate practice. It is comparable to the study by Wiliam (2011), who described the summative assessment as the frequent, interactive evaluation of students' learning and progress to pinpoint instructional requirements. It gives a thorough overview of what the pupils have studied and aids in determining their level of mastery. Summative assessment findings might point out areas where students need more help or where teaching methods may need to be changed. The effectiveness of education can be increased by using this input to improve present and future teaching and learning strategies.

Table VI. The extent of Evaluation Practices by Junior High School Teachers in English in the SDO of Urdaneta City in Terms of Summative Evaluation

Indicators	Weighted Mean	Descriptive Equivalent	Transmuted Rating	R _i
As a teacher of English, I . . .				
Design summative evaluation to determine whether the module's learning objectives have been achieved.	4.48	Moderately Practiced	Evident	
incorporate practical tools to help practice learning, and can even strengthen students' ability to take ownership of their learning when they realize that the goal is to improve learning, not to use final marks.	4.27	Moderately Practiced	Evident	
can use the results of summative assessment to guide their decisions to improve the teaching strategies in teaching technical writing.	4.4	Moderately Practiced	Evident	
provide a summative assessment that suits technical writing	4.41	Moderately Practiced	Evident	3
give a summative evaluation for the students to analyze their work, edit, and format critically and consistently until the information becomes entirely understandable in technical writing.	4.41	Moderately Practiced	Evident	3
check if the summary assessment can help show overall progress and whether progress is working.	4.43	Moderately Practiced	Evident	
use a summary test and use those measurable numbers to provide facts and statistics to anyone who might want to inquire about the effectiveness of the study.	4.25	Moderately Practiced	Evident	1
include tests, assignments, or projects that are used to determine if students have learned what they were expected to know.	4.4	Moderately Practiced	Evident	
give summative assessments at the end of an educational period, and therefore are generally evaluative rather than diagnostic. They can be utilized to decide on course placement, assess the efficacy of educational initiatives, gauge improvement progress, and assess learning progress and success.	4.4	Moderately Practiced	Evident	
provide summative-assessment, often recorded as scores or grades that are then factored into a students permanent academic record.	4.38	Moderately Practiced	Evident	
Overall Mean	4.38	Moderately Practiced	Evident	

The indicators that the teachers give additional activities for the students to practice for subject matter mastery and use a learning journal or portfolio as evidence in assessing learners' progress were rated with the highest weighted mean of 4.49 (Rank 1.5), having a descriptive equivalent of moderately practiced with a transmuted rating of evident. On the other hand, teachers who post various tasks and exercises using Messenger, MS Teams, and Zoom were given a weighted mean rating of 4.14 (Rank 10), which is the descriptive equivalent of moderate practice and a transmuted rating of apparent. The English teachers in the SDO of Urdaneta City used the other evaluation procedures to meet the requirements of their students, as indicated by the computed total weighted mean of 4.39, which has the descriptive equivalent of moderate practice. It is similar to the study of Chang, Tseng, Chou, & Chen (2011); Gikandi, Morrow, & Davis (2011); Gress, Fior, Hadwin, & Winnie (2010); Wang (2008, 2011); and Yang & Tsai (2010) that the alternative assessment and evaluation practices as e-portfolio, concept maps, projects, collaborative studies, assignments, self-assessment, peer assessment, online discussions, learning analytics have started to be used in online distance education alternative to exam practices. It gives teachers the ability to conduct alternate assessments and evaluations that may also help to ascertain whether or not the pupils have met the

intended learning objectives and shown their overall proficiency.

Table VII. The extent of Evaluation Practices by Junior High School Teachers in English in the SDO of Urdaneta City in terms of Other Evaluation Practices

Indicators	Weighted Mean	Descriptive Equivalent	Transmuted Rating	R
As a teacher of English, I . . .				
Use relevant and timely assessment strategies like standard and modified rubrics.	4.41	Moderately Practiced	Evident	
provide exercises or various types of evaluation (binary choice, multiple-choice, matching, short answer, essay) as evidence of learning.	4.44	Moderately Practiced	Evident	
provide effective learners' feedback through a written form (SMS, email, text), audio/video files, or real-time conversation on a learner's performance.	4.37	Moderately Practiced	Evident	
use a learning journal or portfolio as proof in assessing learners' progress.	4.49	Moderately Practiced	Evident	1
administer remediation and enrichment activities that will enhance learners' understanding.	4.35	Moderately Practiced	Evident	
give additional activities for the students to practice for mastery of the subject matter.	4.49	Moderately Practiced	Evident	1
Use Messenger, MS Teams, and Zoom to post activities/exercises.	4.14	Moderately Practiced	Evident	
reflect quizzes and examinations for students' progress	4.30	Moderately Practiced	Evident	
rate students' formative assessment by giving back their answer sheets with marks.	4.43	Moderately Practiced	Evident	4
let the students check their collaborative output through peer checking.	4.43	Moderately Practiced	Evident	4
Overall Mean	4.39	Moderately Practiced	Evident	

The diagnostic evaluation received the highest weighted mean rating, 4.45 (Rank 1), with a descriptive equivalent of "moderately practiced" and a transmuted grade of "evident," as shown in Table 8. Formative evaluation, on the other hand, received a rating of 4.43 (Rank 2) and a transmuted rating of apparent with a descriptive equivalent of moderately practiced. The other evaluation methods received a weighted mean rating of 4.39 (Rank 3), with a transmuted grade of evident and a descriptive equivalent of moderately used. The summative evaluation was ranked fourth with a value of 4.38 (Rank 4), which corresponds to a descriptive equivalent of "moderately practiced" and "transmuted evident" With an overall computed weighted mean of 4.41 and a descriptive equivalent of "moderately practiced," it can be concluded that the English teachers in the SDO of Urdaneta City used the four evaluation components to meet their students' learning needs. It confirms the finding of Jacobs' (2010) study that updating teachers' tools for conducting classroom assessments to support their instruction should be the first step in implementing 21st-century teaching techniques. Assessment tools are essential in education because they offer insightful data on

students' learning progress, areas of strength, and areas for development. To improve student learning outcomes, these tools enable teachers in making well-informed instructional decisions, customize their teaching methods, and offer focused support.

- Significant Difference in the Extent of Evaluation Practices of the Junior High School for the Teachers in English
- Age. Accept the null hypothesis: the computed F-value, which is displayed in the table, is 0.203, a significant value of 0.817 higher than 0.05. It means that there are no appreciable differences between the implementation of the teachers in the SDO of Urdaneta City concerning the evaluation procedures, as well as their ages. It supports the finding from Sivasakthi and Muthhumanickam's (2012) study that teachers between the ages of 30 and 40, mature or middle-aged teachers between the ages of 30 and 40, and older teachers over the age of 40 do not exhibit significantly different levels of effectiveness as teachers. This suggests that age, regardless of whether a teacher is young, mature, or older, has no bearing on their ability to teach.
- Sex. Accept the null hypothesis because the computed T-value, as shown in the table, is 1.395, a significant value of 0.168 higher than 0.05. It means that there is no appreciable difference between how the teachers in the SDO of Urdaneta City implement the evaluation techniques and their sexual orientation. The findings of Martin and March (2005), Driessen (2007), and Martin et al. (2008) indicate neither boys nor girls are inspired any more or less by female or male teachers and that there are no variations between the talents of male and female teachers in this respect are related to this.
- Best Academic Achievement. Accept the null hypothesis because, as shown in the table, the computed F-value is 1.947, which is significantly greater than 0.05 with a significant value of 0.168. According to this, there is no discernible difference between the instructors' use of the evaluation procedures in the SDO of Urdaneta City and their greatest level of education. It lends credence to

research by Aaronson et al. (2007) and Betts et al. (2003), which looked at the effects of undergraduate majors on teachers' productivity in the classroom but were unable to establish a strong link between undergraduate majors and how well students performed in class.

- The number of training participants. Accept the null hypothesis because, as shown in the table, the computed F-value is 2.332 and has a significant value of 0.106, more than 0.05. According to this, there are no appreciable differences between the instructors who are now working in the Urdaneta City SDO's evaluation procedures and the number of training sessions they have attended. This finding is in accordance with that of Wayne & Young's study from 2003, which found that, surprisingly, there isn't any reliable empirical data to suggest a connection between teacher experience or education level and student achievement.
- Attitudes of Teachers Toward Teaching. Reject the null hypothesis because, as shown in the table, the computed F-value is 185.87 and has a significant value of 0.000, less than 0.05. It suggests that there are considerable differences between the execution of the teachers' evaluation techniques and attitudes about teaching in the SDO of Urdaneta City. It shares the same perspective as the study of Adu and Olatundun (2007) that teachers' traits affect secondary school students' performance. Positive teachers are inspired and excited about what they do. A positive outlook stimulates curiosity, creativity, and a love of learning by creating a good learning environment. A positive outlook inspires educators to innovate their teaching strategies and think creatively. They are more inclined to try out novel approaches, incorporate technology, and look for fresh sources to improve education and assessment.
- Significant Difference in the Extent of Evaluation Practices of the Junior High School Teachers in English
- Age. Accept the null hypothesis because, as shown in the table, the computed r-value is 0.083, a significant value of 0.520 higher than 0.05. It

implies that there is no meaningful connection between the instructors' implementation of evaluation procedures in the SDO of Urdaneta City and their age. It supports the finding from Sivasakthi and Muthhumanickam's (2012) study that teachers between the ages of 30 and 40, mature or middle-aged teachers between the ages of 30 and 40, and older teachers over the age of 40 do not exhibit significantly different levels of teacher effectiveness. This suggests that age—young, mature, or older teachers—does not affect a teacher's ability to teach.

- Sex. Reject the null hypothesis because, as shown in the table, the computed r-value is 0.330, a significant value of 0.008 that is less than 0.05. It suggests that there is a strong correlation between the application of the teachers' evaluation methods in the SDO of Urdaneta City and their sexual orientation. According to a 2015 study by Najran, female teachers are better able to gauge how challenging a lesson will be and tend to be more upbeat and cheerful. They are related to qualities of nurturing and compassion. They are renowned for establishing welcoming, inclusive learning settings that promote students' academic and emotional development. Female educators are committed to developing themselves professionally. They attend conferences and workshops, participate in ongoing professional development activities, and look for chances to advance their knowledge and abilities as teachers.
- Highest Educational Attainment. Reject the null hypothesis because, as shown in the table, the computed r-value is 0.301, a significant value 0.017 less than 0.05. It suggests that there is a strong correlation between the implementation of evaluation procedures by the teachers in the SDO of Urdaneta City and their greatest level of education. It shares the same belief as the 2017 study by Hammond, Hyler, Gardner, and Espinoza that teacher-professional learning is gaining popularity as a method for assisting students in acquiring the increasingly complex skills they need to thrive in the twenty-first century. A frequent way for teachers to advance their professional development and improve their knowledge and abilities in particular subject areas is to earn master's units. It gives teachers the chance to stay

current on the most recent research, teaching techniques, and educational policy. Their comprehension of educational ideas, research techniques, and best practices is deepened by it. They gain knowledge in their chosen area of specialization, which can improve the quality of their instruction and the results for students.

- Number of Years of Teaching. Accept the null hypothesis given that, as shown in the table, the computed r-value is 0.195 and has a significant value of 0.238 greater than 0.05. It suggests that there is no meaningful connection between the implementation of the teachers' evaluation methods in the SDO of Urdaneta City and their number of teaching years. It validates research by Stuhlman & Pianta (2009) and Rivkin et al. (2005) that found little to no effect on student results from a teacher's years of experience.
- The number of Training Attended- Accept the null hypothesis because, as shown in the table, the computed r-value is 0.037 and has a significant value of 0.771 greater than 0.05. It suggests that there is no meaningful connection between the number of training sessions attended and the implementation of the instructors in the SDO of Urdaneta City's evaluation methods. This finding is in accordance with that of Wayne & Young's study from 2003, which found that, surprisingly, there isn't any reliable empirical data to suggest a connection between teacher experience or education level and student achievement.
- Attitudes Towards Teaching. Reject the null hypothesis because, as shown in the table, the computed r-value is 0.909 and has a significant value of 0.000, less than 0.05. It suggests that there is a strong correlation between the adoption of the teachers' evaluation methods in the SDO of Urdaneta City and their attitudes toward teaching. It shares the same perspective as the study of Adu and Olatundun (2007) that teachers' traits affect secondary school students' performance. Positive teachers are inspired and excited about what they do. A positive outlook stimulates curiosity, creativity, and a love of learning by creating a good learning environment. A positive outlook inspires educators to innovate their teaching strategies and think creatively. They are more inclined to try out

novel approaches, incorporate technology, and look for fresh sources to improve education and assessment.

CONCLUSION

The respondents, JHST in English, are in their most productive years as teachers and are well qualified in terms of their level of education and teaching philosophy. The majority, however, have not completed their master's degrees or received sufficient pertinent training. Secondly, the English junior high school teachers' evaluation processes have plenty of room to be upgraded and improved from the "evident level" to the "very evident level." Third, the respondent-JHSTs who teach English are a uniform group with little variation in the depth of evaluation processes. Another, by encouraging them to enroll in and complete their individual master's degrees, it is necessary to raise the respondent's academic standing as a JHST English teacher. Lastly, there is a solid foundation for the Proposed Training Matrix for Improving the English Junior High School Teacher Evaluation Practices.

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