

Lived Experiences of Key Stage 3 English Teachers Teaching in Public Schools

Judy Ann M. Perez

Master of Arts in Education Major in English, University of Perpetual Help System Dalta, Las Piñas City, Metro Manila, Philippines

Publication history: Received: June 20, 2026; Revised: July 8, 2026; Accepted: July 12, 2026

Email of Corresponding Author: judyannperez687@gmail.com

Abstract

This study explored the lived experiences of Key Stage 3 English teachers in teaching the integrated language macro-skills of listening, speaking, reading, writing, and viewing in large public-school classes. Anchored on the Teacher Resilience Model and guided by Giorgi's descriptive phenomenological method, the study sought to describe teachers' experiences, the meanings they attached to significant teaching moments, recurring instructional patterns, and practical support needed for large-class instruction. A qualitative descriptive phenomenological research design was employed involving eight purposively selected English teachers from Lutucan Integrated National High School, Schools Division of Quezon. Data were gathered through expert-validated semi-structured interviews, audio-recorded, transcribed verbatim, and analyzed using Giorgi's descriptive phenomenological method with member checking, peer debriefing, and an audit trail to ensure trustworthiness. The findings revealed that teachers experienced macro-skills instruction as a demanding yet transformative process requiring continuous classroom management, instructional adaptation, reflective practice, and emotional resilience. Speaking presented the greatest classroom management challenges, writing generated the heaviest assessment workload, reading revealed hidden comprehension difficulties, listening required sustained attention, and viewing primarily supported learner engagement. Teachers relied on structured routines, differentiated instruction, peer support, collaborative learning, and reflective teaching to sustain meaningful instruction despite overcrowded classrooms and limited individualized attention. The study concludes that effective large-class macro-skills instruction depends on continuous instructional adjustment, collegial support, learner-centered practices, and institutional assistance. It recommends strengthening teacher support systems, professional development, and validating the proposed Large-Class Macro-Skills Teaching Support Guide before wider implementation. This study supports Sustainable Development Goal 4 (Quality Education) by promoting improved teaching quality and Sustainable Development Goal 8 (Decent Work and Economic Growth) by emphasizing teacher resilience and supportive working conditions. Its sustainability contribution lies in providing context-specific evidence that can strengthen teacher development, institutional support, and equitable access to quality English language education in public schools.

Keywords: Collaborative Learning, Descriptive Phenomenology, English Language Teaching, Large-Class Instruction, Language Macro-Skills, Teacher Resilience, Teacher Resilience Model

1. Introduction

English language education has increasingly emphasized the integrated teaching of listening, speaking, reading, writing, and viewing to develop learners' communicative competence in authentic contexts. Rather than teaching these macro-skills separately, contemporary language instruction promotes holistic learning that reflects real-life language use (Raymundo, 2023). While this approach strengthens language development, its implementation in public schools presents significant challenges for teachers who must simultaneously address large class sizes, diverse learner needs, limited instructional time, and inadequate resources. Although previous studies have examined curriculum implementation, assessment, and student outcomes, limited attention has been given to teachers' lived experiences in delivering integrated macro-skills instruction. Guided by Giorgi's descriptive phenomenological method and anchored on the Teacher Resilience Model, this study seeks to describe the lived experiences of Key Stage 3 English teachers teaching English macro-skills in large junior high school classes, with the goal of generating context-sensitive insights for instructional practice, teacher development, and educational policy.

1.1 Background of the Study

The integrated teaching of English macro-skills has become a central direction in language education because it develops learners' communicative competence through authentic language use (Raymundo, 2023). However, implementing this approach becomes increasingly demanding in large public-school classrooms where teachers simultaneously manage listening, speaking, reading, writing, and viewing instruction while addressing learner diversity, limited instructional time, and resource constraints. Although previous studies have explored curriculum implementation, instructional approaches, and student performance, they have given limited attention to teachers' lived experiences in delivering integrated macro-

skills instruction. Existing Philippine studies have examined macro-skills development, curriculum alignment, media exposure, and classroom practices (Derasin, 2024; Juayong-Caldoza & Cruz, 2023; Diez & Diez, 2024; Estavillo, 2024), yet they primarily emphasize instructional outcomes rather than teachers' personal meanings, emotional experiences, and professional adaptations. Consequently, there remains a need to understand how Key Stage 3 English teachers experience and sustain macro-skills instruction in overcrowded classrooms through a descriptive phenomenological perspective.

1.2 Themes and Insights from Related Literature

The literature supports the integrated teaching of listening, speaking, reading, writing, and viewing as an effective approach to developing authentic communication through meaningful and connected learning experiences (Chakraborty, 2021; Graham et al., 2024; Majeed & Kareem, 2025). However, implementing integrated macro-skills in large classes remains challenging due to limited instructional time, learner diversity, and resource constraints (Ha et al., 2021; Haleem et al., 2022). Studies consistently identify large class size as a barrier to individualized feedback, active participation, and effective assessment, although structured group work, classroom routines, and technology-supported instruction may help address these challenges (Haque & Romzan, 2025; Bhutto et al., 2023; Baltazar et al., 2023; Wilson et al., 2025; Young, 2021; Khatimah, 2021; Massonnié et al., 2022; Aziza et al., 2024; Safura et al., 2023; Piyal & Hasan, 2025; Ahmed & Plessis, 2024; Arbi et al., 2023). The success of these strategies, however, depends on teacher readiness, available resources, and institutional support. The literature also highlights teacher resilience as essential in sustaining instructional quality amid classroom challenges. The Teacher Resilience Model explains how teachers adapt through personal, relational, and institutional resources (Squires et al., 2023), while phenomenological studies emphasize teachers' lived experiences, emotional labor, coping strategies, and professional meaning-making (Stolz, 2022; Putri et al., 2019; Ofri, 2025; Garcia et al., 2025). Despite these findings, limited phenomenological research has examined how Key Stage 3 English teachers experience teaching integrated macro-skills in large junior high school classrooms, justifying the present study.

1.3 Local, National, and Global Context

Globally, language education has shifted toward the integrated teaching of listening, speaking, reading, writing, and viewing to strengthen communicative competence and authentic language use (Raymundo, 2023). However, implementing this approach remains challenging in large classrooms where teachers face limited instructional time, diverse learner needs, and resource constraints. Studies across South and Southeast Asia similarly identify large class size as a major barrier to effective macro-skills instruction, reducing opportunities for participation, individualized feedback, and meaningful assessment (Haque & Romzan, 2025; Bhutto et al., 2023; Baltazar et al., 2023; Wilson et al., 2025). In the Philippine context, English remains a primary medium of instruction, requiring Key Stage 3 English teachers to deliver integrated macro-skills despite overcrowded classrooms and varying learner readiness. Local studies have examined macro-skills development, curriculum implementation, media integration, and instructional practices (Derasin, 2024; Juayong-Caldoza & Cruz, 2023; Diez & Diez, 2024; Estavillo, 2024), but these largely emphasize instructional outcomes rather than teachers' lived experiences. This highlights the need for context-specific evidence on how teachers navigate the realities of teaching integrated macro-skills in large public-school classrooms.

1.4 Theoretical or Conceptual Basis

This study is anchored on the Teacher Resilience Model (TRM), which views resilience as a dynamic process shaped by classroom stressors, available resources, and adaptive responses rather than as a fixed personal trait (Squires et al., 2023). The framework explains how Key Stage 3 English teachers sustain macro-skills instruction in large classes by utilizing personal competencies, collegial support, institutional resources, and adaptive teaching strategies while maintaining their professional identity and commitment. Guided by Giorgi's descriptive phenomenological method, the framework provides a basis for understanding how teachers interpret and respond to the demands of overcrowded classrooms.

1.5 Research Gaps and Rationale

Although previous studies have established the value of integrated macro-skills instruction and identified the challenges of teaching in large classrooms, they primarily focus on curriculum implementation, instructional strategies, classroom management, resilience, or student outcomes (Raymundo, 2023; Derasin, 2024; Juayong-Caldoza & Cruz, 2023; Diez & Diez, 2024; Estavillo, 2024). Limited phenomenological research has explored how Key Stage 3 English teachers personally experience teaching integrated macro-skills in overcrowded junior high school classrooms, particularly using Giorgi's descriptive phenomenological framework. Addressing this gap will provide a deeper understanding of teachers' lived experiences, adaptive strategies, and professional meaning-making, generating evidence that can inform teacher development, instructional practice, and educational policy.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns with SDG 4 – Quality Education by generating evidence on the challenges and adaptive practices of Key Stage 3 English teachers in delivering integrated macro-skills instruction in large public-school classrooms. The findings support efforts to improve teaching quality, promote inclusive learning, and strengthen professional development for English teachers. The study also supports SDG 8 – Decent Work and Economic Growth by highlighting the importance of

teacher resilience, institutional support, and conducive working conditions that enable teachers to sustain effective instruction in resource-constrained educational settings.

1.7 Importance of the Study to Multidisciplinary Sustainability

The study contributes to educational sustainability by providing context-specific evidence that can improve English language instruction, teacher preparation, and professional development in large-class settings. It also promotes institutional and policy sustainability by informing school administrators, DepEd, and other educational organizations in developing responsive teacher support systems, resource allocation strategies, and policies that enhance instructional quality. Furthermore, the findings contribute to community and socio-economic sustainability by supporting equitable access to quality English education, strengthening teacher effectiveness, and fostering learners' communication competencies essential for lifelong learning and national development.

2. Material and methods

2.1 Research Design

This study employed a qualitative descriptive phenomenological research design to explore and understand the lived experiences of Key Stage 3 English teachers teaching listening, speaking, reading, writing, and viewing in large junior high school classes. Qualitative research was appropriate because it focused on describing and interpreting participants' experiences rather than measuring variables (Ventista et al., 2024; Alhazmi & Kaufmann, 2022). Guided by Giorgi's descriptive phenomenological method, the study examined the essence of teachers' experiences by identifying the meanings they attributed to teaching English macro-skills in overcrowded classrooms while minimizing researcher assumptions (Alhazmi & Kaufmann, 2022).

2.2 Locale of the Study

The study was conducted at Lutucan Integrated National High School (LINHS) under the Schools Division of Quezon during School Year 2025–2026. The school was selected because its English teachers regularly handled large junior high school classes and were responsible for teaching the five English macro-skills under typical public-school conditions, making it an appropriate setting for examining teachers' lived experiences.

2.3 Respondents of the Study

The respondents were eight (8) English teachers from Lutucan Integrated National High School who were selected through purposive sampling because of their direct experience teaching listening, speaking, reading, writing, and viewing in large junior high school classes. The participants represented different ages, years of teaching experience, and professional backgrounds, providing varied perspectives on the realities, challenges, and adaptive strategies involved in teaching English macro-skills in overcrowded classrooms.

2.4 Sample and Sampling Procedure

The study population consisted of all eight English teachers assigned to Grades 7–10 at Lutucan Integrated National High School during School Year 2025–2026. Using purposive sampling, two teachers were selected from each grade level to ensure participants possessed substantial experience in teaching English macro-skills in large classes. The sample size followed the recommendation of Creswell (2013) for phenomenological studies. Participants were required to be current English teachers with at least one year of experience handling classes of forty or more students and willing to participate in semi-structured interviews. Teachers outside the English discipline or without large-class teaching experience were excluded. This sampling approach ensured rich, experience-based narratives suitable for phenomenological inquiry and interpretation through the Teacher Resilience Model.

2.5 Research Instrument

A semi-structured interview guide served as the primary data collection instrument. The interview questions, developed directly from the research objectives, elicited participants' experiences in teaching listening, speaking, reading, writing, and viewing in large junior high school classes. The guide included questions on teaching context, classroom experiences, instructional strategies, contextual influences, and recommendations for professional support. To ensure content validity and methodological rigor, the instrument underwent expert validation by three specialists in English language teaching, qualitative research, and applied linguistics. Their review focused on content relevance, question clarity, neutrality, logical sequencing, and contextual appropriateness. After data collection, member checking was conducted by returning interview transcripts to participants for verification, strengthening the credibility and accuracy of the collected data.

2.6 Data Gathering Procedure

After obtaining approval from the Schools Division of Quezon and the principal of Lutucan Integrated National High School, the selected participants were oriented on the study's objectives and ethical requirements. Written informed consent was secured before conducting 45–60-minute semi-structured interviews using a standardized interview guide. With

participants' permission, interviews were audio-recorded, transcribed verbatim, and supplemented with field notes. The transcripts were then prepared for analysis using Giorgi's Descriptive Phenomenological Method, while the Teacher Resilience Model (TRM) served as the interpretive framework during the discussion of findings.

2.7 Data Analysis Techniques

The study analyzed interview transcripts using Giorgi's Descriptive Phenomenological Method. After repeated reading and phenomenological bracketing, the transcripts were divided into meaning units, transformed into psychological expressions, and synthesized into themes and the essential structure of teachers' lived experiences. The findings were interpreted using the Teacher Resilience Model to explain teachers' adaptive responses in large-class settings. To ensure trustworthiness, member checking, peer debriefing, and an audit trail were employed throughout the analysis.

2.8 Ethical Considerations

The study adhered to ethical research standards by obtaining informed consent, ensuring voluntary participation, protecting confidentiality through pseudonyms, and securely storing research data. Credibility was strengthened through member checking and the researcher's reflective journal, while dependability was established through a comprehensive audit trail documenting the research procedures and analytical decisions.

3. Results and Discussion

3.1 Essential Psychological Structure of the Teachers' Lived Experience

3.1.1 Strategic Coordination and Reflective Adaptation

Participant 1 experienced teaching language macro-skills in large classes as a continuous process of planning, classroom management, and instructional adjustment. Speaking activities increased classroom management demands, while writing created extensive assessment work. Through structured routines, selective feedback, and reflection, the participant developed greater patience, resilience, and adaptability. These findings suggest that effective large-class teaching relies on organized instruction, realistic feedback, and reflective practice rather than equal attention for every learner, consistent with Buenacosa and Petalla (2022).

3.1.2 Ethical Responsibility Amid Instructional Limitations

Described large-class teaching as physically and emotionally demanding due to overcrowding, assessment workload, and limited opportunities to support struggling readers. Peer tutoring, collaborative learning, and collegial support helped manage these challenges. The findings highlight the emotional burden of being unable to assist every learner, supporting Miranda, Miranda, and Pongos (2024), who identified workload and learner demands as major challenges for English teachers.

3.1.3 Professional Reformation Through Strategic Adaptation

Viewed large-class teaching as a gradual process of adapting instructional strategies to limited time, restricted movement, and unequal participation. Task-based learning, think-pair-share, differentiated instruction, and simplified activities promoted learner engagement despite assessment constraints. These experiences reflect professional growth through realistic, learner-centered teaching, consistent with Bhatt (2024).

3.1.4 Participant 4: From Content Delivery to Meaningful Interaction

Shifted from lecture-based instruction toward interactive teaching after recognizing that classroom silence did not always indicate understanding. Participation systems, peer learning, and collective feedback improved learner engagement despite overcrowded conditions. These findings support Saud (2025), who emphasized flexible, context-responsive teaching to encourage participation.

3.1.5 Participant 5: Structured Care Through Organization and Differentiation

Emphasized careful planning, classroom organization, and differentiated instruction to manage diverse learners in large classes. Peer support, tiered activities, and selective assessment promoted fairness despite limited individual attention. These findings support Tahil and Libago (2026), who reported similar challenges in differentiating instruction within mainstream classrooms.

3.1.6 Participant 6: Reflective Recalibration and Intentional Presence

Described teaching as maintaining an intentional presence while continuously adjusting instruction according to learner readiness and understanding. Reflection, simplified lessons, and collegial support strengthened instructional effectiveness. These findings align with Abdullah et al. (2025), highlighting reflective practice and instructional flexibility in addressing curriculum and workload demands.

3.1.7 Participant 7: Environmental Sensitivity and Compassionate Adjustment

Identified classroom environment, noise, weather, and learner diversity as significant influences on instruction. By redirecting attention, differentiating activities, and responding compassionately to learners' circumstances, meaningful participation was sustained. These findings support Syting et al. (2024), who emphasized empathy and flexible teaching in challenging classroom environments.

3.1.8 Participant 8: Responsive Presence Over Instructional Perfection

Viewed effective teaching as remaining responsive and approachable rather than delivering flawless lessons. Repeated clarification, simplified instruction, and active engagement strengthened teacher–student connections despite heavy assessment demands. These findings are consistent with Balmeo (2021), who linked reflective practice and adaptability to professional growth.

3.2 Underlying Meanings of the Teachers' Significant Classroom Experiences

3.2.1 Accepting Instructional Limits While Sustaining Care

Viewed limited instructional time and individual attention as realities requiring organized systems, selective feedback, and reflective teaching rather than equal support for every learner. This supports Purnama, Risnawati, and Lismayanti (2021).

3.2.2 The Ethical Burden of Reaching Every Learner

Associated teaching with an ethical responsibility to support all learners despite overcrowded classrooms and limited resources. The emotional concern for unnoticed learners supports Zaman and Afshan (2025).

3.2.3 Redefining Effective Teaching Through Reflection

Redefined effective teaching by prioritizing learner participation, simplified instruction, and meaningful engagement over instructional perfection, supporting Castro (2023).

3.2.4 From Classroom Performance to Genuine Learner Engagement

Recognized that learner participation and interaction provide more accurate indicators of understanding than classroom silence, leading to more collaborative instructional approaches.

3.2.5 Fairness Through Structured and Compassionate Instruction

Viewed fairness as providing multiple opportunities for participation through organized routines, differentiated instruction, and learner support rather than identical treatment.

3.2.6 Reflection as Professional Responsibility

Interpreted learner difficulties as opportunities to improve instruction through continuous reflection, instructional refinement, and responsiveness.

3.2.7 Compassionate Response to Environmental and Learner Diversity

Emphasized that effective teaching requires sensitivity to classroom conditions and learner diversity, responding with flexibility rather than rigid control.

3.2.8 Responsive Presence as the Meaning of Effective Teaching

Concluded that effective teaching depends on flexibility, continuous adjustment, and meaningful relationships with learners rather than maintaining complete instructional control.

3.3 Invariant Meanings and Recurring Patterns Across Teachers' Experiences

3.3.1 Invariant Meanings Across Macro-Skill Teaching

Across participants, speaking consistently posed the greatest classroom management challenge, while writing generated the heaviest assessment workload. Teachers relied on structured routines, peer support, collaborative learning, differentiated instruction, and collective feedback to address limited individual attention. Although teaching large classes was demanding, participants regarded it as meaningful and professionally rewarding, becoming increasingly reflective, flexible, and learner-centered. These findings indicate that effective macro-skill instruction depends on balancing organization, emotional commitment, and instructional adaptability.

3.3.2 Recurrent Patterns in Individual Macro-Skills

Reading frequently exposed hidden comprehension difficulties requiring scaffolding and peer support. Listening was challenged by classroom noise and maintaining attention, while viewing mainly supported engagement and comprehension. Across all macro-skills, learner confusion and limited participation encouraged teachers to modify instruction, strengthen interaction, and improve learner engagement through continuous adaptation.

3.4 General Description of the Phenomenon

3.4.1 General Description of the Teachers' Lived Experience

The findings revealed that teaching language macro-skills in large public-school classes is characterized by balancing instructional responsibilities, classroom management, learner diversity, and emotional commitment. Teachers consistently relied on organized routines, differentiated instruction, peer support, collaborative learning, and reflective practice to sustain meaningful learning despite overcrowding and limited individualized attention. While speaking, writing, reading, listening, and viewing each presented distinct challenges, teachers responded by becoming more patient, flexible, learner-centered, and professionally resilient. Overall, effective large-class teaching was defined by continuous adaptation, meaningful teacher–student relationships, and sustained commitment rather than perfect classroom control.

3.5 Proposed Support Output for Teachers Handling Large Classes

3.5.1 Large-Class Macro-Skills Teaching Support Guide

Based on the findings, the study proposes a Large-Class Macro-Skills Teaching Support Guide for Key Stage 3 English teachers. The guide includes practical strategies for classroom organization, teacher presence, speaking routines, sustainable writing assessment, reading support, listening and viewing instruction, peer-assisted learning, reflective teaching, and Learning Action Cell (LAC)-based mentoring. It emphasizes organized instruction, equitable participation, manageable assessment, early identification of learner needs, reflective practice, and collaborative professional support, directly addressing the challenges experienced by teachers in large public-school classes.

4. Conclusion & Recommendations

The study concludes that teaching the language macro-skills in large public-school classes is a demanding yet transformative experience that requires teachers to manage overcrowded classrooms, limited instructional time, unequal learner participation, heavy assessment responsibilities, and emotional demands through strategic classroom management, reflective practice, and learner-centered instruction. Teachers viewed these experiences as opportunities for professional growth, responsibility, fairness, and meaningful engagement while adapting their approaches to the unique challenges of listening, speaking, reading, writing, and viewing instruction. Overall, effective large-class teaching depends on continuous instructional adjustment, collegial support, emotional resilience, and practical strategies that sustain meaningful learning, highlighting the need for a structured support guide for Key Stage 3 English teachers.

Schools should strengthen institutional support for teachers handling large classes through mentoring, Learning Action Cell (LAC) sessions, teaching resources, classroom observation, and workload-sensitive support. English teachers should implement structured routines, peer support, differentiated activities, focused feedback, guided reading checks, teacher signaling, and reflective practice to improve macro-skills instruction. Schools and education authorities should also enhance learner participation systems, review class-size concerns, strengthen teacher professional development, and subject the proposed Large-Class Macro-Skills Teaching Support Guide to expert validation, pilot implementation, usability testing, and further research before wider adoption.

The study was limited to describing the lived experiences of Key Stage 3 English teachers handling large public-school classes within the selected research setting and focused only on their perspectives regarding language macro-skills instruction. The proposed Large-Class Macro-Skills Teaching Support Guide was developed from these findings but has not yet undergone expert validation, pilot implementation, or usability testing; therefore, its effectiveness and applicability in other educational contexts remain to be established through future research.

Compliance with ethical standards

The author declares no conflict of interest. This study received no external funding. The researchers sincerely acknowledge the participating Key Stage 3 English teachers and the participating public school for their voluntary involvement; informed consent was obtained from all participants before data collection. Data were gathered using non-invasive qualitative methods, and all information was treated confidentially by omitting identifying details to protect participants' privacy.

REFERENCES

- Abdullah, M. B., Bantilan, B. L. S., Bolotaolo, A. M., Reyes, H. T. D., Haron, G. M., & Uy, M. M. (2025). Exploring the lived experiences of senior high school English teachers: Challenges, impact and coping strategies in K to 12 curriculum implementation. *Randwick International of Education and Linguistics Science Journal*, 6(2), 184–197. <https://doi.org/10.47175/rielsj.v6i2.1156>
- Ahmed, N., & Pierre, D. (2024). The role of classroom management in enhancing learners' academic performance: Teachers' experiences. *Studies in Learning and Teaching*, 5, 202–218. <https://doi.org/10.46627/silet.v5i1.364>
- Akman Yeşilel, D. B. (2025). English language teachers' perspectives on digital trust in AI-supported education. *British Educational Research Journal*. <https://doi.org/10.1002/berj.4209>
- Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological qualitative methods applied to the analysis of cross-cultural experience in novel educational social contexts. *Frontiers in Psychology*, 13, 1–12. <https://doi.org/10.3389/fpsyg.2022.785134>
- Almache Granda, A. (2024). Design thinking to facilitate the development of TEFL students' competencies. *Polo del Conocimiento*. <https://polodelconocimiento.com/ojs/index.php/es/article/view/8545/html?>
- Alrashidi, O., & Alreshidi, N. (2026). English and mathematics teachers' integration of 21st century skills into their instruction: Reality and barriers in the Saudi context. *Humanities and Social Sciences Communications*, 13, 40. <https://www.nature.com/articles/s41599-025-06240-6?>
- Arbi, A., Bolhassan, M., Azrul Bin, A., & Vasudevan, H. (2023, October 16). *Case studies in organizational behaviour*. ResearchGate. https://www.researchgate.net/publication/374741033_CASE_STUDIES_IN_ORGANIZATIONAL_BEHAVIOUR
- Ares-Ferreirós, M., Álvarez Martínez-Iglesias, J. M., & Bernárdez-Gómez, A. (2025). Challenges and opportunities of multi-grade teaching: A systematic review of recent international studies. *Education Sciences*, 15, 1052. https://www.researchgate.net/publication/360605459_Impact_of_Large_Class_Size_on_Teachers%27_Emotion_and_Physical_Conditions?
- Aziza, N., Ashadi, A., & Umar, N. (2024). Exploring classroom management strategies used by English teachers in speaking classes. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 3(3), 226–235. <https://doi.org/10.56855/ijcse.v3i3.1110>
- Baltazar, J., Caples, T. J., Isio, A. K., Sitoy, R., Nacionales, J., & Claridad, N. (2023). Navigating communication challenges in the post-pandemic era: Perspectives from teachers in a Philippine higher education institution. *Journal of Language, Literature, Social and Cultural Studies*, 1(3), 198–209. <https://doi.org/10.58881/jllscs.v1i3.51>
- Balmeo, B. J. S. (2021). Cases of pedagogical discontentment of secondary English teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(5), 438–446. <https://doi.org/10.11594/ijmaber.02.05.07>
- Banal, C., & Cruz, R. (2022). Teachers' resilience in facing workload adversities in times of pandemic: The case of private school teachers in a developing country. *Indonesian Journal of Social Sciences*, 14, 36–51. <https://doi.org/10.20473/ijss.v14i1.35946>
- Banegas, D., San Martín, M. G., Sacchi, F., & Porto, M. (2026). Teachers promoting advocacy through social justice English language education: A collaborative action research study. *The Modern Language Journal*. <https://doi.org/10.1111/modl.70034>
- Bhatt, B. R. (2024). Teachers' perceptions towards English language teaching pedagogy in secondary schools of Nepal. *KMC Journal*, 6(2), 128–142. <https://doi.org/10.3126/kmcj.v6i2.68897>
- Bhatt, B. (2025). Teachers' perceptions and experiences on student engagement in Nepali secondary EFL classrooms. *Far Western Journal of Education*, 2, 74–90. <https://doi.org/10.3126/fwje.v2i01.83306>
- Bhutto, A., Jokhio, A., & Ahmad, A. (2023). A case study of teaching speaking skills in large classes: Problems and solutions. *Pakistan Journal of Humanities and Social Sciences*, 11, 2006–2014. <https://doi.org/10.52131/pjhss.2023.1102.0496>
- Boardman, A. G., Polman, J. L., Dalton, B., Stamatis, K., Guggenheim, A., & Alzen, J. L. (2024). Examining enactments of project-based learning in secondary English language arts. *American Educational Research Journal*. <https://doi.org/10.3102/00028312241269265>
- Borbon, L. (2025). Exploring the lived experiences of teachers with international macro exposure: Impacts on professional identity, pedagogy, and global educational perspectives. *International Journal of Learning, Teaching and Educational Research*. <https://www.ijlter.ijhss.net/index.php/ijlter/article/view/12716?>
- Briggs, K. (2020, December). *An exploration of the lived experience of participating in three of Care for Teacher's mindful awareness and stress reduction practices, as well as three caring and compassion practices* [Doctoral dissertation]. Penn State University Libraries, Electronic Theses and Dissertations. <https://dsc.duq.edu/cgi/viewcontent.cgi?article=3055&context=etd>

- Buenacosa, M. S. A., & Petalla, M. B. (2022). Embracing the unknown: Adaptability and resiliency of out-of-field secondary teachers teaching English in public schools. *Asian Journal of Education and Social Studies*, 37(2), 1–29. <https://doi.org/10.9734/ajess/2022/v37i2796>
- Chakraborty, S. (2021). *Integrated skill practice in CLT-based EFL classroom*.
- Carreon De Leon Jr., J., & Singca, J. (2024). Digital and mobile technologies for 21st-century listening skills instruction. ResearchGate. <https://www.researchgate.net/publication/383308643>
- Castro, J. S. (2023). Exploring the lived experiences of ESL teachers in the teaching of English subjects. *UC Journal: ELT, Linguistics and Literature Journal*, 4(1). <https://doi.org/10.24071/uc.v4i1.5657>
- Cole, K., Schroeder, K., Bataineh, M., & Adel Al-Bataineh. (2021). Flexible seating impact on classroom environment. *The Turkish Online Journal of Educational Technology*, 20(2), 62–74. https://www.researchgate.net/publication/357780294_Flexible_Seating_Impact_on_Classroom_Environment
- Cushing, I., & Helks, M. (2021). Exploring primary and secondary students' experiences of grammar teaching and testing in England. *English in Education*, 55(3), 239–250. <https://doi.org/10.1080/04250494.2021.1898282>
- Derasin, L. M. (2024). Filipino language teachers: Addressing difficulties in teaching Filipino subjects in private schools in the Philippines. *Harbin Gongcheng Daxue Xuebao (Journal of Harbin Engineering University)*, 45, 77–85.
- Diez, K. P., & Diez, O. (2024). Curriculum delivery of English language macro-skills vis-à-vis strategic approach of Bukidnon Jesuit Mission School teachers. 2, 68–79. <https://doi.org/10.5281/zenodo.10816429>
- Dillon, A. (2022). *What is integrated curriculum?* Study.com. <https://study.com/learn/lesson/integrated-curriculum-benefits-examples.html>
- Duan, Z., Wang, X., Yuan, H., & Xing, Q. (2025). Advancing multimodal teacher sentiment analysis. <https://arxiv.org/abs/2512.20548>?
- Durant, T. (2021). *Piloting a theoretical framework for understanding teacher resilience in hard-to-staff schools*. Duquesne Scholarship Collection. <https://dsc.duq.edu/cgi/viewcontent.cgi?article=3055&context=etd>
- English education and large classes: Unpacking the challenges and strategies*. (2022). *Theory and Practice in Language Studies*.
- Eslit, E. R. (2025). Pedagogy in practice: A qualitative exploration of English language teaching (ELT). *Frontiers in Education*, 10. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2025.1671532/full?>
- Estavillo, S. (2024). Listening and speaking pedagogical approaches towards the development of innovative macro skills among English teachers in Binakayan National High School: A narrative study. *Educalingua*, 2, 53–67. <https://doi.org/10.26877/educalingua.v2i1.453>
- Estavillo, S. E. (2024). Listening and speaking pedagogical approaches towards the development of innovative macro skills among English teachers. *Educalingua Journal*. <https://journal2.upgris.ac.id/index.php/ECL/article/view/453?>
- Garcia, M., Asuncion, T., Advincula, J., Fernandez, L., Gueta, D., Javier, D., & Julaton, J. (2025). English teachers handling other subjects: A phenomenological study. *Journal of Interdisciplinary Perspectives*. <https://doi.org/10.69569/jip.2024.0681>
- Graham, S., Cao, Y., Kim, Y. S., Lee, J., Tate, T., Collins, P., Cho, M., Moon, Y., Chung, H., & Olson, C. (2024). Effective writing instruction for students in grades 6 to 12: A best evidence meta-analysis. *Reading and Writing*, 38, 1–46. <https://doi.org/10.1007/s11145-024-10539-2>
- Guelly, K. E. I. (2025). Assessing the use of learner-centered pedagogy in the teaching and learning of English as a foreign language: A case study of selected public secondary schools in Togo. *LAKISA, Revue des Sciences de l'Éducation*, 5(9), 207–216. <https://doi.org/10.55595/lakisa.v5i9.248>
- Ha, X. V., Nguyen, L. T., & Hung, B. P. (2021). Oral corrective feedback in English as a foreign language classrooms: A teaching and learning perspective. *Heliyon*, 7(7), e07550. <https://doi.org/10.1016/j.heliyon.2021.e07550>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Haque, Md. T., & Romzan, Md. (2025). Teaching challenges in a large classroom in the secondary schools of Bangladesh. *SPC Journal of Education*, 6, 5–11. <https://doi.org/10.14419/9wpd0g40>
- Haryanto, E., Hendra, R., Sembiring, D. A. E. P., Mukminin, A., Sadikin, A., Yusuf, M., & Widana, I. W. (2026). Factors influencing technology integration of high school English teachers in Indonesia. *Discover Education*. <https://doi.org/10.1007/s44217-026-01413-0>
- Hendricks, M., & Xeketwana, S. (2024). Translanguaging for learning in selected English First Additional Language secondary school classrooms. *Reading & Writing*, 15(1), Article a502. <https://doi.org/10.4102/rw.v15i1.502>
- Homayouni, M. (2022). Peer assessment in group-oriented classroom contexts: On the effectiveness of peer assessment coupled with scaffolding and group work on speaking skills and vocabulary learning. *Language Testing in Asia*, 12(1). <https://doi.org/10.1186/s40468-022-00211-3>
- <https://doi.org/10.30935/cedtech/16188>
- <https://doi.org/10.36892/ijlls.v7i1.1941>
- Ibrahim, M. S., et al. (2025). Exploring classroom management challenges and strategies among pre-service teachers. <https://www.mdpi.com/2227-7102/15/8/1052?>

- Juayong-Caldoza, J., & Cruz, R. (2023). Factors affecting the development of productive macro skills in English among junior high school students. *IO, 39–48*.
- Khatimah, H. (2021). Major impact of classroom environment in students' learning. *Journal of Education Review Provision, 1*(1), 12–17. <https://doi.org/10.55885/jerp.v1i1.42>
- Liu, H., Chu, W., Duan, S., & Li, X. (2024). Measuring language teacher resilience: Scale development and validation. *International Journal of Applied Linguistics, 34*, 1283–1299. <https://doi.org/10.1111/ijal.12562>
- Majeed, A. J., & Kareem, F. (2025). Teaching difficulties in overcrowded classrooms. *Journal of Human Sciences, 16*(2), 1414–1443. https://www.researchgate.net/publication/393901585_Teaching_Difficulties_in_Overcrowded_Classrooms
- Manlongat, M. D., et al. (2021). Impact of large class size on teachers' emotional and physical conditions. *IOER International Multidisciplinary Research Journal*. <https://www.ijlter.net/index.php/ijlter/article/view/2169?>
- Massonnié, J., Mareschal, D., & Kirkham, N. Z. (2022). Individual differences in dealing with classroom noise disturbances. *Mind, Brain, and Education, 16*(3), 252–262. <https://doi.org/10.1111/mbe.12322>
- Mercado, J. G. (2025). Utilizing integrated teaching approach in teaching literature to ESL learners: A systematic review. *International Journal of Language and Literary Studies, 7*(1), 258–272.
- Miranda, C. C., Miranda, K. M. M., & Pongos, L. B. (2024). Lived experiences of novice secondary school English teachers in the implementation of modular distance learning in the Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research, 5*(4), 1405–1413. <https://doi.org/10.11594/ijmaber.05.04.25>
- Mhlongo, Z., et al. (2025). Student teachers' challenges in managing large classes and differentiated instruction. <https://files.eric.ed.gov/fulltext/EJ1475694.pdf?>
- Ofril, M. G. (2025). Experiences of out-of-field teachers during the National Learning Camp: A phenomenological study. *Publish Your Research in International Journals | JournalsPress*. <https://journalspress.com/experiences-of-out-of-field-teachers-during-the-national-learning-camp-a-phenomenological-study/>
- Olson, J. M., & Krysiak, R. (2021). Rubrics as tools for effective assessment of student learning and program quality. In *Curriculum Development and Online Instruction for the 21st Century* (pp. 173–200). <https://doi.org/10.4018/978-1-7998-7653-3.ch010>
- Piyal, E. H., & Hasan, Md. M. (2025). Exploring the effects of EFL classroom management strategies on students' engagement and academic success: A comprehensive review. *Journal of English Language Teaching and Linguistics, 10*(2), 247. <https://doi.org/10.21462/jeltl.v10i2.1570>
- Purnama, N. G., Risnawati, R., & Lismayanti, D. (2021). Teacher's pedagogic competence in teaching English at secondary school level. *JADILA: Journal of Development and Innovation in Language and Literature Education, 1*(3), 362–376. <https://doi.org/10.52690/jadila.v1i3.127>
- Putri, F., Widia, W., & Santoso, I. (2019). Improving students' listening skill using English stories with audio application. *PROJECT (Professional Journal of English Education), 2*, 449–454. <https://doi.org/10.22460/project.v2i4.p449-454>
- Raymundo, J. (2023). Exploring the practices on macro skills integrated assessment in Philippine higher education context: Basis in designing a language training material. *International Journal of Language Education, 7*. <https://doi.org/10.26858/ijole.v7i3.24252>
- Raymundo, J. L. (2023). Exploring the practices on macro skills integrated assessment in Philippine higher education context. *International Journal of Language Education, 7*(3), 429–446. <https://ojs.unm.ac.id/ijole/article/view/24252>
- Raymundo, J. L. (2023). Exploring the practices on macro skills integrated assessment in Philippine higher education context. *International Journal of Language Education, 7*(3), 429–446.
- Resilience. (2023). *Frontiers in Psychology, 14*. <https://doi.org/10.3389/fpsyg.2023.1179984>
- Safura, S., Helmanda, C., & Ninda, A. (2023). English teachers' strategies in managing large classes. *Foremost Journal, 4*, 213–220. <https://doi.org/10.33592/foremost.v4i2.3633>
- Salehi, N. (2025). Teaching vocabulary with augmented reality: Voices from junior high school English teachers. *Discover Education, 4*, Article 230. <https://doi.org/10.1007/s44217-025-00673-6>
- Saud, D. S. (2025). Teaching English in diverse settings: Lived experiences of Nepalese ELT teachers. *Far Western Journal of Education, 2*(1), 101–116. <https://doi.org/10.3126/fwje.v2i01.83314>
- Schmidt, S. K., Bratland-Sanda, S., & Bongaardt, R. (2022). Secondary school teachers' experiences with classroom-based physically active learning: "I'm excited, but it's really hard." *Teaching and Teacher Education, 116*, Article 103753. <https://doi.org/10.1016/j.tate.2022.103753>
- Sengsoulintha, K. (2025). Challenges faced by teacher educators in developing contexts. *Frontiers in Education*. https://selfdeterminationtheory.org/wp-content/uploads/2025/08/2025_WongLiu_ClosingTheGap.pdf?
- Sevy, J. (2025). Teaching a large multi-level class using different strategies and activities to motivate English language learning. *Studies in English Language and Education, 3*(2), 93. <https://doi.org/10.24815/siele.v3i2.4934>
- Sitiar, L. M. R. (2025). From classrooms to camps: English teachers' lived experiences in the National Learning Camp at Clarencio Calagos Memorial School of Fisheries. *International Journal of English Language, Education and Literature Studies, 4*(5), 33–42. <https://doi.org/10.22161/ijeel.4.5.4>

- Sumlay, Z. G., & Untong, L. P. (2024). The lived experiences of English teachers with over-sized class in the Division of Maguindanao II. *Psychology and Education: A Multidisciplinary Journal*, 23(5), 619–632. <https://doi.org/10.5281/zenodo.13294913>
- Squires, V., Clarke, M., & Walker, K. (2023). *The teacher resilience model: A framework to understand the balancing of adversity and supportive resources*.
- Stolz, S. A. (2022). The practice of phenomenology in educational research. *Educational Philosophy and Theory*, 55(7), 822–834. <https://doi.org/10.1080/00131857.2022.2138745>
- Syting, C. J. O., Amabao, J. C., Battad, Q. M. C., & Luarez, C. J. Z. A. (2024). The lived experiences of senior high school teachers in teaching English and Language Arts during pandemic times. *International Journal Corner of Education Research*, 3(2), 149–161. <https://doi.org/10.54012/ijcer.v3i2.236>
- Tahil, E. S., & Libago, M. A. R. (2026). Experiences of English teachers handling mainstreamed students in secondary schools in Davao del Norte: A multiple case study. *International Journal of Multidisciplinary Educational Research and Innovation*, 4(4). <https://doi.org/10.64637/638128>
- Teaching English in a Gen Z classroom through traditional, digital, and eclectic approaches. (2025). *International Journal of Research and Innovation in Social Science*.
- Towers, E., & Maguire, M. (2022). A profession in crisis? Teachers' responses to England's reforms to secondary education. *Teaching and Teacher Education*, 117, Article 103778. <https://doi.org/10.1016/j.tate.2022.103778>
- UNESCO. (2020). *Teacher professional identity development and inclusive education*. <https://book.all-means-all.education/ama-2025-en/chapter/teacher-professional-identity-development/>
- Ventista, O. M., Kaldi, S., Kolokitha, M., Govaris, C., & Brown, C. (2024). Professional learning networks: A descriptive phenomenological study with primary school teachers in Greece. *Quality Education for All*, 1(1), 86–105. <https://doi.org/10.1108/QEA-12-2023-0020>
- Wilson, P. H., Sztajn, P., Edgington, C., & Myers, M. (2025). Teachers' uses of a learning trajectory in student-centered instructional practices. *Journal of Teacher Education*, 66(3), 227–244. <https://doi.org/10.1177/0022487115574104>
- Wong, C. Y. E., & Liu. (2025). Development of teacher identity in real classroom contexts. <https://journals.sagepub.com/doi/10.1177/21582440251378831?>
- Xiaofan, W., & Annamalai, N. (2025). Investigating the use of AI tools in English language learning: A phenomenological approach. *Contemporary Educational Technology*, 17(2), ep578.
- Young, M. (2021). *Spark effective teaching: The qualities and strategies that impact student achievement*. <https://spark.bethel.edu/cgi/viewcontent.cgi?article=1724&context=etd>
- Zaman, M., & Afshan, N. (2025). Analysis of problems faced by teachers teaching English at secondary school level. *Social Science Review Archives*, 3(1), 2917–2927. <https://doi.org/10.70670/sra.v3i1.815>