

# Strengthening English Teaching Practice Through Pedagogical Content Knowledge: A Socio-Behavioral Evaluation of Teacher Development in Public Schools

Jason T. Maderal<sup>1</sup>, Walter I. Balane<sup>2</sup> , Madelaine S. Dumandan<sup>3</sup> , Eunssj C. Escalona<sup>2\*</sup> 

<sup>1</sup>San Isidro College, Malaybalay City, Bukidnon, Philippines; <sup>2</sup>College of Arts and Sciences, <sup>3</sup>College of Technologies, Bukidnon State University, Malaybalay City, Bukidnon, Philippines

\*eunssj\_escalona@buksu.edu.ph

## ABSTRACT

This study evaluated the implementation and impact of the “Pedagogical Content Knowledge (PCK) in Action” program for English teachers, an extension program conducted by Bukidnon State University in collaboration with the Department of Education – Malaybalay City Division. Aimed at improving English instruction in public schools, the program provided structured training on lesson planning, classroom management, and instructional material development. Anchored in the theory of change, the study employed an impact evaluation approach using both quantitative and qualitative data. Quantitative analysis included training evaluation ratings and participant profiles, while qualitative insights were gathered through in-depth interviews with twelve English teachers. Thematic analysis revealed five major themes: improved student engagement and learning outcomes, contextualization of teaching strategies, enhanced teacher confidence and professional growth, integration of theory and practice, and strengthened collaborative and reflective practice. Teachers reported increased confidence, more intentional instructional design, and greater responsiveness to student needs. Students, in turn, showed higher engagement, enthusiasm, and reduced anxiety toward learning English. These outcomes align with the theory of change framework, demonstrating short- and medium-term outcomes that can potentially lead to long-term educational improvements. The findings highlight the effectiveness of context-sensitive professional development in equipping educators with both theoretical understanding and practical teaching tools. The study recommends continued implementation and scaling of PCK-based training programs, particularly in underserved or multilingual regions, where pedagogical adaptation is essential. Emphasis should be placed on collaborative learning, reflective practice, and ongoing support to sustain the positive impacts observed in both teacher development and student learning.

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## INTRODUCTION

English language proficiency is essential for career advancement, academic success, and making significant contributions to society. English remains a significant driver of economic development worldwide. Additionally, it is an exportable good, particularly in the context of teaching English and training English teachers in ASEAN countries.

Before the coming of the Americans, Spanish was the language of power and influence. However, in 1898, when Spain ceded control of the nation to the United States, English became widely used. The spread of English was motivated by the arrival of American teachers, known as “Thomasites,” named after the army ships that brought them. According to Martin (2010), “The history of English in the Philippines cannot be mapped out without having scrutinized

the agenda of English language teaching in the country.” Education played a crucial role in the widespread adoption of the English language.

In the Philippines, English serves as a primary academic discipline and the principal medium of instruction, particularly in science, mathematics, and other courses. Moreover, it serves as the principal language utilized in the country’s business and legal sectors (Madrurnio et al., 2016). The K to 12 curriculum emphasizes English not merely as an isolated subject but as the foundation for reading literacy, as evaluated by the Programme for International Student Assessment (PISA) (Philippine Normal University & Rex Institute for Student Excellence, Inc., 2020). The K-to-12 reform aimed to enhance the curriculum and prolong the duration of schooling to align Philippine basic education

with global norms. Teachers' pedagogical content knowledge (PCK), particularly in English education, is a crucial element of these modifications.

However, disparities exist in access to professional development and training in particular fields, particularly in remote or impoverished areas. Research consistently highlights the importance of teachers' PCK in enhancing English instruction in multilingual classrooms. The Department of Education asserts that the quality of English instruction is compromised by a deficiency of qualified educators, insufficient learning resources, and inadequate support systems.

Numerous recent studies underscore the gap between content proficiency and practical education. Alegre and Galado (2023) found that junior high science educators in Butuan City demonstrated considerable understanding of topics and ICT skills; however, they encountered difficulties in integrating these aspects into practical pedagogical approaches. This indicates that technological proficiency alone does not guarantee effective instructional practice. Similarly, Pangket (2022) revealed that English educators in the Mountain Province, despite their competence in subject matter and pedagogy, mostly employed technology for content dissemination rather than to enhance instructional effectiveness. These findings highlight the significance of structured training programs in technology and the importance of integrating pedagogical methods. Eslit et al. (2024) emphasized the importance of English language educators adopting innovative teaching strategies grounded in strong language proficiency.

The Philippines continues to face significant challenges in students' language proficiency, despite ongoing efforts to address these issues. The PISA 2022 results indicated that only 24% of 15-year-olds in the Philippines achieved the minimum reading proficiency, which is well below the Organisation for Economic Co-operation and Development (OECD) average of 74%. This suggests that the majority of students struggle to comprehend the fundamental concepts in moderately challenging

texts (OECD, 2023), necessitating an immediate and comprehensive reform of English language instruction.

Teacher preparation is pivotal to these transformations. In 1987, Shulman introduced PCK as the intersection of content knowledge and effective teaching strategies. He emphasized the significance of training quality. PCK assists English educators in selecting appropriate texts, facilitating student comprehension, and resolving prevalent linguistic misconceptions (Borg, 2006; Richards & Farrell, 2005). The challenges confronting the Philippine education system are multifaceted and deeply entrenched. The factors are poverty, violent conflict, infrastructural deficiencies, and the digital divide (Bai, 2023).

In response to these issues, Bukidnon State University (BukSU), in partnership with the Department of Education (DepEd) - Malaybalay City Division, in the province of Bukidnon, Philippines, implemented the "Pedagogical Content Knowledge in Action" extension program to address the need for professional development. Through specialized training in lesson planning, classroom management, and instructional material development, the project sought to enhance the teaching abilities of English teachers.

The purpose of this study was to examine how this endeavor was carried out and the results that followed. The significance of pedagogical content knowledge in improving English language instruction is also examined in this study. To assess the effectiveness and applicability of the training program, maintain accountability, and provide evidence-based insights for future educational initiatives, an impact study must be conducted. By assessing teacher and student outcomes, the project aims to enhance the quality of English language instruction and increase student proficiency in the language, particularly in writing and reading comprehension.

## Research Objectives

The study determined the impacts of BukSU's extension project titled "Pedagogical Content Knowledge in Action." Specifically, this

study addressed the following objectives:

1. Describe the implementation of the pedagogical content knowledge trainings conducted for English public school teachers.
2. Determine the outcomes of the training for the English teachers and students.
3. Explore the impacts attributed to the pedagogical content knowledge training.

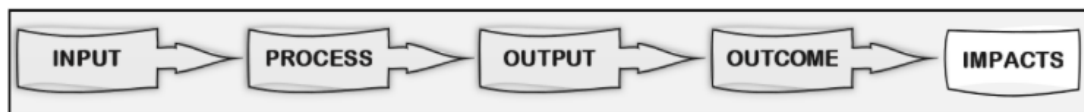
## Framework of the Study

The researchers used the theory of change (ToC) introduced by Weiss (1995) as anchorage. The theory-based evaluation emphasizes the importance of the underlying assumptions that link programs, activities, and projects to their outcomes. The ToC can be used to enhance the design, implementation, and evaluation of social programs, such as extension programs introduced by state universities and colleges in communities, aiming to bring about societal change. In further studies, Connell and Kubisch (1998) refined the ToC to a more comprehensive

The input for this impact analysis consisted of the extension project documents, including the approved project proposal, annual reports, and terminal reports. The data were supplemented by the interviews from the training participants, focusing on the output and outcomes. The process defines how the secondary school teacher and the beneficiaries acquired the pedagogical content knowledge. It entails an evaluation of training design and implementation, encompassing quantitative assessments of training activities and their pertinence to instructional improvement. The outputs assessed were the delivery of the project objectives and the activities conducted during the project implementation. This also includes the number of trainings conducted, the participants, and the output generated from the training, including the IMs developed. The project's outcomes included short-term, intermediate-term, and long-term benefits for the public and school teachers. These included the competencies acquired and improved by public-school teachers in three domains: knowledge, attitude, and skills, with a particular focus on teaching

**Figure 1**

*Input-Process-Output-Outcome-Impact Conceptual Framework of the Study*



community initiative. The application of the theory extends to education, health, and community services. From then on, the theory has been pivotal in conducting project impact evaluation. The ToC outlines the causal pathways connecting activities to outcomes and impacts, explicitly discussing the assumptions and factors that influence these pathways (Vogel, 2012). Vogel emphasized a participatory approach to the ToC involving multiple stakeholders in assessing intended outcomes.

The framework of the study is an Input, Process, Output, Outcome, Impact model. This framework illustrates how the ToC connects the activities conducted to the output and outcomes of a community project.

and instruction delivery. The impacts were both direct and indirect, affecting the teacher, student, public school, and the university. The impacts encompassed personal, professional, and community levels.

The framework further explicitly shaped both the presentation and analysis of study findings and the creation of the research instruments. For analysis, quantitative indicators were grouped according to the IPOOI stages, inputs (e.g., budget, participant counts), processes (e.g., training hours), outputs (e.g., instructional materials produced), outcomes (e.g., teacher competency gains), and impacts (e.g., student achievement trends); the same framework informed instrument development. Survey scales

and interview guides were drafted by translating each causal assumption and expected change in the ToC into observable indicators.

## METHODS

### Research Design

This study used an impact evaluation design, a part of evaluation research. The method made it possible to fully evaluate the effectiveness of a teaching training program by looking at its outputs, outcomes, and long-term effects using both qualitative and quantitative data. This design fit with the study's goal of finding out how the training changed the way English language teachers taught and how they grew professionally.

### Participants

The participants consisted of 12 public school teachers who taught English and had completed the PCK in Action training offered by the Master of Education faculty at Bukidnon State University. Using purposive sampling, the participants were selected based on their confirmed attendance at the training, irrespective of gender, age, years of service, or rank. The study excluded individuals who had not attended the training. Considering 18 teachers attended these training sessions, the sample size was appropriate for thematic analysis, given the homogeneity of the group, consistent with Guest et al. (2006), who indicated that 12 interviews often suffice to achieve thematic saturation in focused qualitative studies.

### Instrumentation and Validation

To guide the interviews, a developed semi-structured interview guide was utilized that academic and industry experts validated. A university-based education specialist reviewed the content and language for clarity and alignment with research objectives. A senior Department of Education official assessed the instrument's relevance and appropriateness for the participant profile. This validation ensured that the guide was both pedagogically sound and

contextually suitable for public school teachers.

### Data Gathering Procedure

In gathering the quantitative data, the project implementers provided the proponents with the details such as the participants' information, details about the training, participants' outputs, training evaluations, and other pertinent information.

The proponents acquired formal authorization from the university's Research Ethics Committee (REC) to collect qualitative data, as well as written informed consent from all participants. They conducted interviews in person or online, depending on the participants' availability and convenience. All interviews were audio- and video-recorded with the participants' permission. The researchers verbatim transcribed the audio and translated answers from the vernacular into English as needed.

### Data Analysis

Quantitative data, derived from institutional documents and participant profiles, supported the qualitative findings. The researchers computed means and standard deviations to assess perceived training effectiveness and contextualize the reported outcomes.

The proponents analyzed the qualitative data following Braun and Clarke's (2006) thematic analysis framework. After transcribing the interviews, they familiarized themselves with the content through multiple readings. They generated initial codes by identifying recurring words and phrases that reflected participants' experiences. These codes formed the basis for theme development, which the researchers refined and defined through constant comparison with the original data and alignment with the study's objectives. To strengthen the reliability of the findings, two researchers independently reviewed a subset of transcripts and discussed discrepancies to reach coding consensus.

## Ethical Considerations

This research complied with the ethical standards established by the university’s REC. The researchers ensured participants understood the purpose, procedures, risks, and benefits of the study. Each participant voluntarily signed an informed consent form. The team protected participant confidentiality through anonymization and securely stored all digital and printed data on a university-managed Google Drive with restricted access. They committed to retaining the data for three to five years, following institutional data retention policies.

Further, the proponents conducted the project under a formal Memorandum of Agreement. This document delineated institutional roles and responsibilities, ensuring transparency and accountability throughout the research process. It was ensured that participants did not belong to vulnerable populations, and the researchers accommodated interview preferences, including offering to cover modest internet expenses when online interviews were necessary.

## RESULTS AND DISCUSSION

### Profile of the Respondents

The participants of this study were English public school teachers who took part in the PCK in Action training implemented by BukSU in partnership with the DepEd – Malaybalay City Division. Of the 18 English teacher attendees, 12 were interviewed as participants for this study. Their selection was based on their level of engagement, with most attending all six training sessions and the rest completing more than half. This ensured that participants had sufficient exposure to the training content and delivery to meaningfully reflect on its implementation, outcomes, and impacts.

To assess the overall effectiveness of the training, post-training evaluations were conducted and analyzed using mean scores and standard deviations. As presented in Table 1, all six training modules received very high

ratings, with overall means ranging from 4.87 to 4.93 and standard deviations between 0.27 and 0.33, indicating strong agreement and consistent positive evaluations among participants.

**Table 1**  
*Evaluation Ratings of the PCK in Action Training Sessions*

Training Title	Overall Mean	SD	Descriptor
Task-Based Teaching	4.93	0.31	Best
Whole Language and Communicative Language Teaching	4.91	0.30	Best
Suggestopedia and Science of Happiness in ELT	4.87	0.33	Best
Computer-Assisted Language Learning & Rubrics	4.92	0.30	Best
Audio-Lingual and Community Language Teaching	4.92	0.27	Best
Constructive Alignment, Formative and Summative Assessment	4.93	0.27	Best

The uniformly high ratings fall within the “best” descriptor category, confirming that the training sessions were perceived as relevant, practical, and effectively delivered. The low SD values further imply that participants shared highly consistent evaluations, affirming the credibility of their feedback and supporting the qualitative insights derived from the interviews.

### Implementation Description of the PCK Training

#### Program Design and Structure

The training series consisted of six consecutive modules conducted from October to November 2021 through online synchronous sessions via Zoom, necessitated by pandemic restrictions. Each module was carefully structured around key pedagogical themes such as task-based learning, communicative approaches, and assessment alignment. Facilitators were English language experts from BukSU, including faculty members with graduate-level specializations in pedagogy and curriculum studies.

Each module followed a three-phase design that encouraged both theoretical understanding and practical application. The first phase, Conceptual Input, involved the introduction of theories and frameworks that underpin specific pedagogical strategies. This was followed by Demonstration and Modeling, where facilitators showcased teaching exemplars or conducted micro-teaching sessions that illustrated the translation of theory into practice. The final phase, Application and Reflection, engaged participants in breakout workshops, collaborative lesson planning, and peer feedback. Participants' outputs were then reviewed and discussed in plenary sessions, providing opportunities for formative assessment and enabling real-time refinement of instructional strategies. This iterative learning cycle reflected the constructivist principle of experiential learning (Kolb, 2014), allowing teachers to internalize and adapt pedagogical concepts through active participation.

The sequential delivery of the modules ensured progressive mastery of pedagogical competencies. The early modules emphasized learner-centered approaches such as Task-Based Learning, Whole Language, and Communicative Teaching, setting a strong foundation for interactive instruction. Midway through the series, sessions focused on technology integration, particularly the use of Computer-Assisted Language Learning (CALL) tools and rubric design for performance-based assessment. The final modules concentrated on assessment literacy, covering concepts of constructive alignment as well as formative and summative evaluation. This progression from instructional design to evaluation enabled participants to develop a holistic understanding of effective English language teaching.

Furthermore, the training promoted inclusive and collaborative engagement among participants. Teachers were encouraged to share contextual challenges, propose classroom-based adaptations, and reflect on their teaching practices. This dynamic exchange of ideas fostered a culture of professional dialogue and collective problem-solving. Continuous feedback between facilitators and participants ensured that the program remained responsive to real

classroom conditions, making the training both relevant and adaptable.

Viewed through the lens of the ToC, the training's design represents the input and process stages, where structured activities, expert facilitation, and resource support are intended to initiate observable improvements in teachers' pedagogical competence and professional disposition. The systematic integration of theory, practice, and reflection within the program served as a catalyst for sustainable instructional transformation.

## Outcomes of the Training for English Teachers and Students

### Improved Student Engagement and Learning Outcomes

A significant theme identified from the data was the improvement in student engagement and learning outcomes. It refers to increased learner participation, enthusiasm, and academic progress resulting from effective teaching strategies. Engagement involves students' active involvement, emotional investment, and cognitive effort in learning tasks (Fredricks et al., 2004), while learning outcomes reflect the knowledge, skills, and attitudes acquired through instruction (Biggs & Tang, 2011). When teachers adopt learner-centered and contextualized approaches, such as those emphasized in PCK training, students often become more motivated and perform better academically.

Following the said training, participants consistently described their students as becoming more involved, enthusiastic, and comfortable with learning English. Although improvements in academic performance were gradual, the shift in learner behavior and classroom dynamics was perceived as meaningful and encouraging.

Teachers observed heightened student motivation, confidence, and participation following the implementation of new strategies. P12 shared:

*"Although I cannot really tell, sir, that they have*

*mastered the lesson, one thing I appreciate about contextualizing my lesson is they are not scared on English anymore."*

This statement reflects a reduction in student anxiety toward English, an important emotional development that often precedes cognitive progress. The participant also observed that students were becoming more interested in class activities and that the lessons had become more responsive to student needs. These changes align with findings in the literature, which indicate that adaptive teaching strategies contribute to student motivation and willingness to participate (Darling-Hammond et al., 2017; Pekrun et al., 2017).

Another teacher, P10, emphasized the benefits of task, based, group, oriented strategies:

*"So far, sir, the students are not very engaged, but with task-based activities, they become more engaged and more interested."*

This statement indicates that group activities encouraged broader student participation. Learners who were previously quiet or passive became more involved when working collaboratively. The emphasis on group dynamics not only supported engagement but also created peer-led opportunities for scaffolding and support. This aligns with evidence suggesting that cooperative learning fosters both academic and social benefits (Gillies, 2016; Vangrieken et al., 2017).

From the perspective of the ToC, these observations fall under the 'Outcome' domain, showing how newly adopted pedagogical strategies, developed through the training, translated into more inclusive, engaging, and responsive classroom environments. While the final "impact" in terms of test performance may still be developing, the outcomes indicate that foundational shifts in classroom interaction and student confidence are already underway.

## **Contextualization of Teaching Strategies**

Contextualization of teaching strategies emerged as the second most prominent theme in the analysis. It refers to the practice of aligning

instructional content and methods with the specific cultural, linguistic, and cognitive backgrounds of learners, making teaching more relevant, accessible, and effective. In recent years, this approach has been widely recognized as a core element of effective pedagogy, particularly in diverse or resource-constrained learning environments (Gay, 2018; United Nations Educational, Scientific and Cultural Organization, 2020). When teachers adjust their strategies to fit learners' actual needs and contexts, they promote deeper comprehension, sustained engagement, and inclusive classroom experiences (Darling-Hammond et al., 2017).

Teachers reported adopting context-sensitive and learner-responsive approaches in lesson planning and delivery. P12 reflected:

*"They really taught us about contextualizing our strategy for our own context here in [bleep], that's the best thing I learned about training, by contextualizing our strategies in teaching English, making sure that our strategy is aligned to the needs of our learners."*

This reflection demonstrates how the training encouraged participants to move beyond fixed, textbook-based instruction toward learner-responsive strategies. Participants reported a growing awareness of the need to assess students' actual abilities before selecting materials and methods. As expressed by the same participant, *"It's not right. As a teacher, I should choose what's best for my learners."* This perspective reflects a redefined sense of professional responsibility, where decisions are based not on tradition or convenience, but on real, observed learner needs.

This shift reflects a move away from uniform textbook methods toward adaptive teaching grounded in student realities. Another participant (P10) emphasized:

*"Especially with task-based learning, since we consider the students as the center, it should be learner-centered. Meaning the teacher acts as a facilitator, not someone who spoon-feeds them."*

This statement illustrates a clear shift from teacher-dominated instruction to a more constructivist, student-driven approach. Through contextualized and interactive activities, learners

became active participants, and the teacher's role evolved into that of a guide or facilitator. This transformation is consistent with contemporary pedagogical models that promote student agency and autonomy through localized, task-based learning (Mudinillah et al, 2024).

Participants also described modifying examples, simplifying language, and designing activities that aligned with students' everyday experiences. These practices resonate with recent findings that support culturally responsive teaching and differentiated instruction as key strategies for addressing learner diversity (Akyeampong, 2017; OECD, 2018). By integrating local realities into their lessons, teachers created more meaningful connections between content and learners' lives.

From the perspective of educational impact, contextualization acted as a vital mechanism linking the training to observable changes in classroom practice. Teachers not only adopted new techniques but also began critically reflecting on their role and the relevance of their instruction. This outcome aligns with the broader goals of the PCK program and the ToC, where thoughtful adaptation of teaching practices forms a bridge between professional development inputs and long-term educational improvement.

### **Enhanced Teacher Confidence and Professional Growth**

Enhanced teacher confidence and professional growth emerged as a key theme across participants' reflections on the outcomes of the PCK in Action training. Teachers reported gaining not only new instructional techniques but also a renewed sense of professional agency, self-assurance, and a drive to continue learning. This development aligns with research highlighting how effective professional development fosters reflective practice, leadership, and instructional innovation (Avalos, 2016; Darling-Hammond et al., 2017).

Teachers gained renewed confidence, reflective habits, and instructional intentionality. P12 explained:

*"This seminar really inspired me to evaluate and improve my current practices. I have been very more intentional in selecting the strategies that match both the learning objectives and my students' needs."*

The statement shows a transformation in the teacher's mindset, from relying on habitual methods to purposefully choosing strategies that align with student needs and curriculum goals. This type of professional reflection is often cited as foundational to pedagogical growth and is associated with sustained changes in teaching practice (Kennedy, 2016).

Another participant (P4) spoke directly to the development of self-confidence following the training:

*"I became more confident after the training. I used to rely on general methods, but now I know what techniques match specific learners and lessons."*

This reflects a deepened pedagogical awareness, the ability to recognize that teaching is not about applying generic strategies, but about making informed decisions based on learner profiles, content demands, and instructional goals. Confidence in this sense goes beyond self-esteem; it reflects a teacher's improved competence and control over their practice (Korthagen, 2017).

Several participants also described stepping into leadership roles, mentoring peers, and initiating collaboration within their schools. These outcomes demonstrate that professional development can have a lasting impact on the individual and ultimately strengthen the overall teaching community. When teachers feel equipped and valued, they are more likely to share their knowledge and support others, an outcome that contributes to broader school improvement (Vangrieken et al., 2017).

From the ToC perspective, this theme reflects both the outcome and early impact levels of the training. The program did not merely deliver knowledge; it built the internal capacity of teachers to reflect, adapt, and lead. As a result, professional growth was not limited to classroom strategies but also included enhanced confidence, collegial collaboration, and a renewed

commitment to ongoing learning.

## Impacts Attributed to the PCK Training

While outcomes reflect short-term behavioral changes, impacts represent long-term, systemic, and sustained effects on teachers, institutions, and learning communities. Two major impact themes emerged: collaborative and reflective practice, and integration of professional growth into institutional culture.

### Collaborative and Reflective Practice

Collaborative and reflective practice emerged as a significant theme in participants' experiences following the PCK in Action training. Teachers consistently described how the training not only enhanced their knowledge but also created opportunities to learn with and from their peers. This emphasis on collaboration and reflection aligns with contemporary understandings of effective professional development, which highlight the value of shared dialogue and collective inquiry in improving teaching practice (Darling-Hammond et al., 2017).

One significant statement from P12 captured the dual value of the training as both a learning platform and a space for professional reconnection:

*"It was a great platform, not just to teach us knowledge about the topic that they have discussed to us, but it's the best time to reunite with my colleagues and classmates."*

This reflection illustrates how the training fostered a sense of professional community, an essential condition for sustained development and innovation in education. As teachers exchanged ideas and strategies in their final sessions, they built networks of support and shared expertise, reinforcing the idea that effective practice is often developed in collaboration rather than isolation.

P5 also highlighted a shift in collaborative habits following the training:

*"We started reviewing each other's outputs and aligning strategies across grade levels, which was*

*not our usual practice before the training."*

This statement illustrates how the training led to the development of new patterns of peer review and horizontal alignment, ultimately contributing to a more coherent and reflective instructional environment. Such practices align with research on teacher learning communities, which have been demonstrated to foster instructional coherence, shared responsibility, and professional trust (Vangrieken et al., 2017).

Participants also described mentoring relationships, the digital sharing of resources, and the continuation of collaboration through local learning action cell (LAC) sessions. These practices suggest that the training not only fostered reflection but also institutionalized collaboration in ways that extended beyond the workshop setting. Through the lens of the ToC, these developments reflect both outcomes and early impact, where short-term interaction during training led to sustained changes in how teachers engage with one another professionally.

By encouraging peer-to-peer dialogue and mutual support, the training cultivated a space where teachers could reflect on their practices, give and receive feedback, and collectively adapt their strategies. This mode of professional growth aligns with a broader movement in education that emphasizes community-based learning and reflective dialogue as key drivers of teacher improvement and school change (Avidov-Ungar & Arviv-Elyashiv, 2020).

### Integration of Theory and Practice

Integration of theory and practice was a central theme that emerged in participants' reflections on the structure and delivery of the PCK in Action training. Many teachers appreciated the training's ability to bridge conceptual knowledge with real-world application, allowing them to understand not only what pedagogical theories are, but how these can be meaningfully applied in classroom contexts. This balance is recognized in teacher education literature as critical to developing practical wisdom, which involves knowing when, how, and why to use particular strategies

in varied classroom situations (Korthagen, 2010; Ball & Forzani, 2009).

One participant (P12) reflected on how the training offered a seamless connection between theoretical understanding and practical demonstration:

*"It's always balance sir because I really admire all the English teachers in the Bukidnon State University because they are not just sharing their knowledge and expertise about theories but also they are really sharing to us best practices that they apply in their school for us o apply to ours."*

This statement illustrates how the training design avoided the common pitfall of overly abstract content. Instead, participants valued seeing how theoretical concepts were being successfully implemented in real teaching settings, allowing them to internalize and replicate those practices within their own contexts.

Similarly, P5 emphasized the effectiveness of combining conceptual input with immediate application:

*"The training was scheduled over a few days, combining theory, model lessons, and practical outputs, which made it very applicable to my actual teaching."*

The alternation between explanation and enactment allowed teachers to contextualize what they had learned immediately. Research supports this approach, noting that when theory and practice are deliberately integrated, teachers develop stronger instructional competence and greater confidence in lesson delivery (Kennedy, 2016; Darling-Hammond et al., 2017).

The training also included model demonstrations, task-based assignments, and collaborative lesson planning, allowing teachers to engage with theoretical content in active and embodied ways. This format closely aligns with experiential learning models, where knowledge is constructed through the process of doing, reflecting, and adapting, rather than through the passive absorption of content (Kolb, 2014). Teachers reported that applying theory to their

lesson plans and teaching strategies helped them retain knowledge and better understand its practical value.

In terms of the ToC, this theme reflects the strength of the process level, where the design of the intervention itself becomes a key driver of success. By structuring the sessions to strike a balance between theory and practice, the training supported both cognitive understanding and the development of pedagogical skills. This integrative approach not only deepened teachers' knowledge but also improved their readiness to implement changes in real classrooms, supporting sustainable outcomes in teaching quality and student learning.

## CONCLUSION

Based on the findings of this study, the implementation of the PCK in Action training was marked by a structured and responsive approach that combined theoretical foundations with practical applications. Delivered through a series of online modules, the training allowed English public school teachers to engage with key pedagogical strategies in an accessible and contextually relevant format. Participants reported that the inclusion of model lessons, collaborative activities, and localized examples greatly enhanced their understanding and application of PCK. The training created a learning environment that encouraged both individual reflection and collective dialogue, facilitating meaningful shifts in teaching approaches. Teachers particularly valued the emphasis on contextualization, integration of theory with classroom practice, and the use of student-centered methods such as task-based learning.

The outcomes and impacts of the training were evident in several areas. Teachers experienced increased confidence, adopted more learner-responsive strategies, and began sharing and aligning practices with colleagues. Students, in turn, were perceived as more engaged, participative, and receptive to English instruction. These findings highlight the training's role in initiating sustainable professional growth and improving classroom dynamics.

## RECOMMENDATION

It is recommended that similar PCK-based training programs be continued, scaled up, and further tailored to meet the specific needs of different teaching contexts. Future sessions may benefit from a blended approach, combining in-person mentorship with digital resources, and incorporating more follow-up support to reinforce long-term impact. Supporting teacher-led collaboration and encouraging reflective practice should remain central to future iterations of this training, as these elements have proven to be key drivers of lasting change.

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