

## EXTENT OF IMPLEMENTATION OF THE K TO 12 PRINCIPLES IN TEACHING ENGLISH

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### **ABSTRACT**

*This study sought to determine how the six K-12 principles, prescribed by the Department of Education for teaching English in the K to 12, were manifested in the teaching and learning processes in a public school in Misamis Oriental. These principles are spiral progression, learner-centeredness, interaction, contextualization, integration and construction.*

*The case study qualitative design and random sampling method were utilized in the study. An in-depth interview with the teachers was conducted and was triangulated with focused-group discussion with the students. Ethical clearance was secured before the data were gathered.*

*Results showed the following which include: 1) the tendency for teachers to go back to the lower levels in order to fill in gaps in the teaching and learning process; 2) that there were interactions occurring in class but are not always performed using the target language which is English; 3) that contextualization was not yet implemented fully in the class activities; and 4) All principles were well-implemented but other principles have inadequacies in their implementation.*

*These results support the constructivist view of learning by constructing ideas based on prior knowledge through inquiry-based, discovery approach and active learning. Future research called for the investigation of these principles in the flexible learning modality of the Department of Education.*

**KEYWORDS:** *Spiral Progression, Learner-Centeredness, Interaction, Contextualization, Integration, Construction*