

Pedagogical practices of English teachers in achieving comprehensible input: A qualitative inquiry

Karen Mae A. Fuerzas * and Jose Elmer S. Oficiar

University of Mindanao – Tagum College, Tagum City, Davao del Norte, Philippines.

World Journal of Advanced Research and Reviews, 2026, 31(01), 663–677

Publication history: Received on 16 May 2026; revised on 07 July 2026; accepted on 10 July 2026

Article DOI: <https://doi.org/10.30574/wjarr.2026.31.1.1877>

Abstract

This study explored the pedagogical practices of English teachers in achieving comprehensible input based on Krashen's Comprehensible Input Hypothesis in selected public secondary schools in Tagum City. Using a qualitative phenomenological design, data were collected from fourteen (14) English teachers through in-depth interviews and focus group discussions. The interview guide used in the study was validated by both internal and external validators to ensure the clarity, relevance, and appropriateness of the research questions. Thematic analysis revealed that teachers encounter several challenges in delivering comprehensible input, including varying student proficiency levels, limited instructional resources, and diverse learner abilities. Despite these challenges, teachers employ various pedagogical strategies such as simplifying language, using authentic instructional materials, integrating visuals, and applying student-centered approaches to enhance learners' understanding. In addition, collaboration among teachers, reflective teaching practices, and continuous professional development were identified as essential mechanisms in improving instructional delivery. The findings further showed that when comprehensible input is effectively delivered, it enhances learners' engagement, confidence, and English language acquisition within a meaningful and supportive learning environment. The study concludes that pedagogical practices grounded in comprehensible input significantly contribute to improving students' English proficiency. Moreover, the findings imply that strengthening teacher training programs and providing adequate instructional support and resources may further enhance the effective delivery of comprehensible input in English language classrooms and improve overall learning outcomes.

Keywords: Comprehensible Input; Pedagogical Practices; English Teachers; Language Acquisition; Qualitative Research

1. Introduction

In language education, teachers play a crucial role in helping students use English effectively. Despite modern teaching methods, many learners still struggle with language proficiency. This study examines how English teachers' pedagogical practices, guided by Krashen's Comprehensible Input Hypothesis, enhance lesson clarity and meaning, aiming to identify pedagogies that support natural language acquisition and improve students' communication skills. Researchers have found that secondary English language learners often continue to struggle with academic language development, particularly in reading comprehension and productive skills, when instruction provides limited opportunities for meaningful interaction and scaffolded input [21].

Globally, English language development remains a significant concern among junior and senior high school learners despite the continuous implementation of innovative teaching approaches. According to the National Center for Education Statistics [18], many secondary students continue to demonstrate below-proficient performance in reading and language comprehension, which affects their ability to communicate effectively and engage in academic tasks. The

* Corresponding author: Karen Mae A. Fuerzas

report highlighted that learners often struggle with understanding complex texts, vocabulary development, and meaningful language use, emphasizing the need for instructional strategies that provide clear, comprehensible, and contextualized input.

The research conducted by Lopez [15] illuminates a critical aspect of English language proficiency among Filipino students by emphasizing the disparities seen in their grammatical and vocabulary skills compared to their satisfactory proficiency in overall English. Although some students reached acceptable levels, it is apparent that many still grapple with fundamental aspects of English, particularly in grammar and vocabulary. This sentiment resonates with broader trends observed internationally, underscoring systemic challenges that are not unique to the Philippines but rather reflect a global issue in English language learning. Similarly, the increasing reliance on technology in English education must be strategically paired with curricula designed to strengthen language fundamentals, a conclusion echoed by Nurmala et al. [20], whose meta-analysis emphasizes that appropriate educational technology enhances the effectiveness of English language teaching and learning. Bernardo et al. [3] noted that despite the implementation of the K–12 educational reform in the Philippines, which aimed to improve language and literacy education, the outcomes thus far have been underwhelming.

Its importance is to encourage students to tread on the path of learning English as it will be instrumental in their future endeavors. According to Stephen Krashen [13], learning a second language alone is not enough for language development. This led to his idea of $i+1$: the symbol i refers to a learner's current stage of language development, while $+1$ represents language input that is slightly beyond the learner's current proficiency level. This theory proposes that learners develop second-language competence primarily through comprehending the target language.

In the context of English language proficiency among Filipino university graduates, a relevant study conducted by Ihlenfeldt and Rios [11] focuses on the predictive validity of English language proficiency assessments for college admissions. Their research found that students' scores on various English proficiency tests, such as the TOEFL, were closely related to their academic success in an English-medium educational context. This highlights the importance of English proficiency for academic performance and serves as a comparative metric against the proficiency of students in English-dominant countries, suggesting that Filipino graduates may face challenges in this regard when compared to native English speakers.

Stephen Krashen's Comprehensible Input Theory [12] asserts that language acquisition occurs when learners are exposed to input that is understandable but slightly beyond their current level of competence, known as $i+1$. He emphasizes that meaningful communication and contextualized instruction help learners naturally acquire language without explicit grammar teaching. This theory relates to the present study as it highlights the importance of teachers' pedagogical practices in making English input comprehensible to learners, thereby facilitating effective language acquisition and improving students' proficiency.

Vygotsky's Sociocultural Theory emphasizes the fundamental role of social interaction and cultural context in cognitive development. According to Vygotsky, learning occurs through collaborative dialogue between learners and more knowledgeable others, such as teachers or peers. He introduced the concept of the Zone of Proximal Development (ZPD), which describes the difference between what a learner can do independently and what they can achieve with guidance [25]. Vygotsky's Sociocultural Theory highlights the essential role of social interaction and cultural context in learning. Language, as a mediating tool, enables learners to develop higher cognitive skills through guided interaction. In relation to this study, the theory underscores how teachers' pedagogical practices and interactive strategies help students achieve comprehensible input and improve their English language proficiency.

Long's Interaction Hypothesis proposes that language acquisition is facilitated through meaningful interaction, where negotiation of meaning occurs between learners and interlocutors, helping learners notice and correct gaps in their understanding [16]. According to Long, conversational adjustments, clarification requests, and feedback during interaction allow learners to comprehend input more effectively and acquire language naturally. This theory connects to the present study because it underscores the role of English teachers in guiding interactive classroom activities that promote comprehension and support students' language development.

The urgency of this study lies in addressing the continuing decline in English language proficiency among Filipino learners despite the country's long-standing reputation as one of the world's largest English-speaking nations. Numerous pupils still struggle to attain communicative competence and fluency despite the introduction of different pedagogical techniques and innovative teaching strategies. This is concerning in a time when being able to communicate in English is still essential for academic performance, employability, and global competitiveness. Therefore, carrying out this study is essential for determining which instructional techniques improve language learning results and for

offering insights that can direct educators, curriculum designers, and legislators in enhancing English education in the Philippines.

The purpose of this study is to determine how the pedagogical practices of English teachers enhance students' language proficiency by applying Krashen's Comprehensible Input Hypothesis. This study seeks to explore the extent to which teachers' instructional strategies, classroom interactions, and use of meaningful input contribute to the development of students' listening, speaking, reading, and writing skills. By examining how comprehensible input is integrated into classroom practices, the research aims to identify effective teaching methods that support language acquisition. Ultimately, the findings of this study are expected to provide valuable insights into improving English language teaching and learning, fostering a more engaging and effective learning environment for students.

This study is important because it helps explain how English teachers' ways of teaching, based on Krashen's Comprehensible Input Hypothesis, can help students improve their language skills. By understanding how different teaching strategies affect language learning, teachers can make their lessons more meaningful and effective. The results of this research may guide educators in creating better learning experiences, students in becoming more confident language users, and school leaders in supporting professional growth among teachers. In addition, this study adds useful ideas to the growing research on language teaching and learning, especially in settings where English is a second language.

This study holds social value as it aims to improve the quality of English language education by focusing on how teachers' pedagogical practices influence students' ability to communicate effectively. When teachers apply strategies based on Krashen's Comprehensible Input, students are more likely to gain confidence in using English in real-life situations, both inside and outside the classroom. This development not only benefits individual learners but also strengthens communication skills within the community, helping students participate more actively in academic, social, and professional settings. In a broader sense, the study contributes to society by promoting language learning as a tool for connection, opportunity, and cultural understanding.

This study benefits English teachers by providing insights into the effective use of Krashen's Comprehensible Input strategies to improve instruction and student engagement, while helping students develop stronger language proficiency and confidence in English communication. The findings may also assist school administrators in designing professional development programs, curriculum developers in creating meaningful language learning materials, and future researchers in expanding studies on language acquisition. The study focuses on the pedagogical practices of English teachers in selected public secondary schools in Tagum City, involving fourteen teachers with at least three years of teaching experience who participated in in-depth interviews and focus group discussions. As the study is limited to public school teachers in Tagum City and relies on a small, self-reported sample, the findings may not be generalizable to other contexts; however, they provide valuable insights into effective language teaching practices.

1.1. Research Questions

- What are the experiences and challenges encountered by English teachers in implementing comprehensible input in language teaching?
- What coping mechanisms do English teachers employ to address the challenges they encounter in implementing comprehensible input?
- What insights have English teachers gained from their experiences in implementing comprehensible input?

2. Methods

2.1. Design and Procedure

This study employed a qualitative phenomenological research design to explore the lived experiences of English teachers in applying Krashen's Comprehensible Input to enhance students' language proficiency. Following ethical approval and informed consent, the researcher conducted in-depth interviews and focus group discussions using a validated interview guide, while ensuring confidentiality through pseudonyms, audio recording, transcription, and systematic data organization. The collected data were analyzed using the six-phase thematic analysis process to identify recurring patterns and themes aligned with the study's objectives and supported by relevant literature. To ensure the trustworthiness of the findings, the study adhered to the qualitative criteria of credibility, dependability, confirmability, and transferability through rigorous data collection, documentation, reflexivity, and rich contextual descriptions.

2.2. Study Participants

The study involved fourteen (14) purposively selected English teachers from public secondary schools in Tagum City, with seven participating in in-depth interviews and seven in focus group discussions. All participants had at least three years of teaching experience, ensuring they could provide rich and credible insights into the application of Krashen’s Comprehensible Input in enhancing students’ language proficiency. Purposive sampling was employed to select information-rich participants, consistent with qualitative research practices that prioritize depth and relevance of data. Tagum City was chosen as the study locale because of its strong emphasis on English instruction, the presence of both junior and senior high school levels, and its suitability for examining diverse pedagogical practices.

2.3. Materials and Instruments

The study utilized a researcher-made, expert-validated interview guide as its primary data collection instrument. The guide consisted of three main questions with five sub-questions each, focusing on English teachers’ experiences, challenges, coping strategies, and insights in applying Krashen’s Comprehensible Input to enhance students’ language proficiency. It was reviewed by experienced English teachers and professors with master’s and doctorate degrees to ensure its clarity, relevance, and alignment with the study’s objectives. Their feedback strengthened the instrument’s validity and reliability, making it effective for gathering rich and meaningful qualitative data.

2.4. Ethical Considerations

The study adhered to established ethical guidelines to protect the rights, dignity, privacy, and well-being of all participants throughout the research process. Participation was voluntary, with informed consent obtained prior to data collection, and participants were assured of confidentiality through the use of pseudonyms, secure data storage, and the freedom to withdraw or decline to answer any question without consequence. Formal permission was secured from the concerned school authorities before conducting the study, and potential risks were minimized while participants were afforded opportunities for professional reflection and contribution to improved English language teaching practices. The researcher also upheld academic integrity by ensuring proper citation of sources, avoiding plagiarism, fabrication, and falsification, and maintaining honesty, transparency, and ethical authorship throughout the study.

3. Results and Discussion

Based on the data gathered, sixteen themes emerged from the responses of English teachers who have taught the English subject in both Junior High School and Senior High School across various schools. The identified themes were categorized into three (3) major domains: experiences and challenges, coping mechanisms, and insights of English teachers.

For Research Question 1, five (5) themes emerged, encompassing the following core ideas: catering to various proficiency levels, utilizing authentic instructional materials, encountering diverse learning abilities, engaging students in the language acquisition process, and modifying language and instruction to enhance comprehension.

Table 1 Experiences and Challenges Faced by English Teachers in Implementing Pedagogical Practices Based on Stephen Krashen’s Comprehensible Input Theory

Themes	Core Ideas
Catered Various Proficiency Level	I faced challenges such as handling different proficiency levels in one class, limited time to prepare adjusted materials ah large class size, and students’ limited vocabulary. (IDI_5) As teachers, the first that I consider is the proficient level of the student that could really apply the comprehensible input strategies and the second one is the things that they could relate on. (FGD_4) My main challenge is handling the students with different English levels and the limited time to check everyone’s understanding but despite this, I adjust my teaching to help students learn better. (FGD_4)

	I try to address this by giving more examples and by using simpler language, but it's difficult to make sure that all students are at the same level of understanding. (IDI_6) So, since we are teaching heterogenous classes, so it is expected that you're going to handle students that has different levels of English proficiency. (FGD_1) The most challenge I face is the different proficiency level of my students. Some of my students can easily understand English and some really struggle with basic vocabulary. So it's hard for me to think of a strategy that suits for all. (FGD_2)
Used Authentic Instructional Materials	I believe the common experience that teacher have regarding this strategy is ah being, being able to to look for authentic ah sources in order to or really dig deeper to the lesson . (IDI_1) In my experience, I often use visuals, gestures, real-life examples, and simplified explanations to make lessons understandable. (IDI_5) Common experiences are the need to constantly adjust their language, pacing, and teaching materials to ensure students can follow the lesson and many find themselves repeating instructions, rephrasing explanations and using visuals. (FGD_5) On the teacher's side, it's ah the difficulties of preparing differentiated instructional materials that is suited to learners' preference in the way they learn since that they have different proficiency. (FGD_4) The lack of resources is also considered as a factor that would restrict the teachers in ah providing specific activities that could enhance the learner. (FGD_1)
Encountered Different Learning Ability	The main challenge is that students come into class with different levels of proficiency in speaking and writing. (IDI_6) I find it very difficult because your 1 hour is not enough because you really have to translate from from English to Bisaya to even Tagalog. (IDI_7) Maybe because not all students have the same intelligence level or IQ, intelligence quotient level. (IDI_3) Some students quickly grasp the lesson, while others struggle with basic vocabulary. I sometimes find it difficult to simplify concepts without oversimplifying the content. (IDI_5) Even if they understand the lesson, they often freeze when it's their turn to speak, or they struggle to write a clear response. Others try to write but can't organize their thoughts, which results in incomplete or unclear answers. (IDI_6) I may sometimes feel that while the lessons are clear to some students, others are still struggling to follow instructions or grasp the ideas clearly. (FGD_1)
Engaged Student in the Language Acquisition Process	"In my experience, implementing comprehensible input help my students understand lessons better and feel more confident in using English" (IDI_5). So, as for me, most challenging was providing appropriate input especially for all the levels within a single class. So ensuring the students understand the target language without constant translation and of course, managing the balance between the explicit information or instruction and natural language exposure. (FGD_6)

	If teacher is not that resourceful or it has limited resources then it do really affects comprehensible input strategies that helps our students grasp easily those learning acquisition ah methodologies. (FGD_4) I can easily open up discussions with my students, may it be formar formal or informal one. However, those types of conversations are expected to be part of comprehensible input in language teaching. (IDI_1) Seeing them improve and participate keeps me motivated despite of all the difficulties. It assures that using comprehensible input helps them learn even if the process is not always smooth. (FGD_2)
Modified Language and Instruction for Better Comprehension	Teaching English or applying comprehensible in a private school and in the ah public school. So, you really have to translate the word from simple sentences translate it in Bisaya, yes and then I also tell them that when you answer, there's no need for you to really have a perfect English because in the first place, our first dialect, our first language is Cebuano. (IDI_7) Not all the students are in the same footing or the same level so I have to see to it that I make examples that are understood by this kind of students, this group of sections by this section kasi we all know that in this section are quite advanced, this section is quite average. This section needs to have follow-up and intense monitoring. (IDI_4) They have difficulties in understanding the words. So paano ko sya ginagawang mas easier for them to understand? Yon nga, I always translate it in Bisaya and then I let them speak, when they answer, I let them speak in Cebuano and ask somebody to translate it and then I'm going to ask that someone. (IDI_7) Teachers must I think invest extra effort in differentiating task and providing scaffolding which can be time consuming and mentally mentally exhausting. (FGD_5) So, if you are going to like, ahmm just, show some IMs because you are a very traditional teacher, dili kayo sila ingana ka interested. So maybe it would be good , it would be better if you are going to show some PPTs, especially if elementary imong students, need gyud sila maka-catch ilang attention, like kato gyung nay mga color-color, nagsayawsayaw nga example, for example, verb ang imong hang topic, so naagyuy mga jump-jump pud didtoa. (IDI_3) We look for other resources other than what are given In the exemplar so, to deliver the lesson well and to make the lesson comprehensible to the students so what specific teaching situations can I share can I if we are confronted with a very rude topic and then we have to chop everything and then find for other resources within the limited given a limited period of time to deliver that particular lesson the student. (IDI_4) It is the responsibility of the teacher to expound the topic or relate it to ah more simplified ahm way of explaining the topic and ah making use of relevant real-life experiences so that students will understand and realize the important of learning a particular topic. (FGD_3) Ah, for example, I see students gradually becoming more confident in group discussions or role-playing activities where they can practice speaking in a less intimidating way. However, I still feel that speaking and writing remain a struggle for many students. I try to make lessons more interactive and engaging, but the progress is slow. Still, I believe that every bit of improvement, no matter how small, counts. (IDI_6)

- **Catered Various Proficiency Levels.** English teachers reported that accommodating students with varying English proficiency levels was one of the greatest challenges in implementing Krashen's Comprehensible Input. They addressed this by simplifying language, providing additional examples, and modifying instructional strategies, although large class sizes and limited preparation time often hindered differentiated instruction. These findings support the need for differentiated and adaptive teaching practices in heterogeneous EFL classrooms, consistent with [24].
- **Used Authentic Instructional Materials.** Teachers emphasized the importance of using authentic instructional materials, such as real-life examples, visuals, gestures, and contextualized resources, to make language input more meaningful and engaging. However, they encountered difficulties in selecting, adapting, and preparing appropriate materials that matched learners' varying proficiency levels, especially with limited resources and time. These findings are consistent with [1], which highlighted that authentic materials and instructional adjustments improve comprehension despite classroom constraints.
- **Encountered Different Learning Abilities.** Teachers experienced challenges arising from students' diverse learning abilities, particularly differences in speaking, writing, vocabulary, and comprehension skills. To address these differences, they modified instruction, provided additional scaffolding, and incorporated peer support and interactive activities to promote understanding. This finding aligns with [10], which emphasized the importance of flexible instructional strategies in addressing mixed-ability classrooms.
- **Engaged Students in the Language Acquisition Process.** Teachers found that comprehensible input strategies encouraged greater student engagement by improving learners' confidence, participation, and understanding of English lessons. Interactive discussions, real-life situations, visuals, and simplified explanations motivated students to actively participate despite differences in language proficiency. These findings support [26], which noted that scaffolding and multimodal input significantly enhance learner engagement and language acquisition.
- **Modified Language and Instruction for Better Comprehension.** Teachers consistently modified their language and instructional approaches by translating key concepts, simplifying explanations, using real-life examples, and differentiating activities according to students' proficiency levels. They also encouraged flexible language use, interactive learning, and varied instructional resources to make lessons more accessible and understandable. These findings concur with [23], which emphasized that adaptive and multimodal instructional strategies improve comprehension and participation among diverse learners.

For Research Question #2, six (6) themes emerged, encompassing the following core ideas: Deployed Instructional Adaptation, Applied Student-Centered Approaches, Employed Collaboration, Adapted Language Reflective Practice, Planned for an Effective Teaching Delivery, and Professional Development.

Table 2 Coping Mechanisms of English Teachers to Achieve Language Proficiency anchored on Stephen Krashen's Comprehensible Input

Themes	Core Ideas
Deployed Instructional Adaptation	As for me, I usually keep it basic, ma'am, such as using multimedia or ICT, then scaffolding. It is really just basic because there is no need to make it complicated since students may not understand it. Honestly, the review is that you really need to start from the basics, provide scaffolding, and use visuals or paraphrasing and spelling to help them understand. (IDI_2) To address these challenges, I simplify my language, use visual gestures, repeat and paraphrase important ideas and regularly check for understanding. I also differentiate activities encourage peer support, and collaborate with colleagues to improve my teaching strategies. (IDI_5) To deal with these challenges, I've learned to break down my lessons into simpler, bite-sized parts. (IDI_6) For me, I cope with these challenges by simplifying my lessons, ahm using visuals and examples, and breaking instructions into small parts where learners can understand easily and I also ask questions to check their understanding and adjust my teaching when it is needed. (FGD_7)

	So, I have developed strategies such as the use of visuals, pictures, charts, or organizers and real-life object to help learners connect the language to meaning and also in delivering of our lessons, when we encounter the problems specifically in big topics, we do chunking or in a form of micro-learning. (FGD_1) I modify my materials by simplifying texts, adding visuals, using graphic organizers, and designing interactive activities like group discussions and role-plays. When necessary, I use limited code-switching to clarify meaning. (IDI_5)
Applied Student-Centered Approaches	I usually used cooperative learning and peer interaction strategies. I grouped students and rotated them so that those who were more capable could help those who were struggling. At the same time, I let them talk about what they needed to learn, especially those whose progress in class was slow, because there was teacher-student interaction involved. (IDI_1) I try to make sure each lesson is as clear and straightforward as possible. For example, I encourage students to work in pairs or small groups, which allows them to practice speaking without the pressure of talking in front of the whole class. I've found that when students have more opportunities to speak and write in a supportive environment, they are more likely to build confidence. (IDI_6) I agree with them about the chunking method because I, myself apply that chunking methods where I break lessons into small parts, use simple words, and then check understanding often and then sometimes, I use the students' first language to clarify the meaning and explain it to them. (FGD_7) I modify lesson or materials to overcome communication barrier in such a way that, yan ang sinabi ko contextualize the given example just like in the application letter their specialization is computer programming so I have to look for job hiring that is looking for computer programmer game so they can relate to the skills that job hiring requires. (IDI_4) I modify teaching materials by using visuals, contextual examples, and short texts that my students can relate to. I also translate key terms or explain topics using my students' first language whenever it is necessary. (FGD_2)
Employed Collaboration	I also rely on collaboration and instructional support coming from other English teachers to overcome these challenges. (FGD_1) To cope with these challenges, I make sure to collaborate with other English teachers for me to gain insights and new ideas. (FGD_2) We do collaborate constantly especially with ma'am Roxanne Bilbao because we are the one making this lesson plan, kambiyo rajud me kinsay mag buhat and then of couse in coming up with the lesson plan we discuss the strategies. (IDI_4) During departmental meeting or LAC session. I always share my experiences with them especially the grade 8. I also learned many strategies na nagamit ko na din na "Ah okay, effective pala ito." (IDI_7) In DepEd, teachers collaborate by sharing teaching strategies, lesson plans, and classroom experiences with colleagues through informal discussions, team teaching, or professional learning communities. (FGD_5)
Adapted Language Reflective Practice	Mechanism that I apply in addressing these challenges is first is through in prospection ah as a teacher, we need to reflect on the things that we need to develop as a teacher. (FGD_4)

	Aside from peer support and collaborative planning, teachers also engage in reflective practices, adjusting lessons based on student feedback and observe comprehension and also seek professional development opportunities to strengthen their instructional skills. (FGD_5) It's very beneficial to conduct professional development activities, especially in our CES. In our CES session collaborative expertise session because it's a way of sharing good practices what's good for this teacher can also be shared so that the others also can reflect and apply if ever those strategies are applicable. (IDI_4) Personally, I try to remain patient, flexible, and open-minded. I remind myself that every class is different, and I continuously reflect on how I can improve my instruction. (IDI_5)
Planned for an Effective Teaching Delivery	My way of coping to these challenges are first, preparation, it's really important that you are prepared on the things that you will be bringing to the table especially when you are discussing difficult concept to the students. (FGD_3) Well, my strategy in managing difficulties in delivering comprehensible input, I focus mainly on unlocking difficulties since it's very important that uhm before delivering the lesson, the students are prepared, their difficulties are unlocked through vocabulary enhancement. (FGD_3) So, teachers collaborate with peers and administrators by engaging and coaching programs, ahm participating in to complete the supervision cycles, seminars, LAC session, collaborative expertise, and of course ahm developing policies for planning, delivery, and assessment of learning. (FGD_6) Teachers adapt attitudes of patience, flexibility, and resilience in facing instructional challenges, they become more empathetic towards students' learning difficulties and more open to experimenting with new approaches. By maintaining a positive mindset and commitment to students' understanding, teachers are able to persist and remain effective despite ongoing challenges. (FGD_5)
Professional Development	I believe this is very helpful because if we are not given professional developmental activities, we will to doubt ourselves and it's very impossible to continue teaching when you know for yourself that you cannot trust yourself anymore. (IDI_1) What I really mean is that, as a teacher, there should at least be basic training on how to handle students. For example, when dealing with a large class, we should be guided on what activities are appropriate and effective to use in that situation. (IDI_2) Like I said earlier, some of the professional developments nga mga activity nga aamong na buhat so ahh of course with this help us to strengthen our ability to apply comprehensible input. (IDI_3) So, this professional development is very helpful because this is a sharing of good practices and in one way this could help our instruction and make our lesson engaging and effective. (IDI_4) Attending seminars and professional development activities helps me learn new strategies and improve my teaching practices. These experiences strengthen my ability to apply comprehensible input effectively. (IDI_5) Professional development activities help me by introducing new teaching strategies and ways to make lessons more engaging. So, for example, I've learned new techniques for improving student speaking skills, which I've started incorporating into my lessons. (IDI_6)

- **Deployed Instructional Adaptation.** Teachers coped with instructional challenges by adapting their teaching strategies through simplified explanations, scaffolding, chunking, visuals, multimedia, and differentiated learning activities to make lessons more comprehensible. They also monitored students' understanding, incorporated peer support, and used limited code-switching when necessary to address learners' varying proficiency levels. These findings align with [5], which emphasized that scaffolding and instructional adaptation improve learner comprehension and engagement by making language input more accessible.
- **Applied Student-Centered Approaches.** Teachers implemented student-centered approaches by promoting cooperative learning, peer interaction, contextualized instruction, and collaborative classroom activities that encouraged active student participation. They also used pair and group work, simplified lessons, and real-life examples to increase learners' confidence and understanding. These findings are supported by [8], which found that cooperative learning and structured peer interaction enhance learner engagement, collaboration, and comprehension.
- **Employed Collaboration.** Teachers relied on collaboration with colleagues through departmental meetings, Learning Action Cell (LAC) sessions, team teaching, and professional learning communities to improve instructional practices. Sharing lesson plans, teaching strategies, and classroom experiences enabled them to refine lesson delivery and develop effective solutions to instructional challenges. These findings are consistent with [4], which highlighted that professional collaboration strengthens instructional quality through shared planning, reflection, and peer support.
- **Adapted Language Reflective Practice.** Teachers addressed instructional challenges through continuous reflection, self-evaluation, and professional learning to improve their teaching practices. They adjusted lessons based on student feedback, observed learners' comprehension, and remained patient, flexible, and open to instructional improvements. These findings support [2], which emphasized that reflective practice enables teachers to refine instruction and respond more effectively to learners' needs.
- **Planned for Effective Teaching Delivery.** Teachers ensured effective lesson delivery through careful preparation, vocabulary enhancement, collaboration, and positive professional dispositions. They planned lessons in advance, anticipated learners' difficulties, and demonstrated patience, flexibility, and resilience while continuously refining their instructional practices. These findings align with [9], which emphasized that effective professional development and instructional planning enhance teaching quality and student learning outcomes.
- **Professional Development.** Teachers regarded professional development as an essential strategy for improving their instructional competence and confidence in implementing comprehensible input. Participation in seminars, coaching sessions, and collaborative learning opportunities introduced new teaching strategies and strengthened classroom practices. These findings are supported by [22], which concluded that continuous professional development enhances teachers' pedagogical competence through collaborative learning, reflective practice, and the sharing of effective instructional strategies.

For Research Question 3, five (5) themes emerged, encompassing the following core ideas: Provide Meaningful Learning Environment, Teach with Compassion, Inject the Importance of Learning, Teaching Philosophy, and Lesson Learned.

Table 3 English Teachers' Insights on the Application of Stephen Krashen's Comprehensible Input in Their Pedagogical Practices

Themes	Core Ideas
Provide Meaningful Learning Environment	"So, I've realized that while comprehensible input—being able to understand the language—is essential, still it's not enough. Students need to actively use the language for it to stick and to apply it in everyday use." (IDI_6) "So, in the implementation of the comprehensible input, we need to set our top priority as our students, because considering that we are handling a large class size, so we need to ensure that we are giving or we are providing them specific activities that would really ensure that there is understanding in comprehension and our classroom discussion." (FGD_1) "Comprehensible input help my students to learn the English language in easier way and as teachers, we must provide learning activities that allows them to use the language in a meaningful way." (FGD_2)

		“For me, I learned that students learn better when lessons are clear and easy to understand and comprehensible input helps students participate more and feel confident in using the language, the English language.” (FGD_7) “So, I’ve realized that while comprehensible input—being able to understand the language—is essential, still it’s not enough. Students need to actively use the language for it to stick and to apply it in everyday use.” (IDI_6)
Teach with Compassion		“Well, sa akua ahm I do not just teach everyday but I learn everyday so mao jud nay pinaka big nga insight nga para sa akua so ahmm teaching is always learning jud para sa akua.” (IDI_3) “My insights for this experience is that teaching, English teaching which is our second language is that is not easy enough so it’s challenging still. The challenge always also give me opportunity to enhance and to help myself grow professionally in teaching this lesson.” (IDI_4) “Ahm I realized that English teachers, we have to become innovative and ah dealing with our students and this is where implementing comprehensible strategies comes in.” (FGD_4) “English teachers have gained valuable insights from implementing comprehensible input. Teachers learn that adjusting language, pacing and strategies based on students’ need significantly improve engagement and confidence.” (FG5) “Some ahm insights that I’ve realized is that ahm language is acquired naturally, not just learned... I also observed that a low stress, welcoming, and engaging environment is essential for learning.” (FGD_6)
Inject Importance of Learning	the of	“In comprehensible input in language learning, it is very important that teachers listen more, teachers listen more before we expect them to really ah really get what we’re trying to instruct them.” (IDI_1) “I have realized that students learn better when they truly understand the message rather than simply memorize grammar rules. Comprehension must come first before production.” (IDI_5) “I realized that comprehensible input in language teaching is very important because it can help our students to learn language in easier and meaningful way. Understanding becomes fluency.” (FGD_2) I realized that comprehensible input significantly affects the comprehension and understanding of students in difficult concept.” (FGD_3) “Teachers have realized that comprehensible input is crucial for meaningful language acquisition as students cannot learn what they do not understand.” (FG5) “So, I realized that comprehensible input is fundamental not just ahm supplemental for language acquisition.” (FGD_6)
Teaching Philosophy		“This is kinda tough. Ahm ah for me it’s really not a shocker. I mean, there were no huge changes because ever since I’ve always been a fan of communicative teaching.” (IDI_1) “Actually dili naman na sa English maam ka no kanang pag nag teach gud ka mura pod gyud kag kanang kung teacher lang gud ang imuha gyud naa ka sa point na strikto gyud ka pero kung makasabot pod ka sa estudyante gud sa imuha ang ma understand gud sa ilaha.” (IDI_2) “My experiences have strengthened my belief in learner-centered teaching. I now value clarity, context, and meaningful interaction more in my lessons.” (IDI_5) “So, my experiences have taught me that the best way to help students is by creating opportunities for them to practice and apply what they’ve learned. I’ve also learned that creating a safe environment, where students are encouraged to make mistakes, is key to building their confidence.” (IDI_6) “My experiences would lead to prioritizing the learners’ needs, abilities, and their backgrounds. Instead of focusing solely on a content delivery, so we should adapt student-centered approaches and encourage participation, interaction, and inclusion.” (FGD_1) “Through experience, teachers often develop a more student-centered philosophy, valuing understanding over memorization or rigid curriculum coverage.” (FGD_5) “I now focus more on student understanding than finishing the lesson.” (FGD_7)

Lesson Learned	"I have learned that flexibility and preparation are key. Successful lessons happen when I carefully plan but also just based on my students' responses." (IDI_5). "I've learned that interactive activities, like group work, really help students engage and improve their skills. I've also learned that giving continuous feedback and encouragement helps students stay motivated, even when they struggle." (IDI_6) "I have learned that teaching English ah in students which is English is not really their first language which is really difficult, no? I just learned that again I will go back na you really have this positive attitude in life and in your students." (IDI_7). "From successful lessons, I learned that students respond well if instruction is clear and from challenging lesson, I learned that flexibility and preparation are very important." (FGD_2). "I have learned that, me as an English teacher is responsible on how students make meanings of a lot of things not only literally but also on how life is giving them a lot of situations." (FGD_3). "I've learned to make use of the strategies to become ah to make language learning delivery more easy to the students and I learned that ah we should always apply contextualization and differentiated strategies." (FGD_4). "I learned that being flexible and prepared makes teaching more effective." (FGD_7)
----------------	---

- **Provide Meaningful Learning Environment.** Teachers emphasized the importance of creating supportive and engaging learning environments where students actively use the language rather than simply understand it. They highlighted the need to design meaningful learning activities that promote participation, confidence, and authentic language use, especially in large classes. These findings are supported by [7], which emphasized that comprehensible input becomes more effective when combined with meaningful interaction and opportunities for language output.
- **Teach with Compassion.** Teachers viewed teaching as a continuous learning process that requires empathy, adaptability, and responsiveness to learners' diverse needs. They recognized that reflective practice, instructional innovation, and creating a low-stress classroom environment enhance students' confidence, engagement, and language learning. These findings align with [17], which emphasized that reflective practice, adaptability, and emotional engagement are essential for effective language teaching and professional growth.
- **Inject the Importance of Learning.** Teachers emphasized that meaningful language learning begins with comprehension, believing that students should first understand messages before being expected to produce language. They recognized that clear, understandable, and contextualized input promotes confidence, participation, and gradual language proficiency rather than rote memorization. These findings support [14], which identified comprehensible input as the primary condition for successful second language acquisition and emphasized that comprehension precedes language production.
- **Teaching Philosophy.** Teachers developed a learner-centered teaching philosophy that prioritizes meaningful interaction, communicative learning, and students' individual needs over mere content coverage. They emphasized providing opportunities for authentic language practice in a safe and supportive classroom environment to build learners' confidence and participation. These findings are consistent with [19], which highlighted learner-centered instruction and meaningful communication as fundamental principles of effective second language teaching.
- **Lesson Learned.** Teachers learned that effective language instruction requires flexibility, careful preparation, and continuous adjustment based on students' learning needs and classroom responses. They emphasized the value of interactive activities, contextualized instruction, continuous feedback, and positive reinforcement in improving student engagement and learning outcomes. These findings are supported by [6], which emphasized that reflective, adaptive, and learner-responsive teaching practices are essential for improving instructional effectiveness and student achievement.

4. Implications

4.1. Implications for Practice

The findings of this study highlight the importance of using learner-centered pedagogical practices in achieving comprehensible input in English classrooms. Since students possess varying levels of language proficiency and learning abilities, English teachers need to continuously adapt their instructional strategies to ensure that lessons remain understandable, meaningful, and engaging. Practices such as simplifying language, integrating visuals, using authentic instructional materials, and contextualizing lessons can help learners better understand and acquire the English

language. These approaches also create a supportive classroom environment where students feel more confident in participating and communicating.

The study further implies that teachers play a vital role in making language acquisition more accessible through reflective and flexible teaching practices. Teachers who regularly assess students' understanding and adjust their instructional delivery according to learners' needs are more likely to promote active engagement and meaningful learning. In addition, collaboration among teachers and participation in professional development activities can strengthen instructional competence and provide opportunities for sharing effective teaching strategies that support comprehensible input.

Moreover, the findings suggest that schools and educational institutions should provide adequate instructional resources, training, and administrative support to English teachers. Limited materials and classroom challenges may affect the effective delivery of comprehensible input; therefore, strengthening teacher support systems and providing opportunities for continuous learning may improve instructional quality and student outcomes. By prioritizing effective pedagogical practices, schools can contribute to the development of students' English proficiency, confidence, and overall communication skills.

4.2. Implications for Future Research

This study focused on the pedagogical practices of English teachers in achieving comprehensible input in selected public secondary schools in Tagum City using a qualitative phenomenological approach. Future researchers may expand this study by involving participants from different educational settings, such as private schools, elementary schools, or higher education institutions, to gain broader perspectives on the implementation of comprehensible input across various contexts. Quantitative or mixed-method research designs may also be utilized to further examine the effectiveness of specific pedagogical strategies on students' language acquisition and academic performance.

Future studies may also explore the perspectives and experiences of students regarding comprehensible input and its impact on their motivation, confidence, and language development. Since this study mainly focused on teachers' experiences, examining learners' responses may provide a more comprehensive understanding of how comprehensible input influences the teaching and learning process. Additionally, researchers may investigate the integration of technology and digital instructional tools in delivering comprehensible input in modern English language classrooms.

5. Concluding Remarks

Through this study, I realized that achieving comprehensible input requires more than simply delivering lessons inside the classroom. It demands effective pedagogical practices, flexibility, patience, and a deeper understanding of the diverse needs and abilities of learners. Despite the challenges experienced by English teachers, such as varying student proficiency levels and limited instructional resources, I found that teachers continuously strive to use meaningful and learner-centered strategies that support students' language acquisition, engagement, and confidence in using English.

As a researcher, this study allowed me to appreciate the important role of English teachers in creating meaningful learning experiences that promote language development in a supportive environment. I believe that strengthening pedagogical practices, continuous professional growth, and institutional support can further improve the delivery of comprehensible input in English classrooms. It is my hope that this study will serve as a helpful reference for educators, school administrators, and future researchers who aim to contribute to more effective and inclusive English language teaching practices.

Compliance with ethical standards

Disclosure of conflict of interest

We declare that there is no conflict of interest in this study.

Statement of ethical approval

All ethical considerations were observed and strictly adhered to throughout the conduct of this study.

Statement of informed consent

Informed consent was obtained from all participants prior to their participation in the study.

References

- [1] M. Abrar, A. Mukminin, A. Habibi, F. Asyraf, and L. Marzulina, "If our English isn't a language, what is it? Indonesian EFL teachers' challenges in teaching English in mixed-ability classrooms," *Education Research International*, vol. 2021, pp. 1–12, 2021, doi: 10.1155/2021/6627170.
- [2] R. Akbari and L. Tajik, "Teachers' reflective practice and professional development: A systematic review," *Teaching and Teacher Education*, vol. 110, Art. no. 103602, 2022, doi: 10.1016/j.tate.2021.103602.
- [3] A. Bernardo, M. Cordel, M. Lapinid, J. Teves, S. Yap, and U. Chua, "Contrasting profiles of low-performing mathematics students in public and private schools in the Philippines: Insights from machine learning," *Journal of Intelligence*, vol. 10, no. 3, Art. no. 61, 2022, doi: 10.3390/jintelligence10030061.
- [4] C. Brown and J. Flood, "The three roles of school leaders in maximizing the impact of professional learning networks: A case study from England," *International Journal of Educational Research*, vol. 99, Art. no. 101516, 2021, doi: 10.1016/j.ijer.2019.101516.
- [5] X. Cheng, L. X. Gao, and Y. Liu, "The enactment of positive emotions via teacher scaffolding: The case of Chinese high school EFL learners' engagement with teacher written feedback," *System*, vol. 124, Art. no. 103375, 2024, doi: 10.1016/j.system.2024.103375.
- [6] L. Darling-Hammond, M. E. Hyler, and M. Gardner, *Effective Teacher Professional Development*. Palo Alto, CA, USA: Learning Policy Institute, 2021.
- [7] R. Ellis, "Principles of instructed second language learning," *System*, vol. 99, Art. no. 102487, 2021, doi: 10.1016/j.system.2021.102487.
- [8] R. M. Gillies, "Promoting academically productive talk in group work: Teachers' instructional strategies in cooperative learning classrooms," *Learning and Instruction*, vol. 80, Art. no. 101616, 2022, doi: 10.1016/j.learninstruc.2022.101616.
- [9] T. R. Guskey, "Professional development and teacher change," *Teachers and Teaching: Theory and Practice*, vol. 27, no. 5, pp. 1–18, 2021, doi: 10.1080/13540602.2021.1931833.
- [10] D. Heng, S. Pang, and S. Em, "Challenges of teaching mixed-ability EFL classes: A study of two private schools," *PROJECT (Professional Journal of English Education)*, vol. 6, no. 3, pp. 591–604, 2023, doi: 10.22460/project.v6i3.p591-604.
- [11] S. Ihlenfeldt and J. Rios, "A meta-analysis on the predictive validity of English language proficiency assessments for college admissions," *Language Testing*, vol. 40, no. 2, pp. 276–299, 2022, doi: 10.1177/02655322221112364.
- [12] S. Krashen, "The 'fundamental pedagogical principle' in second language teaching," *Studia Linguistica*, vol. 35, nos. 1–2, pp. 50–70, 1981, doi: 10.1111/j.1467-9582.1981.tb00701.x.
- [13] S. D. Krashen, *Principles and Practice in Second Language Acquisition*. Oxford, U.K.: Pergamon Press, 1982.
- [14] S. Krashen, "The input hypothesis: Issues and implications," *Journal of Language Teaching and Research*, vol. 12, no. 4, pp. 567–575, 2021, doi: 10.17507/jltr.1204.01.
- [15] V. Lopez, "The nexus between English language proficiency and mathematics competency: The case of Filipino K–12 graduates," *AIDE Interdisciplinary Research Journal*, vol. 3, pp. 527–577, 2023, doi: 10.56648/aide-irj.v3i1.84.
- [16] M. H. Long, "Native speaker/non-native speaker conversation and the negotiation of comprehensible input," *Applied Linguistics*, vol. 4, no. 2, pp. 126–141, 1983, doi: 10.1093/applin/4.2.126.
- [17] S. Mercer, "The well-being of language teachers in the 21st century: A framework for understanding and supporting professional development," *System*, vol. 94, Art. no. 102341, 2021, doi: 10.1016/j.system.2020.102341.
- [18] National Center for Education Statistics, *The Nation's Report Card: Reading Highlights 2024*. Washington, DC, USA: U.S. Department of Education, Institute of Education Sciences, 2024.

- [19] D. Nunan, "Communicative language teaching today: Research and classroom practice," *RELC Journal*, vol. 52, no. 2, pp. 1–14, 2021, doi: 10.1177/00336882211004786.
- [20] I. Nurmala, S. Irianto, S. Franchisca, H. Amsa, and R. Susanti, "Technology-enhanced language learning: A meta-analysis study on English language teaching tools," *Journal on Education*, vol. 6, no. 1, pp. 2188–2195, 2023, doi: 10.31004/joe.v6i1.3221.
- [21] L. Plonsky, N. Ziegler, and A. Mackey, "The role of interaction in second language development: A meta-analysis of classroom-based research," *TESOL Quarterly*, vol. 57, no. 2, pp. 412–438, 2023, doi: 10.1002/tesq.3201.
- [22] Y. Rozimela, S. Fatimah, and N. Fudhla, "EFL teachers' practices and perspectives on self- and collaborative contextualized reflective practice," *Asian-Pacific Journal of Second and Foreign Language Education*, vol. 10, Art. no. 35, 2025, doi: 10.1186/s40862-025-00338-9.
- [23] A. A. A. Salih, L. I. Omar, *et al.*, "Enhancing EFL learners' engagement in situational language skills through clustered digital materials," *Frontiers in Education*, vol. 9, Art. no. 1439104, 2024, doi: 10.3389/feduc.2024.1439104.
- [24] N. K. A. Suwastini *et al.*, "Differentiated instruction in EFL classrooms: Addressing learner diversity," incomplete bibliographic information—journal, volume, issue, pages, and DOI require verification, 2021.
- [25] L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA, USA: Harvard University Press, 1978.
- [26] R. Yawiloeng, "Using instructional scaffolding and multimodal texts to enhance reading comprehension: Perceptions and attitudes of EFL students," *Journal of Language and Linguistic Studies*, vol. 18, no. 2, pp. 877–894, 2022, doi: 10.17263/jlls.2022.877.