

# **NEEDS ANALYSIS, CHALLENGES, AND TEACHING STRATEGIES IN ENGLISH GRAMMAR LEARNING**

A Dissertation Presented to the Faculty of Graduate Studies  
Lyceum of the Philippines University

In Partial Fulfilment of the Requirements for the Degree  
Doctor of Philosophy in English Language Studies

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June 2021

**APPROVAL SHEET**

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**ABSTRACT**

Title : **Needs Analysis, Challenges, and Teaching Strategies in English Grammar Learning**

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Degree : Doctor of Philosophy in English Language Studies

Date of Completion : June 2021

Thesis Adviser : Dr. Imelda L. An

This study employed a descriptive-correlational approach to assessing the students' needs, grammatical challenges, and teachers' preferred teaching strategies. Correlational analysis was utilized to treat data concerning the teachers' preferences regarding needs analysis and teaching strategies. An independent sample T-test was used to identify the difference in the teachers' responses on determining the respondents' perception about the needs assessment used for Junior and Senior High school students and the relationships between the perceived grammatical skills of English teachers.

Findings revealed that the teachers' grammar needs analysis on speaking skill was classified as the most critical assessment, while the least essential was the viewing skill. English teachers agreed that the usual English grammar challenge is when they expect the teachers to present grammar points explicitly. However, they disagree that they do not find grammatical terminologies useful. Reading was the regularly used teaching approach in



grammar, whereas the less-used was the speaking strategy. Moreover, a significant difference occurred between the grammar skills and needs analysis used when grouped according to grade levels. Senior high school teachers had greater assessments on teaching grammar through vocabulary, speaking, and writing.

Furthermore, senior high school teachers considered grammar needs on speaking and writing as more important. There was no significant relationship between teaching strategies, and grammar needs to the students' English grammatical challenges. Therefore, a strategy enhancement program for both the Junior and Senior high school levels has been proposed.

**Keywords:** *grammar, needs assessment, challenges in grammar learning, teaching strategies, macro skills, strategy enhancement program, secondary teaching, junior and senior high school grammar, K-12 English curriculum*



## ACKNOWLEDGMENT

The researcher's grateful and heartfelt acknowledgments are given to all of the faculty members, classmates, and friends who had kept on supporting him all throughout the completion of this dissertation. In the same way, he would like to express his gratitude to the following:

To the Lyceum of the Philippines University – Graduate School family, together with the Divine Word College of Calapan community, for guiding him towards the right direction and by providing him the quality education that he needs;

To his endearing co-teachers in the DWCC Senior High school department, together with the Principal, Dr. Fedeliza A. Nambatac, and Director, Bro. Hubertus Guru, SVD, who all inspired him on pursuing his quest for teaching;

To his adviser, Dr. Imelda L. An, for giving him sound and valuable insights in English language and research, and to the panel chair and its members Dr. Reynalda B. Garcia, Dr. Arnie Christian D. Villena, Dr. Eleonor C. Magadia, Dr. Chona D. Andal, and Dr. Beverly T. Caiga, for their substantial comments and suggestions for the improvement of this work;

To his family, including his mother, sisters, cousins, and nephews, the Holy Child family, Fr. Raphael Gomes, SVD and Fr. Richard Rodriguez, for their continuous support, prayers, and endless encouragement towards the success of his lifelong education, teaching career, and his Ph. D. journey;



Finally, the researcher's wholehearted gratitude is given to the Almighty God through the undying intercession of the Blessed Mother. Without Him, this research will not be possible.



**DEDICATION**

This work is dedicated to my loving parents, Engr. Nemesio P. Apolonio, Jr. + and Engr. Caridad J. Asinas, whose words of encouragement and push for great achievements are overwhelming, to my family and friends, co-teachers, students, and to my brothers and sisters in Christ, who stood by me and inspired me in this Ph. D. journey. I will always appreciate all you have done, especially the person who has helped me make all of these possible.

*Ad Majorem Dei Gloriam!*



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## INTRODUCTION

The English language has already been a part of the natural communication between the teachers and the learners. More so, English teachers' grammatical skills serve as the basis of the students' language improvement. Teachers enable the students' language capabilities to progress and intensify them as they communicate in various professional settings. Nugraheni (2017) stated that teachers also acquire advantages through different teaching strategies and approaches as they teach grammar. In this way, the teachers also receive the language as they learn where their only target is to teach the language.

Moreover, an English teacher must learn to decide the best strategy to use when teaching grammar, utilizing an equilibrium between learning grammar and natural communication (Nugraheni, 2017). On the other hand, grammar has not been the highlight in learning since teaching English focuses primarily on the Genre-Based Approach (GBA). In this way, grammar becomes a part that strengthens the genre of what the teacher explains.

For that reason, grammar teaching is not taught separately. English instructors may use various teaching strategies to explain English grammar extensively. It aims to let the students enjoy and clearly understand what the teacher explains in the class. Though grammar may not highlight teaching the English language, grammar is necessary to achieve the language acquisition objectives, suggesting that the students must create a written or oral genre



text. The learners must have a mastery of the grammatical application in different contexts to develop their grammatical abilities for future application.

On the other hand, needs analysis serves as the foundation of the English language's different applications for specific purposes. The purpose of assessing the students' needs is to determine how English grammar is being developed in the language classroom, either through reading or writing. As proved by Brown (1995) in Cunningham (2016), needs assessment aims to organize all essential subjective and objective information needed to strengthen the language curriculum to fulfill the students' language learning objectives in various educational settings and the teaching-learning pedagogy. In summary, needs assessment provides the pedagogical analysis of all required educational information for strengthening a language curriculum.

However, the students' language learning skills highlight the listening, speaking, reading, and writing skills that are being categorized and measured through their grammar. Besides, these skills hold equal worth, supporting each other from learning the listening skill to speaking and learning to read to writing. A learner can be identified to have a trained language competency when these four interpersonal capabilities are combined. The teacher plans the best instruction following how the students will learn these language capabilities identified in the language classroom. Teachers assess the students' needs based on their knowledge and understanding, either formally or informally (Linde, 2018). A needs assessment can be applied through formative tests to



let the teachers determine how their students excel on these skills. Needs analysis through formal reviews enables the teachers to measure the students' working level and understand their performance in class through tests or quiz. Consequently, informal assessments are used to guide instruction. In this way, the teacher deals more with observing the learner if (s)he struggles in the class where there are no quizzes given but the teacher guides and watches the student at work.

As Linde (2018) explains, determining how students excel in the class is substantial to identify how they develop in language learning. As they gain the macro skills through the language learning-acquisition process, they may also adopt the necessary skills suitable for their needs. It suggests that every student learns following how the teacher assesses their needs.

The relevance of including grammar in the English pedagogy has been argued by different scholars where they recommend that grammar education must not diminish the importance of language learning. However, it showed that a set of standards must identify the various communication parts that may be applied as something that can be quickly done right away. The relevance of English grammar teaching applies to the students' needs in language learning and enhancement.

As students continually progress applying language learning through oral and written communication, students can advance their communicative competencies and complexity in terms of grammar application and word



choices. Students tend to determine necessary language usage in various situations that comprise both academic and professional competencies. The learners' language capabilities primarily deal with how they focus on the educational setting that requires language learning in their curriculum.

Moreover, students learn to understand spoken or written language through various genres applied in different contexts. Language teaching and learning are prioritized in additional strategies that can be used through symbols, grammar, vocabulary, and communicative competencies. The language learners are given opportunities to apply both oral and written communication that uses words and structures that deal primarily with their macro skills (Bloome, 2020).

Nevertheless, challenges in English grammar learning indicate the various difficulties being faced by persons involved in the educational setting, both teachers and students. These student-experienced challenges are manifested in the various macro skills application that can be seen primarily in their fears and unwillingness to use the English language, which results in an insufficient vocabulary, poor language acquisition, and a low rate of syntactical knowledge, most notably the subject-verb agreement rules.

One of the main problems in English grammar learning is the unqualified teachers that can be seen as the most unnoticed difficulty in the classroom. This challenge becomes more difficult to solve because various schools comprise English language learners. They cannot quickly identify who is the



best English language teacher and who is least. In this way, the learners commonly take whatever the English teacher explains, whether correct or not. As Ama (2019) proves, second language learning and acquisition have played a challenging role in the classroom, specifically grammar. This difficulty is highly evident when a country is not using English as its mother tongue. For example, English language learners here in the Philippines experience various challenges since English is not their native tongue.

Another problem encountered in the classroom is that the learners commonly see that the same English language register used on the streets or at their homes is the same register they apply in the school, most notably during the examinations or recitations. Since communication does not serve as a basis for the students' intelligibility, they do not depend much greatly on the grammatical rules taught to them by their English teacher and therefore do not entirely learn the English language (Ama, 2019).

On the other hand, language teaching and learning are the main highlights in educational pedagogy. According to Mousena and Sidiropoulou (2017), the learners are observed through their language competencies that apply the relationship between the teaching-learning process and how they interact through language development. As the students continuously progress, language development is determined through its significance following its application in different purposes and competencies. The learners can develop themselves in various educational settings and language



capabilities highlighted as a fully developed learning motivation.

Also, students can identify how they learn to recognize diction that is applied through written or oral comprehension. English language competencies and capabilities are enhanced, and the students can develop themselves through skills improvement, such as the way they pronounce correctly apply grammar in different genres. Moreover, Duff and Tomblin (2018) say that the student's needs are assessed by the teachers in other educational applications and evaluated through their performance and capabilities.

Specifically, this paper aims to prove that the grammatical skills and the Junior and Senior high school English language teachers' needs assessment emphasize the students' language capabilities. This paper sought to strengthen language research and information technology as an adequate foundation for students' awareness of the English language's vital role in various education parts. This paper also serves as a helpful springboard, explaining and rationalizing that English teachers' strategic grammar skills and assessing their needs are necessary. Being a Doctor of Philosophy in English Language Studies candidate, the researcher has the pivotal role and commitment to achieve the paper's objective.

Hence, the study concentrates on both the Junior and Senior High School English language students' grammatical skills to determine the teaching strategies concerning English grammar learning. Also, it aims to



categorize the needs analysis of English teachers in the students' grammar learning. It enables people to identify their challenges in the students' English grammatical skills as part of their language capabilities and their needs assessment towards the students among the selected Junior and Senior High Public Schools of Calapan City, Oriental Mindoro.

### **OBJECTIVES OF THE STUDY**

This paper assessed the achievements or mastery of English teachers' language capabilities when specific grammar skills and needs assessments are used.

More specifically, the paper pursued to achieve the following objectives, which are to determine the level of importance of English teacher's needs analysis in the students' grammar learning, to assess the challenges commonly experienced by the students in grammar learning based on the teachers' strategies, and to identify the teaching strategies concerning the English grammar learning in the Junior High school and Senior High school levels. Additionally, it also targets to test the significant difference in the grammar skills and the needs analysis used when grouped according to grade levels, to test the significant relationship of the teachers' needs analysis, challenges experienced in grammar learning, and the teaching strategies used in the classroom, and finally, to propose a teaching strategy enhancement program for grammar.



## REVIEW OF RELATED LITERATURE

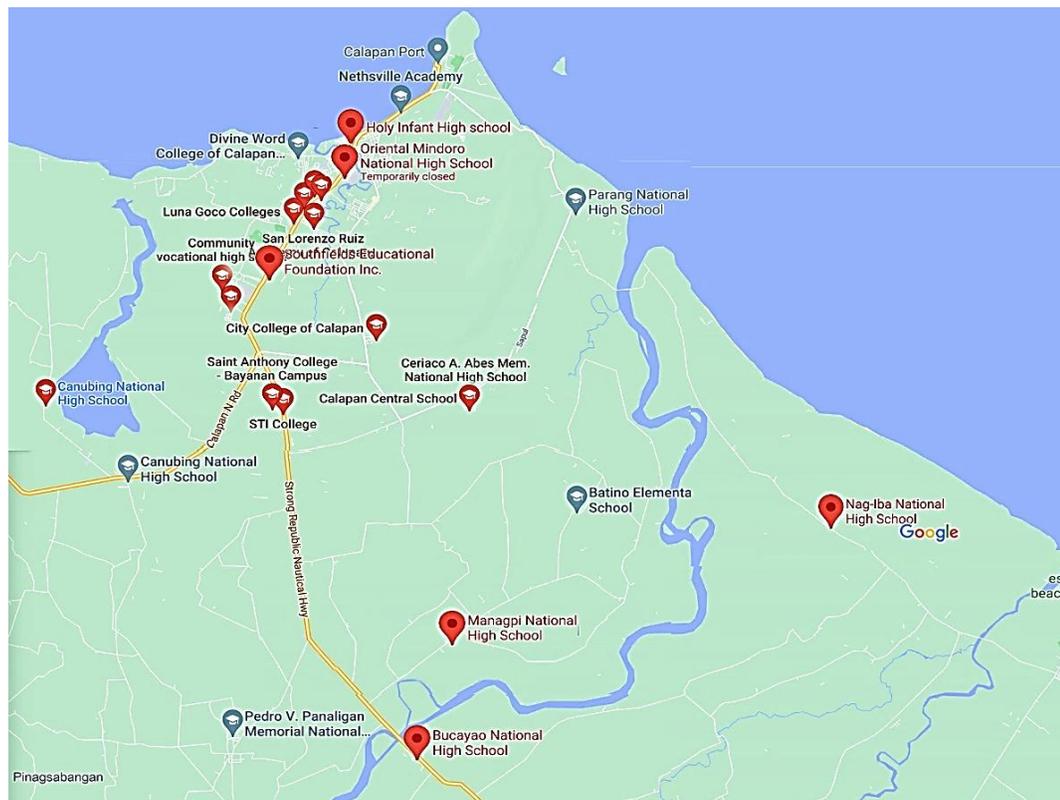
### Research Locale

The researcher investigated the different public and private junior and senior high schools in Calapan City, Oriental Mindoro, currently managed by the Department of Education in the Schools Division of Calapan City. These public and private high schools comprise the English teachers under the Junior High School (Grade 7-10) and Senior High School (Grade 11-12). The Department of Education aims to develop the students' English language skills, most notably in grammar, utilizing the spiral curriculum that targets the continuous growth of grammatical competencies starting from Junior high school through their listening, speaking, reading, and writing skills until they finish the senior high school before going to college.

The selected public and private schools in different barangays are located in Calapan City, Oriental Mindoro, spearheaded and managed by the Department of Education – Division of Calapan City. The Schools Division Superintendent supervises all teaching-learning activities, including the adequacy of quality education through a student-centered teaching strategy, outdoor classes (e.g., seminars/ workshops), and the student needs assessment. Inclined with the implemented Enhanced Basic Education Curriculum, DepEd-Calapan City recognizes the outstanding student performances and their achievements in different areas such as academics, social-responsibility and leadership, and other fields that highlight their



progress and enhancement. These awards encourage the students to reach an excellent outcome and practice a proactive membership inside and outside the school.



**Figure 1. Map showing the locale of the study area in Calapan City, Oriental Mindoro**

However, as teachers apply the spiral approach, DepEd offered English language subjects from simple to complex under the K-12 curriculum, starting from Junior High School (Grades 7-10) using the basic English grammar and parts of speech until they entirely apply them in the Senior High School (Grades 11-12) through oral communication or by using English in academic and professional purposes. In addition, teachers, as facilitators, apply student-centered learning that encompasses teaching methodologies that transfers the

focal point of instruction from the teacher to its learners. This learning approach is highly evident to let the learners apply independent learning, metacognition, and output-based instruction. In Junior high school, one (1) English subject is being taught for each grade level that comprises consistent topics turning to a more complex one, highlighting the students' development in reading comprehension, listening, vocabulary, literature, writing, composition, oral language, fluency, and grammar awareness. Junior High school teachers assess English for 160 hours for two consecutive semesters. On the other hand, the Senior high school provides two (2) English subjects, including a core subject of Oral Communication in Context and an applied subject of English in Academic and Professional Purposes, which the instructor teaches for 80 hours per semester.

### **Needs Analysis**

According to Kahng (2015), needs assessment is applied through a thorough analysis of language and communication. Teachers assess the students' needs in the educational setting that highlights their learning objectives, including the cognitive, affective, and psychomotor domains. These domains affect the students' learning variables that would fulfill their needs, including their competencies and awareness in the classroom setting. Additionally, a successful needs analysis balances an organized set of curriculum products that satisfy the students' language learning requirements. In this way, the students' needs assessment reflects the whole educational



institution in different situations, particularly in the curriculum. Therefore, it suggests that the student's needs must prioritize the learning objectives to assess their language teaching-learning process needs.

Additionally, it has been suggested that assessing the students' needs follows a methodical process including basic decision making, data gathering, and information application (Brown, 1995 as cited in Kahng, 2015). As the teachers learn to analyze the students' needs, they can organize things by determining the students' point of view, acquiring knowledge simultaneously, and learning what students apply as they participate.

As proved by Otilia (2015), the students' needs are evaluated to support the teachers in assessing their learners' language development in grammar skills, including the challenges they experience being applied in different linguistic disciplines. As the teacher determines the learners' needs and creates motivation for the learning objectives, the application of resources would be chosen depending on their capabilities. In this way, analyzing the students' needs serves as the foundation for how the curriculum's learning competencies, teaching resources, and strategies are applied and formulated. Applying them through needs analysis enhances the learners' motivation and accomplishments in the end.

Also, Chen, et al. (2016) explain that one of the objectives of needs analysis is to examine the learners' perception and assess them on language acquisition and application in various contexts in different settings and



situations. More predominantly, analyzing the learners' needs intensify their language learning and skills in a particular context. Research emphasizes the essential function of needs analysis in grammatical approaches and course designs. Needs analysis aims at assessing the English grammar class where the learners necessitate. It can help the students identify their abilities in knowing, doing, and learning. Therefore, analyzing the students' needs is essential and generally perceived as a fundamental part of grammar learning.

Equally important, Albassri (2016) explained that needs assessment serves as the primary foundation in the language teaching-learning process. The students much depend on how the teacher will manage the English language class. It emphasizes that needs assessment provides tremendous importance in the educational setting, most especially to the learners' needs (Shahriari & Behjat, 2014 as cited in Albassri, 2016). Moreover, assessing the students' needs aims to determine how they have developed and fulfill their objectives. As the teacher applies what is necessary for the curriculum, the student's needs must be related and matched according to the subject matter. Once these needs are identified through the lesson plan's goals and objectives, it may now serve as the teacher's basis for evaluating the students' development through tests, activities, materials, and others. In this manner, the teacher will therefore assess the students' needs through proper assessment.

In light of Shahriari and Behjat (2014) in Albassri (2016), needs assessment emphasizes how the curriculum is being applied to the students.



Therefore, the students' analysis and their level of competence go hand-in-hand in the curriculum process. Henceforth, the students' needs serve as the basis when starting a curriculum. The needs assessment of the students serves as the foundation of a curriculum design framework. More so, a needs assessment must be the starting point of a language curriculum. In this way, the language program may be reexamined and reevaluated according to the curriculum objectives (Iwai, et al., 1999 as cited in Albassri, 2016).

Similarly, needs analysis is a fundamental requirement that includes the school's stakeholders, including the parents, teachers, and the learners. On the other hand, the conflict becomes evident when the needs are not being applied to all the community members involved in the classroom. Therefore, these needs must be well identified, analyzed, and investigated because the curriculum must incline and support the community's selected members and the others involved in the learning process. Moreover, language learning is applied in the communicative and sociocultural pedagogies that are evident inside a particular educational field (Belcher, 2006 as cited in Albassri, 2016).

According to Mead (2015), analyzing the needs of oral communication skills applies a particular assessment method. However, the method applied for providing feedback to the newly skilled learners is not necessary on student evaluation per quarter. On the other hand, all assessment tools to be used for needs analysis must follow the measurement principles regarding its validity, reliability, and fairness at all costs. An accurate and consistent instrument must



be observed for it will represent all the skills to be measured, and it must control similarly with an enormous number of students.

Moreover, determining the suitable instrument to be utilized depends on its purpose for the needs analysis and its availability. If its goal is to analyze the needs of a specific set of grammatical competencies, for instance, diagnosing the strengths and limitations or analyzing the mastery of a goal, the test must be according to the competencies. If the practice tests are not obtainable, the instrument to be used must be well designed to determine and achieve the students' needs. If it targets to generally assess communication through grammar, such as a new program evaluation or district goals assessment, the needs must be measured from time to time and, if possible, the progress must be described through external norms, either national or state. Meaning, it is necessary to observe an appropriate test that undergoes thorough progress, validation, and reliability, even if the test does not fully match the local program (Mead, 2015).

Also, Shank (2016) stated that the students' needs and capabilities assessed by the teachers became a fundamental part of their lives. Moreover, the teachers must provide various teaching strategies and assessment tools to help them fulfill their educational needs and reach their future profession.

Being one of the primary sources of knowledge, the teachers have to assess their learners' capabilities and excel in the classroom. Furthermore, the teachers must identify and meet their students' needs and reach their



expectations by learning objectives. In this manner, the teacher must learn how his /her students can adapt to the classroom environment and how it will be possible to everyone (Shank, 2016).

Correspondingly, the students' literacy needs assessment is necessary for classroom instruction. Based on the Center for Applied Linguistics (2016), the students can reach the standards of using English as a Second Language (ESL) in various motives such as they want to learn English for communication purposes or learn it for their future endeavors. However, if these needs were not achieved and the learning objectives were not met, it would affect them. Therefore, using formal or informal assessment tools to determine the students' needs is necessary to identify how they excel and develop in the English classroom.

Moreover, assessing the students' needs may serve as a tool for curriculum improvement and development in the classroom setting to fulfill the class's learning objectives (CAL, 2016). In this manner, the teacher assesses the learners' language capabilities and applies them in the class. Teachers can measure the students' capabilities through needs analysis to track how they reach the learning objectives they have planned for the subject matter and their learners.

As stated by Bow Valley College (2016), a thorough needs analysis enables the teachers to assess the students' needs, objectives, interests, and learning conflicts. This pattern caters to necessary information and guides for



data gathering to solve temporary problems regarding the students' needs inside the classroom setting. The teacher assesses the classroom needs that begin from the first parts of the lesson plan. It allows the teacher to determine what the learners could have missed in the class and how they would be adequately addressed through appropriate assistance and educational support. More so, needs analysis refers to how the students are being supported and assisted by teachers. Various instructors find it helpful and significant to integrate students' needs inside the classroom setting for a long time. Assessing the students' needs to all the learners lets them gather more in-depth facts and shreds of evidence and decreases the problems they may be overwhelmed with.

Moreover, asking questions is necessary when assessing the students' needs in the classroom setting. The teachers must identify the students' level when providing sets of questions and be meaningful to the students to express their needs clearly. Additionally, proposals or recommendations for assessing the students' needs with lower and higher-level ESL literacy classes are delivered. Therefore, the teachers must bear in mind that the data gathering allows the learners to understand better and connect them with available supports (BVC, 2016).

Furthermore, it is necessary to determine that the students may not be contented about sharing information regarding their educational conditions or problems before acquiring them well. Sometimes, the students are more likely



to have this information privately. As a remedy, the teachers aim to gather that they can utilize for lesson planning and teaching without letting their students become pressured. In this way, the learners become more open to receiving new knowledge as the class develops, where they become more engaged with the teachers. Many teachers believe that if the students share some of their personal stories, they find it much easier to discuss the learners' needs and background information (BVC, 2016).

On the other hand, Al-Mekhlafi and Nagaratname (2011) in Nozadze (2017) states that different researches proved that grammar must be taught inside the classroom. The learners commonly see that including grammar in the curriculum is a necessary evil at best (Nozadze, 2017). Several teachers are still uninterested in teaching grammar because of low literacy, low student motivation, and other classroom-related reasons (Borg, 2010; Nozadze, 2017). Moreover, the teachers' attitudes in teaching grammar and their needs analysis depend solely on their grammatical skills accuracy, fluency, and self-confidence. Contrariwise, grammar needs analysis applied with attitude, in some situations, may not also be very enthusiastic. It has also been stated that an English teacher this commonly identified as the grammar corrector that primarily aims to correct others' grammar mistakes. On the other hand, grammar needs analysis is necessary, not only because of examinations or requirements but also because of the teachers' needs and how they can communicate properly and nicely. The most common approach on grammar



needs assessment suggests that there are still tasks that serve as the main applied rule that are reliable or communicative.

As said by Larsen-Freeman (2009) in Nozadze (2017), the traditional approach on grammar needs analysis suggests that a students' grammatical knowledge is well explained as an accurate construction and comprehension that the teachers analyze through the four (4) macro skills. Needs analysis is usually applied using decontextualized and discrete-point items, including sentence unscrambling, error correction, cloze tests, fill in the blanks, sentence completion, subject-verb agreement rules, and other related types. These formats analyze the students' grammar needs, but they do not assess if the test-takers can use grammar correctly through speaking or writing skills.

Moreover, Ampa and Quraisy (2017) stated that in order to accomplish a sufficient teaching skill, a teacher must match the learner's needs and abilities. Proper management of the four language skills must be typically put in a sequence to assess these needs, including writing as the last skill for it is the final competency acquired by the learners in acquiring the first language. Essential components of the students' needs in grammar must be analyzed to acquire the writing skill, including the language structure, choice of words, content, organization, and mechanic. Therefore, grammatical structure and vocabulary are the primary needs to be acquired in English language learning using the writing skill.

Besides, these learning needs refer to the needs that the students



acquire as they learn. In this manner, these needs must be increased to let the students learn continuously. As Ampa and Quraisy (2017) added, grammar needs analysis assesses the learners' educational needs by gathering information. These needs aim to target the students' key learning outcomes and requirements during the class. Moreover, these needs refer to the students' characteristics, class concerns, and learning constraints. However, the teacher's analysis aims to match such techniques, including teaching and learning strategies, to the learners' needs to determine if the teacher's lesson plan is necessary to the intended learning objectives.

Therefore, needs analysis includes learning activities that aim to identify the students' needs because determining the learners' needs in an organized and productive manner produces successful lesson planning. Furthermore, needs analysis produces a good-decision making skill for teachers since they can prioritize the students' needs to produce an effective course plan. In developing a curriculum, needs analysis serves as a process by which the teacher caters to the students' educational needs to know the gaps between what knowledge is already learned and what possible knowledge should be expected (Ampa & Quraisy, 2017).

An essential tool of a proficiency-based approach has changed from identifying language proficiency through structural knowledge. The students' needs were best assessed through discrete-point items and apply this knowledge through performance tasks, which are best assessed through the



written text production and comprehension and face-to-face interaction under an empirical process (McNamara & Roever, 2016). Afterward, a more integrative approach on assessing grammar, including grammatical performance, was assessed by evaluators to determine the learners' grammatical accuracy and how complex they are on grammatical structure use. However, the results were subjective, and since the assessment formats are open-ended, they are more prone to possible inconsistencies.

Furthermore, it has been defined that needs analysis serves as a series of activities where decision-making is necessary to assess the students' needs. It shows that needs assessment is not primarily a result but action in their particular educational decisions. The students' needs themselves show a gap between hope and reality that the students must have. It shows that the learners must contain these needs by how they perform because their learning needs vary. Therefore, the student's needs in a specific learning institution may be different from another educational setting. Meaning, a perceived learning need in the previous year may differ from what will be perceived in the future (Ampa & Quraisy, 2017). It shows that when the learning competencies and needs are reached, the learning activities must, therefore, be met as well. The teachers must determine these learning needs thoroughly through an individual approach.

Additionally, learning needs serve as continuous and unending tendencies that exist in a learners' classroom goal. The primary learning needs



are necessary to determine the objectives prepared in the curriculum. These learning needs will enhance the program and provide proper direction towards a successful program competency. Needs analysis is essential since the students' learning serves as the basis that provides the gap between the learning objectives preferred by the students known as the "actual learning conditions" because each learner provides altered needs that the teachers must consider to identify what specific needs they will achieve in potential and finally become his needs (Ampa & Quraisy, 2017).

Besides, grammatical needs analysis is a current competency of learners whose gap includes knowledge, skill, and attitude towards linguistic abilities through grammar. As the teachers implement the needs assessment, the students' function is essential because they will include their existing skills based on their individual learning needs. The teachers will plan their learning needs thoroughly, carefully, and concisely, then identify the students' priority in the classroom towards their grammatical interest, which needs to be fulfilled through the learning activities (Ampa & Quraisy, 2017).

The process of assessing the students' needs reflects on their development and improvement and not merely on their weaknesses. Meaning, the students can show and apply their classroom capabilities (Holt & Duzer, 2000 in CAL, 2016). Without an adequate student needs assessment, the whole classroom instruction could also affect the students. In this case, needs assessment is a continuous process that may affect student development,



curriculum design, and teaching strategies (TESOL, 2003 in CAL, 2016). In the curriculum process, the relevance of needs assessment is to identify the course's intended learning outcomes where the program's objectives are achieved and, if necessary, for curriculum improvement.

Moreover, Yunita (2018) stated that needs analysis is the primary step applied before the teacher plans how (s)he will develop his/her students through a learning model. This learning model must be evident by showing the current condition of how the students learn in the educational setting. Needs analysis is also identified through a methodical process that aims for the learners' demands about their learning process in the English grammar class. However, needs analysis also functions to determine how the learners develop based on their point of view. The process must be applied using the most appropriate learning materials to let the learner achieve and acquire his needed learning through a proper grammatical needs assessment.

### **Challenges in English Grammar Learning**

According to Sumalinog, et al. (2018), the improper grammatical application in writing for non-native English learners is primarily caused by their English grammatical rules' inefficiency. Research shows that the learners' difficulty was due to the strategy the teacher applied in instructing grammar. In some situations, the errors occur due to the learners' native language's influence, the numerous rules, complexity, and grammatical learning limitations. Common errors that inhibited the students were their incapacity to



rule application in the immense aspects of grammar. The learners remain weak in constructing a proper English syntax even though they were already taught about it. The students remain confused in the correct subject and verb agreement, deciding which preposition must be used and recalling that nouns also have irregular forms. Also, the students experience challenges in applying the correct antecedent for some nouns.

On the other hand, improving the learners' grammatical errors begins an effective reinforcement strategy from the teachers to address their learning challenges. The teacher may apply activities using the students' grammatical errors to prepare for a higher lesson level. It suggests that the teachers' corrective strategies must not be threatening to the students' perspective. Instead, it must be motivating to their part as learners. The teachers can also use complete sentences to let the students be exposed to the English language. They can also give different needs assessments on the macro skills (Listening, Speaking, Reading, and Writing). Moreover, the teachers may also provide exercises that identify the comparison between verb tenses (e.g., perfect tenses) since most learners commonly overgeneralize these tenses' functions (Sumalinog, et al., 2019).

Also, Dussling (2016) said students' English language competencies in the academe could not be fulfilled if there is no communicative application of a social, cultural, and economic context in the language schedule. Moreover, many socioeconomic status levels improvise a parental language learner more



specifically than native English language learners (Garcia & Jensen, 2006, cited by Dussling, 2016). Learners must complete necessary educational achievement that can be applied through language learning through family income, parental language proficiency, family structure, and others.

More conveniently, the educators, more particularly the children, aim to target the classroom's various objectives (Hammer, et al., 2007, cited by Dussling, 2016). The learners' application in different aspects considers its various involvement in the classroom instruction. Teachers need to formulate English language competencies into one particular idea that enables them to perform and understand the language clearly and concisely. Meaning to say, English in different perspectives assesses the learners to determine linguistic backgrounds and cultural preservation and application. Additionally, various linguistic achievements through their abilities and necessities are considered one of the most fundamental language learning skills. Students tend to apply a different set of goals and objectives that deals with knowledge application where they apply a set of standards and abilities in learning English (Harper & de Jong, 2004 in Dussling, 2016).

For that reason, a learner's familiarity with language highlights their communicative exposure. However, such learners tend to participate less until they finally reach schooling. The student outcomes contrast broadly based on how they are being applied in the language classroom area, and in this manner, their primary necessities depend mainly on both inside and outside



the learning environment that enables the teachers to apply the students' academic and professional needs (Cummins et al., 2005; de Jong et al., 2013; as cited in Dussling, 2016).

Given that, teachers must monitor the students' language competencies and their effect on their knowledge. Moreover, favorable chances can occur to how the teachers apply their strategies because it will serve as the students' reference in learning. Meaning, the students are expected to learn how the teacher has taught them (Dussling, 2016).

English language learners have originated from different races and cultural backgrounds. These learners contain various educational backgrounds and capabilities that provide different levels of knowledge based on their experiences. Furthermore, learners aim to increase their linguistic competencies in different genres, and teachers must determine their students' abilities without expecting something from their learners (Harper & de Jong, 2004 as cited in Dussling, 2016). Moreover, these student experiences must be identified thoroughly by their teacher. The learners' outcomes may vary depending on how their teacher exposed them to the English subject (Hammer, et al., 2007 in Dussling, 2016). As teachers recognize the students' capabilities in the different language-related concepts for various purposes, it may also serve as a benefit to them upon using new teaching strategy development and vocabulary improvement, most notably in language literacy, grammar, and oral proficiency (Cummins, et al., 2005; de Jong, Harper, & Coady, 2013, as cited



in Dussling, 2016).

As it happens, Sadiku (2015) believed that teachers should set the most suitable teaching strategies and standards in the English subject classroom. They must strive harder to produce the most appropriate teaching techniques for their students. In this way, the students may learn efficiently and achieve the course's intended learning outcomes. The students' language capabilities in the four macro skills (listening, speaking, reading, and writing) must be integrated and applied effectively to make the English class successful. Meaning, the student's linguistic competencies must be developed gradually by letting the students achieve the learning standards the teacher has planned for them.

Meanwhile, Al-Mekhlafi (2011) proved in Ameliani (2019) that grammar teaching includes three areas that the students should bear in mind: grammar is primarily used as a rule, form, and resource. For such English students, grammar learning includes acquiring and adapting the English grammar rules that require the most appropriate intellectual competency through the students' skills. The best strategy to use is to perceive grammar as one of the different educational resources students may have in English to communicate. The learners must understand how grammar is applied to what they aim to express and how others interpret them the way they speak (Ameliani, 2019).

On the other hand, it has been reported that most students experience challenges in comprehending grammatical rules even though they were taught



by their teachers intensively (Ameliani, 2019). A variety of factors are identified as students' reasons for grammar learning challenges, including the teaching strategies and the learning environment. The students' background is a learning factor that comes from the students themselves. Therefore, the teaching techniques applied in the class are a factor that provides a significant role in intensifying the students' learning development. However, the learning environment influences the learners in mastering and increasing their English language development, most particularly grammar.

Additionally, English language acquisition includes grammar taught to young students, which will not always be easy. Grammar, being one of the essential aspects of language, cannot be understood easily, especially by young learners who usually face grammar difficulties. As the students learn and acquire the English language, they must also know its structure, including its sentence pattern, because it differs from their language. However, learners commonly get confused when they formulate a sentence grammatically (Ameliani, 2019).

Also, the learners are recognized as having challenges and issues when learning and comprehending grammar. Some language components, particularly grammar, are not classified to have a fixed and final definition and purpose. Quirk (2000) stated in Ameliani (2019) that grammar functions as a complex system where its structural components share the same purpose, but the learners find it challenging to explain one part from another. Grammatical



improvement and development are identified as a sentence construction analysis, while the latter is focused on the attempt of creating the learners comprehend how to apply the language in the natural and actual setting.

Besides, a low grammar comprehension disables students to reflect grammatical instruction as they apply it in context and fail in expressing it either through written or oral communication. As stated, the importance of using grammar allows the students to express their thoughts easily. Therefore, students must have a thorough understanding of the target language grammar (Patterson, 2001, as stated in Ameliani, 2019).

Furthermore, the macro skills must be interconnected and applicable in the different English language purposes. Therefore, applying these skills can lead to a practical classroom situation and assure factual and purposeful communication and learning (Sadiku, 2015).

Additionally, the students have to increase these skills, develop them, and apply them to different academic tasks. In reality, assimilating all these competencies can make the learners good listeners, speakers, readers, and writers both inside and outside the classroom area and their future accomplishments. Letting the students master all the necessary skills needed for their capabilities can make them efficient. The teachers must also expose their students to different academic language settings and challenging tasks for their language development (Sadiku, 2015).

Furthermore, Wilson (2016) stated that the English language is complex



and composite, making it harder to be learned, mastered, and applied. Assurance of using proper grammar rules can be complicated, most notably during a conversation between a student and a teacher speaking at a distressing speed. Moreover, he added this famous quote:

“Learning grammar is like learning to drive, you can learn all of the theory, rules, and regulations, but you will not be good at it unless you practice it and it starts to become second nature to you (Wilson, 2016).”

Besides, grammar plays a significant role in the English language. However, incorrect usage of grammar could confuse the students being taught by the teacher, and it could even alter the true meaning of a message. Still, native English speakers are highly aware and familiar with grammar and may quickly identify if a grammatical error is made, be it major or minor. The native English speakers are incredibly gratified of their language and may look negatively on it once misused (Wilson, 2016).

Likewise, Devine (2018) stated that learning English grammar by applying the usual and traditional teaching strategies makes the students bored and uninterested. All the interests are taken out once the teacher applies an incorrect teaching style. Applying this kind of classroom setting makes the students' learning fall. One undisclosed English grammar fact is that the time spent learning grammatical rules can be wasted because they usually break. Consequently, the teacher's provided sentence examples in the English class are not commonly heard or read in the real-life setting. Most learners believe that the native speakers are the perfect English grammar users who often choose native speaking teachers. However, this idea was contradicted and told



that the native speakers often neither respect nor follow their grammar rules. Instead, they somehow use slang or some colloquial syntax.

As Ban (2018) explained, one major problem in most English teachers' grammar learning is the students' lack of standards. It shows that the students ignore the most straightforward and basic grammar rules, including their structural patterns, which they must have learned even before. Moreover, once the teacher directly taught at the graduate level without identifying the students' capacity in grammar learning, his efforts will not be fruitful enough as he cannot raise a structure through a delicate starting point. Furthermore, a teacher must start from the most basic grammatical components and develop towards its complex structure. Each part of the grammar teaching and learning must be inclined on the previous lessons taught in the class. In this way, a careful selection of frequently recurring grammatical items and by giving suitable grades based on the students' performance, the teacher must then provide continuous practice to the students to create sentences and use them according to their grammatical structures in different daily situations in life.

On the other hand, the biggest challenge is when the learners have seen their grammar lesson as difficult and tedious. As a solution, a "communicative" way of teaching grammar is advisable rather than using the traditional strategy (Ban, 2018). Grammar must be presented contextually. Teaching and learning grammar must be followed through guided practice. This practice enables the students to develop and enhance the language. However, free practice is



much preferable, and the proper interaction is highly encouraged.

### Teaching Strategies

As Berman (2018) explains, grammar is an essential component of English communication. However, research confirms that explicit grammar teaching only negatively affects the learners' language acquisition, comprehension, and capabilities. Applying a traditional grammar instruction method that highlights a direct grammar methodology commonly applies a memorized and rehearsed language use. Besides, various techniques do not encourage students to comprehend meaning in an authentic context, including how grammar is applied in natural communication. Identifying grammar's purpose through a specific form or identifying its meaning might widen the learners' comprehension and usage of the target language.

Moreover, grammatical instruction must be in the target language through a lesson that comprises functional grammar learning goals. It suggests that the learners must explicitly determine the grammatical forms with the teachers' assessment during a task-based lesson that bridges the gaps in grammar learning to have a better communication process. By looking for the correct grammar formation applied in different macro skills effectively, the students must acquire a spontaneous need for grammar and syntax and are exceptionally motivated to apply them in various contexts directly. The learners' exploration and discovery of grammatical concepts' usage indicate a greater comprehension of the linguistic functions that may increase



communication (Berman, 2018).

As teachers use his/her pedagogical strategies in teaching, Hinemoa (2019) suggests that grammar in the classroom setting is taught in reverence to students' structure and figures in the communication process. Speech as a process aims at the students' language learning by allowing the teachers to apply their grammatical rules and punctuation skills. The teacher's language teaching pedagogy enables standards to identify how the instructors cover the students' learning. In this manner, the students can identify their literacy skills by applying an effective teaching process.

Moreover, Wornyo (2016) explains that English grammar is traditionally applied to the student's development. Its role focuses primarily on English language teaching, specifically in grammar, in various schools and universities. Teachers make the English grammar pedagogy more essential. The structural forms of language are developed and formed where the students' needs are well understood, and language rules are being organized and constructed. The application of linguistic standards is applied in various ways, either oral or written grammar. On the other hand, the improper application of language proficiency lacks the students' performance that weakens the students' progress in communicative competencies.

Furthermore, grammar teaching serves as the main highlight in English language pedagogy. The agreement between language protocols, including the subject and verb agreement and diction, applies different linguistic



competencies and applications. As Stern (2001) in Wornyo (2016) suggests, English language teaching uses a set of grammatical standards that serves as the primary tool in the teaching-learning process of ESL (English as a Second Language). Besides, grammar teaching serves as the central figure of the English language.

As time goes by, Ji and Liu (2018) explain that teaching and learning the English language, most particularly grammar, must be taught significantly to children. As the students continuously develop, they must know that learning is essential because it plays a significant role in the different language competencies, most specifically in listening and reading (Celce-Murcia, 1991 as cited in Ji & Liu, 2018). The relevance of grammar in teaching and learning a language creates formal language teaching in the educational setting. Language mastery in teaching grammar patterns provides an accurate and fluent way of grammatical application in different perspectives.

As Kasper, et al. (2018) said, every teaching strategy's significant role is highlighted in various linguistic aspects, including the students' acquisition of their daily vocabulary, their way of understanding texts, and their levels of interest in reading. The teachers must apply various teaching strategies in the language pedagogy, either for the children or teenagers. It is necessary for a teacher to continuously adapt the most suitable educational instruction in the classroom setting to fulfill the students' needs in the classroom objectives. Silva and Cain (2015) pointed out that as the teachers expound on the



students' grammar learning, their vocabulary, grammar comprehension, and reading interests are supported and enhanced.

Elicited from LearnGrammar.net (2020), language acquisition, most notably in grammar, serves as one of a country's most significant parts. English has been widely spoken in various countries and has been used by different nationalities for years, which has been called an international language. In conclusion, this language provides variants called dialects. Among these varieties, however, the English language's original structure remains the most prominent and used for English grammar syntax. More so, syntax acquisition and comprehension in the English language comprise an utmost significance. Grammar teaching is generally recognized as a necessity for ESL learners to write proper English, and native speakers do not need the grammar to write without possible errors.

At any rate, Beare (2018) proved that grammar in teaching English as a second language is primarily different from how native speakers use grammar in their daily communication. As an English teacher, it is necessary to apply the most effective learning tools and resources applicable to teaching grammar as part of the newest teaching strategies. The most available teaching strategy application must use the different learning opportunities a teacher may have available.

Besides, teaching grammar is necessary to produce the most effective learning strategies applicable to the students (Beare, 2018). Identifying the



students' needs in grammar provides the class an expert approach to essential English language competency. In other words, the students can reach the class's needs and objectives and meet them through a thorough linguistic application.

Contrariwise, Yatvin (2016) explains that grammatical usage could sometimes be a problem that may also affect the students' needs in the classroom. Rules in grammar may affect the learners' competencies. Moreover, linguists explain that speakers continually applied these grammatical rules for a very long time. However, still, some native speakers apply necessary applicable techniques to use correct patterns when speaking English.

Furthermore, the application of grammatical rules in the English language serves as a continuous effort that enables both speakers' manner in a normal conversation. Teaching English grammar has been evident in the various linguistic instructions that allow the language to become manageable by the language users of the macro skills, particularly in speaking and reading (Yatvin, 2016).

Moreover, Kapur (2019) proved that to improvise one's English grammar skills in the classroom setting or different areas, the learner must ultimately acquire the language skills. Inside the classroom, when the learners fully acquired and understood the English grammar through the teacher's provided lesson plan, they must listen first to what the teacher is telling them



in the language pedagogy. Henceforward, the listening skill serves as the primary method accomplished to acquire language, particularly grammar. In this way, the learners must promote language acquisition to develop their listening skills. The teachers and their learners have to use it daily to communicate to enhance their grammar through listening.

Additionally, conflicts continue to be an integral part of a learner's life. Sometimes, the teachers create possible teaching measures and strategies to resolve these conflicts, but they should listen first to others' ideas and comments. As teachers become stunned by such problems and conflicts to a particular grammatical scope, it is necessary to take professional ideas. For example, within the classroom setting, the teachers are often required to prepare presentations or projects. In language pedagogy, the teachers must be with their students because the instructors cannot work in isolation. To make these effective, the teachers must acquire the best ideas and suggestions from others. The teachers must make these professional comments necessary to promote and enhance their well-being, produce the best suitable teaching strategy and outcomes, and provide adequate attention by boosting the students' grammar through their listening skills (Kapur, 2019).

On the other hand, Shrouf (2012) in Kapur (2019) suggested that its content serves as the subject matter developed through particular concepts when applying grammar through speaking skill. When the students begin to learn the speaking skill, they have to guarantee that its content is significant.



As much as possible, content must be applicable in various real-life circumstances. Moreover, the abuse of using vocabulary or grammar must be avoided (Shrouf, 2012 in Kapur, 2019).

The teachers must highlight their students' speaking the language where the students are familiar and comfortable. The teachers' content must produce awareness to their students in different grammatical areas to develop their learning conditions appropriately. Furthermore, the teachers must correct and provide necessary feedback or comments on the possible flaws that the students may encounter within their language grammar learning. As they make corrections, it is vital to safeguard that the communication process cannot be interrupted. When other students speak either individually or in groups, jotting down notes would be necessary. Note-taking would not only permit the learners to acquire information about the subject matter, but also they would be able to enhance the speaking skills. Typically, the teacher may write the possible errors down on the board and ask the students if they can make corrections (Kapur, 2019).

Moreover, as the students speak, they must also consider conversation strategies. These strategies are highlighted through kinesics (body language), including postures and gestures. For instance, when the teacher speaks about a particular topic, it is vital to maintain eye contact with their students. As the teacher speaks, smiling and keeping pleasant facial expressions and personality provides a great significance. Including these as a teaching



strategy may let the students take pleasure in learning and communicating (Kapur, 2019).

As Luscher (2016) said, the language learning process includes the so-called “item-learning” that explains the structural analysis of individual items such as words or phrases. On the other hand, these items are limited to a person when (s)he learns or acquires them. For example, a traveler’s phrasebook may not be instrumental. It may also have its limits, for there comes the point where he needs to learn and acquire such grammatical rules or patterns for him to generate a set of new and original sentences to be used for natural conversation. Therefore, grammar’s role is described as an orderly manner of using a language, and its function is to let the learners provide a variety of sentences. As several vocabularies are being applied and used by the learner in different possible new penalties, (s)he can express his/her linguistic creativity at the same time. It means that grammar serves as a “sentence-making machine.” It, therefore, suggests that grammar teaching allows the learner to initiate unlimited linguistic creativity.

Besides, Nalunga (2017) recommends that grammar is a valuable tool in the teaching-learning process. The students can develop their skills from an unfamiliar teaching technique to a successful grammar method. The student’s success in learning the language creates a fundamental competency-based structure where the teachers’ language instruction and description are carefully analyzed through various teaching strategies highlighted through a systematic



way of teaching grammar. As the teachers instruct grammar through different learning tools and methodologies, they tend to pay attention to grammatical features the teachers aim to teach.

Having limited knowledge about grammar is hazardous. Teachers tend to develop their knowledge, particularly when a student has to be involved in a specific task or activity, including reports, journals, papers, or written assignments in any form, debates, or even discussions. Since the teacher must apply these activities effectively, they have to boost the students' awareness and generate their knowledge by reading different materials or using the Internet. Therefore, developing effectively these in their current knowledge improves the students' grammar through reading skills (Kapur, 2019).

Moreover, as teachers formulate speeches and presentations, they also acquire an understanding of various ideas. First, they read books or any written outputs, paraphrase them through their own words, and write down the concepts. Sometimes, during a speech delivery, students use notes or any written materials, while others read the notes and acquire this information to make the speech more productive. Mainly in the classroom setting, the teacher uses a PowerPoint presentation. Therefore, the students have to acquire an effective way of grammar learning through reading and prepare their presentations (Kapur, 2019).

Through teach grammar through reading comprehension, the students must be familiar with the language. Frequently, the students are not entirely



familiar with English language grammar. Hence, to supplement their fluency in using the English language, they attend tutorials or other grammar-related classes, in which they acquire English grammatical skills through speaking, reading, and writing. When the students become fluent in English, they begin to read different reading materials such as books, newspapers, or journals (Kapur, 2019). One major factor of language support is that students can acquire a proper understanding of word meanings and sentence structures. As students read, they do not ask for assistance from others, but they ask to explain concepts when they read in conflict.

With regards to writing skills, certain phases have to be remembered in language pedagogy. Teachers must express their thoughts, concepts, and point of view as they write. They cite various sources and gather them in the bibliography references to give credits to avoid plagiarism. As they write, the teachers must remember these certain language aspects, including vocabulary, syntax, semantics, and grammar. Typically, the teachers ensure that as they create articles, they have to utilize necessary information and ideas that avoid grammatical issues and errors. The teachers also apply enormous writing through emails, journals, internet sites, blogs, and internet posts (Pawliczak, 2015).

Instructors, including the supervisors in most schools, have to collaborate with the learners to develop their writing skills. When the supervisors provide them notes about lesson plans, then they must guarantee



that they provide quality education and appropriate facts in grammatical structures. Catering them knowledge and information through different educational perceptions enables the teachers and supervisors to interact with them. When the learners obtain appropriate education through such learning materials, they attain a sufficient perception of ideas and develop enhanced writing skills (Kapur, 2019).

Moreover, the teachers and administrators safeguard that they plan their educational strategies thoroughly on promoting quality education. Facilitating learning is focused on understanding grammar in different academic concepts. In various schools, the learners aim to portray their writing skills by applying written outputs, including reports, journals, assignments, and projects. For that reason, it suggests that when they obtain a well-organized knowledge about the language structures, most particularly grammar, they will only portray their writing skills in an organized manner. Therefore, the teachers have to solve their problems and difficulties in the classroom setting (Kapur, 2019).

Apart from this, Anani (2017) believed that grammar serves as the skeleton and the backbone of a language that supports the way specific speakers and listeners apply in a normal conversation when learning a language. The grammatical application serves as the structure of linguistic competence that supports every detail of a message and ideas since it binds the speaker's message to its listener/s and vice versa. It suggests that a person



cannot apply its true essence in a statement without the proper language structure.

It was proved by IPL.org (2016) that grammar functions as the cement of language that binds all of its parts that leads to language communication foundation. Moreover, words through vocabulary and diction create a building block applied as the central complex in using the grammatical standards in different language classes and various social life situations. In this manner, effective vocabulary teaching creates the most suitable grammar in the other language settings.

Additionally, students are taught well with the best and effective grammatical skills. In this manner, the teachers' role in the grammar classroom is essential for it starts from the most basic level until the students understand the language quickly and thoroughly. Teaching grammar through the different strategies included in the LSRW skills applies the English language classroom's essential rules as a part of their daily communication. In this way, the language teachers are monitored carefully to identify their effectiveness and determine their needed expertise. Teachers are expected to apply the most effective teaching strategies in grammar for them to explore other techniques aside from the traditional grammar memorization methods (Anani, 2017).

To continue, Pekka and Saaristo (2015) explained grammar as being the primary source when it comes to teaching-learning pedagogy. More so,



grammar is taught through an empirical process applying the most suitable linguistic approach, including a traditional pedagogy in grammar teaching and theoretical and descriptive approaches (Aarts et al., 2006 as cited in Pekka & Saaristo, 2015). Grammar in the educational language pedagogy serves as a helpful tool that provides valuable communication and functions as a support for other practical purposes.

Moreover, descriptive linguists apply language pedagogy through structural analysis and grammatical application (Achard, et al., 2004 as cited in Pekka & Saaristo, 2015). Likewise, linguists aim to prove theoretical grammars in a broader perspective in language communication that applies educational pedagogies that involve a set of standards through a continuous student practice.

In grammar learning, the lesson content must provide fundamental insights about grammar rather than providing complicated rules to the students, especially when teaching grammar alone or virtually in a written context (Myhill, et al., 2013 in Jimmy, 2019). Grammar teaching-learning must be solely based on analyzing sentences without putting a stressful cognitive teaching strategy, which lacks the students' knowledge and confidence in grammar comprehension through empirical thoughts. Moreover, research shows that teachers commonly apply and match the content and teaching pedagogies they experienced when still students (Watson, 2015). Meaning, a more traditional form of grammar teaching persists in the classroom.



Moreover, Van Rijt, et al. (2018) explained that the language pedagogy about the first language grammar (L1) teaching is not updated and improvised with insights from the current modern linguistic theory and still applies the traditional grammatical approach (e.g., subject, noun, and verb) rather than using metacognition from modern linguistics. By this means, proper grammatical discipline and practice may occur. However, it may also include a similar lack of linguistic information and knowledge for some teachers and researchers.

For that reason, the current grammar teaching and present methods or research into L1 grammar teaching are both traditional. However, traditional grammar education has already been exposed to various criticisms (Giovanelli, 2015) where it is foreseen to focus positively on rules of thumb and lower-order thinking skills than applying real conceptual insights (Berry, 2015; Van Rijt, et al., 2019). Grammar learning is criticized for having its rules that always need to be considered that have always been confused by most learners (Myhill, et al., 2016). Grammatical pedagogy must be about communication and rational conversation about language on an informed level. Analyzing the most important linguistic components and metaconcepts is one of the most substantial challenges for grammar teachers (Fontich, 2016). It applies to any grammar education, whether its objective is to develop the learner's grammar literacy, second language learning, enhance analytical skills, and teach cultural knowledge.



On the other hand, a thorough understanding of grammar is expected for those who study linguistics, enhancing and developing their pedagogical experiences in the domain. More importantly, an exact and fair amount of students will become teachers who need the most relevant grammatical knowledge in their language teaching (Giovanelli, 2016). The present application of this pedagogy is fixed in the complex form of educational context. More so, its essence and effects continuous developing beyond a higher level of education.

Such research primarily highlighted the traditional grammatical concepts in writing education (Fontich, 2016; Watson & Newman, 2017). According to studies, it was clearly shown that having good grammatical comprehension is necessary for English teachers in producing a practical literary approach between grammar and writing concepts. According to some researchers, it is possible to teach traditional grammar ideas without applying the traditional teaching strategies. On the other hand, requiring students to talk or reason about traditional grammar in the written context remains a challenge since they find it hard to absorb metalanguage conceptually (Watson & Newman, 2017).

Furthermore, scholars believe that connecting linguistic theory and L1 grammar education can fix limited grammatical comprehension (Van Rijt & Coppen, 2017), appealing that metaconcepts garnered from modern linguistics can be applied to strengthen the traditional grammar pedagogy. For instance,



comprehending the passive voice will benefit from an approach that deals on “mapping problem” through Lexical-Functional Grammar, which refers to applying modern linguistic metaconcepts like semantic roles, which is not evident in traditional grammar pedagogy (Van Rijt, et al., 2018). Another metaconcept can also identify the obligatory and non-obligatory syntactic elements in a sentence, such as the difference between objects and adverbials and other related concepts.

Even though an approach combining metaconcepts from modern linguistics and the traditional grammar pedagogy may seem to be favorable, there is still no thorough evidence that may prove its effectiveness in producing linguistic reasoning and understanding (Hulshof, 2013, as cited in Jimmy, 2019). However, current studies try to bridge the gap by looking for grammar education’s possible effectiveness centered on metalinguistic concepts of the student’s English language competencies through grammatical reasoning. It examines if a short possible remedy that deals with traditional grammar concepts contains positive effects on the students’ grammatical competencies.

Consequently, Kirn (2019) argued that the idea of the students’ linguistic capabilities and competencies does not necessarily mean that the teachers are required to teach, or the students could always learn all of the macro skills without including the other skills with the other competencies applied in the various lesson planning, activities, or homework. It was known as the “Segregated Skills Instruction,” wherein all approaches do not often rely on the



other skills but depend primarily on the teaching and learning strategies and lesson plans.

For example, some approaches regarding this would be listening for stressed words, highlighting the syllables in a sentence, context clues, skimming and scanning, supporting details application, and others can lead to being assimilated into “Integrated Skills Instruction” (Kirn, 2019).

Moreover, an overall principle in teaching language skills identifies that reading has similarities to listening while writing parallels to speak. With proper teaching of language capabilities that apply a straightforward communication process, the oral skills are frequently imparted together since speech produces semantics until others hear it. Moreover, the writing skills may be applied differently in an orderly manner, but they naturally incorporate when reading is used as a provocation or a stimulus for writing. Indeed, almost all the capabilities applied in each macro skill counterparts with each other (Kirn, 2019).

## **METHODS**

### **Research Design**

The researcher utilized the descriptive-correlational design in the study. Descriptive-correlational research is a quantitative research method that aims to gather measurable data for a population’s statistical analysis that highlights the comparison between factors (Godaddy, 2020). The description of the



teachers' grammatical skills and their way of assessing the students' needs were explained thoroughly by providing supporting details related to the topics. The descriptive research process enables a survey to gather any data analyzed through its frequencies, averages, or patterns (McCombes, 2019). Descriptive statistics are essential in the process of deducing the data to a manageable form. Descriptive research can be explicated as they are present, with the researcher having no control over the variables given. Furthermore, descriptive research is characterized as merely attempting to determine, define, or detect what is, while analytical research tries to establish why 'something' came to be or why 'something' works that way.

### **Participants**

The respondents for this study were 146 Junior High School English teachers and 80 Senior High School English teachers for a total of 226 English teachers in the selected private and public schools in Calapan City, Oriental Mindoro that represents 100% of the total population. The researcher also aimed to let the respondents answer the questionnaire about how teachers apply their grammatical skills at school and assess their needs when teaching English grammar.

### **Instruments Used**

This paper adopted a standardized questionnaire owned by Briana



(2019) and Al-Mekhlafi (2011) to identify the teachers' grammar needs analysis's importance and their grammar challenges. More so, the researcher utilized a standardized questionnaire owned by the Center of Advanced Research for Language Acquisition of the University of Minnesota (2011) to test the significant difference between the Junior and Senior High school English teachers' grammatical skills and how their students are being assessed.

However, the researcher considered and modified particular questions and verbal interpretation related to the Junior and Senior High school English teachers' grammar skills and how it is being assessed to the students' needs. The researcher has modified the said questionnaires to make them more refined and attuned to the respondents. The same questionnaire was administered to collect data to examine the vital relationship between the perceived English grammar skill used to assess the Junior and Senior High school students' needs in the selected public and private high schools of Calapan City, Oriental Mindoro.

Moreover, the researcher has presented the result to the experts in the same field for verification and validation. The prepared research instrument was declared to be excellent and acceptable based on the following reliability test results:

Indicators	Cronbach Alpha	Remarks
Grammar Needs Analysis through Listening	0.840	Good
Grammar Needs Analysis through Speaking	0.914	Excellent
Grammar Needs Analysis through Reading	0.909	Excellent
Grammar Needs Analysis through Writing	0.909	Excellent



Grammar Needs Analysis through Reading	0.850	Good
Challenges in Grammar Learning	0.915	Excellent
Teaching Grammar Strategies in Listening	0.932	Excellent
Teaching Grammar Strategies in Vocabulary	0.903	Excellent
Teaching Grammar Strategies in Speaking	0.908	Excellent
Teaching Grammar Strategies in Reading	0.797	Acceptable
Teaching Grammar Strategies in Writing	0.918	Excellent

*George and Mallery (2003) provide the following rules of thumb:*

*“\_ > .9 – Excellent, \_ > .8 – Good, \_ > .7 – Acceptable, \_ > .6 – Questionable, \_ > .5 – Poor, and \_ < .5 – Unacceptable”*

### Research Procedures

The paper sought the proposal's approval and endorsement from the Graduate School of the Lyceum of the Philippines University for the study's conduct. Then, the questionnaires underwent its reliability test before they were administered to the selected respondents. The researcher had administered the instrument personally and expounded the questionnaires item by item to each respondent in the simplest way possible. Moreover, the researcher had interviewed the respondents to validate the data gathered. He also collected associated facts from the documents that the various selected public and private Junior and Senior High schools in Calapan City, Oriental Mindoro, have and from internet sources. The data collected by the researcher were encoded, tabulated, inferred, and evaluated. Regarding the arrangement of schedules for administering the questionnaire, the researcher coordinated with the Department of Education, Schools Division of Calapan City, Oriental Mindoro.

To fully obtain teachers' grammatical skills and assess them in the students' needs in the English language classroom, questionnaires were given



to the respondents. The researcher has also observed utmost secrecy and confidentiality of information among the respondents.

### **Data Analysis**

The researcher utilized the correlational analysis to treat data with reverence to the teachers' grammatical skills when it comes to their needs assessment in which the selected Senior High school English teachers are comfortable.

Also, an independent sample T-test was used to test if there is a significant difference in the teachers' responses. It was applied to determine the difference in the perception of the respondents regarding the needs assessment used for Junior and Senior High school students in the selected public schools of the Calapan City, Oriental Mindoro when grouped according to profile variables so as the significant relationships between the perceived grammatical skills of the Junior and Senior High school English language teachers. Thus, the hypothesis was examined using the 0.05 level of significance. However, to determine the least utilized needs assessment among the respondents' grammatical skills, a weighted mean was be used.

### **Ethical Considerations**

The researcher was respectfully referred to the school heads of the secondary schools to conduct the dissertation and to disseminate the



questionnaires with an endorsement letter approved by the Department of Education in strict adherence to the following reminders: participation of the respondents should be involuntary; proper coordination and arrangement should be made; health protocols should be strictly observed due to the pandemic; and, ethical standards should be followed. The protection of the respondents' privacy has also been safeguarded. Moreover, an adequate level of confidentiality of the research data was ensured at all costs. Also, the anonymity of individuals and organizations participating in the research was guaranteed.

## RESULTS AND DISCUSSION

**Table 1**  
**Grammar Needs Analysis through Listening**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Ran k</b>
1. Listen to small group discussions	3.63	Very Important	4
2. Listen to lectures	3.76	Very Important	2
3. Listen to large group discussions or debates	3.59	Very Important	5
4. Take notes	3.78	Very Important	1
5. Understand lengthy spoken descriptions	3.43	Important	7
6. Understand spoken instructions	3.71	Very Important	3
7. Understanding informal language	3.46	Important	6
<b>Composite Mean</b>	<b>3.62</b>	<b>Very Important</b>	

*Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure*

Table 1 presents the listening grammar needs analysis used by the respondents. The composite mean of 3.62 generally shows that the respondents see the grammatical assessment as necessary, identifying the table as Very Important.



The grammar need that topped most was about taking notes as the students listened, produced a weighted mean of 3.78, and considered the indicator Very Important. Jotting down notes as the learner listens becomes a reflection of learning the teacher's grammar as they write down all the words they heard. For instance, students immediately write down significant notes based on what they have heard from the teacher from time to time. As Cohen (2019) said, note-taking from listening can be most effective when the students learn how to paraphrase what they hear from the teacher. Paraphrasing makes sense to what they hear from the teacher, encouraging learners to comprehend and recall what they have heard. In this way, they must always try to paraphrase everything they could hear except when the information has to be precisely noted down.

The previous statement was about letting the students listen to lectures had a weighted mean of 3.76, which categorized the indicator as Very Important. It emphasizes that class lectures are a part of daily classroom instruction to acquire the most necessary grammar. As the students listen thoroughly during the classroom discussion, their grammar needs through listening are possibly acquired and assessed. In a specific situation, the learner listens thoroughly during a class session to acquire grammatical learning and acquire correct syntactic patterns to be readied for application and practice, such as making business letters or formal essays.

According to Lo Bello (2019), classroom discourse is one of the most



critical and essential parts of English language pedagogy. The learners interact with the teacher and vice versa as they exchange thoughts and possible questions regarding specific ideas. These accustomed learners are well-equipped to participate in classroom discussions. When they speak in front of the class through an informal setting, it could prepare them for future accomplishments.

Furthermore, the statement about understanding spoken instructions acquired a weighted mean of 3.71 and was verbally interpreted as Very Important. It indicates that the English teachers allow their learners to comprehend what they are saying through repetitious instructions and directions, mainly when dealing with quizzes or activities. The students' need is properly assessed even by using the most basic English grammar rules. Commonly, teachers repeat or rephrase the instructions for the students' easier understanding. The learners are guided well by the teachers by how they have understood the instruction. Its relevance provides tremendous importance since it becomes the basis of the students' answers and performance.

It was proven by Staff (2020) that following the necessary class instructions is very relevant to make the classroom activities instructed by the teacher a more straightforward method. It ensures that the tasks are done efficiently, eradicate possible confusion, and manages time appropriately. When the instructions are followed under the necessary standards, the tasks



smoothly work well.

Also, listening to small group discussions resulted from a 3.63 weighted mean, which determined the statement as Very Important. The relevance of allowing the students to listen and use English in group discussions is for them to be familiarized and identify how important it should be on different group presentations, such as mock debates, research presentations, class reports, or role-playings. Listening to small group discussions is applied through its most appropriate performance indicators, such as hands-on activities, reflective essays, journal making, or any form of analysis. With the higher-order thinking skills, the student's learning based on listening to small group discussions may be evident either through writing or speaking, which emphasizes what they have learned based on what they have heard.

According to Chameleon (2016), one of the advantages of learning from a small group is proper time management. In this way, time management could be very flexible and can be applied in various allocations. For example, if at least one or two members are challenged in a language presentation, most notably when grammar needs to be used, it would be preferable that the whole group function and help each other by giving the challenged learner individual attention and monitoring.

Additionally, the needs analysis about listening to extensive group discussions or debates had a weighted mean of 3.59 and a verbal interpretation of Very Important. Exposure to extensive group discussions,



including seminars, workshops, world congress, or mass gatherings, could strengthen and fulfill the students' needs. Teachers believe that when the learners are exposed to these extensive group discussions, they may rediscover words and terms and fulfill their English language competencies by thoroughly listening to the speaker. As the learners acquire these skills through listening, their English language acquisition may improve their language capabilities may enhance. Listening to extensive group discussions may also be a source of linguistic practice that may introduce the learner to a newer set of vocabulary words or linguistic registers.

As believed by Kirby, et al. (2021), the highlighted purpose of using extensive group discussions is to let the students reflect on possible gathered information from tested ideas that have already produced conclusions from a particular study or topic. In this manner, extensive group discussion enables the learners to apply what they have learned by peer groups through workshops facilitated by an educator to monitor how they progress or develop.

On the other hand, the lowest statement was about letting the students understand the lengthy spoken description, which had a weighted mean of 3.43 and was interpreted as Important. The learners are more encouraged to understand specific details than listening to a lengthy description of a particular topic. The teachers assess the learners with a lengthy description when a particular topic has to be explained with additional details. Moreover, students tend to become lazier on listening to a lengthy statement, such as explaining



a movie, a detailed description of a novel, or class discussions and reports.

In the light of Tenney (2016), maintaining a shorter time allotment in the class would be preferable for students to maximize their learning and application time. In addition, it would be easier for the teacher to judge their lesson's period. However, the longer the lesson, the harder it could be for the students to have a short break or experience some classroom activities.

Finally, the statement about understanding informal language had a weighted mean of 3.46, seeing the statement as Important. The learners must be exposed to the different kinds and forms of an English language discourse. However, using an informal setting of the English language is not that commonly used, but it is also necessary to determine how grammar could affect English conversation. Here in the Philippines, students do not use English as their native language, so most of them commonly depend on what they hear from others and use it as a basis of language learning and acquisition. Therefore, if the teacher applies a statement with wrong grammar, the student may see it as correct even though it is not.

As Jones (2017) explained, one disadvantage of learning informal communication is that its outputs cannot be documented in the academic setting. Applying informal language could affect the classroom discussion. However, its pros can help boost social interactions, creating a good rapport with classmates and teachers.

Prominently, Table 2 shows the speaking grammar needs analysis used



by the respondents. The composite mean of 3.64 shows that the respondents typically see the grammatical assessment as necessary, interpreting the table as Very Important.

**Table 2**  
**Grammar Needs Analysis through Speaking**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Give oral presentations.	3.77	Very Important	5
2. Pronounce words correctly.	3.80	Very Important	1
3. Ask for clarifications.	3.80	Very Important	1
4. Give formal speeches/ presentations.	3.62	Very Important	10
5. Participate effectively in discussions.	3.78	Very Important	3
6. Communicate effectively with peers in small group discussions, collaborative projects, or out- of-class study groups.	3.70	Very Important	8
7. Describe objects or procedures.	3.65	Very Important	9
8. Formulate coherent arguments.	3.50	Very Important	14
9. Pronounce words, phrases, and sentences with proper intonation and stress patterns.	3.73	Very Important	6
10. Give formal speeches/ presentations.	3.58	Very Important	11
11. Participate in discussions.	3.78	Very Important	3
12. Communicate effectively with peers in small- group discussions and collaborative projects.	3.71	Very Important	7
13. Communicate effectively with superiors.	3.56	Very Important	13
14. Use English fluently (e.g., appropriately, with other people, in the right situation).	3.57	Very Important	12
15. Participate in interviews (e.g. job interviews, scholarship etc.).	3.41	Important	17
16. Participate in meetings.	3.42	Important	16
17. Engage in public speaking.	3.50	Very Important	14
<b>Composite Mean</b>	<b>3.64</b>	<b>Very Important</b>	

*Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure*

Surprisingly, there was a tie of scores on the students’ needs assessment about pronouncing the words correctly and asking for clarifications, both having 3.80 as a weighted mean and were verbally interpreted as Very Important. An English teacher’s grammatical assessment highlights the correct pronunciation, including proper verb tenses, voices, subject-verb agreement, and diction. The relevance of the syntactic elements



of grammar enables the learner to apply the necessary information (s)he expresses in different genres, be it formal or informal. The correct pronunciation is relevant in the classroom, making the English teachers the source of language learning. As the teacher provides grammatical rules, (s)he may provide different strategies and methodologies, such as the audio-lingual method, providing authentic examples such as sentences or phrases, high-quality discussion, and self-application and practice in different settings or sample situations.

As Johnson (2019) mentioned, teenage students focus primarily on the keyword pronunciation in a sentence, which signifies a great significance since identifying both the grammatical structure's content and function is critical for speaking comprehension. The students' needs must be adequately assessed by stressing the content words and correctly match them to the function words.

However, asking for clarity about a specific grammatical rule boosts the interest of the learner. The student's interest becomes fruitful once (s)he asks about the topic and enhances his/her understanding of grammar learning. On the other hand, the teacher encourages the learners to ask critical questions to enhance their grammar learning productivity and eliminate possible challenges.

As Spencer (2020) confirmed, student inquiry in the classroom serves as the heart of the learners' choice. As the learner asks their queries, they can think and analyze their curiosities and boost their interests. In this way, they



can construct and fulfill their needs and bridge their gaps in the grammar learning they are analyzing.

Besides, there was a tie of scores between participating in discussions and participating in discussions effectively, resulting in a weighted mean of 3.78 and were identified as Very Important. Letting the students participate in class enables the learners to partake in the teacher's provided learning objectives. Classroom activities such as role-plays or reporting are some of the most significant ways of student participation using the speaking skill. Continuous practice on using English as the medium of communication during an English class enables the learners to learn and acquire the language simultaneously. This situation supports Krashen's Input Hypothesis, which explains that as the student participates in the lesson and has made the language meaningful in their regular class, (s)he will learn the English language. Similarly, as the student learns the language from the comprehensible input, (s)he acquires it simultaneously, which then supports the Learning-Acquiring hypothesis.

As Weimer (2016) specified, participation serves as an advantage to the teachers when controlling the learners' talk. It encourages academic interaction among the learners by letting their classmates comment on what the other student has said. Interaction is applied through questioning, where the learner invites his/her classmates before or after a discussion.

On the other hand, allowing the students to participate effectively in the



class shows that the teacher enables the learners to actively join and contribute to the class where they are encouraged to reach the lesson's standards and competencies, which can be produced through lesson application such as role-plays or speech choirs.

As Hamdullahpur (2021) claimed, teachers commonly require clear instructions for them to be effective. To fulfill the learners' needs in grammar, the teachers must adopt a thorough questioning approach and let them answer freely through proper reasoning, repeated to acquire a higher depth level. The students' participation can be assessed through technologies to participate verbally or type their contributions online.

Without a doubt, letting the learners give oral presentations in the class had a weighted mean of 3.77, interpreting the statement as Very Important. Applying the lesson's objective through oral presentations enables the learners to enhance their grammatical speaking skills. The teacher assesses the learners' needs by assigning them speech choirs, debates, or group reports using English. In this way, grammar speaking would be encouraged and enhanced through thorough practice, and the learners' needs would be fulfilled. Allowing the students to perform different oral activities in the classroom, such as declamations or orations, are also fundamental ways to enhance the students' speaking skills through English language usage. Fulfilling the students' needs through oral presentations may develop and enhance their skills through continuous practice. As the learners enhance



themselves, they may begin a fluent speech with the appropriate structure.

It was proven by Živković (2018) that oral presentations play a vital role in language teaching. Teaching the students and fulfilling their oral presentation needs designs their speaking skills into two specific goals: enabling them to have a productive and successful professional surrounding in the future and let them be exposed for their academic career.

Alternatively, the statement that ranked the lowest was letting the students participate in interviews, including job interviews or a scholarship, which had a weighted mean of 3.41, which was categorized as Important. Some learners tend to feel less engaged in participating individual activities where they experience belittlement where they feel afraid that they might experience errors speaking fluent English. However, the teachers find this important, but it is not commonly used as a teaching strategy. This situation supports Krashen's Monitor hypothesis where the second language is being blocked, inhibiting speech through thinking. It explains that in an individual's brain, a monitor is prepared that blocks speaking so that (s)he can think and prepare himself/herself to produce the correct grammar.

Referring to Kannan (2019), one disadvantage in this strategy could be that the teacher-student interaction could be a career wherein the actual "on-the-job" is highly enthralling than any other interviews. Moreover, the experience of student assessment in the teaching-learning process would overshadow the interview. One factor in assessing this need is to have another



teacher or instructor determine how the teaching approach would be appropriately assessed in the actual interview.

Letting the learners participate in meetings was considered Important, with a weighted mean of 3.42. It shows that the teachers do not mostly use the strategy to fulfill the students' needs, but it also emphasizes the students' grammar learning process. However, the student's involvement in small group discussions, such as brainstorming, enables them to become more participative in class to enhance their English language communication skills. Letting the learners participate in such discussions allows them to become "developed-thinkers" that could highlight a student-centered learning method. Allowing the students to be engaged in this kind of approach allows them to become more independent and not merely relying on the teacher.

As reported by Sweetser, et al. (2021), the learners are engaged and encouraged to get along more when they can quickly identify what they expect. Moreover, as the teacher assesses and analyzes the students' needs, (s)he must also reach and prioritize the objectives they have planned for the lesson. The teacher must let the students practice proper communication skills in a real-life setting, such as grammar application through debates or reports, which is more effective and essential than superficially discussing various lessons.

However, there was a tie of scores on the statements about letting the students engage in public speaking and formulate coherent arguments, which



they both had a weighted mean of 3.50 and considered the indicator as Very Important. Engaging and encouraging the learners in public speaking is necessary for grammar learning, whereas they speak in front of an audience. In this way, it increases their self-confidence and lessens embarrassment towards speaking in front of a crowd. As the learners practice themselves in public speaking, such as conducting speeches, being a master of ceremonies, and learn to apply their skills in front of a crowd, they may develop speaking skills that could be adapted in the actual setting.

In agreement with Condrin (2016), stage fright during public speaking is familiar to people of all ages, be it a student or a professional. The learners who present and talk in front of an audience become an everyday activity during secondary school. Identifying a topic or subject to be presented must be well organized and mastered to be remembered. Moreover, practicing the material is necessary to deliver the best speech with confidence before presenting it in front of the audience. To fulfill the student's need, the teacher must facilitate the learner depending on how they perform the activity.

In line with this, letting the students formulate coherent arguments emphasizes their abilities in the cognitive domain. The importance of encouraging the learners to speak and explain fluently in the classroom session enhances their language skills where proper diction is practiced, and the grammar formulation starts to boost. Applying and enhancing the student's cognitive domain is commonly fulfilled through extemporaneous speaking.



As stated by Gabel (2016), extemporaneous speeches enhance the student's skills in speaking. Moreover, it lets the learner be perceived and recognized as knowledgeable because they get the audience's attention for holding the message that engages the listeners through verbal and nonverbal communication. Since extemporaneous speaking is one of the styles used commonly in public speaking, most of the ideas used in public speaking are used in this speaking.

Finally, allowing the learners to communicate effectively with the superiors was verbally interpreted as Very Important with a weighted mean of 3.56. It shows that learners must communicate even outside the classroom, mainly when dealing with higher levels of persons, such as the school director, principal, or heads. The fulfillment of this need would encourage them to talk through formal grammar practice and enhance communicative skills to apply towards public speaking. Using and learning correct word choices and language registers when talking to superiors are necessary to learn to show politeness that can also be adapted in their future endeavors.

As Bharti (2015) determined, classroom interaction between the teacher and the learner could be used interchangeably, either expressively or receptively. Effective communication must always include converting a boring discussion into an engaging presentation to boost the students' communication skills. In this way, the student's needs are being assessed by letting the teachers read their minds. Teachers must be skillful in comprehending the



students by listening thoroughly to their students' thoughts. The teachers must also elaborate lessons clearly during classroom discussions. They should also learn proper classroom management by breaking down complex ideas into simple things, including teaching grammar.

**Table 3**  
**Grammar Needs Analysis through Reading**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Understand the main point of the text	3.79	Very Important	1
2. Read a text quickly in order to establish a general idea of the content	3.40	Important	11
3. Read a text slowly in order to understand the details of the text	3.51	Very Important	6
4. Look through a text quickly in order to locate specific information	3.43	Important	8
5. Identify the meaning of unknown words in a text	3.69	Very Important	2
6. Understand text organization	3.54	Very Important	5
7. Understand specialist vocabulary in a text	3.46	Important	7
8. Understand a writer's attitude	3.42	Important	10
9. Summarize factual information	3.59	Very Important	3
10. Read quickly	3.18	Important	12
11. Read critically	3.56	Very Important	4
12. Read for author's viewpoint	3.42	Important	9
<b>Composite Mean</b>	<b>3.50</b>	<b>Very Important</b>	

*Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure*

Besides, Table 3 includes the reading grammar needs analysis used by the respondents. The composite mean of 3.50 shows that the respondents typically see the grammatical assessment as necessary, categorized as Very Important.

Moreover, letting the students understand the text's main point garnered the highest rank with a weighted mean of 3.79 and was considered Very Important. Through reading, the learners activate their grammar acquisition and produce grammar learning. However, the teachers assess their needs by



producing books at or near their comprehension level. For instance, students prefer reading texts about stories related to their personal experiences, interest, or curiosities. The learners, however, depend their learnings mostly on what they have written during the discussion and read it afterward. In this manner, it becomes their basis of understanding as they review what they have jotted down during the teacher's discussion. In this situation, as they read what they have written, their notes become their primary source of learning, and the teachers being the secondary.

It is believed by Arbs (2021) that the learners comprehend texts at a thorough enhanced level through proper visualization control. This kind of control starts when the learner comprehends how writers have constructed the meaning through its elements and features and determines its function depending on the text's genre. In this way, the learners' comprehension is highly essential in reading comprehension.

Moreover, identifying the meaning of unknown words in a text was identified as Very Important, resulting in a weighted mean of 3.69. As the learners read a text, there are instances that they encounter some unfamiliar words that they could not understand, which are commonly evident in stories or novels. To resolve this, the teacher must assess the needs by informing them about context clues. Context clues are necessary for them to understand the function of a particular word. Knowing these unfamiliar terms through context clues may strengthen the grammatical structure of the sentences they



are reading and emphasize the text's semantic sense.

Elleseff (2018) claimed that categorizing context clues in a text shows tremendous importance since the learners' comprehension and practical application could indicate academic success. Teaching the effectiveness of context clues intensifies the learners' vocabulary and reading comprehension skills and enhances their reading abilities.

Furthermore, letting the students summarize factual information through reading produced a weighted mean of 3.59 and was interpreted as Very Important. It showcases the detailed summarization of what the learners have read based on reading a particular text. Summarizing a text through reading serves as the source of building the main point of the text. It shows that creating a summary comprises the essential details that must be highlighted in a specific study. With the teacher's help, the students' grammatical skills may be emphasized by comparing the original text to what (s)he has summarized to identify proper choices of words, structures, and tenses used. Moreover, paraphrasing is one of the most effective ways of summarizing a text by rewording the story and rephrasing the concept without affecting its main thought just by basing it on what they have read. Allowing the students to learn this method may let them develop their reading competency and their writing skill.

As Fuchs, et al. (2016) said, letting the learners summarize factual information allows them to reflect on a text's most relevant vital points,



determine and disregard unnecessary information, and highlight the central concepts in an elaborative manner. Educating the learners and encouraging them to summarize intensifies their grammatical memory according to what they have read. Besides, summarization techniques can apply to the different educational Key Results Areas (KRA).

Additionally, letting the students read critically had a weighted mean of 3.56, which recognized the indicator as Very Important. In this way, the learners are encouraged to read a paper or story and criticize it afterward. Moreover, the students' grammar learning is enhanced by critically reading each word and paragraph that the text contains. On the other hand, the teacher lets them answer some questions and formulate particular judgments about the text they have read, including its purpose, function, message, and impact on the readers. The learners' grammar needs are assessed thoroughly through reading, and writing comprehension, where proper choices of words and structures are being applied.

As William (2020) explains, the target of critical reading is not to emphasize faults but to analyze the text's evidence and arguments' advantages and strengths. It is highly relevant and advantageous to judge a study or an article that presents well-reasoned proof and strong argumentation compared to weak studies or articles.

Besides, allowing the learners to understand the text organization had produced a weighted mean of 3.54 and was interpreted as Very Important.



Determining the proper separation of words, tenses, and patterns is necessary to produce practical grammar. In syntax, basic sentence patterns are highlighted to identify how a text is organized in a particular statement—using basic sentence patterns includes applying the subject and how it is related to the other sentence parts such as the verb, the objects, and the complements. Allowing the learners to identify correct patterns of English enables them to speak aloud fluently or write clearly and coherently. Identifying a proper text organization, such as comparing a proper and an improper subject-verb agreement rule application, sample sentence constructions, book reviews, or text re-reading, is essential to determine a properly mannered syntax and semantics through the English language.

In proportion to Beare (2017), the relevance of basic sentence patterns refers to how sentences are structured depending on their usage and correlation. It is necessary that the learners acquire the grammatical patterns in English for all the sentences or information that people could hear, write, or say follow these rules. Moreover, the most basic pattern applied is the agreement between the subject and the verb.

However, letting the students read quickly had the lowest rank with a weighted mean of 3.18 and a verbal interpretation of Important. Some secondary learners still experience struggles in reading a text. It shows that the learners could experience pressure as they are being taught to read quickly. Alternatively, the correct way of practicing the students to read quickly



is to be managed well through therapies and aids like storybooks or novels. Moreover, most students do not prefer applying quick reading as a learning strategy since the best way of studying needs a thorough analysis. Reviewing a text can be easily understood by analyzing each part of a sentence, and in this way, a proper English grammar construction may be determined and scrutinized by reading thoroughly and gradually. To fulfill this need, the English teacher must facilitate the students according to their level of reading strategy.

In line with Konstant (2015), the only disadvantage of quick reading is when the learner cannot read in a rush. However, letting the students practice enables their knowledge to enhance and develop in reading speed. They will acquire a thorough comprehension of a subject or reading material. It explains that reading goes along with comprehension. It does not mean that as the learner reads aloud or on paper, it acquires the idea. The learners must be facilitated adequately by the teacher where the effect would be a good speed reading faster.

Alternatively, allowing the learners to read a text quickly to establish a general idea of the content resulted in a weighted mean of 3.40, classified as Important. It starts the content's idea by scanning the text functions to identify its purpose, determine the author's attitude and viewpoint, and categorize its mood and message. English teachers have to facilitate their students' needs by giving them proper reading guidance and categorizing the best-suited books they have to read. The English teacher's function provides a great necessity



since (s)he serves as one of the primary sources of learning in the classroom. As the teacher lets the learners skimmed a text by establishing a general idea, the students may improve themselves so that they slowly develop their way of reading. However, their manner of reading is not that effective to all students since not all of them are fluent readers. To prevent this dilemma, the English teacher must provide the most suitable reading strategy by providing an adequate education for learners by letting them be engaged in such reading practices as speeches, memorization techniques, grammar-translation methods, and other strategies that may relate to reading-speaking strategies.

As Roell (2019) proved, establishing the text's general idea is necessary for reading comprehension. However, questions about the main idea could be challenging to answer, most significantly to the learners who are not familiar with comprehending them. On the other hand, establishing the primary thought is one of the most necessary reading strategies that one must master, including inference making, determining the author's purpose, and analyzing the context's word choices.

Despite this, letting the learners understand a writer's attitude resulted from a weighted mean of 3.42 and a verbal interpretation of Important. It suggests that analyzing texts and comprehending their mood or tone enables them to determine how the author has written the text. They must determine the author's attitude towards the text to identify how a story was made and inspired. The learner's needs are assessed by letting them read stories at or



near their level to relate easily. As the teacher assesses this need, the learner may be practiced and fulfill their needs independently.

Moreover, letting the learners determine the author's point-of-view allows them to practice how the author has applied his/her text. Since the learners depend vastly on what they have read, they may also learn how the author has created a text. For instance, since Edgar Allan Poe is known for his horror-inspired stories, the readers may also apply the way how the author has used his strategies in writing the text by identifying the author's point-of-view by summarizing the plot, determining the characters, knowing its content and the main highlights of the story.

Based on Brainfuse.com (2021), a learner must identify the author's attitude to comprehend a text. Analyzing the author's attitude allows the learners to understand better and comprehend the writer's argument and reasoning regarding the text's purpose. More so, the writer's attitude or tone is closely related to the purpose.

Similarly, the statement about reading for the author's viewpoint also had a weighted mean of 3.42 and was categorized as Important. Text analysis is necessary to understand the author's viewpoint and its message to the readers. Determining the writer's attitude in a text is necessary to identify how it can be related to different people's social issues or current situations. The way a learner reads and interprets a text depends entirely on how the author has written the literary work. The author's perspective is highlighted through a



proper text organization, which can be applied by practicing correct word choices, identifying the text's synopsis and plot, or determining the paper's contents.

As Androus, et al. (2020) said, determining the author's viewpoint comprises their opinions, perspectives, and point-of-view, contrasting to determining the text's purpose. However, the text's purpose and point-of-view both go hand-in-hand. The author's viewpoint and its purpose in text composition are still two different things.

Lastly, letting the students look through a text quickly to locate specific information produced a weighted mean of 3.43, classified as Important. Students look at texts quickly by merely looking and depending on keywords to determine the particular function or group of words. A specific term is being highlighted where the learner remembers the most critical information that (s)he could gather. Learners tend to glance at the most important key points and highlight the necessary details provided by a text and use it as a basis of learning. Moreover, the students sometimes use mnemonics, such as acronym-making or keywords, to efficiently understand and comprehend a text.

As Cox (2017) proved, the students can acquire and learn a definition without understanding them thoroughly. In this way, keywords are used and explained when learners are already familiarized with the true definition of the topic, comprehend these, and link them to other keywords. This needs analysis



was proven to be helpful to the learners, and it has been found out that students can answer keyword questions through referencing and memorization.

**Table 4**  
**Grammar Needs Analysis through Writing**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Use correct punctuation and spelling.	3.81	Very Important	1
2. Structure sentences.	3.70	Very Important	5
3. Use appropriate vocabulary.	3.74	Very Important	3
4. Organize paragraphs.	3.68	Very Important	7
5. Express ideas properly.	3.75	Very Important	2
6. Develop ideas.	3.71	Very Important	4
7. Express what you want to say clearly.	3.69	Very Important	6
8. Adopt appropriate tone and style.	3.55	Very Important	15
9. Evaluate and revise their writing.	3.59	Very Important	13
10. Paraphrase texts.	3.58	Very Important	14
11. Lecture note-taking.	3.64	Very Important	8
12. Write essays.	3.62	Very Important	10
13. Write creatively.	3.60	Very Important	12
14. Write case studies.	2.98	Important	20
15. Describe objects or procedures.	3.38	Important	19
16. Write introductions and conclusions.	3.64	Very Important	8
17. Write references and citations.	3.41	Important	18
18. Formulate coherent arguments.	3.45	Important	17
19. Summarize factual information.	3.61	Very Important	11
20. Synthesize information from more than one source.	3.47	Important	16
<b>Composite Mean</b>	<b>3.58</b>	<b>Very Important</b>	

*Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure*

Mainly, Table 4 includes the writing grammar needs analysis used by the respondents. The composite mean of 3.58 shows that the respondents typically see the grammatical assessment as necessary, which has considered the table as Very Important.

For this reason, using correct punctuation and spelling resulted from a weighted mean of 3.81 that identified the indicator as Very Important. Correct spelling and punctuation application are necessary to begin a successful grammar structure. Punctuation and spelling affect the grammatical structure,



and a simple error could change its semantic function. The relevance of following the spelling and punctuation is to retain the meaning and message of what the writer has delivered initially. As the student practice writing during his/her childhood, (s)he already learn proper syntactic patterns, including the letter formation, spelling, and construction of the sentence structure, and acquires it simultaneously. However, this also reflects Krashen's Monitor hypothesis where grammar rules, spelling, and punctuation are formed as (s)he thinks when writing, thinking, or typing a text. At the same time, the Natural order hypothesis is being applied where the grammatical order of words, highlighting on the structure, produces a correct pattern of words automatically as (s)he writes a set of words or statements.

It is believed by Best (2017) that assessing the learners with the preeminent vocabulary applying the well-suited spelling and punctuation strategies, including its rules and concepts, enables them to enhance their spelling and vocabulary knowledge that gives them the advantage of being aware of the various aspects of grammar learning, as well as in their daily living. The students who are engaged well with grammatical patterns through phonetics and morphemes enable them to read and comprehend more complex texts of different genres.

Furthermore, letting the learners express ideas appropriately in writing has produced a weighted mean of 3.75, which measured the indicator as Very Important. The learners must determine how to express ideas adequately



when writing by using correct grammar such as delivering correct diction, correct tenses and voices, rewording, and suitable sentence patterns. Correct expression of ideas means writing the necessary information based on the learner's information without changing his/her idea. As the English teacher explains in the class, students tend to write what they have heard from the discussion. Teachers need to provide and cater quality education by using correct grammatical structure so that the students can adapt to what they have written and heard from their teachers. Therefore, if the teacher produces an incorrect grammatical structure during the discussion, the student would think that what the teacher expresses is correct, which could affect the students' learning.

Following Andrews (2020), meaning-making and expressing ideas serve as the highlighted functions that the learners apply when interacting in the class. However, the learners commonly comprehend the written grammar more than what they speak. Together with the students' parents, the English teachers play an essential role in enhancing their language development. They nurture and assess the learners' abilities to make meaning and express their thoughts by producing an intensified language experiences.

Moreover, letting the students use appropriate vocabulary when writing had a weighted mean of 3.74, categorized as Very Important. It explains that applying correct diction is necessary to produce a written text by not using repetitive words referring to the same thought or idea, such as using a



synonym or selecting word choices according to its goals and genre. In this way, the teacher must analyze the students' needs by enhancing their vocabulary skills by reading learning materials to help their grammatical enrichment in writing the text.

In addition, the relevance of having a bountiful vocabulary enhances the student's skills in terms of listening, speaking, reading, and writing. This strategy can be acquired from everyday exposure to the English language, not only in the classroom but also in other settings or situations where the student could acquire a new set of words, such as by listening to a radio or watching television that applies English as a medium (e.g., English movies or series) and reading English magazines or newspapers. In this way, the student may learn a new set of word constructions and vocabulary in which (s)he can use and apply in writing such as journals, essays, or business letters in which (s)he could enrich his/her vocabulary and connect grammatical structures.

Therefore, Glatch (2020) proved that all learners engaged in writing understand the significance of diction in writing. A correct word choice's relevance enables the learners to enhance their vocabulary to use language to a maximum level. In this way, they can determine explicit attitudes, moods, and imagery when creating stories where these elements become more influential and intense.

Also, letting the learners develop their ideas through writing had a weighted mean of 3.71 that reflected the indicator as Very Important. It shows



that developing their ideas through sentence formulation, comprehensive explanation through essays, or extended definitions enables them to enhance proper word choices when constructing English grammar. It suggests that the teacher must let the learners explain freely according to their writing skills and proper guidance. Proper application and development of ideas using the writing skill provide a significant role in English grammar learning, for it enhances a self-learning method that enhances an independent way of enriching the writing skill in different genres. The relevance of independent learning applies a meta-analytical way of improving the student's writing skills through much more complex English language structures.

As said by Anonymous (2020), as the learner writes, (s)he develops to become a good reader. As the learner develops his/her ideas through writing, ideas become the primary foundation of a work where other people learn and judge, either in school or in society. Moreover, it equips the learners' grammar and thinking skills where their ideas and abilities are being refined to other people.

More importantly, allowing the students to structure sentences had a weighted mean of 3.70 and a verbal interpretation of Very Important. It tells that letting the students create sentences using the correct grammatical pattern, such as applying the basic sentence patterns, allows them to increase their writing skills and enhance correct word choices. The writing skill's grammar function emphasizes the meaning and construction of words where



the semantics remain even the syntactic pattern has been changed. However, an English teacher can facilitate the learner through different written tasks, such as essay writing, journals, position and reaction papers, or any related writing tasks. Applying this skill enriches the student's grammar needs in terms of the structural usage of proper diction and correct pattern in writing.

Based on Jotform (2018), effective written communication must combine the English language's various elements and aspects. By these language factors, the grammar rules apply to the different aspects of language where they hold the sentence's meaning by itself as these sentences combined with various ideas and thought, enables to build the information based from the formulated semantic to the reader of the written text.

On the other hand, writing case studies became the lowest with a weighted mean of 2.98 and was classified as Important. Research papers, such as case studies, are important ways to improve a learner's writing skill, most notably grammatical improvements. The function of a case study is to determine how a participant behaves in a specific issue. Letting the learners write about the participant is necessary, but there are also some challenges that they may encounter. Case studies provide a heavy workload that most students could not be engaged in well, depending on their level of ease.

In agreement with Gaille (2018), most learners find it challenging to create a case study, most notably the literature review's grammar application. It points out that the learners experience a long time to analyze such data



where inefficiency is also relevant. Moreover, Majumder (2019) states that grammar and language serve as primary mediums when distributing the findings in creating a research paper. Therefore, using the correct word choices and patterns effectively is of extreme relevance. Applying these patterns is best for learners to avoid possible errors in using the necessary words to affect the manuscript's clarity.

Even so, letting the students describe objects or procedures had come up with 3.38 as its weighted mean, which identified the indicator as Important. Allowing the learners to build their descriptions using the proper grammar in a procedural genre had shown that they must use the correct word choice with the audience as the priority. In this way, the learners must be taught who should be their audience when writing a text. They must determine who shall be the readers of their work and the attitude of their text. Providing descriptions using correct word choices is necessary depending on the situation where the learner applies the explanation. This description expounds and supports how profound the used diction was applied.

In the light of Lilydale (2015), the right word choice in descriptive writing enhances the learners' ideas where clarity is produced. Using proper diction to describe objects produces imagery to the learners where their senses are based on observations. However, describing procedures is highlighted in a persuasive manner where the word choice elevates the learner to a newer set of ideas.



Nevertheless, letting the students write references and citations had a weighted mean of 3.41 and was verbally interpreted as Important. The learners must identify the owners of their supporting details to avoid plagiarism and predatory publishing. The teachers must understand the proper referencing format, including the citation styles, to emphasize the necessary credits given to the authors they have gathered. The relevance of paraphrasing is to avoid the risk of plagiarism that could affect the students' skills in grammatical learning. To fulfill this need, the teacher must carefully determine which academic text is original or plagiarized. Writing an original work enables the learners to become more productive in creating a text to apply the proper grammatical practice in different genres. Unlike in a plagiarized paper, no practice has been done, and no original work was done.

As specified by Coates (2020), avoiding plagiarism enables the learners to determine the data sources used to identify their ideas' accuracy. It enables them to locate their arguments or comments within the manuscript about a particular topic.

Apart from this, allowing the learners to formulate coherent arguments produced a weighted mean of 3.45 and was determined as Important. It recommends that boosting the cognitive domain through writing is necessary because it enhances the learner's potentials and skills by writing academic works, such as essays, journals, reports, or any form of academic papers, where their grammatical skills could improve. Therefore, the teacher must



carefully monitor their academic work through a writing rubric to assess the student's needs. Writing argumentative essays or explanations about a specific argument enables the learners to apply correct grammar practice so that they may know how to use grammar in a particular pattern.

In concordance with Ramthallah (2020), an academic text or argument without coherence can impede the readers from understanding its message. However, a coherent argument can be acquired by combining the sentences and their concepts to produce a correct message flow. Being coherent enables the learners to excel from one idea towards another until it produces the sentence, then the paragraph, until it ends up to one whole academic text.

Lastly, letting the learners synthesize information from more than one source measured a weighted mean of 3.47, classified as Important. Learners must depend not just only on one source of information but also on a variety of sources. It is necessary to gather from different sources to identify various information that would strengthen a topic. Therefore, the English teacher must inspire the students by encouraging them and suggesting other sites they may use as knowledge sources. On the other hand, the English teachers, being the primary source of grammar learning, must not only depend on one standard grammar rule that was based on a single book but also (s)he must be flexible and depend vastly on a variety of sources for him/her to become more productive in such a way that the students may learn quickly. The students will learn more depending on how productive the teachers are.



As stated by Lumen (2020), using multiple sources serves as a great advantage to comprehend word choices, including the grammatical patterns, on a particular idea thoroughly. Applying these sources enables the student's synthesis learning skills and grammar improvement, which can be most applicable for him/her as a writer. Starting a synthesis comprises comparison and contrast, where it also lets the learner associate the different functions and viewpoints of a topic with reaching the learning objectives.

**Table 5**  
**Grammar Needs Analysis through Viewing**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. View websites.	3.40	Important	4
2. Watch the news.	3.50	Very Important	2
3. Watch commercials.	3.41	Important	3
4. Evaluate and share online videos.	3.20	Important	6
5. Watch documentaries.	3.35	Important	5
6. View pictures, tables, maps, and charts.	3.53	Very Important	1
<b>Composite Mean</b>	<b>3.40</b>	<b>Important</b>	

*Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure*

Essentially, Table 5 includes grammar needs analysis through viewing, which the respondents used. The composite mean of 3.58 shows that the respondents typically see the grammatical assessment as necessary, categorized as Important.

Firstly, viewing pictures, tables, maps, and charts was verbally interpreted as Very Important with a weighted mean of 3.53. For secondary English teachers, using images to portray grammar is relevant to enhance the students' creativity. However, using pictures to determine the connection of structural patterns in English gives readers clues to apply metacognition, or the "think about thinking." In this way, it enables them to learn by themselves



and intensify their thinking and grammar skills by analyzing pictures carefully. For example, a student realizes the function of grammar as (s)he asks himself/herself how to determine how it is being applied by viewing and analyzing specific sentences or paragraphs on graphs or charts.

According to Clarke (2019), most English teachers in secondary school use a picture to boost and motivate the learners towards creativity. Using images helps the learners portray an event that does not eliminate the learners lacking confidence in reading. Subsequently, applying the images through grammar lets the learner record what can be portrayed (e.g., a kite, the sun, the people). For instance, as the teacher asks them to determine the image, they can ask them directly about the determiners (e.g., a/an, the, or some) to identify the things on the picture where the noun phrases could be built.

Furthermore, allowing the learners to watch the news was verbally interpreted as Very Important, having a weighted mean of 3.50. It shows that watching television, most notably focusing on social issues, lets the students learn to adapt the language in situations and apply the most suitable word choices and grammar in various settings. Therefore, the teacher must determine and classify the best-suited program to telecast. Letting the students watch the news and current affairs and making it the basis of grammar learning not only improvises their grammar skills but could also improve their other macro skills with the application of the correct register in different genres and situations.



In line with Depante (2015), using coherent and proper grammar is relevant in news writing since journalists and anchors play an essential role in communication. Moreover, one of a newscaster's functions is to disseminate on-point and detailed information to the people. However, the learners can imitate how these newscasters use their grammar and word construction because they serve as valid and reliable references.

Letting the students watch commercials resulted from a weighted mean of 3.41 that identified the indicator as Important. It indicates that allowing the learners to view television commercials enables them to cope with the out-of-class environment through grammar analysis. It shows that as the TV commercial characters use the correct English patterns in the natural setting, they can acquire and imitate how syntax shall be made based on what they have watched. TV commercials that apply the English medium may enable the learners to apply the same manner of speaking and grammatical patterns. As learners of grammar, students may refer to the native speakers of the English language and determine the correct patterns of English through a thorough viewing, analysis, and practice. Also, students could learn grammar more based on what (s)he see and hear that is why a repetitious watching English TV commercials could also benefit a student's grammar learning.

As Tuzi and Mori (2018) proved, the relevance of using TV commercials enhances the students' competencies in comprehending its real meaning. Studies show that letting the learners be exposed to TV commercials increases



their listening skills and enhances learning motivation. Moreover, visual clues in a commercial enable the learners to be scaffold wherein they comprehend and acquire the linguistic and grammatical meaning provided in the video. Similarly, the teachers can apply the commercial's aim and message to enhance their critical thinking skills.

Then, letting the learners view websites had a weighted mean of 3.40 and was verbally interpreted as Important. In today's generation, 21st-century learners tend to depend on technology more rather than hard-bound copies. The learners prefer using the Internet and make it a source of information. However, learners open the Internet by looking and viewing proper grammar construction, correct word choices, synonyms, or syntactic patterns that would strengthen their thoughts and perceptions about grammar learning. Moreover, learners can also identify grammatical errors through software (e.g., Grammarly, Linguix, Qordoba) that may allow them to learn more about grammar changes and how these are connected to each grammatical structure.

As Adams (2020) says, using a correct grammatical pattern enables the learners to scan and read clearly. Once the website's content is not well written, it will affect the learners and might lose interest in reading the website and navigating for a new site to find the thought quickly.

Moreover, allowing the students to watch documentaries produced a weighted mean of 3.35 and a verbal interpretation of Important. Letting the



learners watch documentaries enable them to determine the formal function of grammar in educational-historical genres. It enables the learners to connect with the real-world setting and acquire how communication is being applied formally. Documentary channels (e.g., National Geographic Channel, Discovery Channel) can enable the learners to strengthen their grammar skills by thoroughly listening to these shows and rely more on the narrator. With English native speakers as narrators, documentary shows have higher chances of references to the best English grammar. It means that for students to achieve the best word choice and grammar, they must always refer to the native speakers of the English language.

As agreed by Vaughan-Lee (2015), letting the learners watch a documentary enhances their literacy to different world-setting and relates themselves to life's current situation. In this way, grammatical needs are fulfilled by incorporating reflective writing assignments to use the documentary to formulating their arguments based on their analysis.

Finally, letting the learners evaluate and share online videos ranked the lowest for having a weighted mean of 3.20 and a verbal interpretation of Important. The 21st-century learners, being called "tech-savvy," are commonly engaged in the online world. However, not all students can connect to the online community due to a lack of resources and access. Philippine provinces, like Oriental Mindoro, cannot mostly afford computers but merely base their learning commonly on teachers and books. Computer-Assisted Language



Learning (CALL) may be effective but not in all areas due to lack of resources. Technology serves as a primary tool for viewing other needed online resources so that other students can learn even without leaving their homes through blended learning.

In keeping with Lynch (2017), not having enough internet access could lessen direct communication between the teachers and the learners. However, one of the major disadvantages of not connecting to the Internet is the students' incapacity to have different sources of information and complete school activities. To resolve this issue, the teacher must promptly monitor the students by making enough effort to visit the learner and assess their needs according to their capacity.

**Table 6**  
**Summary Table on the Need Analysis**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Grammar Needs Analysis through Listening	3.62	Very Important	2
2. Grammar Needs Analysis through Speaking	3.64	Very Important	1
3. Grammar Needs Analysis through Reading	3.50	Very Important	4
4. Grammar Needs Analysis through Writing	3.58	Very Important	3
5. Grammar Needs Analysis through Viewing	3.40	Important	5
<b>Composite Mean</b>	<b>3.55</b>	<b>Very Important</b>	

*Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure*

Table 6 indicates the summary table on the needs analysis about the macro skills used to fulfill the English language grammar. The table shows that the grammar needs analysis through speaking ranked first, having a weighted mean of 3.64, and was verbally interpreted as Very Important. Secondly, the teachers' grammar listening needs analysis had a weighted mean of 3.63 and a verbal interpretation of Very Important. Next, grammar writing needs analysis



had a weighted mean of 3.58, resulting from a Very Important verbal interpretation. Moreover, the grammar needs analysis through reading contained 3.50 as its weighted mean and a verbal interpretation of Very Important. Finally, grammar needs analysis through viewing had the lowest rank with a weighted mean of 3.40 and a verbal interpretation of Important. In general, the summary table comprised a composite mean of 3.55 and classified that having these needs analysis is very important in the classroom setting.

Letting the students view grammar through images, the Internet, or television has been an issue in assessing the students' needs in grammar. Using these tools could engage the learners easily when it comes to grammar learning. The conflict in fulfilling students' needs in viewing grammar is the lack of resources and the students' incapacity to acquire some of the learning materials.

As explained by Aydin (2017), one major problem in using the viewing skill in facilitating the students' needs is that the Internet is not always available to the learners and teachers since teaching grammar is necessary as the students learn the English language. Moreover, most families cannot connect to the Internet due to financial reasons. However, Internet connection disadvantages affect the learner's macro skills even though the Internet is advantageous to improving their grammar and language skills. One point is that both teachers and learners cannot identify where and how they will teach



and learn. On the other hand, even though various applications could be found on the Internet, it still shows difficulty as the teachers implement and integrate the curriculum's necessary materials. Unfortunately, using the Internet in language pedagogy to fulfill the students' needs in grammar learning and teaching could remain a challenge if it does not match the curriculum's needs.

Furthermore, Shuldiner (2016) says that fulfilling these needs recognizes these three dimensions of grammar teaching: the form, its meaning, and its usage. Grammar produces a dynamic process wherein it assesses the learners to overcome the different viewing skill issues. Since teaching is a lifelong process, the teacher must identify the students' needs by observing them and determining what learning process is the most suitable. Letting the learner meaningfully practice grammar allows them to acquire newer sets of comprehension through activities that help them resolve the challenges that commonly occur as they study grammar structures.

To continue, Table 7 presents the challenges in grammar learning experienced by the respondents with their students. The composite mean of 2.97 generally shows that the respondents commonly experience the students' challenges in grammar learning, which was verbally interpreted as Agree.

Firstly, the learning challenge about the students that expect teachers to present grammar points explicitly had a weighted mean of 3.42 that identified the indicator as Agree. The teachers, being the facilitator of learning, are expected to provide quality education to their learners.



**Table 7**  
**Challenges in English Grammar Learning**

<i>The teachers determine these learning challenges through the following:</i>	Weighted Mean	Verbal Interpretation	Rank
1. My students find it difficult to transfer their grammatical knowledge into communicative language use.	3.33	Agree	2
2. My students are not that motivated by problem-solving techniques for learning grammar.	3.00	Agree	13
3. My students expect teachers to present grammar points explicitly.	3.42	Agree	1
4. My students prefer to learn grammar from one-sentence examples.	3.09	Agree	7
5. My students prefer to find matches between meaning and structure for themselves.	3.11	Agree	6
6. My students find it difficult to handle grammar presented within authentic texts.	3.08	Agree	8
7. My students find authentic texts difficult because of the wide variety of structures which appear.	3.16	Agree	4
8. My students find authentic texts difficult because they are too culture bound.	3.02	Agree	12
9. My students find authentic texts difficult because of the vocabulary used.	3.19	Agree	3
10. My students cannot find form-function matches in authentic texts without explicit direction from teachers.	3.08	Agree	8
11. Teachers find the use of authentic material too time-consuming.	2.65	Agree	17
12. Teachers find it difficult to produce tasks of a suitable level from authentic texts.	2.70	Agree	16
13. A lack of explicit grammar teaching leaves my students feeling insecure.	2.80	Agree	15
14. My students do not actually find grammatical terminology useful.	2.46	Disagree	20
15. Teachers find it difficult to correct student errors of grammar within a written communicative context.	2.58	Agree	19
16. Teachers find it difficult to correct student errors of grammar within a spoken communicative context.	2.63	Agree	18
17. My students find it difficult to improve the accuracy of their grammatical language within a totally communicative writing activity.	3.04	Agree	11
18. My students find it difficult to improve the accuracy of their grammatical language within a totally communicative speaking activity.	3.12	Agree	5
19. My students find it difficult to use grammatical terminology.	3.07	Agree	10
20. My students are frustrated by problem-solving techniques for learning grammar.	3.00	Agree	13
<b>Composite Mean</b>	<b>2.97</b>	<b>Agree</b>	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*



The students expect the teachers to present the correct grammatical structure, points, patterns, and word choices in the class. There is a high chance that the students will depend primarily on what the teacher will produce. Thus, one of the primary bases of students' learning is the improper management of teachers' way of facilitating learning.

Moreover, most second-language learners do not know who the English teachers that cater to quality education are. Therefore, students cannot say whether the teachers use correct grammar in teaching English or not. If the teacher uses improper grammatical formation and structure as (s)he discusses in the class, the student may think that his/her word choices are correct.

As Cox (2017) determined, teachers must meet their students' standards by producing an innovative learning environment to engage themselves and boost their confidence in grammatical learning success. In this way, the relationship between the teacher and the learner must be adequately managed. Meaning, the teachers must identify and monitor what their students expect in the classroom.

Furthermore, the learning challenge about students who find it challenging to transfer their grammatical knowledge into communicative language use has a weighted score of 3.33 and a verbal interpretation of Agree. Most students have struggled with grammar application to natural communicative usage due to fear of committing errors when speaking or shyness when talking to a native speaker. Also, this challenge happens when



the language learner does not acquire a proper affective filter. Sometimes, when the English teacher's affective domain is high, (s)he over emphasize correctness that could lead the students to be forced to answer, or when the teacher laughs at the student's mistakes where the learner is being put to an embarrassing situation, the learner does not learn the language grammar. On the other hand, if the teacher's affective domain is low, grammatical errors become natural where the learners do not entirely acquire the correct strategies. Hence, there must be a balanced strategy where the affective domain is filtered and the students are adequately monitored.

As Bryans (2020) argued, some students say that grammar has no longer enough relevance, most notably in a society where slang and texting are widely used. On the other hand, proper grammar usage in the professional world remains a significant competency that must be studied and mastered. More so, minor grammar errors could show unprofessionalism. Alternatively, Pachina (2019) says that learning and acquiring proper grammar is necessary since it is the language that enables people, including learners, to talk effectively in English. Grammar identifies all the words and word groups that formulate a sentence.

Additionally, the learning problem about the student who finds authentic texts difficult because of vocabulary usage had a weighted mean of 3.19 and was verbally interpreted as Agree. One of the learners' challenges commonly experience is vocabulary learning problems through texts produced without



appropriateness under the student's understanding level. This challenge happens due to a lack of vocabulary knowledge that loses the learners' interest in reading. In addition, English vocabulary may also be enriched by viewing English T.V. shows, listening to radio segments, watching documentaries, or reading magazines that use English as a language medium. By viewing, the learners' English vocabulary may be enriched, and (s)he can determine how these can be applied in different genres through a variety of language registers and grammar structures.

As Robertson and Acklam (2020) explained, a text distributed due to its vocabulary may not always be suitable to a class, depending on your age, culture, or nationality. Disseminating authentic text to learners may sometimes be too adult or childish, depending on how the writer has chosen its genre. Different academic texts are predictable where they use the same and consistent pattern unit after unit.

Similarly, the grammar challenge stating that the students find authentic texts complex because of the wide variety of structures produced a weighted mean of 3.16, identified as Agree. Learners find it difficult to learn the language due to the wide range and syntactic elements included in grammar. Moreover, they find it confusing how these should be connected and aligned and how they will function in real-world communication. Most students also find grammar challenging to learn and acquire due to confusion to subject-verb agreement rules, structural patterns, word choices, or the suitable parts of



speech to be applied. Also, the students who learn and use English as the second language may find grammar challenging probably because of the level of educational quality they receive or their level of interest that may weigh their intellect regarding second language learning highlighting grammatical acquisition.

As Ameliani (2019) proved, some factors could affect the students' grammar, excluding the basic sentence patterns, including the negative transfers of interlanguage and intralingual patterns through adverb interferences and copulative verbs, word-orders, verb tenses, over-generalizations, rule restriction management, and improper grammatical rule application.

Besides, the statement telling that the learners find it challenging to improve their grammatical language accuracy within a communicative speaking activity had a weighted mean of 3.12, considering the indicator as Agree. Most students still experience incorrect grammar due to difficult grammatical improvements and understanding about when and how they should make a sentence accurate and precise. Moreover, the role of grammar instruction in the classroom has been a debate for a long time, highlighting the teaching-learning experience in grammar improvements. Linguists and researchers also argued whether grammar instruction highlighting its accuracy should still be included in the curriculum or not since most students still face it as a burden to the learners who use English as Second Language (ESL). Most



English teachers have already applied various teaching strategies to make English grammar teaching more effective, non-threatening, convenient, and applicable to the curriculum.

As stated by Sylwester (2020), being accurate is necessary when applying precise and correct grammar through speaking, writing, or both. It entails comprehension in a more profound sense and vocabulary application where correct pronunciation is included. To prevent these difficulties, the learner may write down various word forms or collocations to develop a good sentence. Moreover, applying grammar exercises would be necessary to test the students' skills and grammatical competencies. Also, they may read aloud and practice correct pronunciation by recording it and evaluate it afterward.

Nevertheless, the statement that says students do not find grammatical terminology useful had a weighted mean of 2.46 and a verbal interpretation of Disagree. It shows that the teachers still believe that grammar is relevant in the communication process. As the learners study grammar, they can practice it to be used in their future endeavors. As they study and learn English grammar, they acquire it naturally and develop it for academic and professional purposes. Grammar, being one of the relevant parts of the English language curriculum, is necessary for learners to use the language for different purposes. Being grammatically fluent serves as the basis of the effectiveness of the English language. Once the learner identifies the relevance of grammar in the English classroom and knows how to apply it in his/her daily



communication, the language would be fruitful enough and be considered beneficial.

In consonance with Lahiri (2019), grammar usage has its advantages and effect on macro skills, which can be recognized gradually by the different English language users. Moreover, its benefits on teaching and developing the learners' writing skills have been determined and affect the reading. Also, listening and speaking skills are now identified to be prominent.

The learning challenge that the teacher finds difficult to correct student errors of grammar within a written communicative context resulted from a weighted mean of 2.58 and a verbal interpretation of Agree. It suggests that the students who continue experiencing difficulties in learning grammar through writing, such as essays, journals, or papers, could have possible problems with the instructor's teaching strategies. In this way, the learner's skills must be enhanced by intensifying their interest in the activity by providing a newer teaching strategy where they are more encouraged to participate. Furthermore, students could also experience continuous confusion due to various grammar rules that a student must follow. These rules are a must to acquire a productive English language competency.

Based on Gonzalez's (2017), letting the learners practice reading and writing are the best ways to improve their grammar skills. Lesson planning trains students to read and write continuously by giving them enough time to enhance their skills. As the learners develop their grammar skills by practicing



reading and writing, they begin learning and acquiring the language naturally. However, reading in the classroom must be applied to actual books, articles, and texts that would enhance reading habitually. Exposure to continuous and habitual reading and writing would improvise the students' correctness in grammatical compositions.

In line with this, the statement saying that the teachers find it challenging to correct grammar errors within a spoken communicative context as a weighted mean of 2.63 and a verbal interpretation of Agree. It tells that as the learners speak the English language without fluency, accuracy, or preciseness could lead to utterances, lisping, or excessive production of a different message. English teachers experience difficulties in understanding a mispronounced word or group of words produced by the students. Therefore, a student's learning style must be enhanced so that the teacher and the learner could go hand-in-hand in grammar and language acquisition in the classroom.

As determined by Adil (2021), the students' problem highlights their grammar errors in speaking the English language. Acquiring correct English grammar has been a challenge for most students. When learners speak, they commonly make grammatical errors. Commonly, they create errors in verb tenses, active and passive voices, diction, and vocabulary usage in speaking English. Sometimes, they speak wrong verb tenses when they aim to use the past tense but have used the present tense instead of using the past tense. Most learners still cannot differentiate past, present, and future tenses and



participles in this manner. Therefore, the teachers must focus on the students' oral communication skills instead of focusing only on activities and exercises. Through this, the learners could easily acquire proper communication skills and adapt them to the natural communication environment.

Despite this, the learning challenge states that the teachers find authentic materials too time-consuming, resulting from a weighted mean of 2.65 and was classified as Agree. It shows that these materials comprise unfamiliar terms or grammatical patterns that are often too long and complex to adapt. Students tend to become lazier due to a lengthy workload or requirement provided by the teacher, and due to these excess tasks, the learners become unengaged and do not acquire language learning and grammar acquisition. The learners prefer lighter or enough tasks that would engage them more in the class and let them enjoy more the activities provided by the teacher. Appropriate teaching strategies are necessary so that the students learn language and grammar quickly to prevent this challenge.

As Ediger, et al. (2021) say, one of the challenges in producing successful grammar learning is classroom materials' inadequacy. To resolve this issue, producing sufficient resources, such as the online practice of grammar and an accessible learning management system, can facilitate the students' learning. Moreover, digital grammar presentation tools can develop and enhance classroom instruction. Also, quality tests, either printed or through soft copies, can fulfill the learners' grammatical needs in their macro



skills.

Finally, the statement telling that teachers find it challenging to produce a suitable level from authentic texts produced a weighted mean of 2.70, which considered the indicator as Agree. It explains that the learners experience difficulties when provided with activities that are not inclined with their level of comprehension and when they are given texts where they are not familiar. Suitable techniques that would be appropriate for the learners would let them enjoy more in the classroom setting by providing rewards or grades depending on how the teacher will engage them or get their attention. This situation could support B.F. Skinner's Operant Conditioning technique that when the students are not well-engaged in the classroom, the teacher may provide necessary techniques to get their attention and become participative in learning grammar.

In that respect, Ediger, et al. (2021) added that the teachers experience challenges in producing tasks because students lack preparation and retention. It leads to the reason why grammar remains a challenge for students. To solve this, English teachers may explain grammar clearly that is appropriate to the learner's level. Applying this can let the learners comprehend the essential grammar points. Grammar charts from authentic texts enable the students to learn grammar and determine how they are being applied naturally. Moreover, grammar activities must be flexible in letting them structure grammatical practice to fulfill their classroom needs. An extensive grammar exercise may develop them towards long-term remembering and grammar



usage.

As Alfaki (2015) suggests, English grammar has been perceived in various ways since it has been included in the curriculum. At the outset, grammar was identified as a set of rules that enables confusion to the learners. Researchers allegedly identify that grammar learning was involved in a verbal “habit formation” process where the teachers are expected to apply pattern drills and practice through repetition, transformation, question and answer, and others. This teaching strategy enables the habit through stimulus-response conditioning that leads the linguistic, grammatical patterns towards “over-learning.”

Moreover, the learners can apply a target language, including its grammar and structure, spontaneously. This strategy suits the learners to determine the English language patterns and apply grammatical rules, but the learners still find it challenging to simplify them. A clear explanation to the learners on how they should do their grammar exercises is necessary. Once the learning objectives are provided, the strategy is being attached to the inductive learners than the deductive ones. Also, supplementary grammar drills are given when needed to suit all the learners well. The teachers identify and analyze the learners’ grammar mistakes when they commit them. Therefore, the teachers give feedback to the learners, emphasizing the grammar corrections of such statements and the semantics and usage of their utterance that suits learners very well (Alfaki, 2015).



**Table 8**  
**Teaching Grammar Strategies in Listening**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Attend out-of-class events where the new language is spoken.	2.68	Often	25
2. Listen to talk shows on the radio, watch TV shows, or see movies in the English grammar.	3.41	Often	6
3. Listen to the language in a restaurant or store where the staff speak the English grammar.	2.73	Often	24
4. Listen in on people who are having conversations in the English grammar to try to catch the gist of what they are saying.	3.13	Often	19
5. Practice sounds in the English language that is very different from sounds in their own grammar to become comfortable with them.	3.27	Often	14
6. Look for associations between the sound of a word or phrase in the new grammar with the sound of a familiar word.	3.29	Often	13
7. Imitate the way native speakers talk.	2.99	Often	22
8. Ask a native speaker about unfamiliar sounds that they hear	2.68	Often	25
9. Pay special attention to specific aspects of grammar; for example, the way the speaker pronounces certain sounds.	3.40	Often	7
10. Try to predict what the other person is going to say based on what has been said so far.	3.11	Often	20
11. Prepare for talks and performances they will hear in the English grammar by reading some background materials beforehand.	3.35	Often	11
12. Listen for key words that seem to carry the bulk of the meaning.	3.50	Always	2
13. Listen for word and sentence stress to see what native speakers emphasize when they speak.	3.27	Often	16
14. Pay attention to when and how long people tend to pause.	3.03	Often	21
15. Pay attention to the rise and fall of speech by native speakers – the “music” of it.	3.15	Often	18
16. Practice “skim listening” by paying attention to some parts and ignoring others.	2.98	Often	23
17. Try to understand what they hear without translating it word-for-word.	3.22	Often	17
18. Focus on the context of what people are saying.	3.48	Often	3
19. Listen for specific details to see whether they can understand them.	3.42	Often	5
20. Ask speakers to repeat what they said if it wasn't clear to them.	3.40	Often	7
21. Ask speakers to slow down if they are speaking too fast.	3.27	Often	14
22. Ask for clarification if they don't understand it the first time around.	3.61	Always	1
23. Use the speakers' tone of voice as a clue to the meaning of what they are saying.	3.31	Often	12
24. Make educated guesses about the topic based on what has already been said.	3.37	Often	10
25. Draw on their general background knowledge to get the main idea.	3.39	Often	9
26. Watch speakers' gestures and general body language to help them figure out the meaning of what they are saying.	3.47	Often	4
<b>Composite Mean</b>	<b>3.23</b>	<b>Often</b>	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never



Furthermore, Table 8 presents the respondents' grammar teaching strategy through listening. The composite mean of 3.23 generally shows that the respondents prefer to use the listening strategy, which verbally interpreted the table as Often.

Moreover, the table indicates that asking for clarification if students do not understand a statement the first time around determined the indicator as Always having the weighted mean of 3.61 as its average. Commonly, the students are given at least a 5-10 seconds think-time to analyze what the teacher has said. In this way, they are encouraged to ask freely in the classroom. Meaning, the students' interest activates and learns the subject matter quickly. Rephrasing a statement is necessary to show the lesson's conciseness and clarity in the classroom. In a student-centered curriculum, metacognition is necessary to enhance their learning more by monitoring their answers as they speak in front of the class. The learners ask for clarification to manage well how they will answer back to the teacher as they were being asked. The students also may self-assess their work and self-evaluate how they have answered based on what they have heard from the teacher.

As maintained by Voa (2019), there are some situations, either academically, professionally, or both, where the learners say that they have understood the topic even if they are not. One of the factors of this issue is the intense grammar usage being applied by the teacher. In this regard, the teacher must always consider the students' understanding by rephrasing what



they have explained in the class for further clarification. Moreover, the students may be encouraged to ask their questions to determine the true essence and meaning of a statement.

Likewise, the table suggests that listening for keywords to carry the bulk of the meaning is necessary, identifying the indicator as Always producing 3.48 as its weighted mean. Keywords serve as clues that highlight the true essence of a statement. Moreover, students prefer listening to keywords or mnemonics to quickly learn since it heightens the chances of remembering and the efficiency of grammar learning. Using acronyms, keywords, or rhymes is essential to recall a problematic spelling or grammatical pattern. In this way, the learner acquires new learning styles that would strengthen their skills in grammar learning and acquisition.

As stated by the University of Texas at Arlington (2020), using keywords or phrases in some statements can be easily found by listening through an initial class lesson, educational videos, recorded news, or radio broadcasts. As the learner listens to these devices and jots down information, (s)he carry the true meaning of what (s)he aims to gather by recognizing striking words where (s)he is not yet familiar.

Additionally, the strategy that students must focus on the context of what people are saying had the weighted mean of 3.48, which identified the indicator as Often. This strategy is commonly applied not only to students at school but also happens in daily conversations. Students, however, must also focus on



their instruction to gain the knowledge that they need. Reading a text is necessary, and the learners must apply a higher level of focus to achieve a more intense level of grammar learning and acquisition. For example, as students read while listening to another student reading aloud, the focus must be implied at the same time to retain the flow of a context, and the idea would be retained.

According to Maguire (2019), a debate about second language teaching if grammar must be taught openly to students remains unending. Some researchers believe that teaching grammar to the students explicitly is just a waste of effort, as grammar must be indirectly acquired once they become aware of comprehensible input. On the contrary, it was also tested that if the students explicitly focus on language and learn them thoroughly, they would more like to acquire its grammar forms. Therefore, Ellis (2017) proved that some explicit focus must acquire high proficiency levels.

Also, letting the students watch the speakers' gestures and general body language enables them to determine the meaning of what they are saying is necessary for it has been verbally interpreted as Often with a weighted mean of 3.47. Listening to the application of kinesics is highly essential in understanding and learning an idea. As Edgar Dale's Cone of Experience explains, students remember and acquire at least 90% of what they do through body language and 50% of what they see and hear from the teacher. Watching the teacher's gestures and kinesics provides excellent importance since it



becomes one of the sources of learning in the classroom setting, most explicitly depending on how the teacher has used his/her strategy in teaching English grammar that applies to listen and view. With these applications, the students can practice, apply, demonstrate, analyze, and evaluate their grammar learning skills.

On the word of Raah (2015), communication is more striking than words. However, he suggests that body language, commonly known as kinesics, refers to a teacher's unspoken language through gestures. Studies have shown that body language used in other communication components plays an essential role in the classroom setting, particularly the communication between the teacher and the student.

More importantly, this strategy's resulting benefit provides about 7% verbal (words only), 38% vocal (tone, inflections, and other vocal sounds), and the remaining 55% applies to body languages. However, kinesics' relevance in teaching grammar enables the learners to be engaged in the classroom setting, boosting their confidence level as they comprehend the language.

Furthermore, allowing the students to listen for specific details to see whether they can understand them also shows enough relevance has produced a weighted mean of 3.42, which identified the statement as Often. It implies that as a student learns grammar, (s)he must listen to a specific idea and thoroughly absorb it with complete comprehension. This situation reflects Krashen's learning-acquiring hypothesis, which explains that as a student



learns the language, including grammar, (s)he automatically acquires it simultaneously. Therefore, if the learner listened to a specific detail about grammar, such as a sentence highlighting the basic sentence patterns, this concept or pattern must be automatically fixed in his/her mind through acquisition. However, if the student has not fully comprehended the pattern, (s)he will not acquire the language and will not thoroughly learn the grammatical competency.

As Craven (2017) explained, the students acquire grammar once they listen to more precise and explicit details of words such as phrases, sentences, or paragraphs. The learners must understand the main focus of a clarified idea. The learners must also check any possible errors they have made and determine the speaker's point of view and tone. In this way, the learners may assume relationships between the speakers or determine how they become effective.

On the contrary, both the statements about attending out-of-class events where the new language is spoken and about asking a native speaker about unfamiliar sounds that they hear have bottomed the most with a tied weighted mean of 2.68, which categorized the indicator as Often. These activities are not typical because they commonly depend on their teachers themselves regarding their educational needs. Attending out-of-class events such as workshops, seminars, or symposiums is not that frequent for secondary learners. However, it also reflects the other statement on asking



native speakers about unfamiliar words. Schools in the Philippines encourage their learners to listen to their teacher carefully instead of depending on the native speaker, which may only lead them to confusion. More so, the intervention to this issue is to retain the effectiveness of the English teacher.

Based on the ACS Distance Education (2016), an influential English teacher must not only be knowledgeable and skillful but also, (s)he should be an explicitly active listener. A practiced listening competency in grammar is necessary to enhance the learner's understanding and to assess them carefully if they have understood them. Listening skills enable the students to intensify grammatical skills and resolve any classroom conflicts.

Correspondingly, the strategy about listening to the language in a restaurant or store where the staff speaks the English grammar came up with a weighted mean of 2.73 that led to the interpretation of Often. Outdoor class observation and listening are when the learners compare the "real-life situation" to what they initially know. Due to some trying situations in the classroom (e.g., misbehaviors happening outside the class), teachers prefer the discussion inside the classroom premises. Moreover, exposure to these kinds of strategies may preferably be applied only through television or media viewing. Viewing and listening using media as one of the strategies in exposing the students to different environmental situations, such as a restaurant or store where the staff speaks the English language, gives them the chance to remember linguistic patterns and imitations that they have listened to in the



provided video. By watching the video, the learners would fulfill the learning outcomes suitable for grammatical demonstration and application.

As stated by Larsen, et al. (2017), this strategy's possible result would be a student-centered learning experience that promotes environmental learning, social growth, and personal views. Inclined with the previous strategy, attending outdoor activities such as listening in restaurants or stores where the English language is used is unnecessary because they develop more with their teachers. The English teachers play a significant role in the students' grammar development. Teachers help students by contributing to their needs and guiding them through language and grammar acquisition. Moreover, the teachers ensure that the best learning environment is provided for their education (Mbiti, 2017).

Alternatively, the table also tells that the students practice skim-listening by paying attention and ignoring others had a weighted mean of 2.98, which classified the statement as Often. Focusing on discourse provides a competency-based improvement in terms of the learner's grammar skills. The students' interest in grammar learning through the listening skill emphasizes their focus on grammar development, starting from the essential parts towards the more complicated forms. Skim-listening highlights how the learners get the gist of what they learn or hear from their teachers or their environment. These skills become more effective as they continue to apply what they have heard or listened in the real-life setting.



As Manuel (2018) stated, listening for the gist is when the student can only understand a concept of an idea but cannot fully determine the whole sentence or phrase. Meaning, the learner tries to choose keywords, intonation, and other clues to guess its meaning. On the other hand, the statement has shown less frequency because most students in the 21st century are either competitive or uninterested. Sometimes, identifying the statement's substance may be easy since it could be found at the beginning of the passage. However, it sometimes is difficult, which suggests the learners listen to the whole statement to comprehend its true essence and meaning in general.

Finally, imitating the way native speakers talk had a weighted mean of 2.99, which considered the indicator as Often. Copying or imitating the native speakers on how they talk or speak, whether through their accent or diction, by carefully listening to them becomes a basis of a new language learning, which is best applied with an audio-lingual method. The usage of the audio-lingual method targets the memorization and repetitious practice of accented words, including how the native speakers use their language in the real-life setting. The role of imitating the native speakers serve as a reference for learning the best grammar composition. However, a continuous application of the audio-lingual method enables the native language and the target language to connive. In this way, the English teacher lets the student have a native speaker-like manner of speaking by listening to how English statements are supposed to sound through mimicking. Language learning through the audio-



lingual method is a process of habit formation or repetition. The more statement is being repeated and used, the stronger the habit formation and the greater the learning and acquisition of grammar and language.

According to Tumblewood (2020), imitation of a native speaker is one of the most brilliant ways to intensify their grammar learning. Therefore, the students must actively pay attention and listen to how the native speaker uses his/her phonetics, semantics, lexicon, and most significantly, his/her grammar details. These ways are the best to use, but the students more likely to depend on the teacher's performance way better. Due to the lack of resources in most areas in the Philippines, including the poor Internet connection and improvised technologies, even listening to native English language speakers through videos online is insufficient.

In addition, Table 9 presents the vocabulary strategy used by the respondents. The composite mean of 3.30 generally shows that the respondents prefer to use the vocabulary strategy, which is verbally interpreted as Often.

Moreover, the statement about how students pay attention to the new word's structure had a weighted mean of 3.52 and was verbally interpreted as Always. Grammatical structure, specifically syntax, is highly relevant for the students to determine how grammar is being applied in a group of words as a part of their daily communication. As the student enriches his/her vocabulary, (s)he must also identify its function and form, what its tenses are, what part of



speech it portrays, and how it will be used as a part of a statement. A learner must emphasize how a new word is being applied to a text or a discourse. Additional vocabularies improve the learners' communicative competencies that may improvise the structure of a statement through diction and context.

**Table 9**  
**Teaching Grammar Strategies in Vocabulary**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Pay attention to the structure of the new word.	3.52	Always	1
2. Break the word into parts that they can identify.	3.48	Often	3
3. Group words according to parts of speech (e.g., nouns, verbs).	3.49	Often	2
4. Associate the sound of the new word with the sound of a word that is familiar to them.	3.45	Often	5
5. Use rhyming to remember new words.	3.25	Often	11
6. Make a mental image of new words.	3.37	Often	7
7. List new words with other words that are related to it.	3.30	Often	10
8. Write out new words in meaningful sentences.	3.45	Often	5
9. Practice new action verbs by acting them out.	3.11	Often	16
10. Use flash cards in a systematic way to learn new words.	2.82	Often	18
11. Go over new words often when they first learn them to help me remember them.	3.25	Often	11
12. Review words periodically so they don't forget them.	3.23	Often	13
13. Look at meaningful parts of the word (e.g., the prefix or the suffix) to remind them of the meaning of the word.	3.46	Often	4
14. Make an effort to remember the situation where they first heard or saw the word or remember the page or sign where they saw it written.	3.20	Often	15
15. Visualize the spelling of new words in their mind.	3.22	Often	14
16. Try using new words in a variety of ways.	3.34	Often	8
17. Practice using familiar words in different ways.	3.33	Often	9
18. Make an effort to use idiomatic expressions in the new grammar.	3.08	Often	17
<b>Composite Mean</b>	<b>3.30</b>	<b>Often</b>	

*Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never*

As Rake (2016) believed, correct spelling, grammar, punctuation, and capitalization enable the students to comprehend what they have gathered



through reading or writing. In addition, these concepts and notes aid them in preventing the different components of the sentence from attacking each other. By this means, the learner avoids confusion, preserves a proper reading rhythm, and will likely highlight the context they have made. Therefore, the learners will give more attention to the content.

Furthermore, the table states that the students can group words according to parts of speech, having a weighted mean of 3.49 that is verbally interpreted as Often. Meaning, the students can categorize whether if a particular word is a noun, a pronoun, a verb, and among others. As the learners determine the function of a word, they must also know how it will be applied in a basic sentence pattern. In a statement, the student must identify the subject's relationship to the other parts of the sentence, such as the article, the verb, and the other parts of speech. In this way, (s)he would successfully produce the correct grammatical formation.

As suggested by Towson (2018), using function words enables the learners to expound and formulate a robust grammatical relationship in which the content words may be best suitable. However, the content words are the terms that give a highlight to the meaning. For that reason, they are the words that can be defined using a dictionary. The newly content words are commonly added to the English language. However, the old ones typically leave the language obsolete.

Additionally, the strategy about breaking the word into parts that



students can identify produced 3.48 as its weighted mean, which reflected the statement as Often. Breaking the word to determine its function and components are necessary to identify its connection to the other parts of the sentence. In the English classroom, the learners must consider how each word can be organized and identified in a sentence. Without the proper organization of words, the statement's syntax and semantics would be affected and would produce miscommunication. Sentence diagramming is another essential tool to determine how each word is connected with the other, even the punctuation and capitalization.

On the side of Rudling (2018), identifying how to understand syllables enables the learners to determine lengthy words by breaking the word down into its components. It explains that the learners chunk a long word into its parts, and each chunk is classified as a syllable. These words are dissected into syllables, and it helps them see the part of the word they have and identify its function through their affixes, root word, and then used in each syllable. For example, the word "uncomfortable" comprises the prefix "un-," the root word "comfort," and the suffix "able." As they were chunked, its function can now be identified, such as the prefix "un-," which states an opposing view, the suffix "-able" that tells someone is capable of, together with the true definition of the root word "comfort." Therefore, it tells that each part of a word and a sentence provides a specific meaning that, once changed, would possibly affect the whole meaning of the sentence.



Inclined with the previous strategy, the statement about looking at significant word parts (e.g., the prefix or the suffix) to remind them of the word's meaning had a weighted mean of 3.46, identifying the statement as Often. To identify how significant the parts of a word are, they must first learn how to break the words into parts. Identifying the contents of words enables them to discover their true meaning and function in the sentence using the term morphology. One of the essential functions of morphemes is to provide semantics to a statement or a group of words. Like affixes (e.g., prefix or suffix) and the base form of a word, they are a part of the minor units of a statement, which are essential in producing a vocabulary function and comprehension.

Additionally, Atta (2020) explained that morphology serves to study the words, including their parts, such as the syllables, prefixes, infixes, or suffixes. The use of morphemes, either bound or free, is necessary for phonics through reading, spelling, or both, including vocabulary usage and comprehension.

The strategy about associating sounds of new words with the sound of a familiar word to the students resulted in a weighted mean of 3.48, which categorized the indicator as Often. It signifies that the students are not always omniscient in the English vocabulary. Context clues are necessary to identify the meaning of a new word that is not familiar to the learners. Associating these new words to the words they are already familiar with is one of the best strategies for identifying a particular meaning. Identifying the function of these newly learned words must be analyzed and acquired to become more effective



in its most appropriate language register. As the students identify its function in a provided statement, they will learn the language and identify how these words will suit a grammatical structure.

As Porter (2021) explains, the use of context clues serves as an indication that the context writer or the author provides in helping to define an unusual or a newly acquired word. These context clues can be seen within the same sentence pattern as the word to follow in the preceding or previous sentence. Since most of the students' vocabulary is acquired by reading, they must identify and learn contextual clues' advantages.

On the other hand, the statement systematically representing flashcards usage to learn new words had ranked the lowest with a weighted mean of 2.82 and a verbal interpretation of Often. It emphasizes that using flashcards to secondary students seems to be inappropriate anymore. The application of metacognition to flashcards representing grammar learning through sentence constructions aims to intensify grammatical knowledge and achieve student learning outcomes. When the teacher reveals, grammar learners tend to ask themselves how their answers should be compared to the correct answer or evaluate and assess their knowledge regarding the produced answer from the flashcard. Applying metacognitive learning strategies in grammar intensifies the students' memory by improving their vocabulary learning.

As Travis (2019) says, vocabulary learning may be challenging for the students. Moreover, there could also be some advantages and disadvantages



to the different strategies that the learner may use to increase their vocabulary learning. Some students prefer using flashcards learning tools, which can be very useful since they can acquire different words, but it only lasts for a short period. However, using flashcards does not give the learners the context to determine the specific word they target to study. Vocabulary reading is essential since it does deliver the context needed. However, reading is an extended and lengthy method of a new vocabulary word learning and acquisition.

However, the statement about making an effort to use idiomatic expressions in the new grammar became the second-lowest rank with a weighted mean of 3.08 and a verbal interpretation of Often. It indicates that using an idiom as a part of a daily conversation and including it as a part of grammar could affect the message receiver. Moreover, idiomatic expressions may serve as a barrier that could confuse a learner once used. Idiomatic expressions provide a double meaning that could also complicate the students who use English as a second language. Idioms do not give their real message since they do not say what they mean. They also cause challenges to non-native speakers and could pressure them because their meanings are unpredictable. For example, when students hear the idiom “a dime a dozen” (which means ‘something common’), they might think of it in a literal sense and not of its real meaning. Therefore, learning and acquiring a figurative-based vocabulary is a difficult part for ESL learners.



As determined by Michel (2020), an idiom is commonly used to express grammar ambiguity once applied. However, once these idiomatic expressions are meant literally, they could favorably affect the message receiver and cause problems and confusion.

Nonetheless, since the English language comprises different idioms, the non-native speakers experience challenges in identifying these expressions' logical meanings. The more the learners tend to learn and acquire the language, the more idioms they would likely understand. So far, memorization of idiom may also be beneficial at some time (Lumen, 2018)

The following statement indicating the practice of new action verbs by acting them out had the third bottom rank with the weighted mean of 3.11, interpreting the statement as Often. Including games, such as verb charades or a Pictionary, may also contain disadvantages that could affect the learners' interest in verbal language acquisition. However, applying a metacognitive learning process allows the learners to understand and comprehend grammar learning based on how they practice themselves and apply their self-assessment on how they use their communicative strategies. Moreover, including games in the classroom to demonstrate vocabulary in the grammar classroom is relevant and practical, but it depends on how applicable it is to the learners.

As Asafari (2019) explains, applying games, including verb charades, may be helpful, but it could also have possible disadvantages. One of the cons



of applying games in grammatical pedagogy through vocabularies is how they are attracted to the game. Most of them are active and make it loud and noisy. They move too much and sometimes speak, which is one of the applicable rules in charades. In that situation, the teacher becomes challenged to control the game and the students. Moreover, the teacher only has a bit of time instructing the material and giving a new vocabulary word. So, the teacher would be no longer have enough time to expound more and memorize all the new vocabulary words.

However, the statement focusing on making an effort to remember the situation where they first heard or saw the word or remember the page or sign where they saw it written had a weighted mean of 3.20, which leads to the interpretation of Often. It suggests that the learners sometimes experience difficulty remembering essential words, phrases, or signage that they have encountered either in-class or out-of-class. As the student makes an effort to remember a forgotten vocabulary indicates his/her interest in learning English. There are situations that the student inhibits speech due to forgetfulness that allows them to think carefully and produce a correct set of vocabulary through a statement either through writing, thinking, or typing.

Based on Carnegie Mellon University (2021), memorizing is challenging for short and long-term ideas. However, the students may use some strategies and skills to develop their memory to intensify their understanding and lessen the “tip of the tongue” problem. One intervention to avoid this problem is to let



the learners be selective by asking questions. For example, the students are not always expected to remember all of the vocabulary words. On the other hand, they may choose an essential vocabulary to remember by setting goals and priorities by asking about its purpose and relevance. The learner can also ask queries to test retrieval and acquire further reflection about the information gathered.

Lastly, visualizing the spelling of new words in the students' minds had a weighted mean of 3.22, categorizing the indicator as Often. It explains that visualizing a new word's spelling is no longer useable and applicable to 21st-century students, for it could just affect the students' vocabulary skills in terms of word transfer. As the learner exposes himself/herself to a new vocabulary, (s)he automatically acquires it. The ESL student may write down the new words for their reference and learn them carefully through practice by identifying how they could apply to a language register, either in a formal or informal setting. As the learner tries to determine the newly acquired word, (s)he must identify its relevance, how it can be used in English semantics and its real essence towards an English discourse.

As proved by Pennington (2019), spelling is originally an auditory skill and not merely visual. Visual signals must not be used in phonetics, most notably in familiar words. Strategies in spelling, including writing letter shapes in the sand or outlining the letters in a spelling word, are already discouraged.

More so, visualization techniques may also provide short-term benefits,



such as picturing the spelling word and spelling it backward. Still, the transfer is not being applied to other spellings. Depending on visual memorization of each spelling word is considered highly ineffective (Pennington, 2019).

**Table 10**  
**Teaching Grammar Strategies in Speaking**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Practice saying new expressions on their own	3.31	Often	7
2. Practice new grammatical structures in different situations to build their confidence level in using them.	3.33	Often	6
3. Think about how a native speaker might say something and practice saying it that way.	3.00	Often	16
4. Seek out opportunities to talk with native speakers.	2.65	Often	18
5. Initiate conversations in the English language as often as possible.	3.35	Often	5
6. Direct the conversation to familiar topics.	3.39	Often	4
7. Plan out in advance what they want to say.	3.09	Often	14
8. Ask questions as a way to be involved in the conversation.	3.54	Always	2
9. Anticipate what will be said based on what has been said so far.	3.23	Often	9
10. Try topics even when they aren't familiar to them.	2.99	Often	17
11. Encourage others to correct errors in their speaking.	3.26	Often	8
12. Try to figure out and model native speakers' language patterns when requesting, apologizing, or complaining.	3.12	Often	12
13. Ask for help from their conversational partner.	3.21	Often	10
14. Look for a different way to express the idea, like using a synonym.	3.56	Always	1
15. Use words from their own grammar, but say it in a way that sounds like words in the English language.	3.10	Often	13
16. Make up new words or guess if they don't know the right ones to use.	3.04	Often	15
17. Use gestures as a way to try and get their meaning across.	3.42	Often	3
18. Switch back to their own language momentarily if they know that the person they're talking to can understand what is being said.	3.18	Often	11
<b>Composite Mean</b>	<b>3.21</b>	<b>Often</b>	

*Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never*



The following table, Table 10, presents the speaking strategy used by the respondents. The composite mean of 3.21 generally shows that the respondents prefer to use the speaking strategy, which is expressed in the table as Often. The first statement about letting the students look for a different way to express the idea like a synonym, produced a weighted mean of 3.56, which interprets the indicator as Always. Using a synonym as an alternative word to avoid expressing repetitive words is commonly used to deliver a word or a topic.

Moreover, this method is one of the most convenient tools for speaking in class or explaining a specific idea. This strategy enables the learner to think creatively so that (s)he expounds on a particular topic. Repetitious word usage in the same statement and idea lessens the formality of the sentence or a paragraph that would make the message tedious and confusing to read. For example, if a student wishes to emphasize the looks of a girl and (s)he used the word “beautiful” in the first sentence, it would be necessary for him/her to use a synonym, such as “gorgeous” or “stunning,” on the upcoming sentences.

Moreover, using synonyms is commonly applied in different genres, most notably in applying English language grammar. Therefore, it is essential to determine which synonyms to be used when applying it to the written or spoken contexts through various styles and other literary genres commonly applied by speaking and writing, be it produced creatively, formally, fictionally, and others (Literary Terms, 2020).



Furthermore, asking questions used to be involved in the conversation ranked second with a weighted mean of 3.54, which considered the statement as Always. Asking questions in the class engages the students more and enlightens them about a specific idea. As the teacher encourages the students to speak nicely, they can ask what could answer their curiosities. Allowing the students to have at least a short span of think-time about their possible questions may determine whether the teacher has to clarify or explain the topic. As the teacher and the student converse and exchange their thoughts using the English language, they may be practiced as (s)he enhances his/her grammar skills. Additionally, the learners could also improvise their discourse techniques as they continuously ask questions in the classroom through speaking competency-based instruction.

In accordance with Jones (2020), the learners have to ask and answer English questions to have a more productive and coherent conversation in the different English-speaking countries. Therefore, asking questions is one of the necessary elements of an English conversation. However, most students of the English language commonly acquire knowledge as they ask questions. Consequently, a correct grammatical question can be seen as a more detailed statement than descriptive grammar. Moreover, one fact is that the student must not show any form of intimidation through English questions.

Next, the statement about using gestures to try and get their meaning across had a weighted mean of 3.18 and a verbal interpretation of Often. The



students' body language, known as kinesics, functions as one of the most appropriate ways to express their thoughts as they speak. There are times that the students are having difficulties in speaking the English language, and kinesics become their alternative when conveying their idea. For example, as students report or speak in the class using fluent English, they can automatically use sudden gestures that reflect how they speak, which means that they are effective learners and know how to manage grammar well.

As Chapman and McCarthy (2017) explain, kinesics is one of the most significant 21st-century grammatical conversation features. Therefore, it is necessary to manage the students' bodily work where the communication can be seen through physical movements that shows a more profound sense of meaning that can be determined through observation.

Moreover, the statement about directing the conversation to familiar topics resulted from a weighted mean of 3.39 and a verbal interpretation of Often. As the teacher applies a clarified tone of speaking and talking, the student quickly answers the timely feedback (s)he can give. However, as a student answers directly in the English language class, (s)he expresses a more secure way of conversing and can acquire a natural habit of speaking the grammar without losing the message's fundamental essence. Likewise, a student can be called an effective English speaker when (s)he can imitate how a native speaker communicates. A native English speaker uses his/her first language just as the way a typical person speaks. More so, if a second



language speaker directs the conversation naturally to familiar topics just as the way a native speaker talks, (s)he can be called an actual fluent English speaker.

As reported by Crosbie et al. (2017), an initial statement begins a conversation. The teachers tell their students the interaction's objective and identify how the conversation will be directed and continued. Proper comprehension and response to initial statements is a necessary skill in the classroom. Preparing a mastery of the speaking skill can create their learners the best impression, and failing to plan for it might produce such confusion and challenges.

Similarly, the statement about initiating conversations in the English language as often as possible had a weighted mean of 3.35 that was verbally interpreted as Often. Beginning the English language conversation in the class shows that they can actively use the basic grammar rules as far as they can remember. Including the English language as part of a daily classroom allows the learners to enhance their grammar learning strategies. Also, a student can be confident in speaking English when (s)he initiates or starts an English conversation in the classroom, most especially the conversation between him/her and his/her English teacher. With this regard, the students can be called to know the English grammar, which can be improved when the practice has been continuously applied.

In proportion to Wil (2018), small talks and starting conversations in the



class are primarily used in an English language talk. It includes a polite kind of message to their friends, teachers, and colleagues, which are used to greet each other and begin a conversation to know each other better. Moreover, conversing outside the classroom can be more challenging. As the students learn and listen to their classmates in a conversation, they must highlight the statement they commonly use and comprehend quickly rather than the words they do not usually practice.

Alternatively, regularly seeking opportunities to talk with the native speakers ranked the lowest with a weighted mean of 2.65 and is verbally interpreted as Often. Students are not engaged to speak with other persons they are not familiar with. Most learners tend to depend on their teachers instead of talking to native speakers. The native English language speakers are highly aware of their grammar, and they might get offended once their language has not been used appropriately. Therefore, the student would prefer talking with their English teachers rather than speaking with native speakers. Nevertheless, native speakers serve as a high reference for the most refined grammar learning, including how words are pronounced and spoken, how they are constructed, and how they are being managed. For example, Americans who use English as their native language are highly aware of their language misused during an English conversation.

Concerning Thierry (2018), it has been stated that challenges are highlighted when English was used as their second language to their speaking



skills, listening skills, or both. It does not matter whether how skillful they may be. Their comprehension of English and their native tongue may change what they believe is being applied.

On the other hand, the statement about trying topics even when they are not familiar to them had a weighted mean of 2.99 and was verbally interpreted as Often. The students always prefer using words or languages that are familiar to them to understand easily in the classroom. It suggests that if the learner is not familiar with the topic or an idea, there would be a lesser chance or willingness for him/her to guess or identify its true essence. If the learner does not know what a word or group of words aims to imply, there would be a lesser chance for the student's interest. The students' interest serves as the base point of fulfilling the learners' needs and the learning objectives. Once the learner has not complied, (s)he will not learn correct grammar application and might not fulfill the needed competency.

As stated in All Assignments Help (2020), the learners must have written different outputs in various genres. It may include proficient English grammar skills in speaking or writing, researching skills, and helping cite references to their assignments. However, there are high chances that the learners could not be familiar with each subject and still could have challenges in struggling with their school works when the teacher assigns them to write activities about the subject that is not their field of specialization.

In contrast, the statement about thinking how a native speaker might



say something and practice saying it that way comprised a weighted mean of 3.00 and had considered the indicator as Often. It suggests that a learner may acquire grammar better once the native speakers teach them. However, the native-speaking teachers decrease in today's educational system because the Philippines' students are more likely to depend on their Filipino English teachers. Moreover, English language native speakers serve as the primary holder of excellent and correct grammatical qualities of English. The native speakers are more knowledgeable than those who only use English as a second language. For example, the British people, who use English as their native language, know how to speak the proper accent, correct pronunciation, grammar and separation words, or even stops and stresses. English has been the language they have acquired from childhood towards adulthood, in which they are incredibly aware of some errors when someone has committed any.

As specified by Merseth (2021), both the teachers and students depend on one another to produce a fruitful outcome. As the teacher actively facilitates the class, the more the learners must participate energetically. It has been proved that if the teacher cannot produce and develop his/her relationship with his/her learners, the class would undoubtedly be contracted and weakened.

Then again, the statement about making up new words or guessing if they do not know the right ones to use resulted in 3.04 as its weighted mean, which identified the indicator as Often. Guessing or making up possible meanings on a word or a group of words may change the essence of its



accurate description. On the other side, this strategy engages the students' creativity towards a word to emphasize his/her understanding of a specific object or thing. Making up self-words to remember a particular idea is one way to learn quickly. Make-up words like mnemonics are essential tools that can help the learners remember a set of ideas, which can be in the form of a song, rhymes, or acronyms, depending on how the learner will manage the group of words.

As Rhalmi (2020) explains, only guessing the ideas would likely confront and affect the whole class. The learners may suddenly have a vocabulary blockage due to word shortage and disable them from comprehending what an idea implies. One thing a learner must bear in mind is to use a dictionary as a reference. Moreover, there are strategies that students could use to determine the definition of a vocabulary word. It includes guessing meaning from a context that refers to inferring an expression's meaning through context clues.

As a final point, planning out what they have wanted to say turns out to have 3.09 as its weighted mean, interpreted as Often. Lesson planning is necessary to increase the students' interest in the classroom. However, the students still depend on managing the subject matter with their teacher's help. As facilitators of learning, English teachers must assess the learners by providing performance indicators that would identify their level of performance towards planning what learners have to say, such as practicing declamations, orations, debates, or speech delivery. As the teachers let the students fulfill the



class objectives, they would acquire the language and intensify their grammatical competencies.

As Weiler (2017) maintained, language learning entails comprehending how grammar functions using speaking skills. Linguists believe that studying grammar is advantageous. However, an effective grammar practice does not primarily highlight various English language classes or different language students. Whereas various studies are identified in the different sufficient language learning focus, this pedagogy has not yet proven its way into education training, seminars, or workshops in various institutions or schools. As an alternative, more time-allotment is used on revising the strategy with some minor adjustments.

**Table 11**  
**Teaching Grammar Strategies in Reading**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Read as much as possible in the English language.	3.80	Always	1
2. Try to find things to read for pleasure in the English language.	3.48	Often	4
3. Find reading material that is at or near their level.	3.63	Always	2
4. Plan out in advance how they are going to read the text, monitor to see how they are doing, and then check to see how much they understand.	3.45	Often	6
5. Skim an academic text first to get the main idea and then go back and read it more carefully.	3.42	Often	8
6. Read a story or dialogue several times until they understand it.	3.48	Often	4
7. Pay attention to the organization of the text, especially headings and subheadings.	3.27	Often	11
8. Make ongoing summaries of the reading either in their mind or in the margins of the text.	3.29	Often	10
9. Make predictions as to what will happen next.	3.44	Often	7
10. Guess the approximate meaning by using clues from the context of the reading material.	3.54	Always	3
11. Use a dictionary to get a detailed sense of what individual words mean.	3.41	Often	9
<b>Composite Mean</b>	<b>3.47</b>	<b>Often</b>	

*Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never*



However, Table 11 presents the reading strategy used by the respondents. The composite mean of 3.47 generally shows that the respondents prefer to use the reading strategy, which is verbally interpreted as Often.

The first statement was about letting the students read as much as possible in the English language had a weighted mean of 3.80 with a verbal interpretation of Always. Learners are always encouraged to read in different contexts and genres, either fiction or non-fiction. The 21st-century learners commonly read these genres, and as they comprehend what they have read, they acquire grammar simultaneously. According to research, as a student learns the language by reading, (s)he acquires it simultaneously. Similarly, when the English grammar has been learned, when the student reads it with thorough comprehension, (s)he will acquire the English syntax at the same time. English texts comprise fixed, and frozen words that apply correct grammar produced and written by its author. Students who are voracious readers tend to learn and acquire English grammar easily due to continuous reading practice.

In consonance with Wagner (2020), grammatical acquisition is highly connected to first language abilities development. However, grammar is highly learned through second language skills. As stated previously, acquisition involves a natural development process as the second language speaker learns through formal instruction. English grammar refers to the conscious



learning and knowledge of grammatical rules most likely related to English as a Foreign Language (EFL).

Moreover, finding reading materials near the students' level contained a weighted mean of 3.63 and was verbally interpreted as Always. Students nowadays prefer using books that will be suitable for their level of comprehension, most specifically grammar. For example, not all young learners can read a book about Shakespeare's process. It explains that as a student reads a text that contains words that are suitable for them, they would much understand it clearly and slightly absorb grammar naturally. English grammar learning uses a spiral approach in which the preparatory students start from reading the basic vocabularies or statements, which further enhances the level of learning as they slightly reach the Senior high school level until they reach college. With this kind of approach, the fundamental concepts of grammar are being repeated and practiced throughout the K-12 curriculum, starting from teaching the essential parts of grammar in the preparatory class, which slightly deepens the complexity of the English grammar teaching-learning process grade level until they reach Grade 12.

As Gagen (2018) said, a teacher must assess their grammatical needs regarding their reading materials. It refers to its reading components such as its syntax, interpretation, diction, number of word syllables, sentence length and structure, complexity, and grammar. As a learner starts reading, (s)he could experience challenges in interpreting a text. To identify if a book is best



suiting for a specific grade level, the teacher should assess the phonemic code applied in the text and relate it to the students' perception level. If students learn to read the text competently, they must read the material according to their grade level. Therefore, a Junior High school learner can experience challenges in reading a college-level Physics book but must not be problematic with their middle school science book or other learning materials.

Furthermore, the strategy on guessing the approximate meaning by using clues from the context of the reading material had a weighted mean of 3.54 and identified the statement as Always. Context clues are relevant to determine the meaning of an ambiguous word or group of words. These clues aim to identify the meaning of an ambiguous term concerning another word either by comparing or contrasting. However, the students determine and identify grammar more when they learn how to use each word as they read it. More so, there are some instances that the learners read their produced works and conduct a self-evaluation. Meta-analytical evaluation provides a great relevance in guessing possible meanings existing from a student's work, such as a self-made essay or story. It intensifies the learners' grammatical capacity where they acquire and improve their competencies in reading.

In line with Charles and Charles (2018), one of the components of reading comprehension includes using other possible related words in a word or group of words to determine a possible ambiguous or unknown word. A writer may comprise possible clues or hints to help the reader increase his/her



vocabulary by grasping an idea's meaning. Possible competencies applying contextual clues allow the learner to understand a particular text.

Surprisingly, there was a tie of scores on trying to find things to read for pleasure in the English language and reading a story or dialogue several times until they understand it has the same weighted mean of 3.48 and were verbally interpreted as Often. In today's generation, learners are fond of reading English texts online or through hardbound copies. The 21st-century learners enjoy more when choosing the books they are familiar with, interested in, or could be based on their personal experiences. As the students enjoy reading continuously, they become more engaged in acquiring the language through grammar reading comprehension. Students who are fond of reading become voracious readers, enabling them to learn proper separation of words and diction, structural patterns of English, and how the author's statements can be applied in the natural setting. Continuous usage of reading skills on books has a higher chance of learning and practicing the English language and grammar.

In relation to Marinkovic (2015), reading books refer to an exceptional counterpart to prior experiences. Students commonly perceive the learning process as a linear form: natural learning environment and knowledge application to real-life settings. Real learning originated from linking both processes together. However, there are two reasons for enjoying reading a book: first, reading the book periodically, and second, read for short periods. These reasons become a long, intimidating reading session, making the



readers more comfortable to cope with it. Besides, having a continuous and constant pace enables the learner to have easier grammar comprehension and time management.

Moreover, a learner understands more when they read a story repetitiously. There are times that a student does not quickly learn at first reading. Frequently, the learners prefer reviewing rather than merely reading it once. Students learn more by rereading a text to understand and identify its components through a repetitive study. For example, a student recalls a topic more when (s)he rereads a text through memorization and analysis.

It is believed by Kirsten (2019) that reviewing and rereading books allows enhancing comprehension of the storybook's content, including the plot and its characters and how they were developed by not reading it only once. Reviewing the text enables the learners to analyze its message and create a possible connection to the real-life setting by preparing them for other complex narratives.

On the other hand, paying attention to the text's organization, especially its headings and subheadings, ranked the lowest for producing a weighted mean of 3.27, which identified the statement as Often. Students do not depend on the construction of books or how it is being organized but significantly highlight its content and how it will be read. An English book mainly targets how grammar is applied as part of natural English discourse. The essence of a great English book is based on how the author has written it and how



grammar structure was applied. An organized book highlights the grammatical formation of each content, making it one of the primary references of students' learning and the basis of sentence and grammar patterns.

In agreement with Strauss, Feiz, and Xiang (2018), language teachers and their learners focus primarily on English discourse, particularly in grammatical constructions, not merely on the language used as syntax that applies strict rules. English discourse highlights the methods wherein the learners construct the meaning, share their perspectives about the text, and provide descriptions through a newer abstract form of grammar application.

In contrast, the statement about making ongoing summaries of reading either in mind or in the margins of texts resulted in a weighted mean of 3.29, categorized as Often. This kind of summarization may include remembering or note-taking to determine the flow of literature. Summarizing such text enables the readers to recall how a story occurred and how an event could happen in the future. However, most students prefer reading them several times rather than summarizing the text by skimming and scanning its content to practice how grammar is naturally formed. In addition, meta-analysis is also applicable to making ongoing summaries and read them afterward when the learner creates his/her work, such as a short story or a poem, and reads it afterward. As the learner reads his/her literary work, (s)he may self-assess his/her paper. The relevance of creating summaries about a story enables the student to assess himself/herself based on what (s)he has read.



As Marzano (2018) proves, summarizing texts and jotting down notes is one of the skills that enable the learner to enhance a higher grammatical reading comprehension level. However, Kimmel (2018) explained that summarizing must be continuously demonstrated and planned through proper grammatical scaffolding. In this way, the learners must have proper time management to apply summarization through different subject matters. Besides, the teacher might experience grammar difficulties when recognizing the best summary they could give. Therefore, the students must learn more and categorize all their knowledge based on the subject's most essential learning competencies. Hence, the students' way of correct summarization must be based on their higher level of thinking.

Alternatively, using a dictionary to get a clear sense of what individual words mean produced 3.41 as its weighted mean with a verbal interpretation of Often. It explains that denotatively defining could be an advantage to the learners, most particularly English language readers. Dictionary is somehow used as a reference for word learning. However, most learners still depend on context clues to have a more straightforward basis of understanding.

In conformity with Kendall (2015), defining a term through its usage in a group of words, such as a sentence or a paragraph, is one of the most efficient ways to create a vocabulary since a dictionary is not available at all times whenever the learner come up with an ambiguous word. In this way, a learner should be conscious and omniscient that several words could provide



numerous meanings. Just being careful of the conditions where a word is applicable can let the learner choose the most applicable definition without affecting the grammar.

Conversely, skimming an academic text first to get the main idea and then going back and reading it more carefully had a weighted mean of 3.42, which is often verbally interpreted as Often. It reflects how a student uses the repetitious review to understand its entire content. Taking a glance at an academic text could be a basis of grammar comprehension by carefully scanning how its content is syntactically managed. Rereading a text is necessary so that the learner may apply scanning after skimming. In this way, the meaning of the text circulates and retains the main idea through reviewing.

Based on Butte College (2019), skimming and scanning apply rapid-eye movement where keywords are skimmed through specific educational purposes. Moreover, skimming is used to have an overall view of an academic text with proper grammar.

Lastly, making predictions about what will happen next had a weighted mean of 3.44, which interpreted the indicator as Often. The learners' curiosities are highlighted in story-telling. In this way, they can guess what would happen next and expect possible events in the future. The involvement of grammar can be seen based on how they could foresee the previous happening by reviewing the past event and relate it to the future story.

As stated by Parlett (2019), the learners predict literature naturally even



though they do not know it. They assume what the function of a book could be starting from its title, including its characters, and what could happen in the future as they end a book chapter. Teachers must assist their learners with this reading strategy. Prediction enables the learners' minds to participate in the classroom through reading and grammatical analysis actively. As they predict and read, they remain associated with the teacher's text and give reflection, refine the text, and give revisions to what they have predicted.

**Table 12**  
**Teaching Grammar Strategies in Writing**

<i>The teacher lets the students:</i>	Weighted Mean	Verbal Interpretation	Rank
1. Practice writing new words in the English language using correct grammar.	3.57	Always	2
2. Plan out in advance how to write academic papers, monitor how their writing is going, and check to see how well their writing reflects what they want to say.	3.35	Often	7
3. Try writing different kinds of texts in the English language (e.g., personal notes, messages, letters, and course papers).	3.40	Often	5
4. Take class notes in the English language as much as they are able.	3.60	Always	1
5. Find a different way to express the idea when they don't know the correct expression (e.g., use a synonym or describe the idea).	3.52	Always	3
6. Review what they have already written before continuing to write more.	3.28	Often	9
7. Use reference materials such as a glossary, a dictionary, or a thesaurus to help find or verify words in the English language.	3.50	Always	4
8. Wait to edit their writing until all their ideas are down on paper.	3.33	Often	8
9. Revise their writing once or twice to improve the language and content.	3.38	Often	6
10. Try to get feedback from others, especially native speakers of the language.	3.07	Often	10
<b>Composite Mean</b>	<b>3.40</b>	<b>Often</b>	

*Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never*

Conversely, Table 12 presents the writing strategy used by the respondents. The composite mean of 3.40 generally shows that the



respondents prefer to use the writing strategy, which is verbally interpreted as Often.

The strategy that topped the table was about taking class notes in the English language with a weighted mean of 3.60 and was verbally interpreted as Always. Jotting necessary details about a specific idea or topic is essential when practicing English, particularly grammar. As the student writes class notes in English, (s)he can analyze and fulfill his/her needs by remembering. The relevance of jotting notes remembers essential details as provided by the English teacher, most notably the grammatical patterns or sample statements that apply structural diagramming. In this manner, learners may use this as a reference of learning and review by reading what was jotted down.

On the basis of Hauser (2020), the student acquires complex sensory information as (s)he writes a text through his/her hand. This sensory information intensifies the opportunities to enhance grammatical growth that may be used in the future. Meaning, proper handwriting forces the mind to progress and build information in a more complex and comprehensive manner, enabling them to store that information into their memory completely.

The previous statement was that practicing writing new words in the English language using correct grammar had a weighted mean of 3.57, which considered the indicator as Always. As the students practice writing new words from different statements, sentences, or paragraphs, either from soft or hard copies or from what the English teacher has written on the board, they



automatically learn and acquire the grammar and determine how the new word has been used in the syntax. Application of new sets of acquired vocabularies by using the writing skill from what has been heard or read intensifies the grammatical need of the student through a thorough and continuous practice, such as by participating in hands-on workshops or designing collaborative lessons by analyzing or explaining a specific idea or concept.

In keeping with Cavzar and Doe (2020), writing offers a significant role in the learning process. It suggests that the writing process comprises unique modalities in learning. Moreover, research also shows that writing is one of the students' learning strategies that have been found beneficial in critical-thinking skill development. Assessing new words using the correct grammar fulfills the students' learning needs where it builds the motivation for them facilitated by the teacher. In this way, it provides possible reinforcement to challenges such as correction or refinement of word choices or grammatical issues in their outputs.

Apart from this, the statement on finding a different way to express the idea when they do not know the correct expression contained a weighted mean of 3.52, classifying the indicator as Always. There are times that the students are not comfortable using other terms or words when expressing their thoughts in the English language. They become expressive through reflections, journals, or diaries. Students tend to use the best word choice they can easily remember. Sometimes, the learners do not know what specific word should be



said, which blocks their minds, leading to real embarrassment. As an alternative, they express their ideas through writing so that they can guide themselves.

As Stevens and Cooper (2017) claimed, expressive writing enables the students to reflect on new sets of knowledge in the classroom area. It strengthens their ideas and learning experiences by writing thoroughly in their journals, use other words when expressing a repeated idea, choose the best words to use, apply the best grammatical structure, and record what they have learned as they progress in the class, learn new ideas, and build a new set of conclusions.

Additionally, using reference materials such as a glossary, a dictionary, or a thesaurus to help find or verify words in the English language has a weighted mean of 3.50 and was verbally interpreted as Always. These reference materials are an excellent source for learners to identify a word or a group of words' function and meaning and how it should be applied to a grammatical structure. These references are essential to provide additional vocabulary by letting the learners glance at them if they need to know how an unfamiliar term should be used in a statement as (s)he writes.

In proportion to Iroaganachi and Ilogho (2017), books' relevance as a reference is highly essential and beneficial to the learners to achieve the school's learning outcomes. Using books as reference materials is necessary and should be highlighted in the academic exercise practice, particularly in



grammar learning. However, its importance must not be overused in the academic environment.

In addition to this, the statement about trying to write different kinds of texts in the English language, such as personal notes, messages, letters, or course papers, had a weighted mean of 3.40 and a verbal interpretation of Often. Grammar application is necessary when producing these kinds of texts to be easily understood by other readers. However, practicing writing texts enables a learner to repetitiously remember what (s)he should do when creating either a literary work, an academic work, or both with proper grammar usage. As the student writes his/her work, (s)he reads it simultaneously for clarification and verification before submitting it to the teacher. There are times that after the teacher evaluates the work, (s)he returns it to the student with grammar corrections. In this way, the student may have the chance to determine possible errors, revise his/her work again and apply the correct grammatical practice.

As Merkezi (2017) says, as the learners efficiently review or evaluate their different produced texts, they must have their central concept and objective. The output can be seen in different perspectives where it is evaluated by analyzing its main content and properly constructing them through the proper separation of its components. As the learners apply this strategy, their writing comprehension would determine how their written output could be interrelated and connected and how these could influence each



other's perspectives.

Nevertheless, the writing strategy about trying to get feedback from others, primarily native speakers of the language, ranked the lowest with a verbal interpretation of 3.07 and a verbal interpretation of Often. The students are more confident in learning with their teachers rather than other people. Getting feedback from people they are not connected or familiar with loses their confidence. In this situation, Krashen's affective-filter hypothesis on second language acquisition could be adapted. It suggests that when the student experience either high or low levels of emotion, such as anger, sadness, including low confidence or shyness, the students will not learn the language. Therefore, the student's affective domain must be filtered.

As Gibbons (2017) proved, for the students to learn productively and effectively, they should have a comfortable and safe feeling in their learning environment. In this way, the students must never experience possible anger, high stress levels, lacking self-confidence, or possible anxiety attacks as they learn and acquire the language process. In this way, they must feel that they are well motivated to engage in learning activities without losing their confidence.

Conversely, the statement about reviewing what they have already written before writing more had contained a weighted mean of 3.28 and a verbal interpretation of Often. After writing a long text or material, some learners no longer reread what they have already written since most of them



are already familiarized with what they have done. Most of them can remember what they have created and written since from the beginning of a text. However, a simple glance would be enough for the writers as they review their work.

In line with this, Sayan (2016) says that reviewing an own paper could seem to be unlikely and intriguing, the same as attending one's funeral. However, Wiley (2016) said that if the learner comes up that the paper contains different errors, (s)he must make sure that the paper has been read thoroughly, but upon correcting some flaws, it would be more effective if the learner applies a peer-review to emphasize possible additional problems.

Whereas the strategy of waiting to edit writing until all ideas are down on paper had a verbal interpretation of Often with 3.33 as its weighted mean. It shows that some students prefer editing to determine what should be modified or revised to their paper. Revisions are necessary to improvise a paper more. In this way, the learners are given a chance to check their grammar, add possible words or sentences to support their text, and regroup some statements if necessary.

According to Anson et al. (2021), revising the paper means seeing it again in a different perspective but in a newer and fresher way. Revising and editing the paper is an ongoing process of paper planning, including grammar reconsideration, gathering shreds of evidence, determining its purpose, reorganizing word choices, and presenting it.



Indeed, planning out how to write academic papers, monitor how their writing is going, and check to see how well their writing reflects what they want to say resulted from a weighted mean of 3.35 with an Often verbal interpretation. It shows that as the learners plan their academic papers properly, they must carefully determine what choices of words must be used, their content, how the paragraph must be constructed, and its message or objective flow. The relevance of syntax, semantics, and pragmatics goes hand-in-hand until the learners produce a dynamic academic paper.

It was proven by the University of Newcastle (2021) that having effective planning boosts an academic writing methodology and process that enables the learner to be more direct and precise. As the learner works begin drafting and editing the paper, (s)he can record the possible changes (s)he plans for the work to be well-developed before it can be produced.

Finally, the strategy about revising the students' writing once or twice to improve the language and content resulted in a weighted mean of 3.38 and a verbal interpretation of Often. A continuous review of academic work through rewriting indicates that improvements would be necessary once analyzed word-by-word or statement-by-statement. It primarily aims to show that the learner could write another form of a written work by paraphrasing, rewording, or proper word citations if necessary.

As specified by Powl (2020), as the learner revises the paper, (s)he must revise at least twice the first revision to reorganize the work while the



second revision is done to clean possible errors and highlight the most important details.

**Table 13**  
**Summary Table on the Teaching Grammar Strategies**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teaching Grammar Strategies in Listening	3.30	Often	3.5
2. Teaching Grammar Strategies in Vocabulary	3.30	Often	3.5
3. Teaching Grammar Strategies in Speaking	3.21	Often	5
4. Teaching Grammar Strategies in Reading	3.47	Often	1
5. Teaching Grammar Strategies in Writing	3.40	Often	2
<b>Composite Mean</b>	<b>3.34</b>	<b>Often</b>	

*Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never*

Furthermore, Table 13 indicates the summary table on the teaching strategies about English language grammar domains. The table shows that the teaching grammar through the teacher's reading strategy to students ranked first, having 3.47 as its weighted mean and a verbal interpretation of Often. However, the second domain was the writing strategy with a weighted mean of 3.40 and was verbally interpreted as Often. Surprisingly, there was a tie of scores between the listening and vocabulary strategies, both having the weighted scores of 3.30 and are verbally interpreted as Often. Finally, the strategy that ranked the lowest was teaching grammar through speaking with a weighted mean of 3.21 with a verbal interpretation of Often. Generally, the summary table comprised a composite mean of 3.34 and classified that using these teaching strategies is often used in the classroom.

Teaching grammar through speaking has been the highlight of conflicts in terms of grammar learning. The Enhanced Basic Education Curriculum, known as the K-12, comprises a learner-centered way of facilitating learning



where the students are being assessed with their skills, and the traditional ways of teaching grammar are now highly discouraged. Not all learners are gifted with the best grammatical skills in the English language discourse.

In the light of Pachina (2020), an average Filipino population experiences difficulties in grammar in English proficiency. Most students under the newly graduated senior high schools still do not acquire the best English language even though they were given a long time studying. It shows that not all educated Filipinos do not acquire the English language, including grammar, entirely after finishing their course.

Moreover, Senobio (2015) says that at the grade school level, the English language and grammar are not entirely taught clearly and effectively, most notably the structure, tenses, most specifically the parts of speech. It shows that if the learners have thoroughly learned and acquired the English language knowledge and competencies during their formative years, they will no longer have a hard time both at Junior and Senior High school levels. As everyone may commonly know, the older the learner comprehend, the more difficult it could be so that the learners can acquire a new language. Therefore, all the teachers, English majors or non-English teachers, must change students' learning and comprehension toward the language. The teachers must provide them with more chances to use English, intensify the best usage through proper correction, and be proficient in using English language grammar (Senobio, 2015).



**Table 14**  
**Difference of Responses on Teaching Grammar between the two**  
**Groups of Respondents**

	Group	Mean Rank	U	p-value	Interpretation
<b>Listening</b>	Junior High	115.23	5588	0.592	Not Significant
	Senior High	110.35			
<b>Vocabulary</b>	Junior High	105.21	4630	0.010	Significant
	Senior High	128.63			
<b>Speaking</b>	Junior High	106.28	4786	0.025	Significant
	Senior High	126.68			
<b>Reading</b>	Junior High	109.62	5274	0.226	Not Significant
	Senior High	120.58			
<b>Writing</b>	Junior High	104.79	4568	0.007	Significant
	Senior High	129.40			

*Significant at p-value < 0.05*

Table 14 displays the comparison of teaching grammar between the two groups of respondents. Based on the result, it was revealed that teaching grammar through vocabulary ( $p = 0.010$ ), speaking ( $p = 0.025$ ), and writing ( $p = 0.007$ ) were less than the alpha level of 0.05. Thus, the null hypothesis was rejected. It emphasizes that there was a significant difference observed, and based on the test, and it was found out that Senior High school teachers have a more significant assessment on teaching grammar through vocabulary, speaking, and writing.

In the Philippine educational system, the assessments applied between the Junior high school and the Senior high school are significantly different. In Junior high school, the assessment and subjects are generalized where students study the same and repetitive subject matter. However, the Senior high school curriculum provides an individualized set of subjects. On the other hand, the learners must also expect to have more senior high school



requirements in preparation for their college life.

As Magno and Piosang (2016) maintained, teaching strategies and styles can be applied to assessing the Senior high school level. Meaning, the senior high school's assessment levels follow a range based from a school level towards an international level. These assessment levels in the Senior High school include the best performance standards, learning objectives, how it applies to student learning, and the teachers' accountability as the class's policymakers.

However, the senior high school's assessment levels include the following: the learners' choice of track, either academic or technical-vocational-livelihood; a student-centered approach; assessment of the learner has achieved competencies; college readiness; and career assessment.

Moreover, Senior high school assessment plays a vital role in safeguarding the students' development in 21st-century skills. K-12 assessment turns out to be more efficient in the educational process, which is highly essential in developing student enhancement.

On the other hand, grammatical instruction to the learners depends on their performance every after quarter. As the students perform well in the class and assessment results are high, the grammar teaching strategies are feasible. In Senior high school, assessment results are necessary to decide who needs proper scaffolding in the English learning competencies (Magno & Piosang, 2016).



**Table 15**  
**Difference of Responses on Grammar Needs Analysis between the two**  
**Groups of Respondents**

	Group	Mean Rank	U	P-value	Interpretation
<b>Grammar Needs Analysis through Listening</b>	Junior High	111.88	5604	0.605	Not Significant
	Senior High	116.45			
<b>Grammar Needs Analysis through Speaking</b>	Junior High	105.13	4618	0.008	Significant
	Senior High	128.78			
<b>Grammar Needs Analysis through Reading</b>	Junior High	112.95	5760	0.864	Not Significant
	Senior High	114.5			
<b>Grammar Needs Analysis through Writing</b>	Junior High	104.68	4552	0.006	Significant
	Senior High	129.6			
<b>Grammar Needs Analysis through Viewing</b>	Junior High	107.45	4956	0.057	Not Significant
	Senior High	124.55			

*Significant at p-value < 0.05*

Table 15 shows the comparison of grammar needs between the two groups of respondents. The result revealed that grammar needs through speaking ( $p = 0.008$ ) and writing ( $p = 0.006$ ) were less than the alpha level of 0.05. Thus, the first null hypothesis was rejected. It suggests a significant difference observed and based on the test, and it was identified that senior high school teachers considered grammar needs on speaking and writing as more important.

As Murphy (2020) says, good grammar learning enables the students, as a writer, to successfully comprehend his/her produced output to get the reader's interest and understanding. Moreover, it enables them to identify how to choose words correctly, build up the sentences coherently, and determine how to transform these sentences into paragraphs to create a new message and successfully produce a real meaning.

As Rae (2020) added, written communication is a relevant competency that the learners must master to achieve academic and professional success,



most significantly for their future endeavors. Without written communication, life's essence would be lost, which leads to including writing as part of the curriculum to develop the learners' communication skills.

On the other hand, Bodhih (2017) includes that grammar is necessary since it develops learners' speaking accuracy. It shows that grammar rule application can enable the learner to logically and straightforwardly progress a thinking habit, leading to accurate language skills. However, grammar plays a vital role in learning a language because it provides a real sense of language. Also, it would be challenging for learners to speak English without learning the grammar patterns.

In general, Andi, et al. (2020) state that teaching materials and strategies are necessary to determine the relevance of needs analysis on gathering information through speaking and writing skills. Proper needs assessment serves as the reference for improving the teaching strategies that the teacher may use in the grammar classroom. Moreover, these teaching materials and strategies begin to develop depending on how the English teachers apply their perception and belief towards the learner's situations and grammar needs. On the other hand, determining the learner's needs can be identified through their skills, either through speaking or writing, which are very necessary to provide these needs before designing a syllabus or lesson plan. Also, the different types of learners comprise their learning needs, and what they are being taught must depend on their needs.



**Table 16**  
**Relationship between Teaching Grammar, Grammar Needs Analysis, and Challenges in English Grammar Learning**

Teaching Grammar	rho-value	p-value	Interpretation
Teaching Grammar Strategies in Listening	-0.011	0.868	Not Significant
Teaching Grammar Strategies in Vocabulary	0.028	0.675	Not Significant
Teaching Grammar Strategies in Speaking	-0.034	0.608	Not Significant
Teaching Grammar Strategies in Reading	0.110	0.099	Not Significant
Teaching Grammar Strategies in Writing	0.018	0.782	Not Significant
<b>Grammar Needs Analysis</b>			
Grammar Needs Analysis through Listening	-0.010	0.881	Not Significant
Grammar Needs Analysis through Speaking	0.121	0.069	Not Significant
Grammar Needs Analysis through Reading	-0.004	0.957	Not Significant
Grammar Needs Analysis through Writing	-0.129	0.052	Not Significant
Grammar Needs Analysis through Viewing	0.005	0.937	Not Significant

*Legend: Significant at p-value < 0.05*

Table 16 presents the association between teaching strategies, grammar need analysis, and challenges in grammar learning. It was observed that the computed rho values indicate an almost negligible correlation, and the computed p-values were greater than the 0.05 alpha level. Therefore, the second null hypothesis was accepted. It means that no significant relationship exists and implies that the teaching strategies and grammar needs were not affected by their challenges.

The result seems to agree with Liu & Costanzo (2018), which tells that the macro skills are not as closely related as students may think. The moderate correlations between the different scores were so limited that it might be concluded that it is not sufficient for grammar learning challenges to serve as a valid surrogate to the teaching grammar strategies inclined with the students' needs. In other words, the strength provided by English teachers in grammar teaching strategies and needs assessment cannot predict the ability level in the students' challenges accurately.



In addition, teaching English grammar and assessing the students' needs has already been an international practice that applies to different educational institutions. Since the English language is a lingua franca, English teachers of grammar have increased in different countries.

More so, if teachers genuinely acknowledge that learners' subjective preferences are crucial for effective learning, then some negotiation is needed between the participants, teachers, and students. Understanding styles can improve the planning, producing, and implementing of educational experiences, so they are more appropriately compatible with students' desires to enhance their grammar learning, retention, and retrieval (Federico, 2017). Following this, students need to learn the English language grammar to become effective learners in macro skills. The student's learning style preferences align with the strategies used by the teachers. If the students preferred a learning style, the student might be enjoyed with it, and (s)he may learn the topic being taught by the teacher easier. In learning, there are grammar competencies that students and teachers must deal with to communicate effectively. Sarmiento (2018) says that grammatical competencies refer to the primary, central, and most extensive skillset relative to a particular context. It is commonly referred to in the English language.

Furthermore, these skills are essential for communicating. It is tough to teach a balanced grammatical teaching strategy that is based on the students' needs. Being proficient in at least one of these communicative skills would not



amend the students' grammar learning challenges. These skills can make a big difference in the secondary learners' classroom work in social situations or out-of-school activities and personal achievements. Learning and consistently seeking to improve the English language grammar is vital for their effective communication and success in many different perspectives (Sarmiento, 2018).

**Table 17**  
**Proposed Activities to Enhance Teaching Strategies in English Grammar Learning**

Key Results Areas	Project/ Objectives	Enhancement Activities	Success Indicators	Persons Involved
		<i>During the enhancement activities, the teacher should be able to...</i>	<i>At the end of the activity, the students must be able to...</i>	
1. Teaching Grammar Strategies in Reading	<ul style="list-style-type: none"> <li>• <i>Project Accelerated Reading Literacy (PARL)</i></li> <li>a. To increase the students' grammatical skills through reading books (e.g., dialogue, journals, stories), including its organization.</li> <li>b. To summarize topics or even stories for students to determine the structural components of a paragraph.</li> </ul>	1.1. Invite students to practice reading a topic or a story and determine its main points	Interpret and evaluate sample textbooks or scripts Analyze literary texts made by known authors, either prose or poetry Reread common and familiar texts (e.g., journals, dialogues) for grammar checking	1.1. Secondary students; English Teachers
		1.2. Form written lectures and read them profoundly for easier memorization and recall for grammar enhancement	Create reflective essays based on texts applied with metacognition; Write down notes about grammar rules for memory recall and text analysis application;	
		2. Conduct remedial classes after sessions for learning enhancement and recapitulation on the necessary components of grammar	Analyze and summarize a story in 5-8 sentences only based on a plot (1-2 sentence for each part of the plot);	2. Secondary students; English Teachers
			Diagram sample sentences gathered from a text	



Continuation of Table 17

	c. To identify the correct usage of the parts of speech using necessary references (e.g., dictionaries, books, or Internet)	3.1. Apply self-learning as an essential requirement for student enhancement towards grammar analysis by reading and comparing grammatical rule application	Apply sentence diagramming based on sample sentences; Enumerate a group of words from a short text according to each part of speech; Analyze Subject-verb agreement sentence analysis	3.1. Secondary students; English Teachers
		3.2. Conduct reading tournaments or challenges that deals primarily with grammar skills enhancement based on a given set of rubric	Evaluate a speech reading delivery; Assess students on imitating the native speakers based on a script; Analyze texts based on various disciplines	3.2. Secondary students; English Club members as facilitators; English Teachers
2. Teaching Grammar Strategies in Writing	<ul style="list-style-type: none"> <li>Academian's Quill Club</li> </ul> <p>a. To communicate effectively to different language experts for academic and professional purposes to enhance grammar skills.</p>	1.1. Apply English subject-related school activities (e.g., <i>English month celebration activities that include writing scripts for spoken poeties, essay writing competitions</i> )	Join argumentative/reflective essay writing contests about current issues or events to emphasize proper grammatical constructions and word choice; Interpret images by writing in different perspectives; Write self-predictions about current situations for evaluation	1.1. Principal; English teachers (for consultation); English club facilitators; Secondary students; Parents
		1.2. Organize a consultation time as professionals regarding a specific practice to be used for future endeavors using metacognition	Create a research paper (either individual or group) using the third-person point of view in coordination with their Research Teacher; Self-assess their own research papers by determining possible grammatical errors by writing their possible mistakes for revision and consult it with their Grammarian/English Teacher	1.2. Research Teacher; School Grammarian/English Teachers; Secondary students



Continuation of Table 17

	b. To allow the students to rewrite their written outputs until all their ideas are down on paper.	2. Teach a meta-analytical comprehension application of written outputs, such as essays, research papers, journals, and other related activities	Paraphrase written outputs to identify possible grammar flaws or errors; Demonstrate self-assessment about a produced written papers or journals	2. Secondary students; English Teachers
	c. To improvise the students' written outputs based on various contexts using correct English grammar and jot down class lectures if necessary.	3. Facilitate self-assessment of jotted notes in class by producing a separate notebook to be readied for text organization	Rewrite essential details discussed in a class in a notebook through outlining by practicing a correct grammar structure as much as possible	3. Secondary students; English Teachers
3. Teaching Grammar Strategies in Listening	• <i>Communication Circle for Secondary Language Learners</i> a. To motivate the students to be exposed to other conversational settings.	1.1. Assess students' grammar observation of an outdoor conversation where the speakers use the second language	Analyze a video about sample situations of conversation between native speakers of English;	1.1. Secondary students; English Teachers; Parents/ Guardians; other people related to the objective
			Listen to how English native speakers converse and imitate them the way they speak;	
	Apply an audio-lingual learning in the class			
		1.2. Allow a comprehension building about grammar into in-class and out-of-class listening assignments and periodically review how and when to apply them	Evaluate and compare a conversation between native speakers on how they apply grammar in different disciplines	1.2. Secondary students; English teachers
			2.1. Request for the students to practice outside of class in their listening assignments	Explain and evaluate a video on how Filipinos, as second language learners, apply English in different disciplines;
	Listen and compare how L1 and L2 speakers apply			
	b. To develop the students' listening skills in line with people's daily English language conversation.			



Continuation of Table 17

			English in different genres	
		2.2. Allow a comprehension building about	Practice formal debates online and create a reaction paper based on	2.2. Secondary students;
		how words and sentences must be constructed in an impromptu situation	what they have listened to;  Demonstrate a role-play in groups in the class in which each group will be evaluated on how proper grammar is being applied	English teachers
		2.3. Begin an observation of how English is being used in interviews or focus group discussions	Describe accurate listening tasks by letting them view appropriate multimedia, such as English documentary videos about current issues and affairs and how an interviewer talks to his/her interviewee/s	2.3. Secondary students; English Teachers
		2.4. Awareness of grammatical disciplines in the real-life setting by listening to different situations and settings	Listen to English movies best suitable to the current issues; Analyze and evaluate videos applying formal and informal grammar conversation	2.4. Secondary students; English Teachers
	c. To let the learners evaluate other people's way of speaking and grammar usage.	3. Application of grammar skills based on what students have heard from conversations through analysis and interpretation	Allow students to conduct research or an interview about how other people use different English language registers and grammar	3. Secondary students; Instructors; Parents/ Guardians; other people related to the objective
4. Teaching Grammar Strategies in Vocabulary	• <i>"Bigkas-Brigada" Literacy Intervention</i>	1.1. Produce vocabulary knowledge based on various disciplines by becoming aware of necessary	Create posters of daily basic grammar rules are provided with examples and their definition and how frequently they	1.1. Class in general; English teachers; Volunteer English tutors;



Continuation of Table 17

		situations from different perspectives	are being used in daily communication; Attend tutorial sessions with the learners for their vocabulary enrichment	Selected students
	a. To enhance the students' vocabulary and use it for word enrichment and the correct understanding of ambiguous phrases and expressions towards grammar application	1.2. Interpret the function of the parts of speech and the elements of the sentence patterns and how newly acquired words must be applied, including the tenses and formation	Practice paraphrasing and proofreading of paragraphs using light to moderate words for easier comprehension	1.2. Secondary students; English Teachers
	b. To make the students analyze figurative languages, idiomatic expressions, and their functions.	2.1. Demonstrate how native speakers apply the different figurative expressions	Explain how figurative languages are applied in a sentence by providing sample sentences and how they are constructed; Analyze various definitions of double-meaning expressions and how are they applied to different settings	2.1. Secondary students; English Teachers
		2.2. Demonstrate comprehension building through idiomatic expressions and how it affects their daily grammar communication	Apply tutorial sessions about idiomatic expressions and their meanings and how can they be applied in a statement; Practice an imitation of how native speakers use the idiomatic expression during a conversation	2.2. Secondary students; English Teachers
	c. To allow students to discover and learn new choices of words, their definitions, and functions.	3.1. Assess an improvement of diction and vocabulary usage in different perspectives	List a new set of words through role-plays, spoken poeties, declamations, or oratorical contests;	3.1. Secondary students; English teachers
			Define unfamiliar words in real-life situations through	



Continuation of Table 17

			note-taking by using context clues	
		3.2. Explain how vocabulary words can be applied on various disciplines	List synonyms and antonyms for every five (5) unfamiliar words the teacher may give by applying them in a grammatical structure	3.2. Secondary students; English Teachers
		3.3. Assess decision making on how diction can be used in sentences and when paraphrasing a statement	Write an introductory sentence and practice diction by creating the same idea or sentence thought but in a different set of words	3.3. Secondary students; English Teachers
5. Teaching Grammar Strategies in Speaking	<ul style="list-style-type: none"> <li>• <i>“Take the Stage” - Program for Public Speaking Readiness</i></li> <li>a. To encourage the learners to speak with other people proficient in English language grammar.</li> </ul>	1.1. Evaluate English familiar/ unfamiliar vocabulary words and sentence structure using the speaking skill	Demonstrate a comparison of formal and informal language usage by starting speaking from basic grammar to an intricate level of application;	1.1. Secondary students; English Teachers
			Apply pure English language-speaking without correcting their grammar	
		1.2. Assess decision making through a thorough analysis of a specific question produced by a professional	Practice oral recitations using the basic grammar rules;	1.2. Secondary students; Instructors
			Describe a particular situation through reflections using the English language	
		1.3. Apply an Audio-lingual method (best applicable to the slow-learners of English grammar) to determine the connection of the basic sentence patterns	Use repetition and memorization of patterns by reading a sentence and its patterns aloud;	1.3. Junior High School students; Instructors
			Apply an audio-lingual method of basic sentence pattern learning	



Continuation of Table 17

	b. To familiarize students with what they know about a specific topic and ask them about their awareness.	2.1. Assess brainstormed ideas concerning grammar for further elaboration and clarification	Practice group works and sharing of ideas about a specific topic using the English language as a medium of communication; Practice role-plays based on a specific situation using the English language	2.1. Secondary students; English Teacher
		2.2. Assess how students use predictions through impromptu speaking by linking a made-up story with real-life situations	Oral essays to answer an open-ended story about a particular happening by predicting what would happen in the future using the English language	
	c. To encourage students to converse with other people even with the second/foreign language.	3.1. Illustrate an imitation of how native speakers talk and converse in the natural setting	Analyze and interpret how native speakers use the English language and try to apply it in the class; Imitate how native speakers use English through role plays	3.1. Secondary students; English teachers; English club facilitators
		3.2. Organize and evaluate speaking contests in front of the crowd by providing positive reinforcement (e.g., rewards, grades/incentives)	Practice declamatory/oratorical contests to determine proper grammar application in real-life situations; Join theatres or role-plays that uses English as a language medium	

Table 17 indicates the proposed activities to enhance teaching strategies in English grammar learning for secondary English language teachers. The table showed the areas that need to be enhanced, and the course of action or measure is proposed.



Furthermore, the proposed program aimed to produce success indicators that could bridge the gaps resulted from the survey. Interventions are necessary to produce a more engaging way of learning the language, most notably English's syntactic and semantic application. The proposed enhancement program highlights the key results areas that target the teaching grammar strategies in listening, speaking, reading, writing, and vocabulary. These skills are anchored with how the needs can be adequately assessed and analyzed inclined with the success indicators and enhancement activities. Moreover, the table explains the strategies to overcome the challenges being experienced in grammar learning.

### CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Grammar needs using speaking skills are most important, while the viewing skill is the least important in grammatical needs analysis.
2. The English teachers agree that English grammar learning is the most common challenge when the students expect the teachers to present grammar points explicitly.
3. Reading strategy was the most frequently used teaching approach in grammar learning, whereas the least utilized was the speaking strategy.



4. There was a significant difference between the grammar skills and needs analysis used when grouped according to grade levels. Senior high school teachers have more substantial assessments on teaching grammar through vocabulary, speaking, and writing. Furthermore, Senior high school teachers also consider grammar needs on speaking and writing as more important.
5. There was no significant relationship between teaching strategies, and grammar needs to the students' experienced English grammar learning challenges.
6. A set of activities to enhance teaching strategies in English grammar learning for both the Junior and Senior high school levels has been proposed.

### RECOMMENDATIONS

Based on the findings and conclusions presented, the following recommendations are suggested:

1. The teacher may assess students' grammar needs based on their comprehension level by maximizing different forms of instructional materials related to the students' viewing skills to develop their grammatical competencies.
2. English teachers may determine the students' challenges in grammar as soon as possible to apply immediate action to their grammar learning.



3. School boards and administration may provide training, seminars, workshops, and conferences about the grammar teaching strategies, the domains for the English language, and their language competencies in the secondary level, most especially dealing on the strategy of grammar speaking, in order to develop their teaching skill and to acquire the best form of English grammar teaching.
4. Junior high school English teachers may enhance their teaching strategies and grammatical needs assessment to increase their grammar learning and language acquisition.
5. The English teachers' strategies and needs analysis must depend on the students' comprehension level to lessen their challenges in grammar learning.
6. A set of proposed activities to enhance teaching strategies in English grammar learning may be implemented and evaluated thereafter.
7. The future researchers may improve the proposed enhancement program for better results and outcome towards grammar teaching and learning.



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## APPENDICES

## APPENDIX A

## Teaching Strategies, Needs Analysis, and Challenges in English Grammar Learning Questionnaire



Lyceum of the Philippines University  
Capitol Site, Batangas City  
GRADUATE SCHOOL

## Part I. RESPONDENT'S PROFILE

Teacher's Name (Optional): \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Grade level taught (in majority): Junior High School ( ) Senior High School ( )

**General Directions:** Check (/) the box that describes your technique of teaching English grammar and how your students' needs are being assessed in the class. Please read the provided explanations carefully for your guidance. Kindly take note that the English grammar is what is highlighted as the new language that the learners must identify. Rate how the needs are being assessed to your students in the English classroom through their language grammar applied as mentioned below.

Please see the provided Likert scales below as your guide.

## PART II. NEEDS ANALYSIS

4 – Very Important      3 – Important      2 – Not Important      1 – Not Sure

## 2.1. Grammar Needs Analysis through Listening

These are needs analysis applied to determine how important grammar is through the usage of the listening skills in the classroom. The teacher determines the level of importance of these students' needs by letting them:	4	3	2	1
Listen to small group discussions				
Listen to lectures				
Listen to large group discussions or debates				
Take notes				
Understand lengthy spoken descriptions				
Understand spoken instructions				
Understanding informal language				



**2.2. Grammar Needs Analysis through Speaking**

<b>These are needs analysis that enables the students' speaking skills improve through correct grammar usage in their English subjects in the class. The teacher determines the level of importance of these students' needs by letting them:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Give oral presentations.				
Pronounce words correctly.				
Ask for clarifications.				
Give formal speeches/ presentations.				
Participate effectively in discussions.				
Communicate effectively with peers in small group discussions, collaborative projects, or out- of-class study groups.				
Describe objects or procedures.				
Formulate coherent arguments.				
Pronounce words, phrases, and sentences with proper intonation and stress patterns.				
Give formal speeches/ presentations.				
Participate in discussions.				
Communicate effectively with peers in small- group discussions and collaborative projects.				
Communicate effectively with superiors.				
Use English fluently (e.g., appropriately, with other people, in the right situation).				
Participate in interviews (e.g. job interviews, scholarship etc.).				
Participate in meetings.				
Engage in public speaking.				

**2.3. Grammar Needs Analysis through Reading**

<b>These are needs analysis that enables the students practice speaking correct grammar in their English subjects in the class. The teacher determines the level of importance of these students' needs by letting them:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Understand the main point of the text				
Read a text quickly in order to establish a general idea of the content				
Read a text slowly in order to understand the details of the text				
Look through a text quickly in order to locate specific information				
Identify the meaning of unknown words in a text				
Understand text organization				
Understand specialist vocabulary in a text				
Understand a writer's attitude				
Summarize factual information				
Read quickly				
Read critically				
Read for author's viewpoint				



**2.4. Grammar Needs Analysis through Writing**

<b>These are needs analysis applied on evaluating basic writing through proper grammar usage in the classroom. The teacher determines the level of importance of these students' needs by letting them:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Use correct punctuation and spelling.				
Structure sentences.				
Use appropriate vocabulary.				
Organize paragraphs.				
Express ideas properly.				
Develop ideas.				
Express what you want to say clearly.				
Adopt appropriate tone and style.				
Evaluate and revise their writing.				
Paraphrase texts.				
Lecture note-taking.				
Write essays.				
Write creatively.				
Write case studies.				
Describe objects or procedures.				
Write introductions and conclusions.				
Write references and citations.				
Formulate coherent arguments.				
Summarize factual information.				
Synthesize information from more than one source.				

**2.5. Grammar Needs Analysis through Viewing**

<b>These are needs analysis applied to on determining how students view grammar in their daily life. The teacher determines the level of importance of these students' needs by letting them:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
View websites.				
Watch the news.				
Watch commercials.				
Evaluate and share online videos.				
Watch documentaries.				
View pictures, tables, maps, and charts.				

**Part III. CHALLENGES IN GRAMMAR LEARNING**

**4 – Strongly Agree      3 – Agree      2 – Disagree      1 – Strongly Disagree**

<b>These are the perceptions of teachers' skills to determine the levels of difficulty in their students' grammar learning. The teacher determines these learning challenges through the following:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
My students find it difficult to transfer their grammatical knowledge into communicative language use.				
My students are not that motivated by problem-solving techniques for learning grammar.				
My students expect teachers to present grammar points explicitly.				



My students prefer to learn grammar from one-sentence examples.				
My students prefer to find matches between meaning and structure for themselves.				
My students find it difficult to handle grammar presented within authentic texts.				
My students find authentic texts difficult because of the wide variety of structures which appear.				
My students find authentic texts difficult because they are too culture bound.				
My students find authentic texts difficult because of the vocabulary used.				
My students cannot find form-function matches in authentic texts without explicit direction from teachers.				
Teachers find the use of authentic material too time-consuming.				
Teachers find it difficult to produce tasks of a suitable level from authentic texts.				
A lack of explicit grammar teaching leaves my students feeling insecure.				
My students do not actually find grammatical terminology useful.				
Teachers find it difficult to correct student errors of grammar within a written communicative context.				
Teachers find it difficult to correct student errors of grammar within a spoken communicative context.				
My students find it difficult to improve the accuracy of their grammatical language within a totally communicative writing activity.				
My students find it difficult to improve the accuracy of their grammatical language within a totally communicative speaking activity.				
My students find it difficult to use grammatical terminology.				
My students are frustrated by problem-solving techniques for learning grammar.				

**Part IV. TEACHING STRATEGIES**

**4 – Always      3 – Often      2 – Sometimes      1 – Never**

**4.1. Teaching Grammar through Listening**

<b>These are teaching skills used to increase students' exposure to English grammar in the class. The teacher assesses the students by letting them:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Attend out-of-class events where the new language is spoken.				
Listen to talk shows on the radio, watch TV shows, or see movies in the English grammar.				
Listen to the language in a restaurant or store where the staff speak the English grammar.				
Listen in on people who are having conversations in the English grammar to try to catch the gist of what they are saying.				
Practice sounds in the English language that is very different from sounds in their own grammar to become comfortable with them.				
Look for associations between the sound of a word or phrase in the new grammar with the sound of a familiar word.				



Imitate the way native speakers talk.				
Ask a native speaker about unfamiliar sounds that they hear				
Pay special attention to specific aspects of grammar; for example, the way the speaker pronounces certain sounds.				
Try to predict what the other person is going to say based on what has been said so far.				
Prepare for talks and performances they will hear in the English grammar by reading some background materials beforehand.				
Listen for key words that seem to carry the bulk of the meaning.				
Listen for word and sentence stress to see what native speakers emphasize when they speak.				
Pay attention to when and how long people tend to pause.				
Pay attention to the rise and fall of speech by native speakers – the “music” of it.				
Practice “skim listening” by paying attention to some parts and ignoring others.				
Try to understand what they hear without translating it word-for-word.				
Focus on the context of what people are saying.				
Listen for specific details to see whether they can understand them.				
Ask speakers to repeat what they said if it wasn’t clear to them.				
Ask speakers to slow down if they are speaking too fast.				
Ask for clarification if they don’t understand it the first time around.				
Use the speakers’ tone of voice as a clue to the meaning of what they are saying.				
Make educated guesses about the topic based on what has already been said.				
Draw on their general background knowledge to get the main idea.				
Watch speakers’ gestures and general body language to help them figure out the meaning of what they are saying.				

**4.2. Teaching Grammar through Vocabulary**

<b>These are teaching skills that allow the students learn new words in the English grammar in the classroom. The teacher assesses the students by letting them:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Pay attention to the structure of the new word.				
Break the word into parts that they can identify.				
Group words according to parts of speech (e.g., nouns, verbs).				
Associate the sound of the new word with the sound of a word that is familiar to them.				
Use rhyming to remember new words.				
Make a mental image of new words.				
List new words with other words that are related to it.				
Write out new words in meaningful sentences.				
Practice new action verbs by acting them out.				
Use flash cards in a systematic way to learn new words.				
Go over new words often when they first learn them to help me remember them.				



Review words periodically so they don't forget them.				
Look at meaningful parts of the word (e.g., the prefix or the suffix) to remind them of the meaning of the word.				
Make an effort to remember the situation where they first heard or saw the word or remember the page or sign where they saw it written.				
Visualize the spelling of new words in their mind.				
Try using new words in a variety of ways.				
Practice using familiar words in different ways.				
Make an effort to use idiomatic expressions in the new grammar.				

#### 4.3. Teaching Grammar through Speaking

<b>These are teaching skills that allow the students practice speaking correct grammar in their English subjects in the class. The teacher assesses the students by letting them:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Practice saying new expressions on their own				
Practice new grammatical structures in different situations to build their confidence level in using them.				
Think about how a native speaker might say something and practice saying it that way.				
Regularly seek out opportunities to talk with native speakers.				
Initiate conversations in the English language as often as possible.				
Direct the conversation to familiar topics.				
Plan out in advance what they want to say.				
Ask questions as a way to be involved in the conversation.				
Anticipate what will be said based on what has been said so far.				
Try topics even when they aren't familiar to them.				
Encourage others to correct errors in their speaking.				
Try to figure out and model native speakers' language patterns when requesting, apologizing, or complaining.				
Ask for help from their conversational partner.				
Look for a different way to express the idea, like using a synonym.				
Use words from their own grammar, but say it in a way that sounds like words in the English language.				
Make up new words or guess if they don't know the right ones to use.				
Use gestures as a way to try and get their meaning across.				
Switch back to their own language momentarily if they know that the person they're talking to can understand what is being said.				

#### 4.4. Teaching Grammar through Reading

<b>These are teaching skills used to improve the students' reading ability applicable in the English subjects related to grammar in the classroom. The teacher assesses the students by letting them:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Read as much as possible in the English language.				
Try to find things to read for pleasure in the English language.				
Find reading material that is at or near their level.				
Plan out in advance how they are going to read the text, monitor to see how they are doing, and then check to see how much they understand.				



Skim an academic text first to get the main idea and then go back and read it more carefully.				
Read a story or dialogue several times until they understand it.				
Pay attention to the organization of the text, especially headings and subheadings.				
Make ongoing summaries of the reading either in their mind or in the margins of the text.				
Make predictions as to what will happen next.				
Guess the approximate meaning by using clues from the context of the reading material.				
Use a dictionary to get a detailed sense of what individual words mean.				

**4.5. Teaching Grammar through Writing**

<b>These are teaching skills applied for basic writing using proper grammar in the classroom. The teacher assesses the students by letting them:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Practice writing new words in the English language using correct grammar.				
Plan out in advance how to write academic papers, monitor how their writing is going, and check to see how well their writing reflects what they want to say.				
Try writing different kinds of texts in the English language (e.g., personal notes, messages, letters, and course papers).				
Take class notes in the English language as much as they are able.				
Find a different way to express the idea when they don't know the correct expression (e.g., use a synonym or describe the idea).				
Review what they have already written before continuing to write more.				
Use reference materials such as a glossary, a dictionary, or a thesaurus to help find or verify words in the English language.				
Wait to edit their writing until all their ideas are down on paper.				
Revise their writing once or twice to improve the language and content.				
Try to get feedback from others, especially native speakers of the language.				

**The questionnaire ends here. Thank you very much!**



**APPENDIX B**  
**Letter to the Schools Division Superintendent, Division of Oriental Mindoro**



**Lyceum of the Philippines University**  
**Capitol Site, Batangas City**  
**GRADUATE SCHOOL**

January 13, 2021

**LAIDA M. LAGAR-MASCAREÑAS**

OIC, Office of the Schools Division  
Superintendent Division of Calapan City  
Brgy. Calero, Calapan City

Madame:

I am a candidate of the Lyceum of the Philippines University – School of Graduate Studies leading to the degree of Doctor of Philosophy in English Language Studies and currently working on my dissertation entitled “Needs Analysis, Challenges, and Teaching Strategies in English Grammar Learning.”

With this regard, I respectfully seek your permission to administer my questionnaire among your Junior and Senior High School English Teachers for my data gathering.

Rest assured that the data gathered as scores shall be used exclusively to my research and be kept with utmost confidentiality. Attached with this letter is the list of public schools to be conducted with the survey.

I would appreciate your consent. Please indicate your approval by signing where indicated below and return this letter in the enclosed envelope at your earliest convenience.

God bless you!

Yours sincerely,

**MR. JOSHUA A. APOLONIO, LPT**

Contact #09564718370

Recommending Approval:

**Dr. Imelda L. An**

Dissertation Adviser

**Dr. Arnie Christian D. Villena**

Panel Chairman

Signed: \_\_\_\_\_

Date: \_\_\_\_\_





**Lyceum of the Philippines University  
Capitol Site, Batangas City  
GRADUATE SCHOOL**

**LAIDA M. LAGAR-MASCAREÑAS**

OIC, Office of the Schools Division  
Superintendent Division of Calapan City  
Brgy. Calero, Calapan City

The public schools to be conducted with questionnaires in Calapan City, Oriental Mindoro are the following:

1. Oriental Mindoro National High School
2. Managpi National High School
3. Canubing National High School
4. Community Vocational High School
5. Pedro V. Panaligan Memorial National High School
6. Parang National High School
7. Bucayao National High School
8. Nag-Iba National High School
9. Ceriaco A. Abes Memorial National High School

The questionnaire to be used aims to focus on how an English teacher applies his/her strategies when it comes to the learners' macro skills through grammatical assessment. It also targets to determine how the teacher analyzes the students' needs in grammar learning and how it is being assessed inside the classroom. However, the questionnaire functions as a source of the teachers' possible experienced challenges in the students' grammar learning.

Yours sincerely,

**MR. JOSHUA A. APOLONIO, LPT**

Contact #09564718370

Recommending Approval:

**Dr. Imelda L. An**  
Dissertation Adviser

**Dr. Arnie Christian D. Villena**  
Panel Chairman

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



**APPENDIX C**  
**Letter to the Private and Public School Heads**



**Lyceum of the Philippines University**  
**Capitol Site, Batangas City**  
**GRADUATE SCHOOL**

Dear School Director/ Principal/ Head/ Assistant Head:

I am a candidate of the Lyceum of the Philippines University – School of Graduate Studies leading to the degree of Doctor of Philosophy in English Language Studies and currently working on my dissertation entitled “Needs Analysis, Challenges, and Teaching Strategies in English Grammar Learning.”

With this regard, I respectfully seek your permission to let your English teachers become one of the respondents of my study. I hope you can help me by letting them answer the provided questionnaire with intellectual honesty.

Rest assured that the data gathered as scores shall be used exclusively to my research and be kept with utmost confidentiality.

God bless you!

Yours sincerely,

**MR. JOSHUA A. APOLONIO, LPT**

Contact #09564718370

Recommending Approval:

**Dr. Imelda L. An**

Dissertation Adviser

**Dr. Arnie Christian D. Villena**

Panel Chairman

Signed by:

**LAIDA M. LAGAR-MASCAREÑAS**

OIC, Office of the Schools Division Superintendent  
Division of Calapan City



**APPENDIX D**  
**Letter to the Respondent**



**Lyceum of the Philippines University**  
**Capitol Site, Batangas City**  
**GRADUATE SCHOOL**

Dear Respondent:

I am a candidate of the Lyceum of the Philippines University – School of Graduate Studies leading to the degree of Doctor of Philosophy in English Language Studies and currently working on my dissertation entitled “Teaching Strategies, Needs Analysis, and Challenges in English Grammar Learning.”

With this regard, I respectfully seek your permission to become one of the respondents of my study. I hope you can help me by answering the provided questionnaire with intellectual honesty.

Rest assured that the data gathered as scores shall be used exclusively to my research and be kept with utmost confidentiality.

God bless you!

Yours sincerely,

**MR. JOSHUA A. APOLONIO, LPT**

Contact #09564718370

Recommending Approval:

**Dr. Imelda L. An**

Dissertation Adviser

**Dr. Arnie Christian D. Villena**

Panel Chairman

Signed by:

**LAIDA M. LAGAR-MASCAREÑAS**

OIC, Office of the Schools Division Superintendent

Division of Calapan City



**APPENDIX E**  
**Department of Education Endorsement Letter for Public Schools**



Republic of the Philippines  
**Department of Education**  
MIMAROPA REGION  
SCHOOLS DIVISION OF CALAPAN CITY

Office of the Schools Division Superintendent

**1<sup>st</sup> Indorsement**

January 14, 2021

Respectfully referred to the schoolheads of the following secondary schools listed below, the request of Mr. Joshua A. Apolonio to conduct research titled, "Teaching Strategies, Needs Analysis, and Challenges in English Grammar Learning" with the information that this Office approves the request in strict adherence to the following reminders:

- a. Participation of the respondents shall be voluntary;
- b. Proper coordination / arrangement shall be made;
- c. Health protocols shall be strictly observed; and
- d. Research ethical standards shall be followed.

List of Secondary Schools

1. Oriental Mindoro National High School
2. Managpi National High School
3. Canubing National High School
4. Community Vocational High School
5. Pedro V. Panaligan Memorial National High School
6. Parang National High School
7. Bucayao National High School
8. Nag-Iba National High School
9. Ceriaco A. Abes Memorial National High School

For appropriate action.

**LAIDA M. LAGAR-MASCAREÑAS**  
Education Program Supervisor  
Officer In-charge

Office of the Schools Division Superintendent

cc: Mr. Joshua A. Apolonio

SGOD/PRS/ccij



Quezon Drive, Hilltop, Calero, Calapan City  
SDO Telefax: (043) 288-1581 / 0917 8557754  
SDO Email Address: deped.calapan@deped.gov.ph



**APPENDIX F  
Statistical Output**

**Frequencies**

Statistics		
group		
N	Valid	226
	Missing	0

group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	junior high	146	64.6	64.6	64.6
	senior high	80	35.4	35.4	100.0
	Total	226	100.0	100.0	

**Descriptive**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
1	226	1.00	4.00	2.6814	.82479
2	226	2.00	4.00	3.4071	.57561
3	226	1.00	4.00	2.7345	.95236
4	226	1.00	4.00	3.1327	.89943
5	226	1.00	4.00	3.2743	.78029
6	226	2.00	4.00	3.2920	.72641
7	226	1.00	4.00	2.9912	.80549
8	226	1.00	4.00	2.6814	.99121
9	226	2.00	4.00	3.3982	.73684
10	226	1.00	4.00	3.1062	.80402
11	226	1.00	4.00	3.3451	.73961
12	226	2.00	4.00	3.4956	.62715
13	226	1.00	4.00	3.2655	.80020
14	226	1.00	4.00	3.0265	.82688
15	226	1.00	4.00	3.1504	.81346
16	226	1.00	4.00	2.9823	.87415
17	226	1.00	4.00	3.2212	.77442
18	226	2.00	4.00	3.4779	.64080
19	226	1.00	4.00	3.4248	.65054
20	226	1.00	4.00	3.3982	.74880
21	226	1.00	4.00	3.2743	.80275
22	226	1.00	4.00	3.6106	.61729
23	226	2.00	4.00	3.3097	.70654
24	226	2.00	4.00	3.3717	.66926
25	226	2.00	4.00	3.3894	.63152
26	226	1.00	4.00	3.4690	.70643
listening	226	2.19	3.96	3.2274	.48999
Valid N (listwise)	226				

**Descriptives**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
v1	226	2.00	4.00	3.5221	.61242
v2	226	2.00	4.00	3.4779	.65452



v3	226	2.00	4.00	3.4867	.64104
v4	226	1.00	4.00	3.4513	.67975
v5	226	1.00	4.00	3.2478	.74870
v6	226	1.00	4.00	3.3717	.68241
v7	226	2.00	4.00	3.3009	.72890
v8	226	2.00	4.00	3.4513	.62526
v9	226	1.00	4.00	3.1062	.82584
v10	226	1.00	4.00	2.8230	.87666
v11	226	1.00	4.00	3.2478	.68678
v12	226	2.00	4.00	3.2301	.69293
v13	226	2.00	4.00	3.4602	.61152
v14	226	1.00	4.00	3.2035	.73223
v15	226	1.00	4.00	3.2212	.72706
v16	226	2.00	4.00	3.3363	.60532
v17	226	2.00	4.00	3.3274	.64557
v18	226	1.00	4.00	3.0796	.73202
vocabulary	226	1.78	4.00	3.2970	.44904
Valid N (listwise)	226				

## Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
s1	226	2.00	4.00	3.3097	.64055
s2	226	2.00	4.00	3.3274	.68563
s3	226	2.00	4.00	3.0000	.69282
s4	226	1.00	4.00	2.6460	.89364
s5	226	2.00	4.00	3.3451	.67685
s6	226	2.00	4.00	3.3894	.68552
s7	226	2.00	4.00	3.0885	.63326
s8	226	1.00	4.00	3.5398	.63994
s9	226	2.00	4.00	3.2301	.73040
s10	226	1.00	4.00	2.9912	.82726
s11	226	2.00	4.00	3.2566	.73971
s12	226	2.00	4.00	3.1150	.75132
s13	226	2.00	4.00	3.2124	.65931
s14	226	2.00	4.00	3.5575	.58024
s15	226	1.00	4.00	3.0973	.81065
s16	226	1.00	4.00	3.0354	.85301
s17	226	1.00	4.00	3.4159	.66300
s18	226	1.00	4.00	3.1770	.78009
speaking	226	2.06	4.00	3.2075	.44758
Valid N (listwise)	226				

## Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
r1	226	1.00	4.00	3.7965	.46494
r2	226	2.00	4.00	3.4779	.56721
r3	226	2.00	4.00	3.6283	.56874
r4	226	2.00	4.00	3.4513	.59615
r5	226	2.00	4.00	3.4248	.62262
r6	226	2.00	4.00	3.4779	.64080
r7	226	1.00	4.00	3.2743	.73331
r8	226	1.00	4.00	3.2920	.73854



r9	226	1.00	4.00	3.4425	.69203
r10	226	2.00	4.00	3.5398	.61152
r11	226	2.00	4.00	3.4071	.73801
reading	226	1.91	4.00	3.4739	.43119
Valid N (listwise)	226				

### Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
w1	226	1.00	4.00	3.5664	.65151
w2	226	1.00	4.00	3.3451	.78621
w3	226	1.00	4.00	3.3982	.71230
w4	226	2.00	4.00	3.6018	.60428
w5	226	2.00	4.00	3.5221	.61242
w6	226	2.00	4.00	3.2832	.68597
w7	226	2.00	4.00	3.5044	.62715
w8	226	1.00	4.00	3.3274	.74765
w9	226	2.00	4.00	3.3805	.69690
w10	226	1.00	4.00	3.0708	.93063
writing	226	1.60	4.00	3.4000	.51381
Valid N (listwise)	226				

### Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
gl1	226	1.00	4.00	3.6283	.56874
gl2	226	2.00	4.00	3.7611	.44770
gl3	226	1.00	4.00	3.5929	.59085
gl4	226	3.00	4.00	3.7788	.41600
gl5	226	2.00	4.00	3.4336	.60921
gl6	226	2.00	4.00	3.7080	.49318
gl7	226	2.00	4.00	3.4602	.61152
gl	226	2.57	4.00	3.6233	.39547
Valid N (listwise)	226				

### Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
gs1	226	2.00	4.00	3.7699	.44239
gs2	226	2.00	4.00	3.7965	.42498
gs3	226	3.00	4.00	3.7965	.40352
gs4	226	2.00	4.00	3.6195	.55487
gs5	226	3.00	4.00	3.7788	.41600
gs6	226	2.00	4.00	3.6991	.47861
gs7	226	2.00	4.00	3.6549	.51242
gs8	226	2.00	4.00	3.4956	.58308
gs9	226	2.00	4.00	3.7345	.48107
gs10	226	2.00	4.00	3.5841	.63562
gs11	226	2.00	4.00	3.7788	.43685
gs12	226	2.00	4.00	3.7080	.47481
gs13	226	2.00	4.00	3.5575	.58024
gs14	226	2.00	4.00	3.5664	.54774



gs15	226	1.00	4.00	3.4071	.70095
gs16	226	1.00	4.00	3.4248	.72792
gs17	226	1.00	4.00	3.4956	.69441
gs	226	2.59	4.00	3.6393	.37000
Valid N (listwise)	226				

## Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
gr1	226	2.00	4.00	3.7876	.45120
gr2	226	1.00	4.00	3.3982	.64690
gr3	226	1.00	4.00	3.5133	.58294
gr4	226	1.00	4.00	3.4336	.65151
gr5	226	1.00	4.00	3.6903	.53466
gr6	226	1.00	4.00	3.5398	.59681
gr7	226	1.00	4.00	3.4602	.62589
gr8	226	1.00	4.00	3.4159	.60701
gr9	226	2.00	4.00	3.5929	.54385
gr10	226	2.00	4.00	3.1770	.66973
gr11	226	2.00	4.00	3.5575	.61011
gr12	226	1.00	4.00	3.4248	.67732
gr	226	1.75	4.00	3.4993	.44131
Valid N (listwise)	226				

## Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
gw1	226	3.00	4.00	3.8053	.39684
gw2	226	2.00	4.00	3.6991	.49683
gw3	226	2.00	4.00	3.7434	.49493
gw4	226	2.00	4.00	3.6814	.53774
gw5	226	2.00	4.00	3.7522	.47199
gw6	226	2.00	4.00	3.7080	.51088
gw7	226	2.00	4.00	3.6903	.56694
gw8	226	2.00	4.00	3.5487	.62526
gw9	226	2.00	4.00	3.5929	.55996
gw10	226	2.00	4.00	3.5841	.57698
gw11	226	2.00	4.00	3.6372	.58213
gw12	226	2.00	4.00	3.6195	.52185
gw13	226	1.00	4.00	3.6018	.60428
ge14	226	1.00	4.00	2.9823	.90414
gw15	226	1.00	4.00	3.3805	.69690
gw16	226	2.00	4.00	3.6372	.59721
gw17	226	1.00	4.00	3.4071	.74996
gw18	226	2.00	4.00	3.4513	.67975
gw19	226	2.00	4.00	3.6106	.57246
gw20	226	2.00	4.00	3.4690	.66761
gw	226	2.20	4.00	3.5801	.43464
Valid N (listwise)	226				



**Descriptives**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
gv1	226	2.00	4.00	3.3982	.73684
gv2	226	2.00	4.00	3.5044	.61281
gv3	226	2.00	4.00	3.4071	.67511
gv4	226	1.00	4.00	3.2035	.73223
gv5	226	2.00	4.00	3.3540	.75331
gv6	226	2.00	4.00	3.5310	.59734
gv	226	2.17	4.00	3.3997	.54999
Valid N (listwise)	226				

**Descriptives**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
c1	226	2.00	4.00	3.3274	.67254
c2	226	1.00	4.00	3.0000	.80000
c3	226	2.00	4.00	3.4159	.63562
c4	226	2.00	4.00	3.0885	.79507
c5	226	2.00	4.00	3.1062	.64447
c6	226	1.00	4.00	3.0796	.75591
c7	226	1.00	4.00	3.1593	.74912
c8	226	2.00	4.00	3.0177	.69259
c9	226	1.00	4.00	3.1947	.72857
c10	226	1.00	4.00	3.0796	.70732
c11	226	1.00	4.00	2.6460	.86328
c12	226	1.00	4.00	2.6991	.75289
c13	226	1.00	4.00	2.7965	.77928
c14	226	1.00	4.00	2.4602	.92410
c15	226	1.00	4.00	2.5752	.85172
c16	226	1.00	4.00	2.6283	.88639
c17	226	1.00	4.00	3.0354	.77665
c18	226	1.00	4.00	3.1150	.71495
c19	226	1.00	4.00	3.0708	.73897
c20	226	1.00	4.00	3.0000	.78881
challenges	226	1.75	4.00	2.9748	.49662
Valid N (listwise)	226				

**Explore**

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
listening	226	100.0%	0	0.0%	226	100.0%
vocabulary	226	100.0%	0	0.0%	226	100.0%
speaking	226	100.0%	0	0.0%	226	100.0%
reading	226	100.0%	0	0.0%	226	100.0%
writing	226	100.0%	0	0.0%	226	100.0%
gl	226	100.0%	0	0.0%	226	100.0%
gs	226	100.0%	0	0.0%	226	100.0%
gr	226	100.0%	0	0.0%	226	100.0%
gw	226	100.0%	0	0.0%	226	100.0%
gv	226	100.0%	0	0.0%	226	100.0%



challenges	226	100.0%	0	0.0%	226	100.0%
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Descriptives				
			Statistic	Std. Error
listening	Mean		3.2274	.03259
	95% Confidence Interval for Mean	Lower Bound	3.1631	
		Upper Bound	3.2916	
	5% Trimmed Mean		3.2401	
	Median		3.2308	
	Variance		.240	
	Std. Deviation		.48999	
	Minimum		2.19	
	Maximum		3.96	
	Range		1.77	
	Interquartile Range		.75	
	Skewness		-.224	.162
	Kurtosis		-.952	.322
vocabulary	Mean		3.2970	.02987
	95% Confidence Interval for Mean	Lower Bound	3.2381	
		Upper Bound	3.3558	
	5% Trimmed Mean		3.3231	
	Median		3.2778	
	Variance		.202	
	Std. Deviation		.44904	
	Minimum		1.78	
	Maximum		4.00	
	Range		2.22	
	Interquartile Range		.51	
	Skewness		-.707	.162
	Kurtosis		1.081	.322
speaking	Mean		3.2075	.02977
	95% Confidence Interval for Mean	Lower Bound	3.1488	
		Upper Bound	3.2661	
	5% Trimmed Mean		3.2177	
	Median		3.1667	
	Variance		.200	
	Std. Deviation		.44758	
	Minimum		2.06	
	Maximum		4.00	
	Range		1.94	
	Interquartile Range		.61	
	Skewness		-.161	.162
	Kurtosis		-.376	.322
reading	Mean		3.4739	.02868
	95% Confidence Interval for Mean	Lower Bound	3.4173	
		Upper Bound	3.5304	



	5% Trimmed Mean		3.5081	
	Median		3.5455	
	Variance		.186	
	Std. Deviation		.43119	
	Minimum		1.91	
	Maximum		4.00	
	Range		2.09	
	Interquartile Range		.57	
	Skewness		-1.049	.162
	Kurtosis		1.082	.322
writing	Mean		3.4000	.03418
	95% Confidence Interval for Mean	Lower Bound	3.3326	
		Upper Bound	3.4674	
	5% Trimmed Mean		3.4353	
	Median		3.5000	
	Variance		.264	
	Std. Deviation		.51381	
	Minimum		1.60	
	Maximum		4.00	
	Range		2.40	
	Interquartile Range		.90	
	Skewness		-.795	.162
	Kurtosis		.384	.322
gl	Mean		3.6233	.02631
	95% Confidence Interval for Mean	Lower Bound	3.5714	
		Upper Bound	3.6751	
	5% Trimmed Mean		3.6505	
	Median		3.7143	
	Variance		.156	
	Std. Deviation		.39547	
	Minimum		2.57	
	Maximum		4.00	
	Range		1.43	
	Interquartile Range		.71	
	Skewness		-.729	.162
	Kurtosis		-.634	.322
gs	Mean		3.6393	.02461
	95% Confidence Interval for Mean	Lower Bound	3.5908	
		Upper Bound	3.6878	
	5% Trimmed Mean		3.6634	
	Median		3.7647	
	Variance		.137	
	Std. Deviation		.37000	
	Minimum		2.59	
	Maximum		4.00	



	Range		1.41	
	Interquartile Range		.65	
	Skewness		-.707	.162
	Kurtosis		-.608	.322
gr	Mean		3.4993	.02936
	95% Confidence Interval for Mean	Lower Bound	3.4414	
		Upper Bound	3.5571	
	5% Trimmed Mean		3.5273	
	Median		3.5833	
	Variance		.195	
	Std. Deviation		.44131	
	Minimum		1.75	
	Maximum		4.00	
	Range		2.25	
	Interquartile Range		.75	
	Skewness		-.850	.162
	Kurtosis		.917	.322
gw	Mean		3.5801	.02891
	95% Confidence Interval for Mean	Lower Bound	3.5231	
		Upper Bound	3.6371	
	5% Trimmed Mean		3.6214	
	Median		3.6500	
	Variance		.189	
	Std. Deviation		.43464	
	Minimum		2.20	
	Maximum		4.00	
	Range		1.80	
	Interquartile Range		.65	
	Skewness		-1.195	.162
	Kurtosis		.808	.322
gv	Mean		3.3997	.03658
	95% Confidence Interval for Mean	Lower Bound	3.3276	
		Upper Bound	3.4718	
	5% Trimmed Mean		3.4327	
	Median		3.5000	
	Variance		.302	
	Std. Deviation		.54999	
	Minimum		2.17	
	Maximum		4.00	
	Range		1.83	
	Interquartile Range		.88	
	Skewness		-.549	.162
	Kurtosis		-.841	.322
challenges	Mean		2.9748	.03303
	95% Confidence Interval for Mean	Lower Bound	2.9097	
		Upper Bound	3.0399	

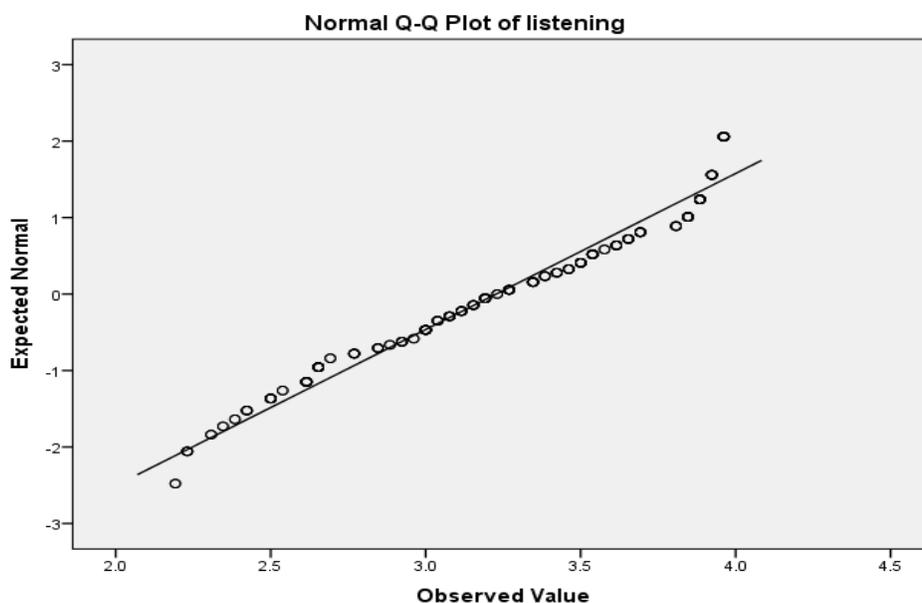


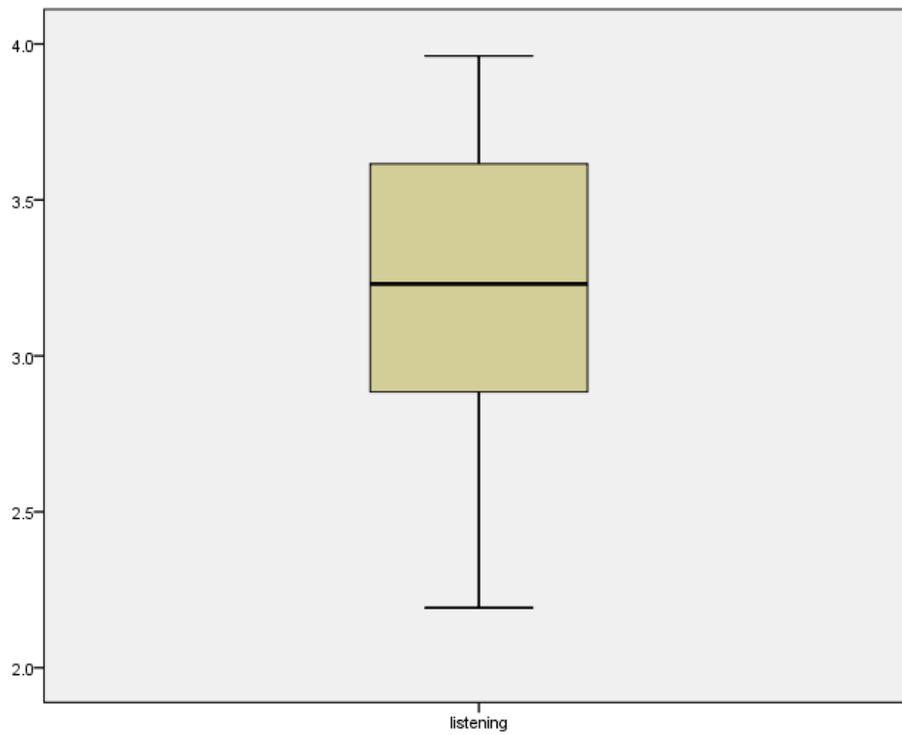
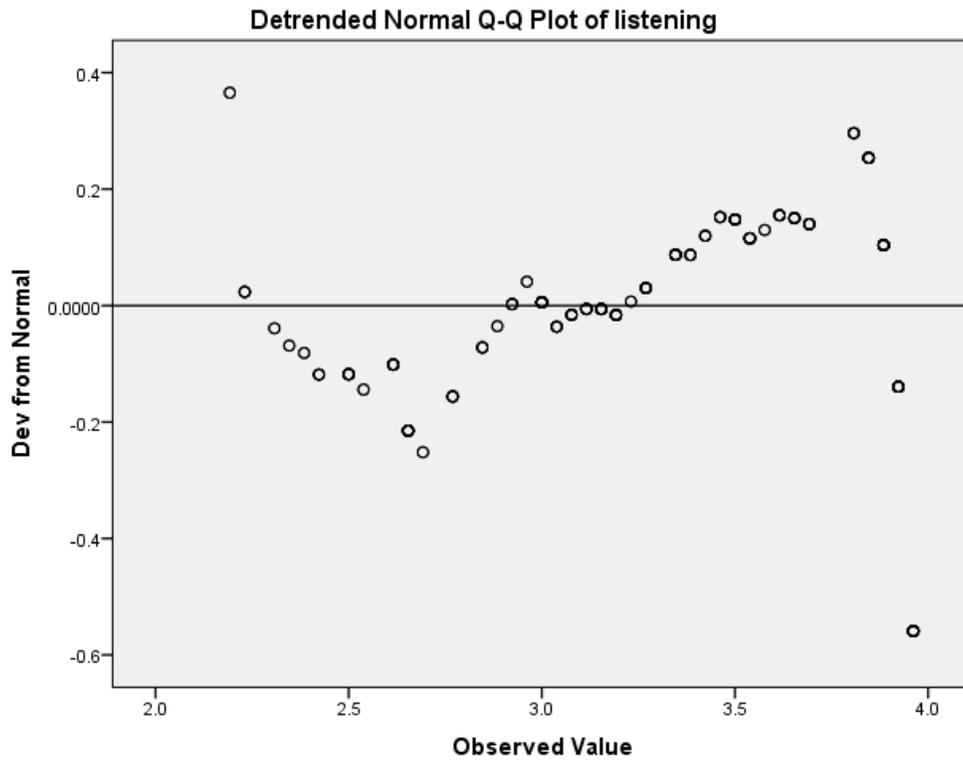
5% Trimmed Mean	2.9824	
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Variance	.247	
Std. Deviation	.49662	
Minimum	1.75	
Maximum	4.00	
Range	2.25	
Interquartile Range	.72	
Skewness	-.279	.162
Kurtosis	-.427	.322

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
listening	.077	226	.003	.957	226	.000
vocabulary	.102	226	.000	.947	226	.000
speaking	.066	226	.017	.979	226	.002
reading	.155	226	.000	.911	226	.000
writing	.127	226	.000	.914	226	.000
gl	.210	226	.000	.854	226	.000
gs	.172	226	.000	.867	226	.000
gr	.128	226	.000	.903	226	.000
gw	.167	226	.000	.857	226	.000
gv	.183	226	.000	.891	226	.000
challenges	.080	226	.001	.981	226	.004

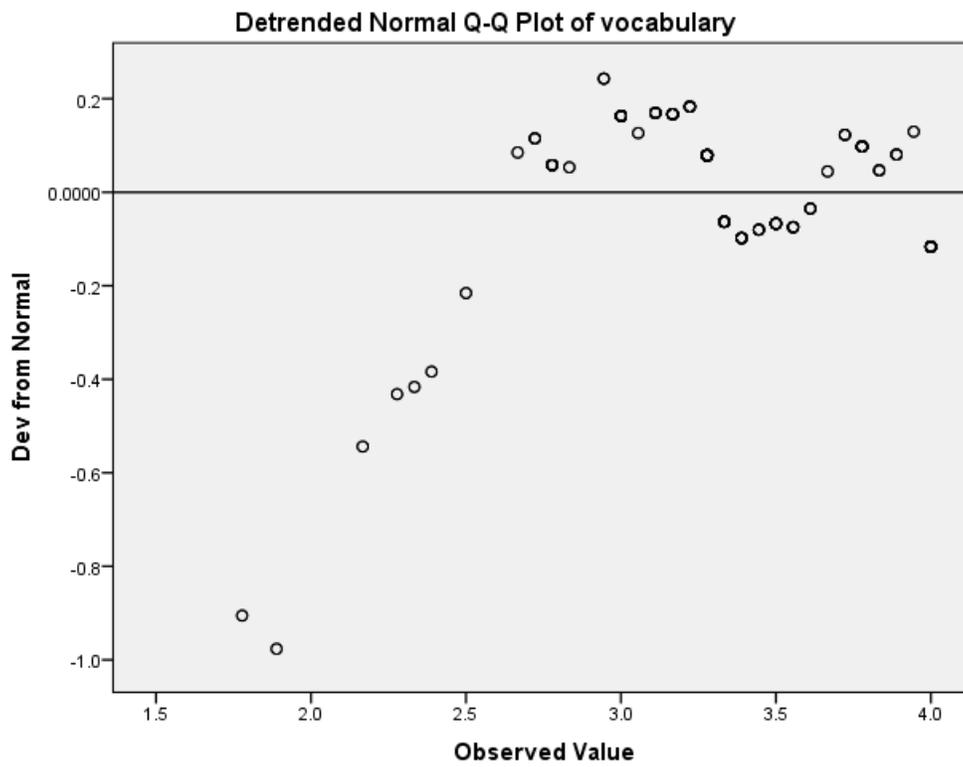
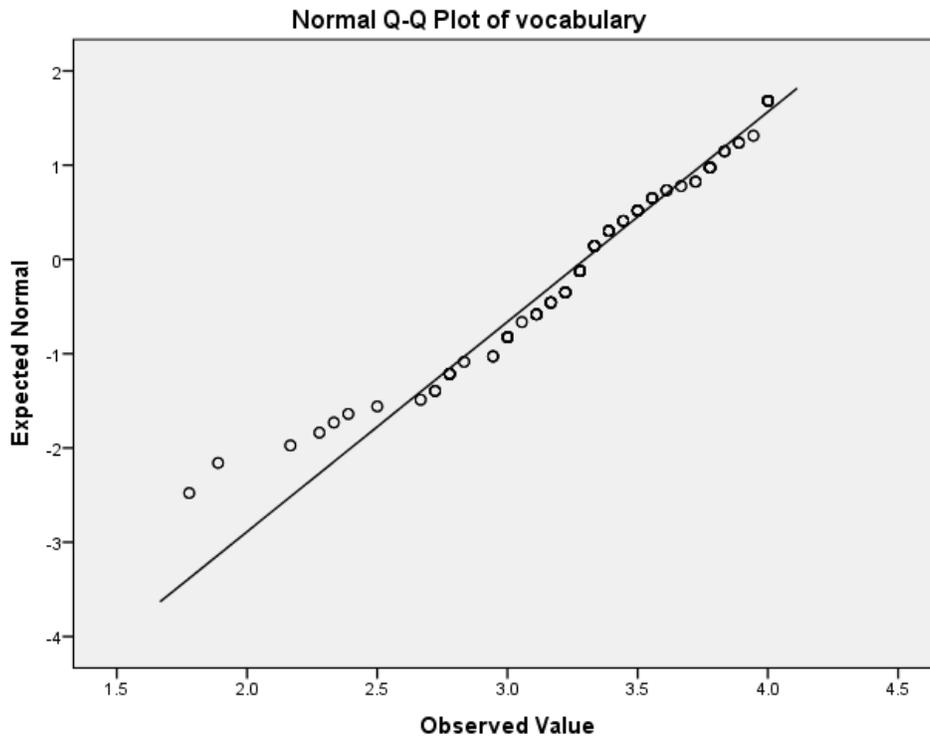
a. Lilliefors Significance Correction

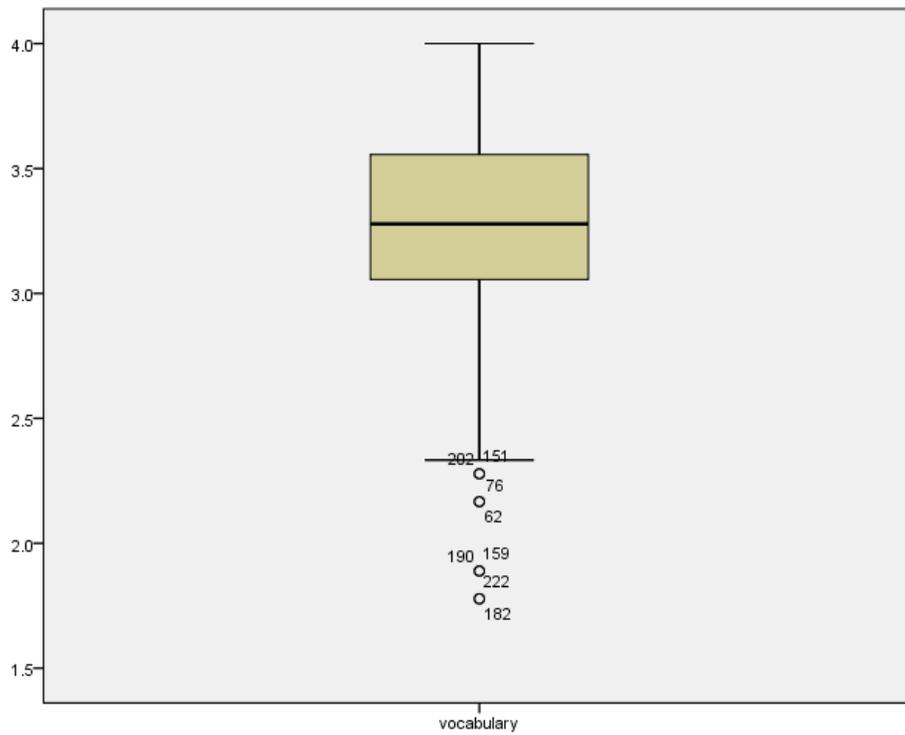
### listening



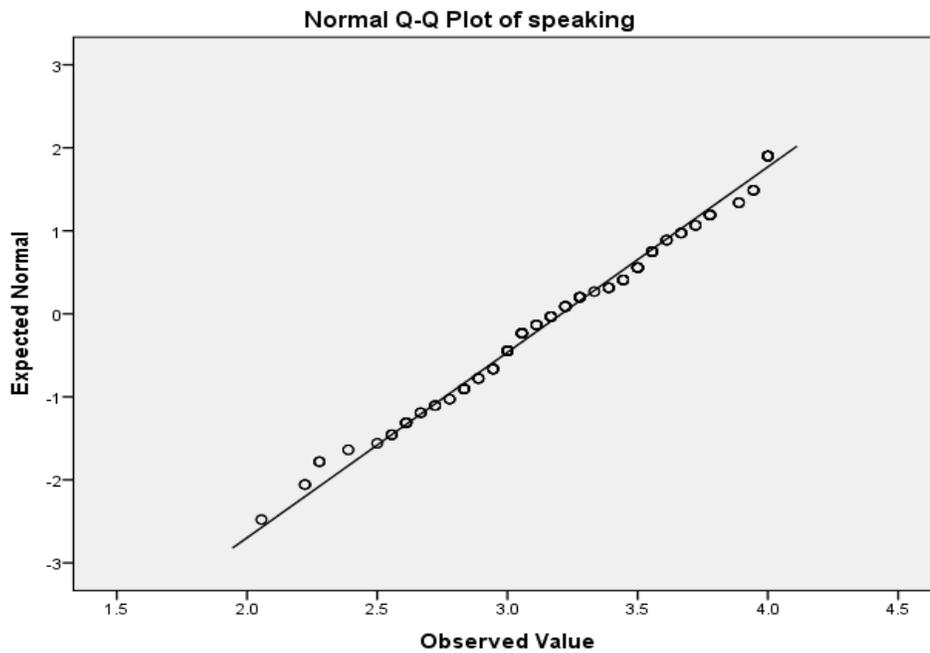


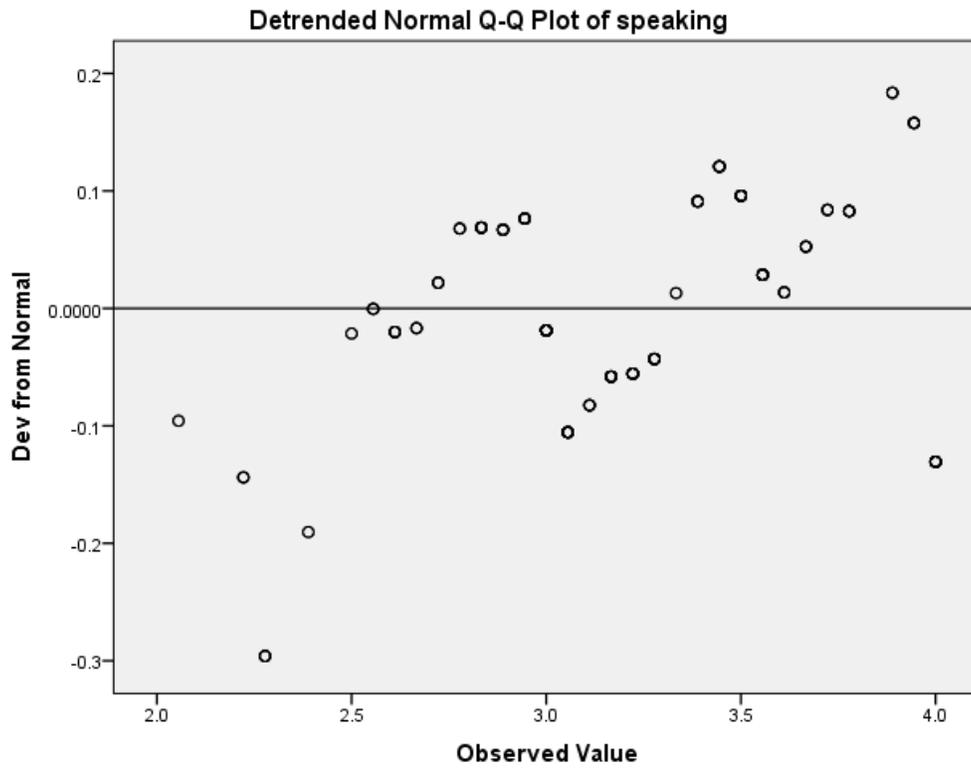
**vocabulary**



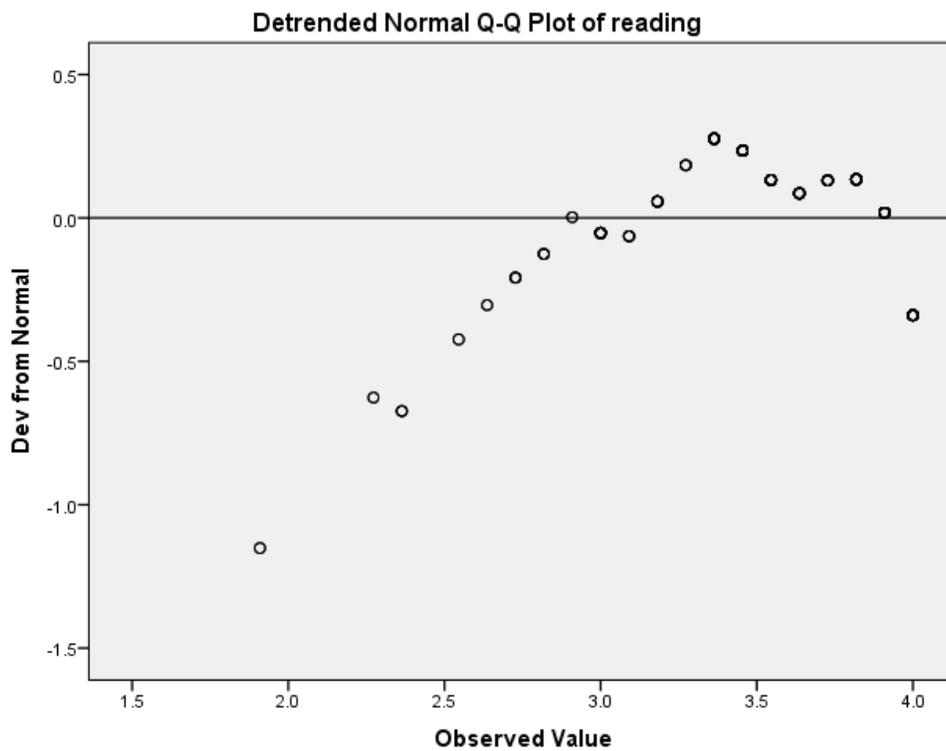
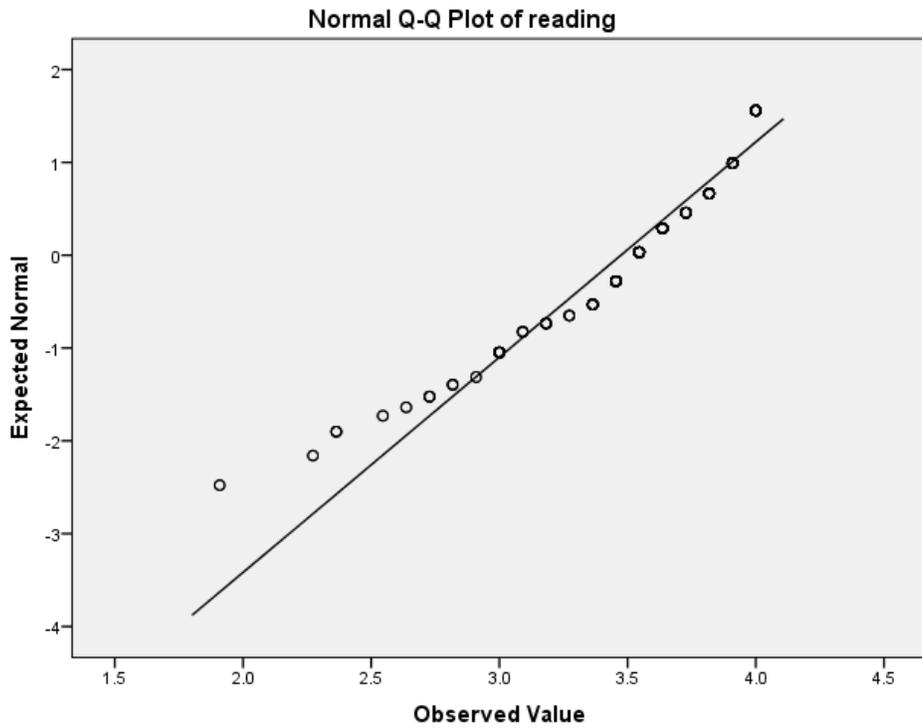


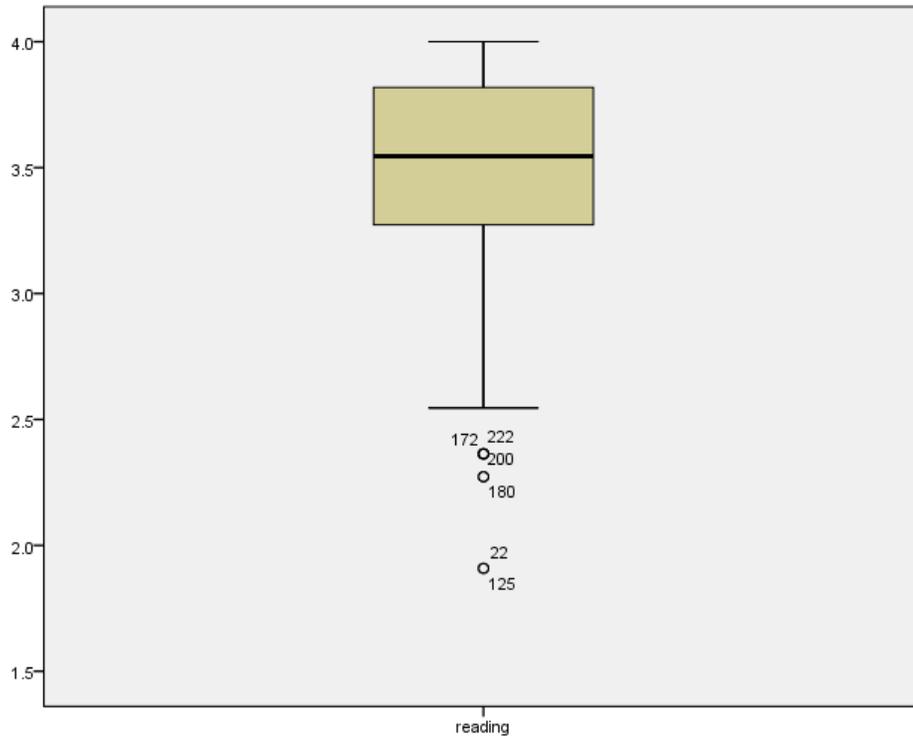
**speaking**



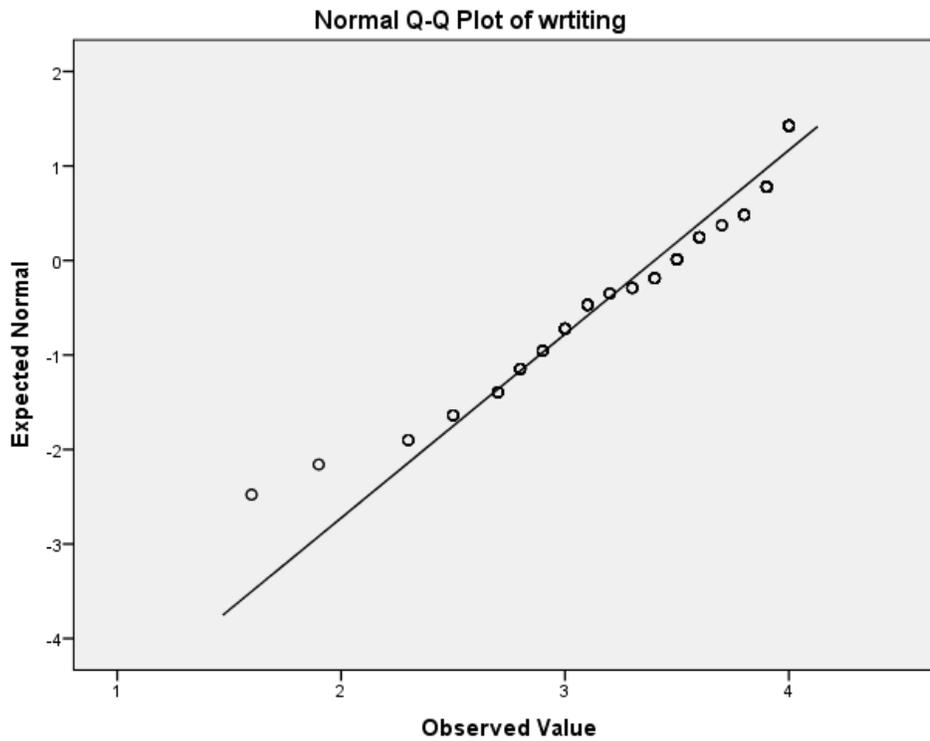


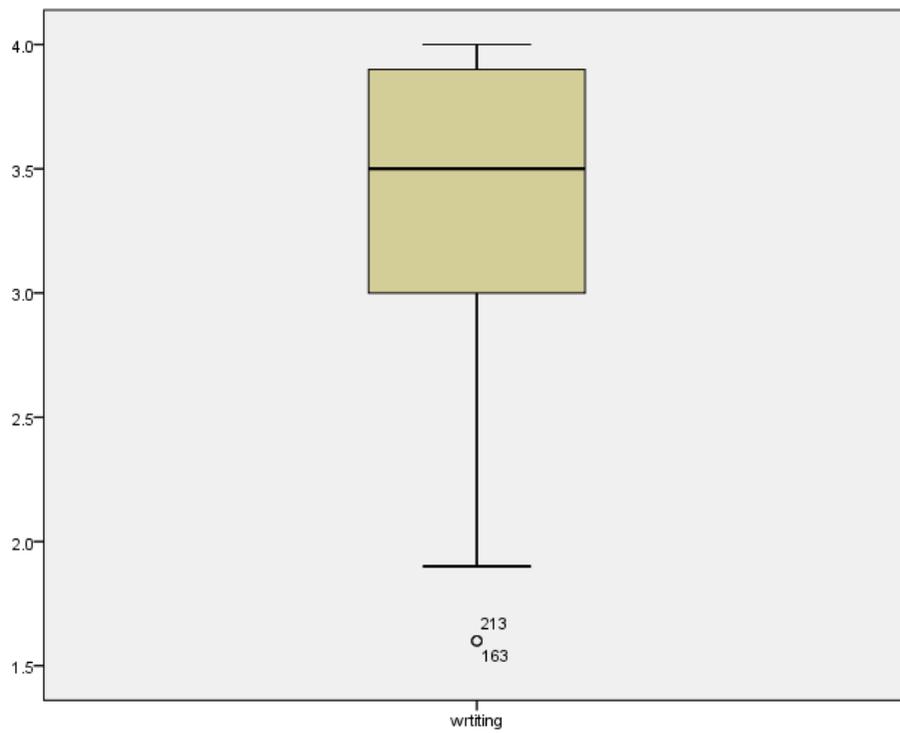
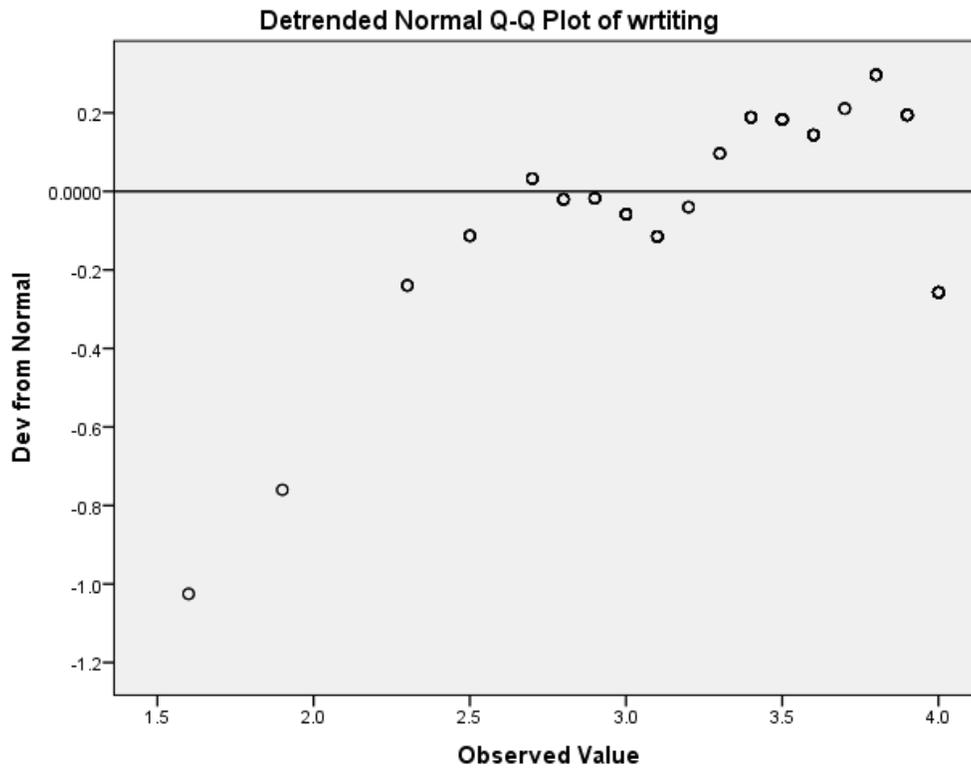
reading



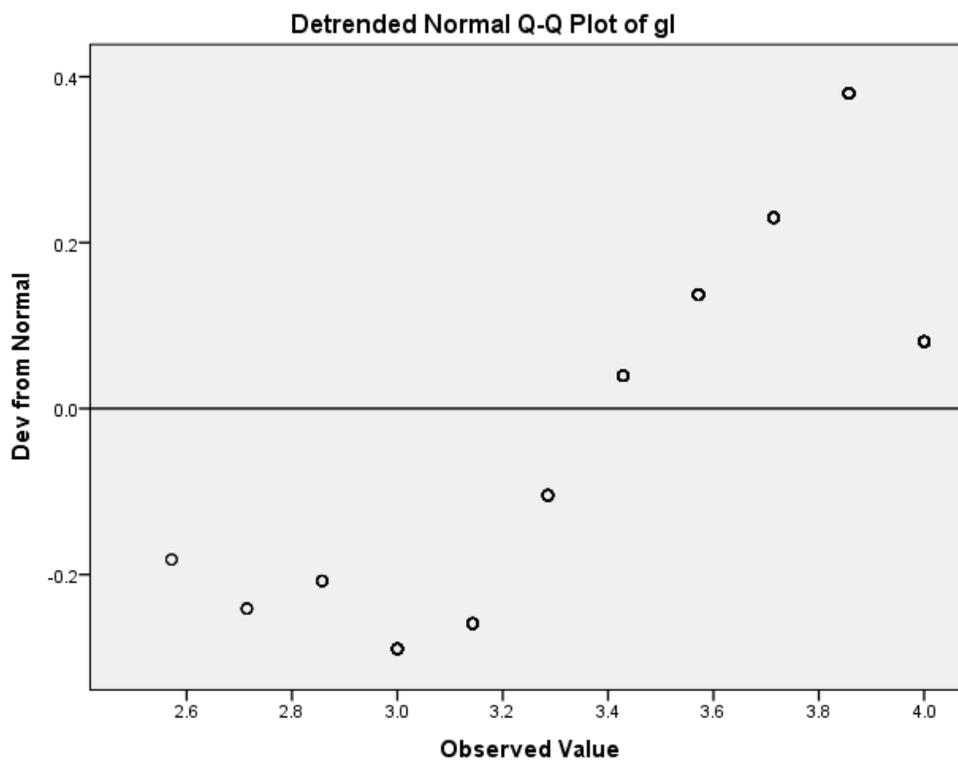
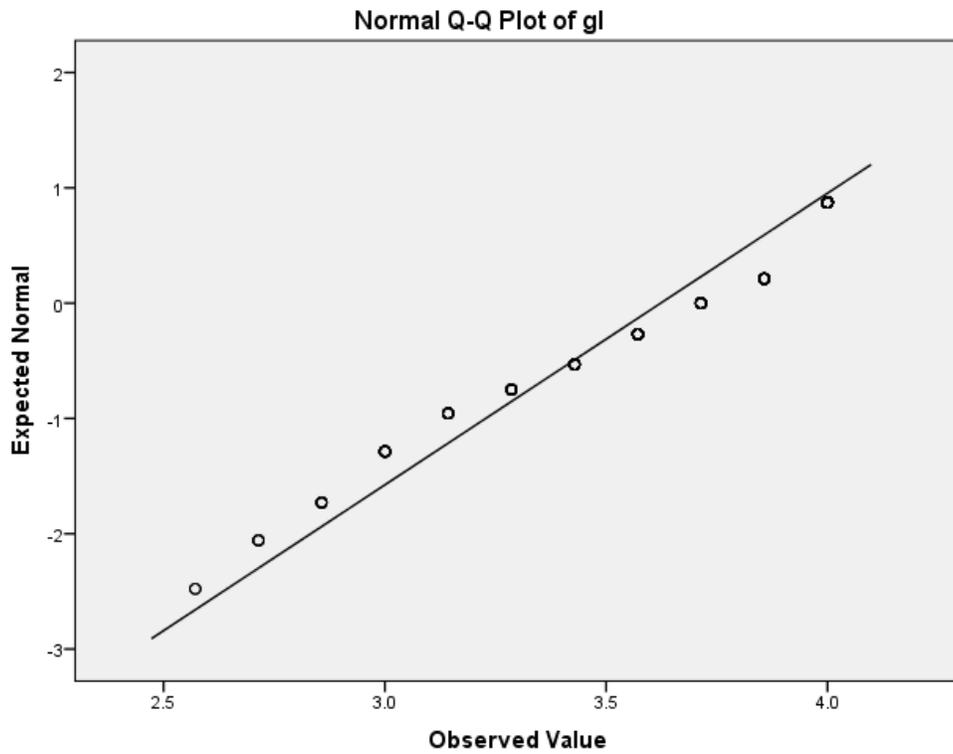


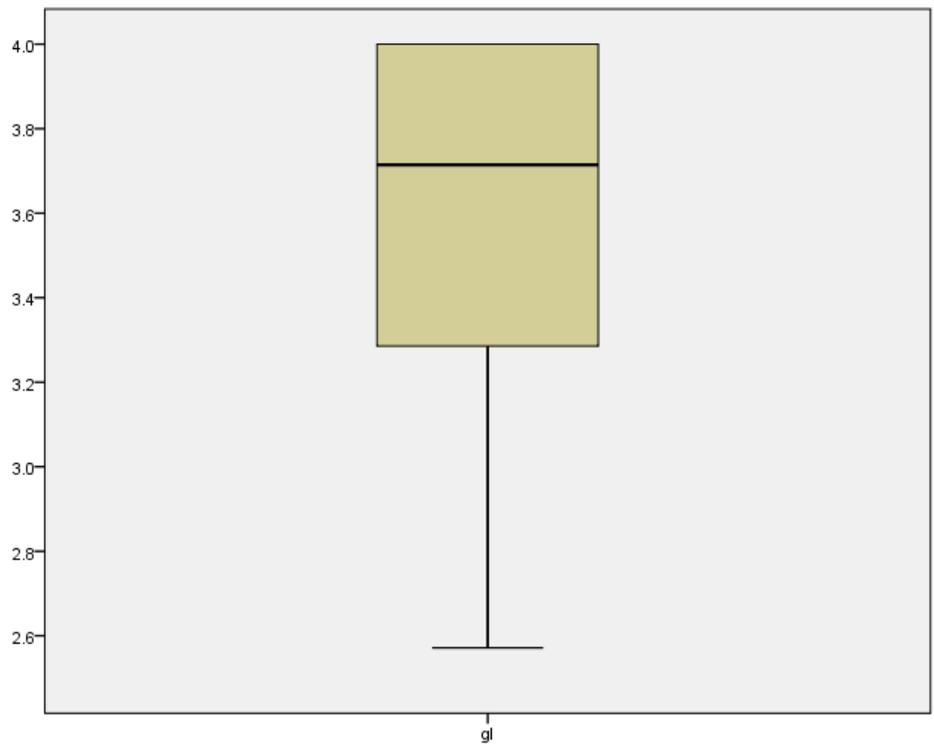
**writing**



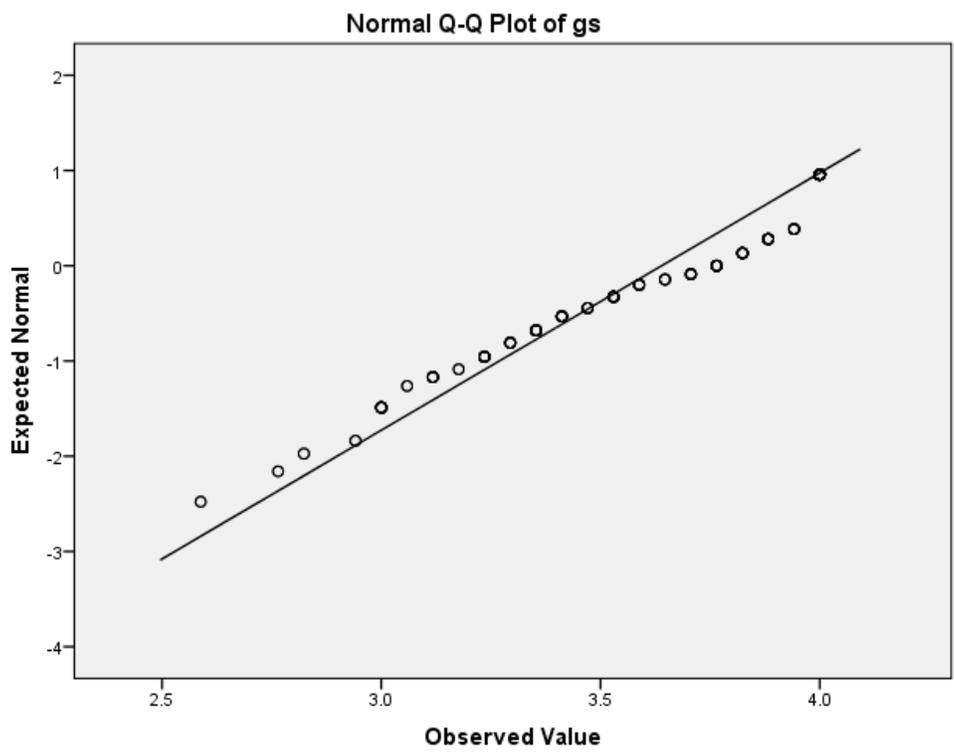


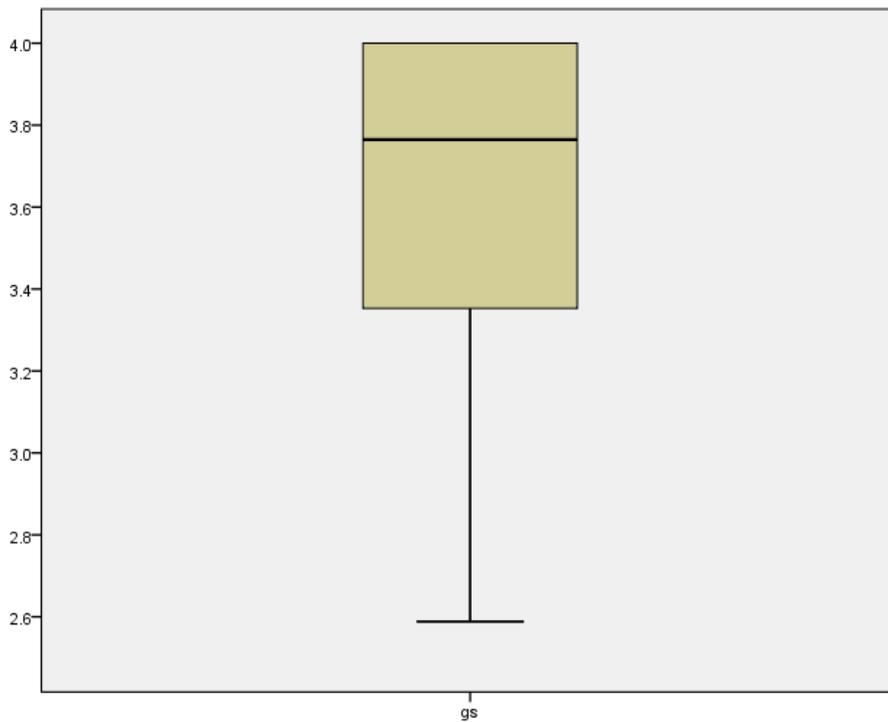
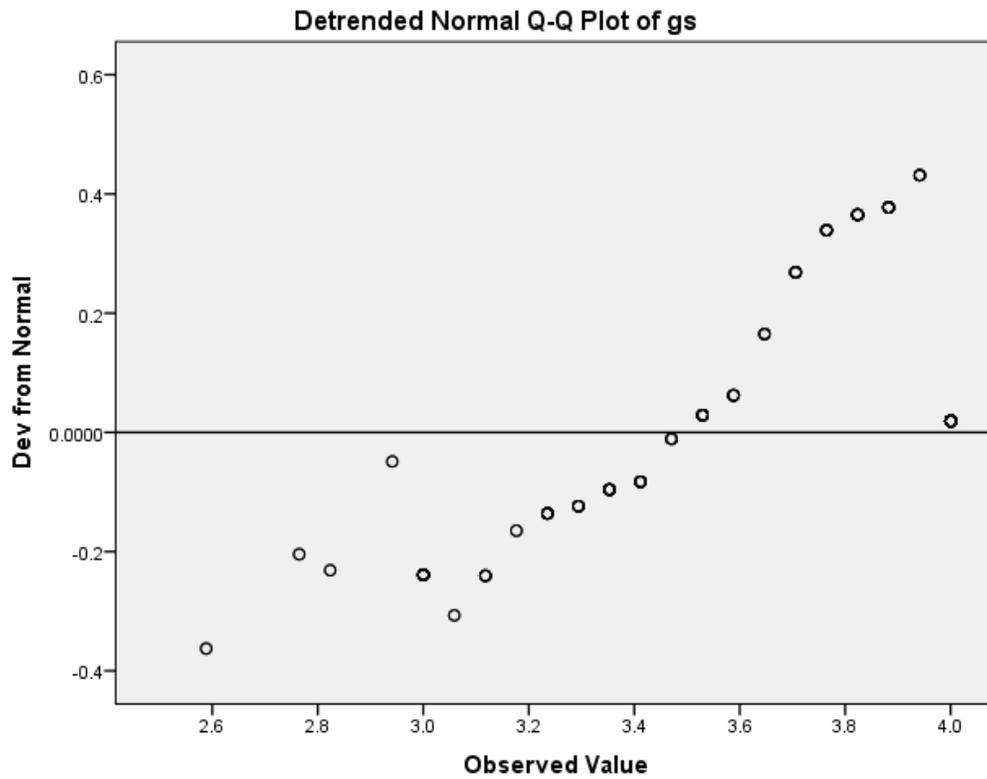
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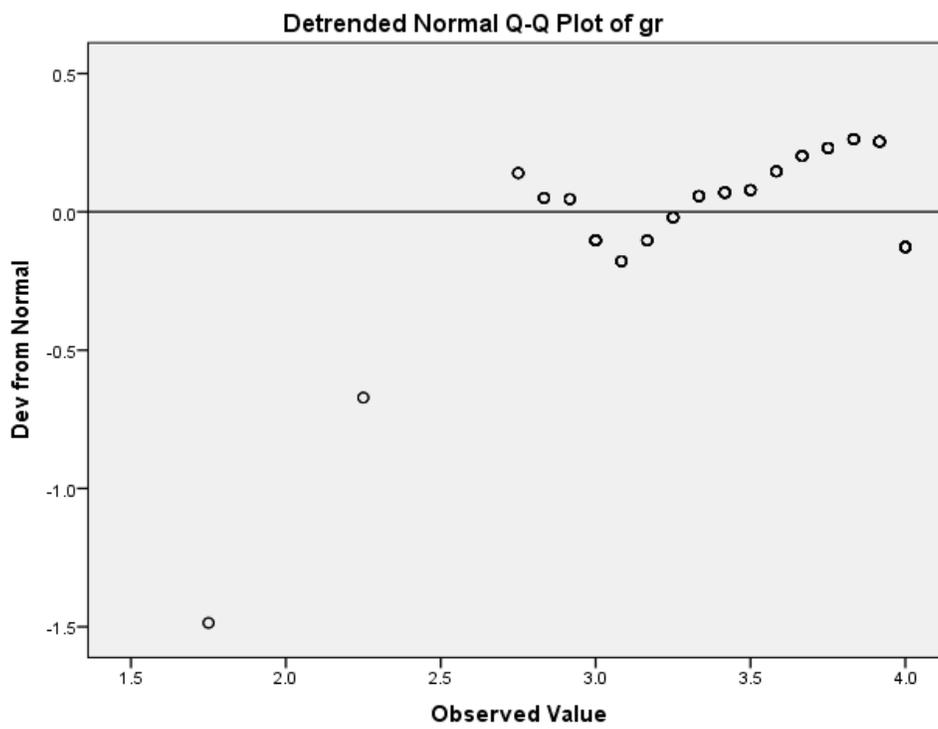
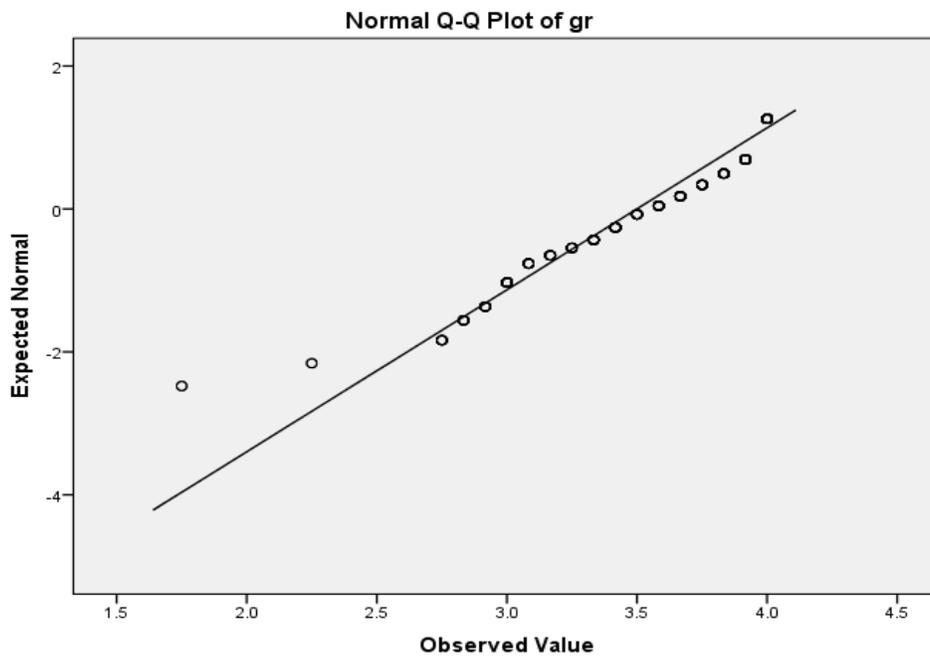


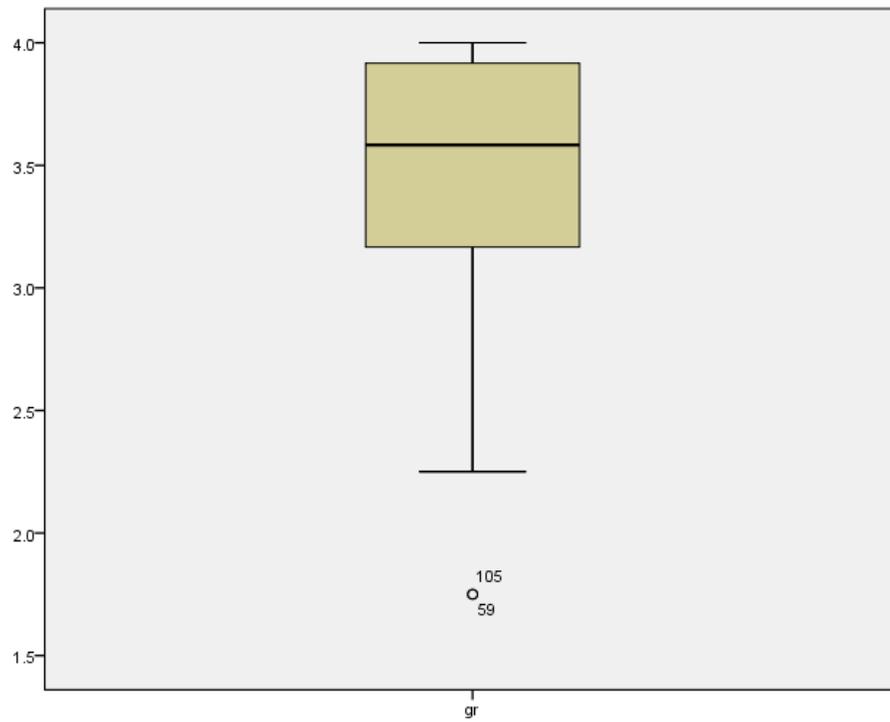
gs



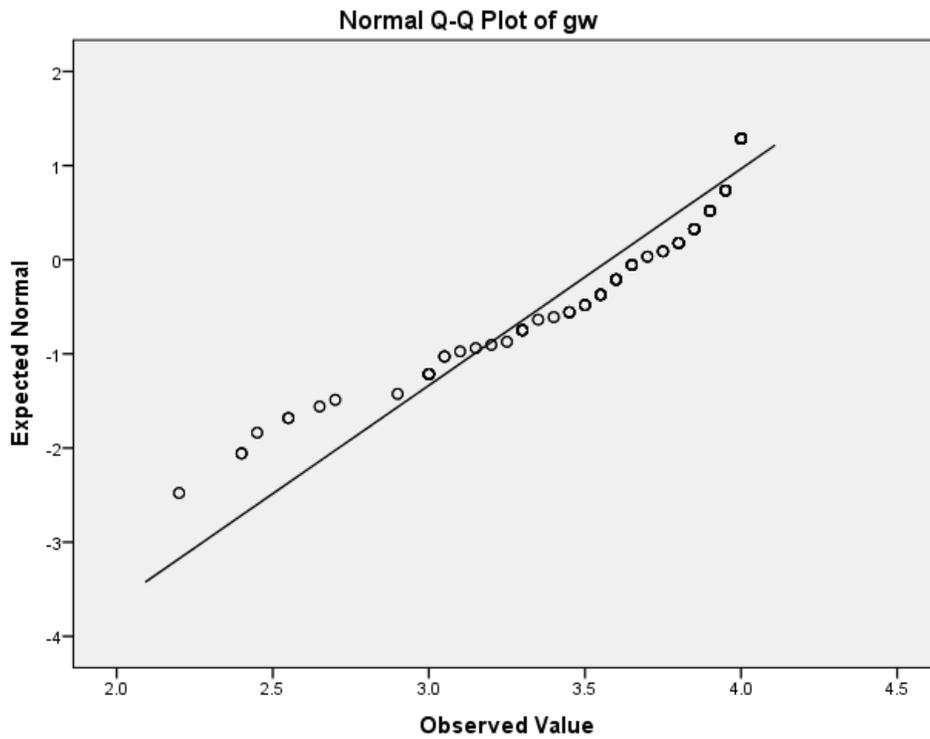


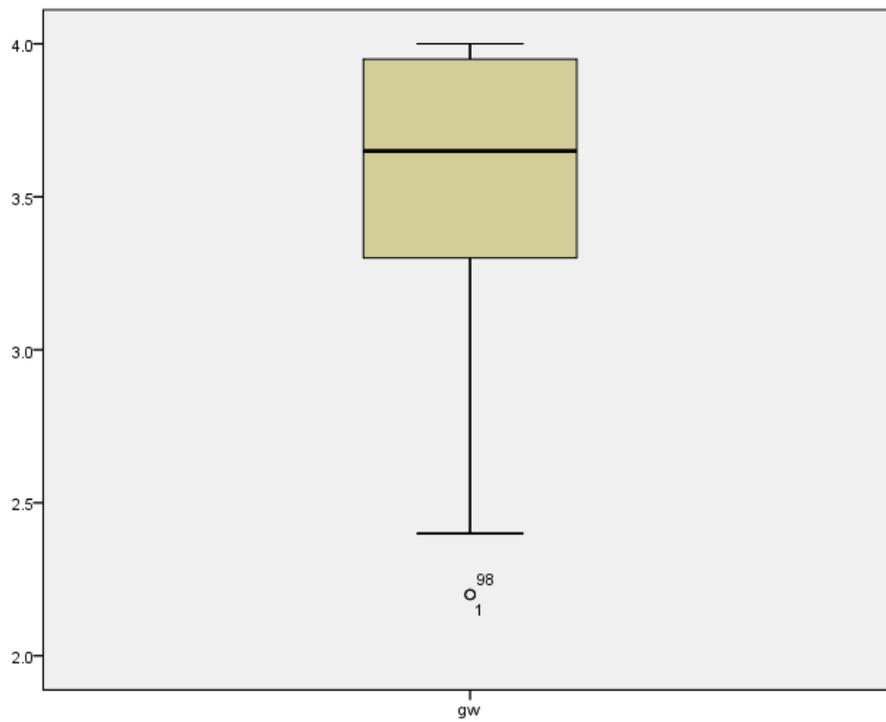
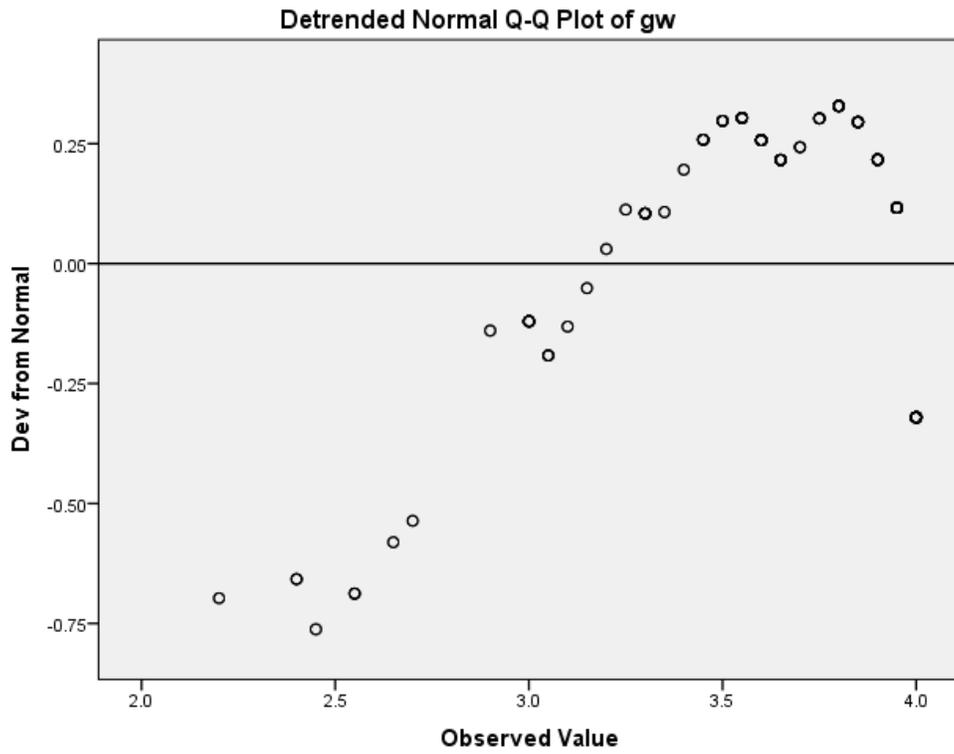
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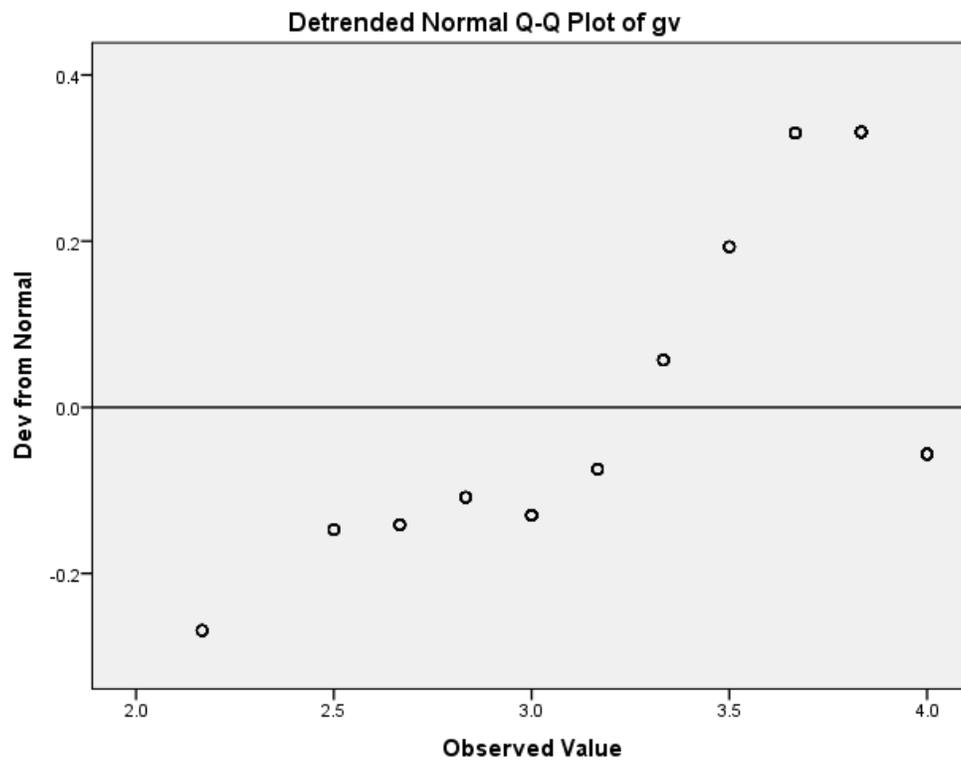
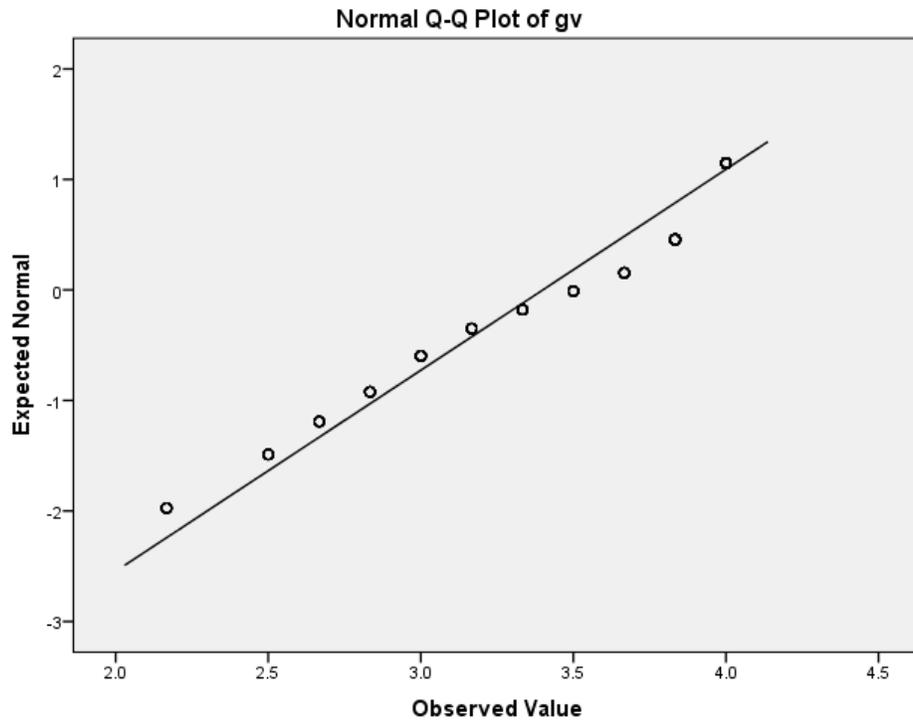


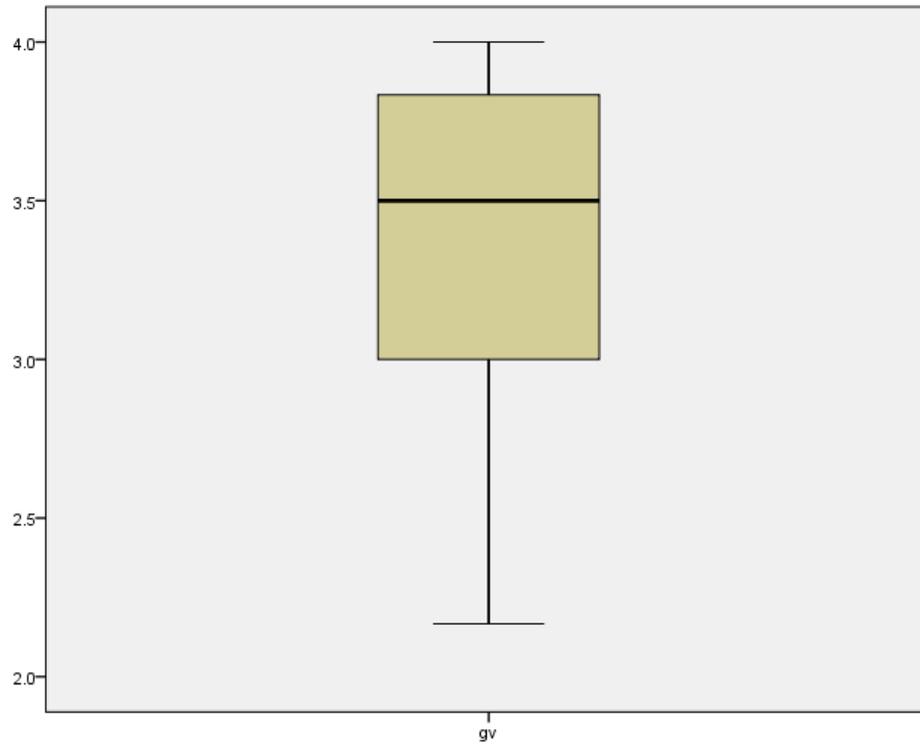
gw



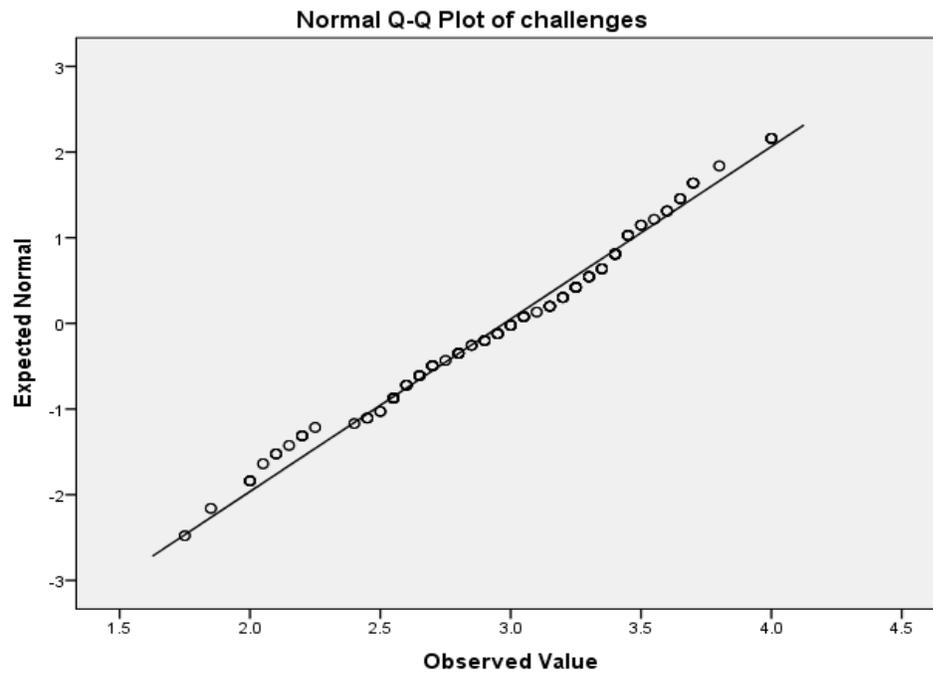


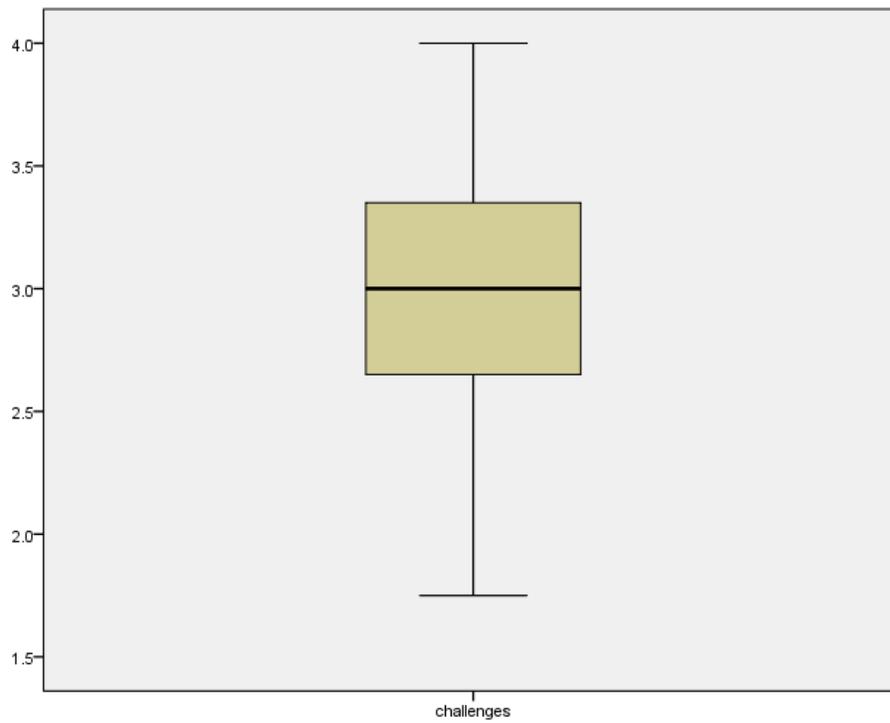
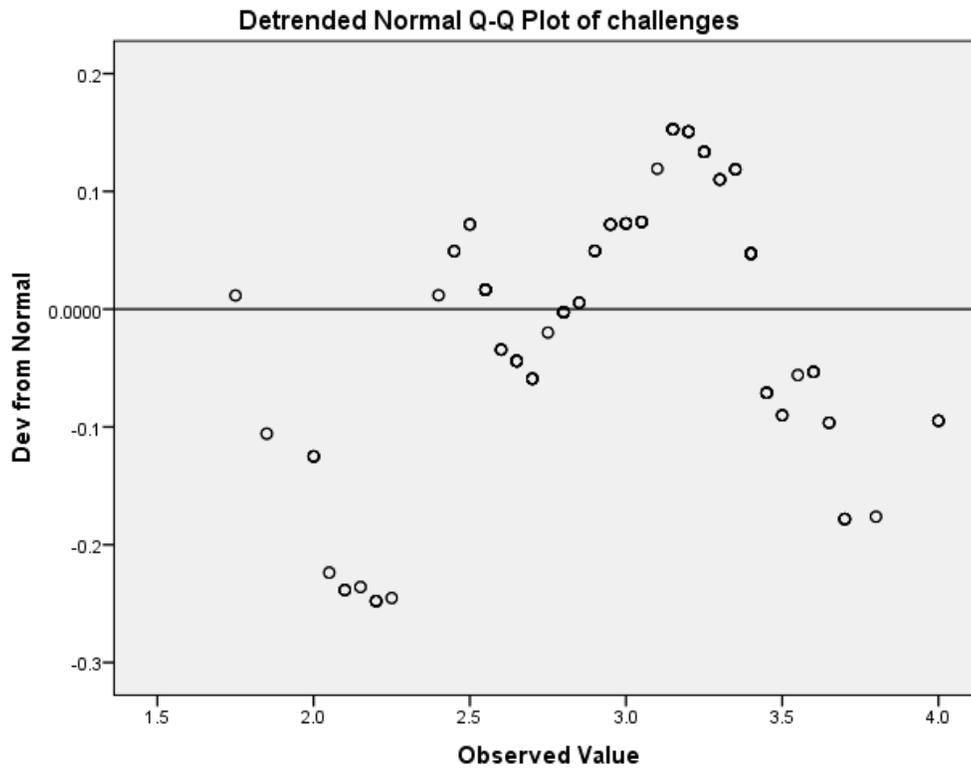
gv





**challenges**





**NPar Tests**  
**Mann-Whitney Test**

Ranks				
	group	N	Mean Rank	Sum of Ranks
gl	junior high	146	111.88	16335.00
	senior high	80	116.45	9316.00
	Total	226		
gs	junior high	146	105.13	15349.00
	senior high	80	128.78	10302.00
	Total	226		
gr	junior high	146	112.95	16491.00
	senior high	80	114.50	9160.00
	Total	226		
gw	junior high	146	104.68	15283.00
	senior high	80	129.60	10368.00
	Total	226		
gv	junior high	146	107.45	15687.00
	senior high	80	124.55	9964.00
	Total	226		

Test Statistics <sup>a</sup>					
	gl	gs	gr	gw	gv
Mann-Whitney U	5604.000	4618.000	5760.000	4552.000	4956.000
Wilcoxon W	16335.000	15349.000	16491.000	15283.000	15687.000
Z	-.518	-2.653	-.171	-2.754	-1.902
Asymp. Sig. (2-tailed)	.605	.008	.864	.006	.057

Grouping Variable: group

**Nonparametric Tests**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of gl is the same across categories of group.	Independent-Samples Mann-Whitney U Test	.605	Retain the null hypothesis.
2	The distribution of gs is the same across categories of group.	Independent-Samples Mann-Whitney U Test	.008	Reject the null hypothesis.
3	The distribution of gr is the same across categories of group.	Independent-Samples Mann-Whitney U Test	.864	Retain the null hypothesis.
4	The distribution of gw is the same across categories of group.	Independent-Samples Mann-Whitney U Test	.006	Reject the null hypothesis.
5	The distribution of gv is the same across categories of group.	Independent-Samples Mann-Whitney U Test	.057	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



**NPar Tests  
Mann-Whitney Test**

Ranks				
	group	N	Mean Rank	Sum of Ranks
listening	junior high	146	115.23	16823.00
	senior high	80	110.35	8828.00
	Total	226		
vocabulary	junior high	146	105.21	15361.00
	senior high	80	128.63	10290.00
	Total	226		
speaking	junior high	146	106.28	15517.00
	senior high	80	126.68	10134.00
	Total	226		
reading	junior high	146	109.62	16005.00
	senior high	80	120.58	9646.00
	Total	226		
writing	junior high	146	104.79	15299.00
	senior high	80	129.40	10352.00
	Total	226		

Test Statistics <sup>a</sup>					
	listening	vocabulary	speaking	reading	writing
Mann-Whitney U	5588.000	4630.000	4786.000	5274.000	4568.000
Wilcoxon W	8828.000	15361.000	15517.000	16005.000	15299.000
Z	-.536	-2.581	-2.245	-1.209	-2.719
Asymp. Sig. (2-tailed)	.592	.010	.025	.226	.007

a. Grouping Variable: group

**Nonparametric Correlations**

Correlations						
			listen ing	vocabulary	speaking	reading
Spearman's rho	listening	Correlation Coefficient	1.000	-.145*	-.054	-.091
		Sig. (2-tailed)	.	.030	.416	.173
		N	226	226	226	226
	vocabulary	Correlation Coefficient	-.145*	1.000	.011	.174**
		Sig. (2-tailed)	.030	.	.870	.009
		N	226	226	226	226
	speaking	Correlation Coefficient	-.054	.011	1.000	.030
		Sig. (2-tailed)	.416	.870	.	.656
		N	226	226	226	226
	reading	Correlation Coefficient	-.091	.174**	.030	1.000
		Sig. (2-tailed)	.173	.009	.656	.
		N	226	226	226	226
	writing	Correlation Coefficient	-.067	.192**	-.075	.248**
		Sig. (2-tailed)	.315	.004	.264	.000
		N	226	226	226	226



	challenges	Correlation Coefficient	-.011	.028	-.034	.110
		Sig. (2-tailed)	.868	.675	.608	.099
		N	226	226	226	226

Correlations				
			writing	challenges
Spearman's rho	listening	Correlation Coefficient	-.067	-.011
		Sig. (2-tailed)	.315	.868
		N	226	226
	vocabulary	Correlation Coefficient	.192**	.028
		Sig. (2-tailed)	.004	.675
		N	226	226
	speaking	Correlation Coefficient	-.075	-.034
		Sig. (2-tailed)	.264	.608
		N	226	226
	reading	Correlation Coefficient	.248**	.110
		Sig. (2-tailed)	.000	.099
		N	226	226
	writing	Correlation Coefficient	1.000	.018
		Sig. (2-tailed)	.	.782
		N	226	226
	challenges	Correlation Coefficient	.018	1.000
		Sig. (2-tailed)	.782	.
		N	226	226

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

### Nonparametric Correlations

Correlations						
			gl	gs	gr	gw
Spearman's rho	gl	Correlation Coefficient	1.000	-.063	.067	.128
		Sig. (2-tailed)	.	.349	.319	.054
		N	226	226	226	226
	gs	Correlation Coefficient	-.063	1.000	-.148*	.014
		Sig. (2-tailed)	.349	.	.026	.838
		N	226	226	226	226
	gr	Correlation Coefficient	.067	-.148*	1.000	.089
		Sig. (2-tailed)	.319	.026	.	.181
		N	226	226	226	226
	gw	Correlation Coefficient	.128	.014	.089	1.000
		Sig. (2-tailed)	.054	.838	.181	.
		N	226	226	226	226
	gv	Correlation Coefficient	.013	.031	-.005	-.114
		Sig. (2-tailed)	.848	.647	.935	.088
		N	226	226	226	226



	challenges	Correlation Coefficient	-.010	.121	-.004	-.129
		Sig. (2-tailed)	.881	.069	.957	.052
		N	226	226	226	226

Correlations					
			gv	challenges	
Spearman's rho	gl	Correlation Coefficient	.013	-.010	
		Sig. (2-tailed)	.848	.881	
		N	226	226	
	gs	Correlation Coefficient	.031	.121	
		Sig. (2-tailed)	.647	.069	
		N	226	226	
	gr	Correlation Coefficient	-.005	-.004	
		Sig. (2-tailed)	.935	.957	
		N	226	226	
	gw	Correlation Coefficient	-.114	-.129	
		Sig. (2-tailed)	.088	.052	
		N	226	226	
	gv	Correlation Coefficient	1.000	.005	
		Sig. (2-tailed)	.	.937	
N		226	226		
challenges	Correlation Coefficient	.005	1.000		
	Sig. (2-tailed)	.937	.		
	N	226	226		

\*. Correlation is significant at the 0.05 level (2-tailed).

### Nonparametric Correlations

Correlations						
			listening	vocabulary	speaking	reading
Spearman's rho	listening	Correlation Coefficient	1.000	-.145*	-.054	-.091
		Sig. (2-tailed)	.	.030	.416	.173
		N	226	226	226	226
	vocabulary	Correlation Coefficient	-.145*	1.000	.011	.174**
		Sig. (2-tailed)	.030	.	.870	.009
		N	226	226	226	226
	speaking	Correlation Coefficient	-.054	.011	1.000	.030
		Sig. (2-tailed)	.416	.870	.	.656
		N	226	226	226	226
	reading	Correlation Coefficient	-.091	.174**	.030	1.000
		Sig. (2-tailed)	.173	.009	.656	.
		N	226	226	226	226
	writing	Correlation Coefficient	-.067	.192**	-.075	.248**
		Sig. (2-tailed)	.315	.004	.264	.000
		N	226	226	226	226
	needs	Correlation Coefficient	-.019	.093	.050	.074
		Sig. (2-tailed)	.778	.163	.458	.271
		N	226	226	226	226



Correlations				
			writing	needs
Spearman's rho	listening	Correlation Coefficient	-.067	-.019
		Sig. (2-tailed)	.315	.778
		N	226	226
	vocabulary	Correlation Coefficient	.192**	.093
		Sig. (2-tailed)	.004	.163
		N	226	226
	speaking	Correlation Coefficient	-.075	.050
		Sig. (2-tailed)	.264	.458
		N	226	226
	reading	Correlation Coefficient	.248**	.074
		Sig. (2-tailed)	.000	.271
		N	226	226
	writing	Correlation Coefficient	1.000	.102
		Sig. (2-tailed)	.	.128
		N	226	226
	needs	Correlation Coefficient	.102	1.000
		Sig. (2-tailed)	.128	.
		N	226	226

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Nonparametric Correlations

Correlations						
			gl	gs	gr	gw
Spearman's rho	gl	Correlation Coefficient	1.000	-.063	.067	.128
		Sig. (2-tailed)	.	.349	.319	.054
		N	226	226	226	226
	gs	Correlation Coefficient	-.063	1.000	-.148*	.014
		Sig. (2-tailed)	.349	.	.026	.838
		N	226	226	226	226
	gr	Correlation Coefficient	.067	-.148*	1.000	.089
		Sig. (2-tailed)	.319	.026	.	.181
		N	226	226	226	226
	gw	Correlation Coefficient	.128	.014	.089	1.000
		Sig. (2-tailed)	.054	.838	.181	.
		N	226	226	226	226
	gv	Correlation Coefficient	.013	.031	-.005	-.114
		Sig. (2-tailed)	.848	.647	.935	.088
		N	226	226	226	226
	strategies	Correlation Coefficient	.082	.011	.218**	.042
		Sig. (2-tailed)	.220	.869	.001	.533
		N	226	226	226	226



Correlations				
			gv	strategies
Spearman's rho	gl	Correlation Coefficient	.013	.082
		Sig. (2-tailed)	.848	.220
		N	226	226
	Gs	Correlation Coefficient	.031	.011
		Sig. (2-tailed)	.647	.869
		N	226	226
	Gr	Correlation Coefficient	-.005	.218**
		Sig. (2-tailed)	.935	.001
		N	226	226
	Gw	Correlation Coefficient	-.114	.042
		Sig. (2-tailed)	.088	.533
		N	226	226
	Gv	Correlation Coefficient	1.000	.026
		Sig. (2-tailed)	.	.699
		N	226	226
strategies	Correlation Coefficient	.026	1.000	
	Sig. (2-tailed)	.699	.	
	N	226	226	

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).



## APPENDIX G

### Curriculum Vitae of the Researcher

#### JOSHUA ASINAS APOLONIO

Mangga St., Brgy. Lalud, Calapan City, Oriental Mindoro  
5200

Phone: (043) 472 9157 | Cell: 0956-471-8370

apoloniojoshua@gmail.com



#### EDUCATION

##### **Doctor of Philosophy in English Language Studies, 2021**

Dissertation: Needs Analysis, Challenges, and Teaching Strategies in English Grammar Learning

Dissertation Adviser: Dr. Imelda L. An

##### **Master of Arts in English Language Studies, 2017**

Thesis: Teaching Strategies among Preparatory English Language Teachers: Basis for Strategy Enhancement Program for Primary English Teachers

Thesis Adviser: Dr. Ma. Leticia Jose C. Basilan

##### **Bachelor of Arts in English Language, 2015**

Thesis: Structural Analysis of Robert Frost's Selected Works in Poetry

Thesis Adviser: Ms. Imel C. Montoya

#### HONORS AND AWARDS

**Passer**, September 2018, Board Licensure Examination for Teachers, Professional Regulations Commission, Major: English

**3<sup>rd</sup> Placer**, Katha, Literary Folio on ESP Short Story Writing, The DWCC Gazette, Academic Competition, Divine Word College of Calapan,

**Champion**, *ABian Idol* (Singing Contest), Cultural Competition, Liberal Arts and Criminology Department, Divine Word College of Calapan

#### PUBLICATIONS

**Oral Communication in Context, A Textbook for Senior High School, 2016**, Unlimited Books Library Services & Publishing, Inc.



**Practical Research 1, A Textbook for Senior High School, 2016,**  
 Unlimited Books Library Services & Publishing, Inc.

**Practical Research 2, A Textbook for Senior High School, 2016,**  
 Unlimited Books Library Services & Publishing, Inc.

**TEACHING EXPERIENCE**

**Teacher, Divine Word College of Calapan, 2017-Present**

- Practical Research 1 & 2
- Inquiries, Immersion, and Investigation
- English for Academic and Professional Purposes
- Reading and Writing

**Reading Teacher/ Instructor, EQ and IQ Mon Learning Center (KUMON), 2016-2017**

- Primary English Language Grammar

**One-on-One Tutor, Achiever’s Path Tutorial Center, 2016**

- General Subjects

**Speakership**

Seminar on Stylistics in Teaching and Research, Organizer

Webinar on Syllabus Making in the 21st Century Curriculum, Guest Speaker

**PROFESSIONAL SERVICE**

**Association of Linguists**

Divine Word College of Calapan

Press Relations Officer (S.Y. 2011-2012)

Vice President for Internal Affairs (S.Y. 2012-2013)

Vice President for Internal Affairs (S.Y. 2013-2014)

Linguistic Society of the Philippines – Association of Linguists

President (S.Y. 2014-2015)

**Graduate School, Lyceum of the Philippines University – Batangas**

Treasurer (S.Y. 2015-2017)

Press Relations Officer (S.Y. 2019-2020)

Vice President (S.Y. 2020-2021)



**Faculty, Employees, and Administrators Club**

Full-time Faculty, Divine Word College of Calapan  
Senior High School Department  
Licensed Professional Teacher  
PRC ID No. 1693135  
Member, 2017-present

**COMMUNITY SERVICE**

**Psalmist and Choir**, Sto. Niño Cathedral, Calapan City, Oriental Mindoro,  
2019–present

**Member**, Missionary Families of Christ – Singles, Calapan City, Oriental  
Mindoro, 2019–present

**PROFESSIONAL AFFILIATIONS**

Linguistic Society of the Philippines, 2014-2015  
Professional Regulations Commission (PRC), 2018-present  
Divine Word College of Calapan – Basic Education Research Team,  
Chairman, 2020-present

**LANGUAGES**

**Filipino:** Native Language

**English:** Fluent, Advanced Reading and Writing

**COMPUTER SKILLS**

Microsoft Office (Word, PowerPoint, and Excel)  
Zoom Meetings, Google, Social Media

**CHARACTER REFERENCES****Dr. Fedeliza A. Nambatac**

Principal, School of Basic Education  
Divine Word College of Calapan  
Contact# 09237083726/ 09778014166

**Mr. Mark Louis D. Ondevilla**

Loan Market Operations Supervisor  
Pepper – PSO Manila Limited  
Contact# 09552082569



**Mr. Gerwin H. Carrasco, CMITAP**  
College Instructor I  
Technological Institute of the Philippines-Manila Campus  
Contact# 09065647688

I hereby certify that the above mentioned information are true and correct from the best of my knowledge.



Mr. Joshua A. Apolonio, LPT



