

UNRAVELING THE READING AND GRAMMARING SKILLS OF LEARNERS BEYOND THE PANDEMIC

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Abstract

This mixed methods study employing the sequential explanatory aimed at determining the reading skills and grammaring skills of learners. It was conducted at Kidapawan City Division - District II. The respondents of the study for the quantitative phase were the Grade VI learners. There were 10 teachers who participated in the interview.

The results show that the reading level of the learners is instructional. There is a significant difference in the pretest and posttest scores of the learners in the oral reading and reading comprehension. There was an increase in the scores in their posttest. The grammaring skills of the learners is described as observed in form, meaning, and use. Learners observed the necessary grammaring skills crucial for growth and development in the four macro skills. However, there is no significant relationship between the reading skills and the grammaring skills of learners. The reading skills of the learners did not have any impact on their grammaring skills because they are not yet in the independent level of readers. Poor reading comprehension skills and slow readers are the challenges faced by the teachers.

In responding to the challenges, teachers asked helped from reading experts in the field, lowered their level in teaching, and applied reading remediations to improve the reading and grammaring skills of the learners. Teaching the fundamental concepts of grammar is the skill needed by teachers to increase the grammaring skills of the learners. The intervention plan is proposed to provide the overview of the strategy to be employed in enriching the grammaring skills of the struggling learners. Through this, they would become independent readers and could have attained the mastery level.

Keywords: *Unraveling, Reading, Grammaring Skills, Learners, Pandemic.*

INTRODUCTION

Reading has been the major concern of teachers all over the world. It was noted that learners cannot even express themselves in the English language. This led to poor performance not only in English but also in Mathematics and Science. Among the non-native speakers, Filipino learners often faced this muddle. Although, English has been treated as the second language problems still exists.

As mentioned in the study of (Kara, et al., 2023) oral reading is coupled with the speed per minute. When students know how to decode the words and are exposed to its usage in communication, they can easily articulate it with finesse and style. Findings showed that reading activities employed by teachers at school enhanced the interests of the students toward the language (Wu & Gadke, 2023).

Just this year, a study finding of Asia Primary Learning Metrics (2019) (SEA-PLM) disclosed that only 10% of the Grade V students was on the standard level of reading which means that they failed to achieve the minimum proficiency level in familiarization and understanding of texts. This placed the Philippines behind Vietnam, Malaysia, Myanmar, and Cambodia (Dela Pena, 2023). It was previously confirmed by (Miñoza & Montero, 2019).

Reading cannot be detached with how learners developed their grammaring skills (Cartwright, 2023; Joana et al., 2023; Justice & Jiang, 2023). However, there are no studies which conducted the same

in the national and even in the local parlance. Majority of these studies provided the pictures of the foreign learners (Gillam et al., 2023; Grey, 2023) and employed the university students as their respondents (Kumnayas & Lengkoan, 2023).

The aforesaid reasons motivated the researcher to conduct this study in the local setting which involved the Grade VI pupils. This study looked into their readiness as they embarked with their journey as high school students. Therefore, this study was conceptualized and sought the significant difference of their reading skills and its relationship with the grammaring skills.

Statement of the Problem

This study aimed to determine the oral reading and comprehension and the grammaring skills of the learners. Specifically, it answered the following research questions:

1. What is the level of pupils' reading skills in pretest and posttest in terms of oral reading and reading comprehension?;
2. What is the level of pupils' grammaring skills in terms of form, meaning and use?;
3. Is there a significant difference between the pupils' pretest and posttest results of their oral reading and reading comprehension?;
4. Is there a significant relationship between the reading skills and grammaring skills of the pupils?;
5. What are the challenges faced by the teachers on the reading skills of the pupils?;
6. How do teachers cope with the challenges faced by the pupils in reading skills?;
7. What skills do teachers need to enhance the grammaring skills of the pupils?;
8. What intervention plan can be proposed to enhance the reading and grammaring skills of the pupils?

Scope and Delimitation of the Study

This mixed methods employing the sequential explanatory determined the reading and grammaring skills of the Grade VI pupils. The reading skills of the pupils involved in the study were limited to the oral reading and comprehension. Teachers were interviewed to answer the qualitative questions. This was conducted during the Second Semester of School Year 2022-2023.

Method Used

This study employed the mixed methods specifically, the sequential explanatory research design (Hirose & Creswell, 2023). It involved the utilization of two methodologies. First, the quantitative and followed by the analysis of the qualitative data. Moreover, this presents that the quantitative is being strengthened or supported by the qualitative data (Edmonds & Kennedy, 2016).

Qualitative research underscores the essence of lived experiences, words, pictures, and documents on the occurrence of the phenomenon. This provides an idea that not all methodologies needed numerical data in order to give meaning to the world. In the like manner, this provided an idea that qualitative can intersect with the quantitative especially for the confirmatory purposes (Lester et al., 2020).

Conversely, quantitative was used to determine the significant difference on the scores of the pupils in their oral reading and comprehension skills. This was followed by the identification of their grammaring skill level. After which, the significant relationship among these variables were sought.

Moreover, this study employed the phenomenology where it identified the experiences of the teachers relative to the reading and grammaring skills of their pupils. They expressed their sentiments through an in-depth interview. Themes were identified to reveal the meaning of their responses.

Sampling Technique

In the selection of the respondents, the researcher employed the complete enumeration of the Grade VI pupils. Below showed the presentation of the number of the respondents.

Table 2. Respondents and Participants of the Study

School	Number of Pupils	Number of Teachers
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Sibug Memorial Elementary School	32	10
Perez Elementary School	30	
Manongol Central Elementary School	31	
Total	93	

For the qualitative, the researcher used the criterion-based sampling in determining the informants. There were 10 teachers who were selected. They were chosen using the following criteria.

1. A Reading Teacher;
2. A Grade VI teacher of Kidapawan City District II; and
3. Provided reading intervention to struggling readers.

Results and Discussions

Pretest and Posttest Results of Oral Reading and Reading Comprehension of the Pupils

Table 3 reveals the pretest and posttest results of the reading skills of the pupils. It presents that their levels of oral reading and reading comprehension are interpreted as instructional. This means that the pupils can read and comprehend the reading texts.

Furthermore, in the pretest, the result implies that the pupils have a better oral reading level which means that their scores are between 90-96%. The same with the reading comprehension skills where their scores are between 59-79%. This means that the pupils have already the necessary skills and teachers can see progress on their performance especially in reading. This is the process where they are already learning and developing their vocabulary in order for them to relate to the reading texts. Indeed, they can comprehend aside from the speed of reading.

This is in consonance to the findings of that many Filipino learners are far behind their counterparts in the Southeast Asia in terms of reading comprehension. For example, in Thailand they hired foreign teachers to teach English to their students. This is also true in countries like Cambodia, Laos, and Vietnam. They are very specific toward their students' growth and development in learning English (Abril et al., 2022; Perfecto, 2022).

Table 3. Pretest and Posttest Results of Oral Reading and Reading Comprehension of the Pupils

	Oral Reading	Interpretation	Reading Comprehension	Interpretation
Pretest	1.67	Instructional	1.75	Instructional
Posttest	1.99	Instructional	2.15	Instructional

Legend:

Reading Level	Range	Oral Reading		Reading Comprehension
		Reading	Range	
Independent	2.34 – 3.00	97 - 100%	2.34 – 3.00	80 – 100%
Instructional	1.67 – 2.33	90 – 96%	1.67 – 2.33	59 – 79%
Frustration	1.00 – 1.66	89 % below	1.00 – 1.66	58% below

The posttest results of the oral reading and reading comprehension provides an idea that there is an increase in their scores. However, the interpretation provides that they are still in the instructional level as readers.

This implies that there is a significant increase in the scores of the pupils. But then, this still places them in the instructional level as readers. This can be associated by the mere fact that students learning does not happen in an instant considering that there are other variables that can hamper their quest in increasing their performance. More importantly, there is a pace of

change which can be attributed to how they motivate themselves as well as with the help of their teachers, peers, and tutors.

For Gagalang (2022), when proper intervention is designed by teachers in teaching reading then problems in comprehension and speed of reading is not actually a big deal. Their only focus is to continue the growth of learning so that they may proceed to the next level of reading skills. They will become independent readers who do not need the presence of their teachers. Comprehension is no longer an issue, and that teachers can truly say that the quality of education can be achieved (Perfecto, 2022).

Grammaring Skills of the Pupils

There are three criteria which determined the grammaring skills of the learners in Table 4. These are the form, meaning, and use. In terms of form, the table shows that the pupils observed the production of segmental and suprasegmental sounds. Also, they observed the correct order of affirmations, negations, and questions. Among the three dimensions of form, statement 3 got the lowest mean of 2.71 which means that the learners observed the correct formation of words and conjugation in present simple tense.

Correspondingly, this entails that the learners can produce the sounds of letters correctly and thus, it is easy for them to understand the meaning of the texts. More so, they can confirm to the veracity of the statements and can even express whether it is false. Aside from that they can construct sentences crucial in gathering necessary information.

Additionally, the form as a grammaring skill concurs that pupils are capable enough to identify the tense of the verb. By simply adding the -s or -es to singular form indicates the beginning of learning among them. They can easily adjust when another set of tenses will be introduced to them. Hence, it will enable them to compare and construct sentences free from errors.

In terms of meaning, they observed by using varied and accurate vocabulary according to the audience, topic and meaning of the concept to connect the sentence appropriately. In the same vein, they recognized the verbal tense in which interaction takes place.

This grammaring skill provides an idea that the learners are capable enough to use terminologies that are crucial for expanding their horizon. It is easy for them to construct ideas and connect it to the bodies of knowledge from one paragraph to another. Even in the form of speaking, it would be easy for them to provide coherence where ideas are put together. Tenses of verb were properly used regardless of the complexities. By looking into this result, the pupils are capable to observe the time of the actions being underscored in the sentences.

Lastly, in terms of use the learners observed by recognizing the intention and context. They delivered the oral message through conversational resources such as elicitation and reiteration. In line with this, they observed the cohesion of the oral text through the use of subject pronouns and the use of simple connectors.

The result assumes that the pupils grammaring skills are indeed developing. As they read the texts, they are able to understand the meaning as well as the intent of the characters being portrayed. When assigned to respond to questions, they provided an in-depth meaning of the message and tried to figure out what is the implications. In order to make the delivery of the message more meaningful, they utilized cohesive devices instead of resorting to fillers. Ideas are well connected through the pronominals and conjunctions.

Grammaring skill is the fifth skill identified by Larsen-Freeman (2019) that every learner should have to possess. After having the four macro skills namely: reading, writing, speaking, and listening, grammaring skill is the byproduct where they have to apply both when they express in writing and speaking. Knowing the structures of English is the biggest achievement of the learner as this is the key to comprehend other aspects disciplines like Science and Mathematics (Mart, 2013)

Table 4. Level of the Grammaring Skills of the Pupils

Criteria	Description	Mean	Description
Form	The pupils produce the intelligible segmental and suprasegmental sounds.	2.88	Observed

	The pupils observe the correct order of affirmations, negations, and questions.	2.75	Observed
	The pupils observe the correct formation of words and conjugation in present simple tense.	2.71	Observed
Meaning	The pupils adequately recognize the verbal tense in which interaction takes place.	2.66	Observed
	The pupils use varied and accurate vocabulary according to the audience and topic and the meaning of the concept is connected to the sentence appropriately.	2.81	Observed
Use	The pupils recognize the intention and context.	2.80	Observed
	The pupils deliver the oral message through conversational resources such as elicitation and reiteration.	2.85	Observed
	The learners observe the cohesion of the oral text through the use of subject pronouns and the use of simple connectors	2.60	Observed

Scoring Range	Description
3.25 – 4.00	Highly Observed
2.50 – 3.24	Observed
1.75 – 2.49	Rarely Observed
1.00 – 1.74	Poorly Observed

Significant Difference of Pretest and Posttest on Oral Reading of the Pupils

The significant difference of pretest and posttest scores of pupils in oral reading is presented in Table 5. There is a significant difference as provided by the t-value of -6.315**. The negative t – value emphasized that the posttest results are better than the pretest results.

The result explains that there is a significant difference in the scores of the students in pretest and posttest. However, nothing has changed in their reading level. They are still in the instructional level. But then it can be surmised that changes in reading does not happen immediately even in the implementation of the intervention of the teachers. There are still other factors which can be associated by the phase of reading level of the students.

Correspondingly, when proper intervention is applied, the reading level of the learners increase. Sometimes, it can be associated of how teachers provided the necessary intervention especially on those students who do not want to participate (Agayon et al., 2022). The classroom size sometimes can have a significant impact on reaching out all the struggling learners. In the Philippines, teachers have been bombarded with a lot of paperwork. Their supposed time to teach has been consumed by this nonsensical work (Ligan & Tacadena, 2022).

Table 5. Difference of Pretest and Posttest on Oral Reading of the Pupils

Oral Reading	Mean	Std. Deviation	Std. Error Mean	t	df	Sig
	-0.32258	0.49258	0.05108	-6.315**	92	0.000

Significant Difference of Pretest and Posttest on Reading Comprehension of the Pupils

Table 6 shows the difference of pretest and posttest in reading comprehension of the students. There is a significant difference in their scores because the level of significance is below 0.05%. This means that there is a slight change on the phase of comprehension skills of pupils.

This implies that the reading comprehension skills of the pupils projects a difference. Though the difference is not that higher, but then it connotes that learnings happened. When teachers provided learning activities to the pupils, they faced a lot of challenges. Of course, they have to make sure that after the intervention they provided, the students could have the realizations of connecting themselves

with the texts.

In the parlance of reading comprehension, it can only be attained when the dedication of the teachers bloomed into the hearts of the learners. If the learners could not see the efforts shared to them then they will face the biggest challenge in reading (Balgua et al., 2022). They could not afford to continue with their quest for a higher learner. Instead they have to participate and work closely with their teachers. Schools shall have to implement reading programs suited to the needs of the struggling readers (Baful & Derequito, 2022).

Table 6. Difference of Pretest and Posttest on Reading Comprehension of the Pupils

Reading Comprehension	Mean	Std. Deviation	Std. Error Mean	t	df	Sig
Pretest						
Posttest	-0.39785	0.59234	0.06142	-6.477	92	0.000

Relationship between the Oral Reading Skills and Grammaring Skills of the Pupils

Table 7 reveals that there is no significant relationship between the oral reading skills and grammaring skills of the learners. The level of significance is higher than 0.05% which means that none of the dimensions of grammaring skills showed any relationship with the oral reading skill. This leads to the acceptance of the hypothesis.

This implies that pupils may be fast in the oral reading but they could not comprehend the texts they have read. Therefore, there is no connection between the speed and their ability to explore the greatness of the English language in different facets of life. In the like manner, the pupils could not even determine which of the texts they read belonged to the specific lexical category and their functions in the sentences.

Indeed, speed in reading is not the guarantee that learners have the skills as well in grammar (Manhardt & Recorla, 2002). Learning the structures of the language needed in-depth analysis as well as the applications in writing and oral discourses. If teachers failed to give emphasis on these, therefore, they expect that their learners could never step into the next phase of learning (Yakubov, 2022).

Table 7. Relationship between the Oral Reading Skills and Grammaring Skills of the Pupils

		Form	Meaning	Use
Oral Reading	Pearson Correlation	.048	.066	.038
	Sig. (2-tailed)	.645	.530	.721
	N	93	93	93

Relationship between the Reading Comprehension Skills and Grammaring Skills of the Pupils

Table 8 shows that there is no significant relationship between the reading comprehension skills and the grammaring skills of the learners. Looking into the table, the result shows that the level of significance is higher than 0.05. Thus, the hypothesis is accepted.

This explains that reading comprehension and grammaring skills do not have the association. Further, this implies that though learners are on the instructional level, this is not yet the standard of evaluating them to determine their expertise in grammaring skills. These skills needed all the applicability of grammar in order for the learners to grasp the bodies of knowledge.

Conversely, the grammaring skills can actually lead learners to have the comprehension skills. These two are interrelated since the former is the foundation and the latter is the application (Yasar Yuzlu & Dikilitas, 2022). When classrooms are not filled with the grammaring skills, then it is impossible for the learners to strengthen their comprehension skills (Castillo-Cuesta, 2022).

Table 8. Relationship between the Reading Comprehension Skills and Grammaring Skills of the Pupils

		Form	Meaning	Use
Reading	Pearson Correlation	.131	.177	.156
Comprehension	Sig. (2-tailed)	.211	.090	.135
	N	93	93	93

Challenges face by the Teachers on the Reading skills of the Pupils

Table 9 presents the themes and core ideas on the challenges faced by the teachers on the reading skills of the pupils. There are two emergent themes. These are the poor reading comprehension skills and the slow readers.

Poor Reading Comprehension Skills. It cannot be denied that when learners failed to decode the meaning of the texts comprehension is impossible. They would simply read it without internalizing what is meant by the texts. Indeed, this created a biggest challenge on the part of the teachers since comprehension is always the consideration when teaching reading. Though pupils can read but could not understand the meaning is still a problem. This is the very reason why they preferred to express themselves in their mother tongue instead of the English language.

As stated by one of the informants during the interview:

“The problems that I experience relative to the reading skills of the students are the issues in decoding words and poor comprehension skills. Some students have the difficulty in decoding words and others have the difficulty in understanding what they have read.” (Informant 2)

This predicament is also the experience of another informant who stated that:

“Nowadays we have problems like difficulties in the vocabulary, decoding and reading comprehension of our students for this year.” (Informant 2)

Informant 5 reiterated that:

“The most difficult to handle is the struggle in reading comprehension, students who struggle with reading comprehension often fall behind their classmates academically and in multiple areas, maybe the reason is student have learning disability, lack of vocabulary or lack of interest.” (Informant 5)

Indeed, reading comprehension indicates the most problematic issues. As narrated by the informant:

“Learners poor reading comprehension skills is the most difficult to handle because their efforts to grasp individual word are so exhausting and they have no resources left for understanding.” (Informant 6)

In the same manner, this can be associated by the mere fact that they have limited number of vocabulary. The limitations of words can lead to limited ideas as well as they could not express give the inferences of the texts. Aside from that, they could not appreciate of what they are reading of. Hence, a fiasco on the part of the teacher.

There can be more factors which can be associated with the poor reading skills of the learners. As stated, home is the beginning of learning. Parents are the first teachers who have the big roles in providing the foundation toward reading (Pocaaan, 2022). On the contrary, the socio-economic status of parents even hampered to the quest of the learners to achieve their dreams in life (Butial et al., 2022).

Slow Readers. As learners moved to the next grade level they are expected to have the necessary skills in reading. One of which is their ability to read fast and with ease. However, there are some learners who even belonged to the frustration level. It means that their reading level is below the supposed passing rate. Therefore, it was difficult for them to compete with their classmates and they are left behind as expected. Usually, they omitted the words which they could not express especially those with complicated spellings.

In the interview conducted, this problem was mentioned by one of the informants:

“The problems I experience relative to the reading skills of the learners are their slow reading abilities (most of them at the frustration level, some of them could not even read especially in English) at the beginning of the school year but because of the reading program of the school RUE (Read Understand and Explore) reading skills of the learners were now improved. This time all the learners can read but there is problem in terms of their comprehension level- can read but cannot comprehend what they are reading.” (Informant 4)

In like manner, there are learners who opted not to read the texts that they are not familiar with aside that they are slow readers:

“The problems I experienced relative to the reading skills of the students are Poor reading comprehension, problem in Oral text reading fluency, Oral text reading accuracy, and out of the context word decoding and spelling.” (Informant 6)

In addition:

“The common problems that I experience to the reading skills of the learners are omission of words while reading, slow reading speed, difficulty in decoding words and poor comprehension.” (Informant 9)

In reading, it cannot be denied that there are learners who would rather stay at the back and preferred not to participate. The motivation which can be provided by the teachers would enable them to have the confidence. Every learner should be treated equally and opportunities should be shared to each one of them (Sumalinog, 2022). Empowering every learner in the class would lead them to feel that they are special (Magollado, 2023).

Table 9. Themes and Core Ideas on the Challenges Faced by the Teachers on the Reading Skills of the Pupils

Themes	Core Ideas
Poor Reading Comprehension Skills	The learners cannot decode the meaning of the texts.
	There are learners who cannot write the correct spelling of words
Slow Readers	There are learners who are in the frustration level of their oral reading
	There are learners omitted the difficult words

Coping strategies of the Teachers on the Challenges Faced by the Pupils in Reading Skills

The coping strategies of the teachers on the challenges faced by their learners in reading skills are shown in Table 10. Asking help from reading experts, going down to the level of learners, and applying the reading remediation are the themes which emerged from the responses of the teachers.

Asking help from reading experts. Every teacher has their own specializations. There are teachers who do not have the skills to connect the struggling learners with the texts. Expertise of the teachers in reading can make a difference. They have the patience as well as the dedication that will bring change to the lives of those who struggled to decode the texts. Their specialization enabled learners to enhance their confidence to do better in school and become competent.

For informant 1, this approach is effective. As she said:

“To overcome those challenges, I ask the guidance and expertise of my co-teachers especially our master teacher and our reading coordinator since they are trained more on how to deal with this type of issue in reading. They have told me to go back to the basic in reading and that is through the using of sounds and also using the Marungko Approach which help me develop my skills on teaching how to read.” (Informant 1)

The responsibilities are not only endowed to one teacher in school. As stated by Rogers et al. (2023) that everybody needs someone’s expertise. There are things that one can provide which may have the gargantuan impact on the learning capabilities of the learners. More importantly, each one at school does their roles in order to alleviate reading skills of their learners (Greenleaf et al., 2023).

Going down to the level of the pupils. Teachers need to begin from the basics of reading. The teaching of phonetics and phonology marks the beginning of reading skills. When teachers have to teach the names of the letters, learners only developed the rote learning or the memorization. In fact, this cannot last longer because the ability of the learners to keep the information is too short. But when they would be taught with the proper ways like the sounds of letters, these learners can eventually apply it to a higher level by integrating the different patterns as well as the blending. Furthermore, learning does not happen in a night alone. It needs time, passion, and compassion.

In light of this theme, an informant shared that:

“As a teacher, I have to go down to the lowest level for those who have severe difficulties in reading. Like I have to teach the letter sounds, the phonics, and later about the phonemic awareness that is a combination of letters like CVC to form a comprehensible word.” (Informant 2)

Reading does not happen in a snap of time. It follows the rigorous process. Teachers who handle reading should know the basics so that they know where to start. From that, they could be able to determine the changes that happen in the reading capability of their learners (Galton & Simon, 2023; Setlik & da Silva, 2023).

Applying the Reading Remediation. In teaching of reading, teachers have to use different approaches in order to succeed. The variations of strategies can increase the reading level of the learners. These connote that teachers do not rely only on one strategy but tried to impose things that can be crucial to the learning development of those who struggled in reading. Pupils need to be motivated. As such, scaffolding must be introduced to them. In this sense, peer tutoring empowered those performing learners to be the partners in achieving change in the classroom. In the same vein, teachers looked for the brighter side of teaching since they are pushing their learners to reach beyond their limits.

For teachers, the applications of remediations helped them encouraged learners to improve their reading skills:

“Make an action plan base on the result of PHIL – IRI. Identifying

non – readers and slow readers. Remediation every 3 pm and peer teaching to lessen the burden of teacher. Sound teaching and Marungko Approach, Reading CVC and asking help from parents.” (Informant 3)

Similarly, an informant added that:

“When the weather is good in the afternoon, we always have remedial reading to help improve their reading skills especially in their comprehension. I am having difficulties because sometimes I cannot extend time to be with the learners due to my ancillaries.” (Informant 4)

In line with this, different approaches were observed by the informant:

“Various strategies are used to resolve learners reading difficulty. Some of them are the repeated reading strategy, paired reading strategy, word repetition method, meaning analysis, word map & vocabulary notebook strategy.” (Informant 6)

Reading remediations were found to be effective in handling non-readers and or those who have struggles in reading (Clemens et al., 2023). However, the process of implementing it should be within the reading level of the students. Determining the needs analysis shall be done first so that they would be guided properly on the things that they are going to do. Progress can be recorded and significant difference can be compared (Li et al., 2023).

Table 10. Themes and Core Ideas on the Coping Strategies on the Challenges Faced by the Pupils in Reading Skills

Themes	Core Ideas
Asking help from reading experts	The teachers sought assistance of colleagues who have the profound background of helping the slow and non-readers.
Going down to the level of the pupils	The teachers needed to begin from the basics of teaching reading. The teachers introduced again the sounds of the letters.
Applying the reading remediation	The teachers used different reading strategies which could enhance and elevate the reading skills of the students The teachers tried to share stories related to the contexts of the lessons. The teachers empowered students through peer tutoring.

Skills that Teachers Need to Enhance the Grammaring Skills of the Pupils

Table 11 presents the themes and core ideas on the skills teachers needed to increase the grammaring skills of the students. The core ideas suggested that teachers should properly teach the grammar by emphasizing its usability in communication. Also, this should be applied in written and oral discourse and teachers should begin their classes with reading drills. These are the meaning of the theme on the teaching of the fundamental concepts of grammar.

Teaching the fundamental concepts of grammar. Filipinos are the second language learners. Many of them cannot appreciate the value of learning another language. For them, this foreign language is difficult since this is not their mother tongue. The complexity of this language added to this whereby

students tend to avoid using it in communication. Even the grammatical structures are too complicated and are far different from the Filipino language. For example, students have to be mindful with different tenses of the verb. These do not only have 3 aspects but 12.
 As mentioned during the interview:

“To improve the grammaring skills of the students, teachers should teach the fundamental concepts and rules of grammar so that students will be aware of what should be the proper word/s they would use in constructing a sentence. And also by letting the students read more so that they could understand better the structure of the sentences they have read.” (Informant 1)

Adding to the aforesaid statement:

“To enhance the grammaring skills of learners, let them learn to read, let them develop comprehension, reading daily at least 5 - 10 minutes and teach the correct grammar in the subjects taught and let just remember the purpose of teaching grammar this is not simply naming the parts of speech and rules of English. It needs to be strongly embedded in classroom talk reading and writing but the foundation should be a learner should be a reader.” (Informant 3)

The introduction of basic grammar rules should be done first. As shared by the informant:

“To improve the learner’s grammaring skills the teacher should introduce the basic grammar rules and provide various activity sheets. Encourage also the learners to read, read and read.” (Informant 6)

Motivating the students also played a crucial role in improving their grammaring skills:

“To improve the grammaring skills of the students the teacher should motivate them to read, let the student read in class or during the remedial class and let them read one-by-one, and teach each skill one at a time.” (Informant 9)

With these structure alone, students have the difficulty of internalizing it. Some of them will be misled as well as will be losing their interest in learning. However, it is the role of the teachers to help the learners overcome their fears in learning English. It is just a matter of explaining to them and the necessary pedagogical skills that would demystify the most difficult grammatical structures into something that is fundamental in their growth and development. Therefore, they will have the confidence in expressing themselves in English.

The teaching of grammar should begin from the basic. Teachers should be mindful of the implementation of the spiral curriculum at school. They should not complicate the topics when these are focused only on the simple ones. These may create information breakdown on the part of the learners considering English is one of the most complicated languages in the world specially in its conjugations (Feruza, 2023; Fox & Chang-Bacon, 2023).

Table 11. Themes and Core Ideas on the Skills Teachers Needed to Enhance the Grammaring Skills of the Pupils

Theme	Core Ideas
Teaching the fundamental concepts of grammar	Teachers should have to teach grammar properly.
	Teachers should give emphasis on the usability of grammar in communication.

	Teachers should have to apply grammaring in both written and oral.
	Teachers should have to apply the reading drills before proceeding to the lesson proper.

Summary of Findings

This mixed methods study employing the sequential explanatory aimed at determining the reading skills and grammaring skills of learners. It was conducted at Kidapawan City Division - District II. The respondents of the study for the quantitative phase were the Grade VI learners. There were 10 teachers who participated in the interview. The results show that reading level of the learners is instructional. There is a significant difference in their pretest and posttest in the oral reading and reading comprehension. The grammaring skills of the students is described as observed in form, meaning, and use. However, there is no significant relationship between the reading skills and the grammaring skills of learners. Poor reading comprehension skills and slow readers are the challenges faced by the teachers.

In responding to the challenges, they asked helped from reading experts, lowered their level in teaching, and applied reading remediations. Teaching the fundamental concepts of grammar is the skill needed by teachers to increase the grammaring skills of the students. The intervention plan is proposed to provide the overview of the strategy to be employed in enriching the grammaring skills specially by the struggling learners.

Conclusions

Based on the foregoing findings, this study concludes that the pupils' reading level both in oral and comprehension is average. The significant difference revealed that there was an increase in the scores of the pupils as shown in their posttest. Pupils observed the necessary grammaring skills crucial for growth and development in the four macro skills. In the same manner, the reading skills of the pupils did not have any impact on their grammaring skills because they are not yet in the independent level of readers. Conversely, teachers faced challenges because of the presence of struggling readers who failed to connect with the reading texts. Thus, it was necessary to work with the experts from the field. Variations of activities for the remediations were looked forward to improve the reading and grammaring skills of the learners. Through this, they would become independent readers and could have attained the mastery level.

Recommendations

This study recommends the following:

1. Utilize the specific strategy which could determine the relationship between the reading skills and grammaring skills of the pupils;
2. A sequential exploratory approach is deemed necessary to determine the model which is crucial for the reading and grammaring skills of the pupils;
3. Teachers should have to be ingenious in responding to the needs of their pupils in reading and grammaring;
4. Teachers should have the necessary trainings that will focus on the teaching of reading and grammaring; and
5. Publication of this paper in a refereed journal and presentation in the international forum will reach more readers and enthusiasts.

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