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Lived Experiences of Teachers in Teaching English Grammar

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Abstract

Aim: Using a modified Van Kaam method by Moustakas (1996), this study explored and described the teachers' lived experiences in teaching English grammar in Surigao del Norte Division. Five informants who have extraordinary experiences in teaching grammar participated in the study.

Methodology: This study used the descriptive phenomenological type of study according to Van Kaam's and modified by Moustakas (1994). This qualitative research is used because the purpose of the research was to describe and explain, explore and interpret, or build a theory (Leedy & Ormrod, 2005). Furthermore, using a phenomenological design was appropriate to accomplish research goals because describing experiences rather than analyzing or searching for explanations (Moustakas, 1994) revealed a unique understanding of English grammar teaching. Van Kaam's phenomenological design involved a search for an understanding of wholeness by examining entities from many angles, differing sides, and conflicting perspectives until a theme or common vision of an experience emerges (Moustakas). In a phenomenological investigation, a researcher is connected with the central research problem and has a personal interest in the experience.

Results: The results of the study provide an easy or quick remedy to the problems of teachers teaching grammar to students, especially those who lost interest in the subject/topic. It also provides additional techniques among teachers to assess where there are gaps in their knowledge of English grammar. This contributes to the formulation of programs, professional development sessions, and training for the teachers to be grammatically expert or fluent for them to be able to competently teach their students.

Conclusion: Consequently, the study recommended that school authorities should formulate programs and curricula that would prepare teachers to become grammatically competent in teaching grammar. There should be a more integrative approach to grammar assessment, and grammatical performance to be conducted using scales that gauge grammatical accuracy and complexity. In addition, there should be innovations in grammar assessment among schools for the benefit of both teachers and students. Grammar instruction in all schools should take the form of separate grammar lessons (a focus-on-forms approach) and should also be integrated into the communicative activities focus-on-form approach).

Keywords: Lived Experiences, Teachers, English Grammar

INTRODUCTION

Teaching grammar plays an important role in language teaching and is indeed the lifeline to literacy (Dizon & Sanchez, 2020; Salendab & Akmad, 2023; Salendab & Laguda, 2023). It is often named as a subject difficult to teach. Its technical language and complex rules can be intimidating. In other words, the teacher in grammar would find, at times, difficulty in teaching the subject fluently and thus require or urge him/her to seek help. On the other hand, if a teacher is an expert in teaching grammar, he/she may also have the experience to help facilitate and teach grammar correctly (Salendab & Dapitan, 2020; Sanchez, 2020a).

Hence, the researcher believes that teaching a good grammar lesson is just one thing. But, what if a pupil or a student has a grammar question? It cannot be denied that some pupils and students have personal tutors who may have studied grammar in advance. This would cause some teachers to feel surprised and therefore challenged to study and prepare. Still, this should not be taken for granted by teachers in elementary grades teaching with

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young pupils. Instead, a teacher is required to be more proficient, skilled, and prepared in teaching grammar being in the basic level. Even though questions from pupils at this level are just simple and jargon-free, explaining grammar is a skill a teacher needs to acquire through practice (Sanchez, Sanchez & Sanchez, 2023). Fernandez (2013) stressed that the ALS teachers are consistent and comfortable in using the Hiligaynon language in teaching Basic English Grammar to the ALS students. The latter are participating actively in the class at the same time they are enjoying because they are not discriminated against using Hiligaynon. According to the informants if they are using English in the ALS classes, the students are not participating, and it seems that the latter are not interested to listen to their teachers because the students do not understand unfamiliar words in the English language and many ALS students are discouraged to attend the class anymore. This study investigated the lived experiences of the informants in teaching basic English grammar who were inside the jail and the possible differences between teaching inside the classroom and the jail. Thus, this study will provide information on the continuing innovations for quality education beyond the classroom.

Additionally, teaching grammar is a multi-tasking role. A teacher needs to seek help and in the long run, shall be one who would give help to co-teacher and pupils in a greater perspective as expected. This makes teaching a cognitive activity and their beliefs and experiences greatly impact their instructional decisions in the classroom (Muñoz & Sanchez, 2023; Salendab & Cogo, 2022; Sanchez, 2023a). However, Borg (2008) viewed teaching as a complex cognitive activity. Teachers then are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs (Borg, 2008). In the same manner, Saengboon (2012) shared her experiences of teaching English subjects to students who dislike the subject. The majority of the participants thought of English as a difficult or very difficult subject. Although their English learning experiences were found to incorporate certain fun elements such as assigning English songs in class, their attitudes toward English and the learning of it were somewhat negative. Those difficult aspects of English had to do with grammar and vocabulary. Saengboon (2012) further shared that students seek help in the subject because they believed that "...English is definitely difficult, especially its grammar".

In simple parlance, the teacher needs to seek help from experts or read more books on grammar. In the long run, this would make him/her an expert also. And in this time, he/she will be the one to give help to those with difficulties in teaching and learning grammar lessons. Again, as a teacher, one is not expected to be a grammar expert. There may be some difficulties explaining the 'why' behind grammar points, but teachers should make sure to recognize the right and wrong words so pupils and students alike will still benefit from the teacher's English sensibility. Seeking help on how to find good lesson plans for teaching grammar is one of the things teachers usually do. Although teachers need not be fluent in grammar jargon, it is a good idea to teach at least some vocabulary like nouns, verbs, and past tense to assist in the explanations. Intermediate and advanced pupils may be familiar with many such words already. As a practice activity, a teacher needs to practice so that he/she could provide help to pupils in the long run.

It is within this context that the researcher explored teachers' views and lived experiences in teaching grammar thereby attaining English grammar competency.

Objective

This study explored and described the teachers' lived experiences in teaching English grammar in Surigao del Norte Division. Specifically, it sought answers to the following questions:

1. How do teachers make sense of their experiences as grammar instructors?
2. Based on the analyzed data, what themes of being a grammar teacher could emerge?

METHODS

Research Design

This study used the descriptive phenomenological type of study according to Van Kaam's and modified by Moustakas (1994). This qualitative research is used because the purpose of the research was to describe and explain, explore and interpret, or build a theory (Leedy & Ormrod, 2005; Sanchez & Sarmiento, 2020; Salendab & Dapitan, 2021a). Furthermore, using a phenomenological design was appropriate to accomplish research goals

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because describing experiences rather than analyzing or searching for explanations (Moustakas, 1994) revealed a unique understanding of English grammar teaching. Van Kaam's phenomenological design involved a search for an understanding of wholeness by examining entities from many angles, differing sides, and conflicting perspectives until a theme or common vision of an experience emerges. In a phenomenological investigation, a researcher is connected with the central research problem and has a personal interest in the experience (Sanchez, et al., 2022). The findings are communicated via words and narratives. This phenomenological design entails the exploration and description of the lived experiences of the teachers in Surigao del Norte Division in teaching English grammar competency.

Sample and Informant Selection

Using purposive and criterion sampling, the informants of the study included the selected English teachers who have extraordinary experiences of seeking and giving help in teaching grammar. Research informant criteria included that informants are specifically involved in the experience or it focused on recruiting English teachers who personally experienced the act of seeking help from peers or experts in English Grammar and that of giving help to peers or students seeking help about English Grammar. The experiences are the most recent in their lives and should not have occurred within the 3 months prior to the phenomenological interview.

It recruited at least five (5) informants who have met all the inclusion criteria: five-ten years in teaching; Master teacher in the field, an awardee of any competitions and award-giving bodies; and/or maybe an Educational Program Supervisor (EPS). The following strategies were employed to ensure adequate data saturation (Morse, 2000): the topics of the study are formulated in such a way as to be sufficiently clear, narrow, and specific. Here, the researcher agreed that careful consideration of participant anonymity is an important aspect of qualitative research.

Instrument

The main instrument of this study was the in-depth interview guide which is composed of questions that required the informants to describe their lived experience. Hence, the in-depth interview asked the informants to describe their experience of teaching grammar without directing or suggesting their description in any way. However, it encouraged the informants to give a full description of their experience, including their thoughts, feelings, images, sensations, memories, and their stream of consciousness along with a description of the situation in which the experience occurred.

So, the research informants participated in one-hour interviews over a period of one month. The first interview focused on the lived experience, with follow-up interviews scheduled to gather additional information and confirm findings of the essence of the experience. The use of in-depth interviews was a qualitative method of analysis, which proceeded as a confidential and secure conversation between an interviewer and the informant. Using a thorough, composed interview guide, which is approved by the client, the interviewer ensured that the conversation encompassed the topics that are crucial to ask for the sake of the purpose and the issue of the survey. This relates to Boyce's (2006) concept of in-depth interviewing as a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation.

Data Collection

The primary data collection method was that of face-to-face phenomenological interviews in a desired place by both interviewer and interviewee. During the interview, a follow-up question was used for further description of the details, without suggesting what the researcher is looking for. Taking down notes and recording via digital recorder the informants' memorable experiences in seeking and giving help was employed. Interviews with the informants were done with conversationally open-ended questions which motivated the interviewee to share their experiences. These were transcribed verbatim by the researcher.

In addition, the researcher has used an Interview Guide. All the questions were supplemented with specific probes to focus on the phenomenon of interest and were asked as open-ended questions to allow for the free flow of ideas and reflections. Field and methodological notes were used to record procedural and observational situations,



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events, recommendations for changes, and actions of the researcher in response to recommended changes. The schedules of interviews are as follows:

Table 1. *Schedule of Interview*

Informant	Date	Time	Location
Informant 1	March 6, 2016	10:30-11:30 AM	Informant's Residence
Informant 2	March 8, 2016	3:00-4:00 PM	Informant's School Station
Informant 3	March 23, 2016	12:30-1:30 PM	Informant's Residence
Informant 4	March 25, 2016	5:30-6:30 PM	Division Office
Informant 5	March 26, 2016	10:30-11:30 AM	Informant's Residence

Transcripts were reviewed by the researcher while listening to the digital recorder to check for accuracy after the interview and the preliminary analysis of the data was also conducted. To protect the identities of the informants, recorded conversations and transcripts and all other study materials were coded with an identification number known only to the researcher. No informant's name was written on any study document. The five informants were assigned with code names as follows: I₁- *Informant 1*; I₂- *Informant 2*; I₃- *Informant 3*; I₄- *Informant 4*; I₅- *Informant 5*.

The research data collected were limited to discussions about the experience of English teachers in teaching grammar subjects. Data were not sorted into categories or themes until all interviews were completed to avoid bias in directing interview questions toward certain themes. For phenomenological research, broad general questions were initially asked to generate participant responses (Moustakas, 1994) evolving to more directional questions to obtain an in-depth understanding of the experience.

Data Analysis

After the interview with each of the informants, the preliminary data analysis was made. However, it was only after the completion of five semi-structured in-depth interviews, that the transcriptions were made including the review of the interviewer notes and observations for the final data analysis. As part of the data gathering and analysis process, the importance of common patterns or themes heard were documented. Moustakas provided his modifications of Van Kaam's (1966) method for data analysis by using the complete transcription of each research participant and following the following eight steps:

1. *Listing and Preliminary Grouping.* This is listing every expression relevant to the experience. (Horizontalization)
2. *Reduction and Elimination.* This is to determine the Invariant Constituents by testing each expression for two requirements:
 - a. Does it contain a moment of the experience that is necessary and sufficient constituent for understanding it?
 - b. Is it possible to extract and label it? If so, it is a horizon of the experience.
3. *Clustering and Thematizing the Invariant Constituents.* This can be done by clustering the invariant constituents of the experiences that are related to a thematic label. The clustered and labeled constituents are the core themes of the experience.



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4. *Final Identification of the Invariant Constituents and Themes by Application* or simply called the Validation. Check the invariant constituents and their accompanying theme against the complete record of the research participant. (1) Are they expressed explicitly in the complete transcription? (2) Are they compatible if not explicitly expressed? (3) If they are not explicit or compatible, they are not relevant to the co-researcher's experience and should be deleted.

5. *Construct an Individual Textural Description of the experience.* Using the relevant validated invariant constituents and themes, construct for each co-researcher an Individual Textural Description of the experience. Include verbatim examples from the transcribed interview.

6. *Construct an Individual Structural Description of the experience.* It is based on Individual Textural Description and Imaginative Variation

7. *Construct a Textual-Structural Description of the meanings and essences of the experiences, incorporating the invariant constituents and themes.* Construct for each research participant a Textural-Structural Description of the meanings and essences of the experience, incorporating the invariant constituents and themes.

8. *Composite Textural-Structural Descriptions.* From the Individual Textural-Structural Descriptions, develop a Composite Description of the meanings and essences of the experience, representing the group as a whole.

Applying the eight steps advocated by Moustakas, listing and preliminary grouping of data included the preparation of interview transcriptions and notes into general categories. Reduction and elimination removed vague expressions or information not relevant to the study. Clustering and thematizing involved grouping data into core themes that emerged from participant perceptual experiences. Final identification entailed validating themes against participants' complete transcription. Constructing an individual textural description required documenting each participant's experience based on themes revealed during interviews. The individual structural description "provided a vivid account of the underlying dynamics of the experience, the themes, and qualities that account for 'how' do teachers make sense of their lived experiences as grammar instructors. Constructing a textural-structural description is the final step of the data analysis process. Textural-structural description involved the synthesis of themes and meanings from the data collected from the informants.

Therefore, Van Kaam's (1966) method as modified by Moustakas (1994) served as the appropriate analysis for the data gathered in the study.

Ethical Considerations

Ethical consideration can be manifested by avoiding any risk of considerably harming the participants unnecessarily (Salendab, 2023; Sanchez, 2020b). The researcher avoided the use of deception on people participating. Then, it was very advisable to obtain informed consent from all involved in the study. And finally, this was made possible by preserving privacy and confidentiality whenever possible.

However, maintaining confidentiality can be challenging in qualitative research due to the detailed descriptions used to illustrate and report the findings. Confidentiality issues must be addressed concerning individual participants and in relation to sites in which the research is conducted. According to Polit and Tatano (2006), researchers may need to use pseudonyms and be selective when describing defining characteristics of participants that could reveal their identities.

RESULTS and DISCUSSION

Included in this chapter is a detailed phenomenological analysis of interviews with English teachers from Surigao del Norte division. Five (5) participants or informants completed the face-to-face interviews because they worked in the proximity of the researcher. Responses to research questions were diverse because of participants' experiences in teaching English grammar. From the coding of the five (5) interview transcriptions, common themes emerged regarding the lived experiences of the English teachers in teaching English grammar.



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The five interview questions centered on the research questions: (a) *How do teachers make sense of their experiences as grammar instructors?* (b) *Based on the analyzed data, what themes of being a grammar teacher could emerge?* The researcher used the modified van Kaam method as described by Moustakas (1994) for data analysis. These eight steps approaches are effective in organizing, analyzing, and synthesizing the data. So, the interviews covered a period of one month starting March 6 to March 26, 2016.

Of the five guiding or interview questions originally prepared and proposed, only three were finally treated in the final analysis and so, *Question No. 2 and No. 4 were deleted as Question No. 2 is redundant and already answered in Question 1. In the same way, Question 4 is already answered in Question 3.* Accordingly, only answers or responses to *Question Number 1, 3, and 5* were used to bracket the research topic and acted as a deterrent from collecting data that might have been useless in describing the phenomenon (Moustakas, 1994). However, the verbatim transcriptions of the in-depth interviews are still appended in the study to show the reason how and why the researchers decided to delete and/or deleted the responses being overlapping and repetitive. In order to emphasize unbiased analysis, the researcher carefully and consciously sets aside her observations from the past and views the experience fresh and anew and desired to view inter-subjectivity in the whole process of the interview. The researcher lived it with them and interpreted it from the researcher's own inter-subjectivity. Table 2 presents the descriptions of each informant including the informants' position, years in teaching coordinatorship, and awards received.

Table 2. Description of Informants as to Position, Years in Teaching, Coordinatorship and Awards Received

Code Name	Position	Years in Teaching	Coordinator ship	Awards Received
I ₁	Master Teacher 1	17 years	GSP and English Coordinator	English Month-Division Level
I ₂	Master Teacher II	28 years	ESP, English, Grade 9 Coordinator	School Paper Journalism Award-Regional and National Qualified
I ₃	Master Teacher 1	18 years	English, 4Ps, School Testing, NDEP & Journalism	1 st -Sport & Feature Writing- Division; 3 rd - Feature Writing- Regional
I ₄	Education Program Supervisor	28 years	English, School Paper	Journalism School Paper— Regional and National
I ₅	Master Teacher 1	28 years	English, School Paper	2 nd - Editorial Writing; 1 st - News Writing; 1 st - Feature Writing in both Division & Regional Levels



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Step One: Listing and Preliminary Grouping

Table 3 presents the listing and preliminary grouping of the verbatim transcriptions of the in-depth interview conducted with the five informants.

Table 3. Listing and Preliminary Grouping of Transcribed Verbatim Data

Interview Question: What are the issues and concerns of a grammar teacher in teaching English Grammar?

Informant	Interview Transcripts
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I ₁	<i>Before grammar, the reading ability of elementary it's more on Reading not particularly with grammar; they have difficulties in reading how much more in coordinating with grammar.</i>
I ₂	<i>This time it is my observation that students find difficulty in grammar particularly the agreement, S-V-agreement. The subject and predicate</i>
I ₃	<i>Focusing on the concerns of the pupils, on the part of a teacher, a teacher is equipped with varied knowledge in teaching grammar, the teacher has a passion for developing the 4 macro skills of students. The issues and concerns of grammar focus on the different and varied instructional aids and methods, how a grammar teacher able to develop the 4 macro skills of students especially in developing grammar.</i>
I ₄	<i>Teaching English grammar according to other teachers seems to be boring and students are not so interested in the subject.</i>
I ₅	<i>The issues were at first the learners have difficulties in reading and as far as grammar is concern a lot of them perform poorly in this area. Students can't grasp easily the rules in grammar like the Subject-Verb agreement; it's a big problem for them and for the teacher also.</i>



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Interview Question: How do you address the problems you have experienced?

Informant Interview Transcripts

- I₁ "First I recognize who among them belongs to frustration, developing, independent and give remediation to those who belongs to non-reader and slow learner"
- I₂ "Grammar is given less time, after taking some excerpt from the literature I will use that one in teaching grammar. I prepared my enrichment activities for ex. In the use of conjunctions, I made sure of that"
- I₃ "I have individualized instruction, each of them, I give them activity that will measure there learning capacity, how far their understanding is concern in grammar and after that I find means and ways what are those probable interventions that I give to them in order for them to solve these kind of problems like I thought them pair and share, there was also brainstorming- I give brainstorming in the sense that it is not only through writing that will be develop but also their speaking because I want them to develop these 4 macro skills not just focusing in grammar but these 4 also.
- I₄ "To meet these challenges, I applied various techniques and approaches to make my discussions alive and interesting among my students; examples for these: I let them dramatize using the parts of speech as the characters, and let them identify the words used in the dialogue. I even applied games to suit the learning styles for the kind of students that I had. "I used the peer to peer tutoring for some students who are less linguistically able. This created a positive collaboration climate. They were never bored. They were so happy and more enthusiastic to do and learn more."
- I₅ "First, I recognize who among them belongs to outstanding, satisfactory/average and poor and then I will give emphasis on the low performing students as much as time concern I really focus on them I motivate them to give example and give them praises if they got it right, and for those performing satisfactory and average I pair them with the low/poor performing students so that they will be helped."

Interview Question: What are the significant experiences that became a helpful tool for you in easily teaching English Grammar?

Informant Interview Transcripts

- I₁ "The best thing that I have is giving remediation and supplementary reading materials extra besides of their text, you will give (labina especially sa mga bata kanang more on attractive colors, mga pictotext, pictorials sanan naay text kana sila ma entertain gajud sila ana na mga books kaysa purely nalibro ray gajud ilabas ahon murag way capturing saila mga mata.)
- : most especially pupils, books that are more on attractive colors, pictotext, pictorials with text in it, in that way, pupils will be entertained unlike purely textbook their attention will not be captured/ their eyes will not be entertained.
- I₂ "When I assigned some students as master of ceremony in the program, I let the students make the script first before I made some corrections And maybe this practice is limited, limited opportunity because lesser students were given a chance to become the master of ceremony or given a part in the program like introducing, lesser participation not many students can be good in grammar because



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of the limited activities aside from the classroom activities that I let my students write and I made corrections but sometimes it is also a tiring part of me as a teacher to correct all those write-ups in a class of almost 50 students, it is tiresome, it is a burden for the teachers like me to make a correction and next time i found the same problem even the simple infinitive, they don't know how to use the TO+ simple form of the verb, i do not know-they always add -d or -ed after. I even let them copy/write but it seems the problem is always there.

I₃

For me what I did in easily ng the teaching grammar I e them activities that will suite on their level of understanding, as of now as I rate their comprehension and understanding of grade 7 it surprised me because their level is in grade 4 or 5, it is very degrading and deteriorating on the part of a secondary teacher because we are very much sad on the discovery that their level of understanding is in grade 4 and 5 only, what I did I give them activities that will suite on their level of understanding and as time goes by I give them difficult activities that will suite also in their grade level of understanding and so far that activities and the different means that I give them were very successful and they were able to used what they have learned especially in grammar.

I₄

Trainings and constant study at the same time diligence and perseverance really are of great help in my teaching not only grammar but in other assignments. Above all, the love for teaching and passion to teach are my tools and my guide to make my work in a very easy manner. I believed teaching is a calling and if you don't have, you have nothing to teach.

I₅

The significant experience that become a helpful tool for me in teaching to make it easier was using graphic organizers in which students will think and organize ideas and concepts, video clips in which students will give their insight/feelings/reaction, wherein there is a free-flowing of ideas and that everyone even the low/poor performers will talk and react and lastly exposing them into a challenge that will help them showcase their hidden talents like variety literary shows that include declamation, oration, speech choir, jazz chants, chamber theatre, readers theatre, role plays and so on because in that way they will be able to discover that they can talk, sing, and say something in front

Table 3 is the listed and conducted preliminary groupings of the data after transcribing each audio tape verbatim. I did not omit any statement or word from the transcripts of the interview and considered each phrase equally relevant. This is known as horizontalization or viewing each statement as having equal value.

Step Two: Reduction and Elimination

In the reduction and elimination step, the researcher selected all of the relevant, meaningful, non-repetitive expressions in order to determine the invariant constituents of the experience or the meaning units. The researcher accomplished data reduction by repeatedly reading each transcript and eliminating statements that did not answer the guiding questions. As Van Kaam's and modified by Moustakas (1996) method instructed, each expression should be tested based two requirements:

- (a) Does it contain a moment of the experience that is a necessary and sufficient constituent for understanding it?
- (b) Is it possible to separate it and label it?

Some transcription sentences with grammatical errors were slightly revised to more closely align the transcription with the informant conversation. I eliminated all expressions that did not answer the guiding questions as well as those that were overlapping, repetitive, and vague. Finally, the remaining statements became the invariant constituents (the meaning units or horizons) of the experience, and described the phenomenon in exact descriptive terms.



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Table 4 presents how I reduced the data to appear as the composite invariant constituents that answered each of the interview questions.

Table 4. Reduction and Elimination

Line No.	Interview Transcripts	Invariant Constituents (Meaning Units/Horizon)
I ₁ .22	<i>...they have difficulties in reading how much more with grammar.</i>	Readings affects grammar
I ₁ .24	<i>There are- reading difficulty</i>	Reading difficulty
I ₁ .39-41	<i>It depends on the level of students, if you think that they are, their needs are the same so you will address those who have the same needs, if the same weakness, in reading, in that area, in that level, then they will be joined because if you will conduct it one on one, time will not be enough, there is time constraint.</i>	Addressing weakness on reading
I ₁ .58-59	<i>If reading is hard/difficult for them how much more on grammar which includes series, patterns, ruling-it will be very difficult for them.</i>	Grammar more difficult than reading
I ₃ .30-35	<i>...most of these grade 7 students came from far-flung areas and they don't even have a wide knowledge of English because some of them have a very poor reading comprehension, there are also problems in reading and there are also non-readers, these kinds of problems totally give me a challenge in order for these learners to develop their capacity and knowledge in grammar.</i>	Location of school affects reading and grammar skills
I ₂ .26-27	<i>This time it is my observation that students find difficulty in grammar particularly the agreement, S-V-agreement. Students cannot identify the subject-verb agreement and the subject and predicate</i>	Cannot identify sentence patterns
I ₂ .56-59	<i>It's a challenge according to our administrators that effective teachers are those who can influence the students but maybe for the 300 students that I handled each day and not half of them can learn correct grammar and that is so sad.</i>	Challenges coming from administrators to teacher's grammar well
I ₅ .26-28	<i>The issues were at first the learners have difficulties in reading and as far as grammar is concern a lot of them perform poorly in these areas. Students can't grasp easily the rules in grammar like the Subject-Verb agreement; it's a big problem for them and for the teacher also."</i>	Students hardly learn about grammar
I ₅ .30-31	<i>One of the problems encountered: the use of Subject and verb together, students had difficulties on what to use if a singular or plural and also, they can't</i>	Identifying subject-verb pattern



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understand/comprehend its rules exemptions

First, I recognize who among them belongs to frustration, developing, independent and give remediation to those who belongs to non-reader and slow learner”

Knowing student's level for intervention

I₁.26-27

they will be focus unlike no remediation, in themselves they will not struggle, they will not accept the challenge if you just leave them/just give activity that they will do at home, it will be difficult when they arrive at home and they will not tell their parent to facilitate them, so as a teacher you must make remediation.

The need for remediation activities

I₁.29-32

The best thing that i have is giving remediation and supplementary reading materials extra besides of their text, you will give, most especially pupils, books that are more on attractive colors, pictotext or pictorials with text in it, in that way pupils will be entertained unlike purely textbook their attention will not be captured/ their eyes will not be entertained

Kinds of remediation activities

I₁.46-49

Because if this time that Grammar are given less time, after taking some excerpt from the literature I will use that one in teaching grammar. I prepared my enrichment activities for ex. In the use of conjunctions i made sure that I have enrichment or practice exercises so that the students will enhance their skills in using conjunction and also about the verbs and other part of speech that they found to be difficult.

Using other techniques to encourage learning

I₂.31-35

Focusing on the concerns for the pupils, on the part of a teacher, a teacher is equipped with varied knowledge in teaching grammar, the teacher has passion in developing the 4 macro skills of students. The issues and concerns of grammar focuses on the different and varied instructional aids and methods, how a grammar teacher able to develop the 4 macro skills of students especially in developing grammar.

Getting pupils as focus of remediation

I₃.25-28

I have individualized instruction, for each of them, I give activities that will measure there learning capacity, how far their understanding is concern in grammar and after that I find means and ways what are those probable interventions that I give to them in order for them to solve these kind of problems...

Applying special instruction for students

I₃.38-43

During my actual teaching in English grammar. I felt the same situation so I thought of the approaches.

Using approaches of teaching grammar

I₄.28-29

To meet these challenges, I applied various techniques and approaches to make my discussions alive and interesting among my students; examples for these: I let them dramatize using the parts of speech as the characters, and let them identify the words used in the dialogue. I even applied games

Using various techniques in



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to suit the learning styles for the kind of students that I had. teaching grammar

I4.31-34

I4.40-42 *In solving those challenges in teaching, I believed the application of multiple intelligence by Gardner really helped. I categorized the learners according to their intelligence and applied approaches in teaching based on the learning style they fit."* Thinking of special teaching style

I2.38-40 *Maybe some are effective but the students are bored sometimes when grammar is the topic, it seems that they're not interested to learn, the rules, correct sentence patterns and correct agreement, I don't know what are the reason that they are like that but it can be seen and gleaned in the results in writing activities that poor grammar is observe.* Getting bored with grammar

I4.25-26 *Teaching English grammar according to other teachers seems to be boring and students are not so interested in the subject.* Teaching grammar is less exciting

I4.31-32 *To meet these challenges, i applied various techniques and approaches to make my discussions alive and interesting among my students* Making discussion alive

I4.36-38 *I used the peer to peer tutoring for some students who are less linguistically able. This created a positive collaboration climate. They were never bored. They were so happy and more enthusiastic to do and learn more."* Teacher being innovative

I2.32-35 *I prepared my enrichment activities for ex. In the use of conjunctions i made sure that I have enrichment or practice exercises so that the students will enhance their skills in using conjunction and also about the verbs and other part of speech that they found to be difficult.* Teacher being innovative

I2.43-44 *When I assigned some students as a master of ceremony in the program, I let the students make the script first before I made some correction* Teacher being creative

I2.67-70 *Sometimes I used to have Workbooks. Others I let them have some reference materials or they will browse in the internet like for ex. The adverbs, I let them study and copy examples.* Teacher being creative

I3.41-43 *I thought them pair and share, there was also brainstorming- I give brainstorming in the sense that it is not only through writing that will be developed but also their speaking because I want them to develop these 4 macro skills not just focus on grammar but this 4 also* Teacher being creative and innovative

I5.46-52 *... using a graphic organizer in which students will think and organize ideas and concepts, video clips in which students will give their insight/feelings/reaction, wherein there is a free flowing of ideas and that everyone even the low/poor*



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performers will talk and react and lastly exposing them into declamation, oration, speech choir, jazz chants, chamber theatre, readers theatre, role plays. Teacher being creative and innovative

Step Three: Clustering and Thematizing the Invariant Constituents

After doing the reduction and elimination, the researcher clustered the invariant constituents and provided definitions or transformed concepts then finally, labeled themes which, in effect defined and represented the core themes of the experience to be able to come up with the emergent core themes.

Table 5. Clustering and Thematizing the Invariant Constituents

Line No.	Interview Transcripts	Invariant Constituents (Meaning Units/ Horizon)	Clustered Invariant Constituents (Thematizing)
I ₁ .22	<i>...they have difficulties in reading how much more with grammar.</i>	Readings affects grammar	
I ₁ .24	<i>There are- reading difficulty</i>	Reading difficulty	
I ₁ .39-41	<i>It depends on the level of students, If you think that they are, their needs are the same so you will address for those who has the same needs, if the same weakness, in reading, in that area, in that level, then they will be joined because if you will conduct it one on one, time will not be enough, there is time constraint.</i>	Addressing weakness on reading	
I ₁ .58-59	<i>If reading is hard/difficult for them how much more on grammar which includes series, patterns, ruling-it will be very difficult for them.</i>	Grammar more difficult than reading	
I ₃ .30-35	<i>...most of this grade 7 students came from far flung areas and they don't even have a wide knowledge of English because some of them have a very poor reading comprehension, there are also problems in reading and there are also non- readers, these kinds of problems totally give me a challenge in order for these learners to develop their capacity and knowledge in grammar.</i>	Location of school affects reading and grammar skills	Giving focus and considerations to reading disabilities and difficulties
I ₂ .26-27	<i>This time it is my observation that students find difficulty in grammar particularly the agreement, S-V-agreement. Students cannot identify the subject-verb agreement and the subject and predicate</i>	Cannot identify sentence patterns	



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| I ₂ .56-59 | <i>It's a challenge according to our administrators that effective teachers are those who can influence the students but maybe for the 300 students that I handled each day and not half of them can learn correct grammar and that is so sad.</i> | Challenges coming from administrators to teachers grammar well | Difficulty identifying basic sentence patterns |
| I ₅ .26-28 | <i>The issues were at first the learners have difficulties in reading and as far as grammar is concerned a lot of them perform poorly in these areas. Students can't grasp easily the rules in grammar like the Subject-Verb agreement; it's a big problem for them and for the teacher also."</i> | Students hardly learn about grammar | |
| I ₅ .30-31 | <i>One of the problems encountered: the use of Subject and verb together, students had difficulties with what to use if a singular or plural and also they can't understand/comprehend its rules exemptions</i> | Identifying subject-verb pattern | |
| I ₁ .26-27 | <i>First, I recognize who among them belongs to frustration, developing, independent and give remediation to those who belongs to non-reader and slow learner"</i> | Knowing student's level for intervention | |
| I ₁ .29-32 | <i>they will be focused, unlike no remediation, in themselves they will not struggle, they will not accept the challenge if you just leave them/just give activity that they will do at home, it will be difficult when they arrived at home and they will not tell their parent to facilitate them, so as a teacher you must make remediation.</i> | The need for remediation activities | |
| I ₁ .46-49 | <i>The best thing that I have is giving remediation and supplementary reading materials extra besides of their text, you will give, most especially pupils, books that are more on attractive colors, pictotext or pictorials with text in it, in that way pupils will be entertained unlike purely textbook their attention will not be captured/ their eyes will not be entertained</i> | Kinds of remediation activities | Appreciating the competence of teachers to apply varied strategies |
| I ₂ .31-35 | <i>Because if this time that Grammar are given less time, after taking some excerpt from the literature I will use that one in teaching grammar. I prepared my enrichment</i> | | |



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| <p>I₃.25-28</p> | <p><i>activities for ex. In the use of conjunctions, I made sure that I have enrichment or practice exercises so that the students will enhance their skills in using conjunction and also about the verbs and other part of speech that they found to be difficult.</i></p> | <p>Using other techniques to encourage learning</p> |
| <p>I₃.38-43</p> | <p><i>Focusing on the concerns of the pupils, on the part of a teacher, a teacher is equipped with varied knowledge in teaching grammar, the teacher has a passion for developing the 4 macro skills of students. The issues and concerns of grammar focus on the different and varied instructional aids and methods, how a grammar teacher is able to develop the 4 macro skills of students, especially in developing grammar.</i></p> | <p>Getting pupils as focus of remediation</p> |
| <p>I₄.28-29</p> | <p><i>I have individualized instruction, each of them, I give them activity that will measure their learning capacity, how far their understanding is concern in grammar and after that I find means and ways what are those probable interventions that I give to them in order for them to solve these kind of problems...</i></p> | <p>Applying special instruction for students</p> |
| <p>I₄.31-34</p> | <p><i>During my actual teaching in English grammar. I felt the same situation so I thought of the approaches.</i></p> | <p>Using approaches of teaching grammar</p> |
| <p>I₄.31-34</p> | <p><i>To meet these challenges, i applied various techniques and approaches to make my discussions alive and interesting among my students; examples for these: I let them dramatize using the parts of speech as the characters, and let them identify the words used in the dialogue. I even applied games to suit the learning styles for the kind of students that I had.</i></p> | <p>Using various techniques in teaching grammar</p> |
| <p>I₄.40-42</p> | <p><i>In solving those challenges in teaching, I believed the application of multiple intelligence by Gardner really helped. I categorized the learners according to their intelligence and applied approaches in teaching based on the learning style they fit."</i></p> | <p>Thinking of special teaching style</p> |
| <p>I₂.38-40</p> | <p><i>Maybe some are effective but the students are bored sometimes when grammar is the topic, it seems that they're not interested to learn, the rules, correct sentence patterns and correct agreement, I don't know what are the reason that they are like that but it</i></p> | |



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	<i>can be seen and gleaned in the results in writing activities that poor grammar is observe.</i>	Getting bored with grammar	Considering grammar an unexciting endeavor
I4.25-26	<i>Teaching English grammar according to other teachers seems to be boring and students are not so interested in the subject.</i>	Teaching grammar is less exciting	
I4.31-32	<i>To meet these challenges, i applied various techniques and approaches to make my discussions alive and interesting among my students</i>	Making discussion alive	
I4.36-38	<i>I used the peer to peer tutoring for some students who are less linguistically able. This created a positive collaboration climate. They were never bored. They were so happy and more enthusiastic to do and learn more."</i>	Teacher being innovative	
I2.32-35	<i>I prepared my enrichment activities for ex. In the use of conjunctions i made sure that I have enrichment or practice exercises so that the students will enhance their skills in using conjunction and also about the verbs and other part of speech that they found to be difficult.</i>	Teacher being innovative	
I2.43-44	<i>When I assigned some students as a master of ceremony in the program, I let the students make the script first before I made some correction</i>	Teacher being creative	Applying Varied Activities to strengthen learning
I2.67-70	<i>Sometimes I used to have Workbooks. Others I let them have some reference materials or they will browse in the internet like for ex. The adverbs, I let them study and copy examples.</i>	Teacher being creative	
I3.41-43	<i>I thought them pair and share, there was also brainstorming- I give brainstorming in the sense that it is not only through writing that will be develop but also their speaking because I want them to develop these 4 macro skills not just focusing in grammar but this 4 also</i>	Teacher being creative and innovative	
I5.46-52	<i>... using a graphic organizer in which students will think and organize ideas and concepts, video clips in which students will give their insight/feelings/reaction, wherein there is a free flowing of ideas and that</i>		



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everyone even the low/poor performers will talk and react and lastly exposing them into declamation, oration, speech choir, jazz chants, chamber theatre, readers theatre, role plays. Teacher being creative and innovative

Step Four: Final Identification of the Invariant Constituents and Themes by

Application: Validation

In this step, the researcher checked the invariant constituents and the themes against each raw data and complete record of each participant using two criteria:

- (a) Are they expressed explicitly in the complete transcription?
- (b) Are they compatible if not explicitly expressed?

Accordingly, the researcher deleted from the list of invariant constituents those that did not meet the two criteria and which were inconsistent with the participant 's description of the experience in teaching English grammar. In other words, the researcher deleted those invariant constituents which are not giving concrete connections to the core themes or clustered invariant constituents that emerged. Note however, that after the researcher found out that those in the invariant constituents which are not explicit or compatible are also found out not relevant to the informants' experiences and therefore these lines from the interview transcripts were deleted. Table 6 presents how this step was conducted.

Table 6. Final Identification of the Invariant Constituents and Themes by Application:

Validation

Interview Transcripts	Invariant Constituents (Meaning Units/Horizon)	Clustered Invariant Constituents (Transformed Concepts)	Validated Core Themes
<i>I₁.22-.they have difficulties in reading how much more with grammar.</i>	Readings affects grammar		
<i>I₁.39-41- if the same weakness in reading, in that area, in that level, then they will be joined because if you will conduct it one on one, time will not be enough, there is time constraint.</i>	Addressing weakness reading	on	Understanding Reading The Teaching Considerations Issues: General
<i>I₁.58-59- If reading is hard/difficult for them how much more on grammar which includes series, patterns, and ruling-it will be very difficult for them.</i>	Grammar difficult reading	more than	
<i>I₃.32-35..., there are also problems in reading and there are also non-</i>		Giving focus and considerations to reading disabilities and difficulties	



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readers, this kind of problems totally give me a challenge in order for these learners to develop their capacity and knowledge in grammar.

Location of school affects reading and grammar skills

I₂.26-27- This time it is my observation that students find difficulty in grammar particularly the agreement, S-V-agreement. Students cannot identify the subject-verb agreement and the subject and predicate

Cannot identify sentence patterns

I₅.26-28- Students can't grasp easily the rules in grammar like the Subject-Verb agreement; it's a big problem for them and for the teacher also."

Students hardly

learn about grammar Difficulty in identifying basic sentence patterns

Recognizing the Basic Sentence Patterns: Challenges to Students

I₅.30-31- the use of Subject and verb together, students had difficulties on what to use if a singular or plural and also, they can't understand/comprehend its rules exemptions

Identifying subject-verb pattern

I₁.26-27- First I recognize who among them belongs to frustration, developing, independent and give remediation to those who belongs to non-reader and slow learner"

Knowing student's level for intervention

I₁.29-32-...they will be focus unlike no remediation, in themselves they will not struggle, they will not accept the challenge if you just leave them/just give activity that they will do at home, it will be difficult when they arrive at home and they will not tell their parent to facilitate them, so as a teacher you must make remediation.

The need for remediation activities

I₁.46-48- The best thing that i have is giving remediation and supplementary reading materials extra besides of their text, you will give, most especially pupils, books that are more on attractive colors, pictotext or pictorials with text in it,

Kinds of remediation Appreciating competence of teachers to apply varied

Providing Remediation: An Outgrowth of the Teachers' Competence



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activities

strategies

I₃.27-28- *The issues and concerns of grammar focuses on the different and varied instructional aids and methods, how a grammar teacher able to develop the 4 macro skills of students especially in developing grammar.*

Getting pupils as focus of remediation

I₃.38-40- *I have individualized instruction, each of them, I give them activity that will measure their learning capacity, how far their understanding is concern in grammar*

Applying special instruction for students

I₄.32-34- *I let them dramatize using the parts of speech as the characters, and let them identify the words used in the dialogue. I even applied games to suit the learning styles for the kind of students that I had.*

Using various techniques in teaching grammar

I₄.40-42- *In solving those challenges in teaching, I believed the application of multiple intelligence by Gardner really helped. I categorized the learners according to their intelligence and applied approaches in teaching based on the learning style they fit."*

Thinking of special teaching style

I₂.38-40- *Maybe some are effective but the students are bored sometimes when grammar is the topic, it seems that they're not interested to learn, the rules, correct sentence patterns and correct agreement, I don't know what are the reason that they are like that but it can be seen and gleaned in the results in writing activities that poor grammar is observe.*

Getting bored with grammar

Considering grammar an unexciting endeavor

The Grammar Issues: Talking about Students' Like and Dislike

I₄.25-26- *Teaching English grammar according to other teachers seems to be boring and students are not so interested in the subject.*



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I₄.36-38- *I used the peer to peer tutoring for some students who are less linguistically able. This created a positive collaboration climate. They were never bored. They were so happy and more enthusiastic to do and learn more."*

Teacher being innovative

I₂.32-35- *I prepared my enrichment activities for ex. In the use of conjunctions i made sure that I have enrichment or practice exercises so that the students will enhance their skills in using conjunction and also about the verbs and other part of speech that they found to be difficult.*

Teacher being innovative

I₂.43-44- *When I assigned some students as a master of ceremony in the program, I let the students make the script first before I made some correction*

Teacher being creative

I₂.67-70- *Sometimes I used to have Workbooks. Others I let them have some reference materials or they will browse in the internet like for ex. The adverbs, I let them study and copy examples.*

Teacher being creative

I₃.41-43- *I thought them pair and share, there was also brainstorming- I give brainstorming in the sense that it is not only through writing that will be develop but also their speaking because I want them to develop these 4 macro skills not just focusing in grammar but this 4 also*

Teacher being and creative innovative

I₅.46-52... *using a graphic organizer in which students will think and organize ideas and concepts, video clips in which students will give their insight/feelings/reaction, wherein there is a free flowing of ideas and that everyone even the low/poor performers will talk and react and lastly exposing them into declamation, oration, speech choir, jazz chants, chamber theatre, readers theatre, role plays.*

Teacher being and creative innovative

Diversified Teaching Activities: A Pathway to Effective Learning

Applying Varied Activities to strengthen learning



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Step Five: Construction of Individual Textural Description

By this subsequent step of constructing *individual textural descriptions* involved by capturing the “*what*” of the informants’ experience with regard to teaching grammar. In doing this, the researcher was able to reveal the affective and emotional aspects of the phenomenon. These descriptions also texturally captured the experience of the English teachers involved in the meanings and included verbatim examples from the transcribed interview. Therefore, the textural components are illustrated in the actual words of the informants or explained in a narrative format and illustrated in the quotes of the informants, providing the textural description of the English teachers’ lived experiences and of my understanding of *what* occurred. The researcher felt that pulling specific quotes would bring vitality to the design as well as mirror the abstraction behind them.

Interview Question: What were the issues and concerns of a grammar teacher in teaching English Grammar?

1. Informant 1: “They have difficulties in reading how much more in coordinating with grammar.”
2. Informant 5: “The learners have difficulties in reading and as far as grammar is concern a lot of them perform poorly in this area.
3. Informant 2: “Students find difficulty in grammar particularly the S-V-agreement.
4. Informant 5: “Students can’t grasp easily the rules in grammar like the Subject-Verb agreement.”
5. Informant 3: “How is a grammar teacher able to develop the 4 macro skills of students, especially in developing grammar?”
6. Informant 4: “Teaching English grammar seems to be boring and students are not so interested in the subject.”

Interview Questions: How do you address the challenges you have experienced in teaching grammar?

1. Informant 1: “First I recognize who among them belongs to frustration, developing, independent and give remediation to those who belong to non-reader and slow learner”
2. Informant 2: “...after taking some excerpt from the literature I will use that one in teaching grammar. I prepared my enrichment activities for example, in the use of conjunctions.”
 1. Informant 3: “I have individualized instruction, each of them, I give them activity that will measure their learning capacity, how far their understanding is concerned in grammar and find means and ways what are those probable interventions...like I taught them to pair and share and brainstorm. I want them to develop these 4 macro skills not just focusing in grammar but these 4 also.
 2. Informant 4: “I applied various techniques and approaches to make my discussions alive and interesting among my students. I let them dramatize using the parts of speech as the characters, and let them identify the words used in the dialogue. I even applied games to suit the learning styles of the kind of students that I had. I used the peer to peer tutoring for some students who are less linguistically able.
 3. Informant 5: “I recognize who among them belongs to outstanding, satisfactory/average and poor and give emphasis on the low performing students... I motivate them to give examples and give them praise if they got it right, and for those performing satisfactorily and average, I pair them with the low/poor performing students so that they will be helped. “I do it sometimes when there is a need especially when I sense that their scores are not good, I call those students up for further follow-up.”



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Interview Question: What are the significant experiences that become a helpful tool for you in teaching English Grammar in an easy way?

1. Informant 1: "Giving remediation and supplementary materials, not purely textbook, give capturing activities, not totally easier but lighter one, it's a process like spiral progression, starts from a difficult until lightest, keeps improving and enhancing.
2. Informant 2: "When I assigned some students as a master of ceremony in the program, I let the students make the script first before I made some correction."
3. Informant 3: "I give them activities that will suite on their level of understanding, I give them difficult activities that will suite also in their grade level of understanding
4. Informant 4: "Trainings and constant study at the same time diligence and perseverance really are of great help in my teaching not only grammar but in other assignments. My love for teaching and passion to teach are my tools and my guide to make my work in a very easy manner.
5. Informant 5: "Using a graphic organizer in which students will think and organize ideas and concepts; video clips in which students will give their insight/feelings/reaction, wherein there is a free flowing of ideas and that everyone even the low/poor performers will talk and react and exposing them into a challenge that will help them showcase their hidden talents.

Step Six: Construction of Individual Structural Description

After constructing the textual descriptions, the next task was to construct the structural description of the informants' experience as regards to English grammar teaching. The result was a description of the underlying structure regarding *how* the English teachers experienced what they did. The individual structural description is developed on the basis of the individual textural description, along with the imaginative variation process. In other words, the insights that I used to describe the experience are just imaginative and not empirical.

For each participant, the researcher incorporated into the textural description a structure explaining how the experience occurred. As the researcher wrote the textural description, she reflected on the conditions that precipitated what the English teachers experienced. This process helped her to understand "how" the experience occurred. The researcher used "acts of thinking, judging, imagining, and recollecting, in order to arrive at core structural meanings" (Moustakas, 1994, p. 79).

On the first theme, *Understanding Reading Issues: The General Teaching Considerations*, this has happened when the teachers have observed that there are considerable numbers of students who are non-readers. Three (3) out of five informants revealed that students really have experienced difficulty in reading thereby made them hardly understand grammar. This may be the reason that teachers have find difficulty also teaching grammar. Since students hardly read account or statements in the books, they surely can meet difficulty in understanding grammar.

On the other hand, since they can hardly read, they also find hard understanding grammar even on *Recognizing the Basic Sentence Patterns: Challenges to Students*. This being the second core theme emerged in the analysis. As a matter of fact, two (2) out of five informants stated that poor understanding or difficulty of the students in grasping about the Subject-Verb Agreement (S-V-A) made the teachers felt stressed and pressured of teaching their students about grammar. Because their students hardly understand even the simple agreement or find difficulty in understanding the correct grammar agreement, teachers were tested and challenged to improve their skills in teaching. Thus, Nayan (2009) pointed out that students' need to clearly write what they want to convey in order to transmit their messages effectively to the receiver. In other words, choices of words and correct grammatical rules need to be employed by them. This can be made possible through the effort and help of the teachers, who, in the final evaluation are the ones who will suffer the brunt being branded incapable or incompetent in handling English grammar subject (Salendab & Dapitan, 2021b; Sanchez, 2022; Sanchez, 2023b). Nayan (2009)



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added that teachers need to further enhance their teaching methods and find ways to help students improve their writing and avoid making errors in subject-verb agreement as much as possible.

Then, another one of the informants revealed that reading difficulty really affects the manner teachers handle and teach English grammar to their students. One informant averred of students' disinclination to grammar. Teaching English grammar seems to be boring and students are not so interested in the subject. Thus, the next theme, *The Grammar Issues: Talking about Students' Like and Dislike* emerged. It goes to say that the subject or the topic about grammar is not attractive and boring. Only those who are linguistically fluent are the ones interested about the subject. It's definitely conceivable that many students preferred other topics for discussion in the classroom than on grammar. It is confusing and mind-boggling lesson for students but more so with the teachers. This goes to say that all depends on the ability and capability of the teachers to handle and manage the classroom during and while discussing English grammar. As for development of their own and learners' knowledge of sociolinguistic competence, language teachers should expose learners to authentic use of language and conversations through social media, songs, literature etc. and also design classroom practices engaging students to use the language in real-life contexts (Mede & Dikilitas, 2015).

From among the identified problems, the informants thought of remedy to address them. Two emerging challenges appeared from the responses of the informants namely: applying various teaching techniques and approaches and application of remediation activities. *Providing Remediation: An Outgrowth of the Teachers' Competence* requires the teachers to be resourceful in integrating several techniques and approaches in teaching grammar. It needed also a new approach which offered students sufficient opportunities for authentic communication (Salendab, 2021; Sanchez, 2020c), in addition to improving the grammatical accuracy of their output. This provides teachers with teaching techniques in order to improve students' grammatical accuracy in communication.

Such experience happened after the teachers have applied varied methods of teaching strategies to facilitate learning in the classroom. It was when one teacher utilized game activities, brainstorming of giving individualized instruction. This relates to Brčkalo's (2011) summary of studies revealing that many flaws of the traditional way of teaching have been overcome by applying functional procedures in approaching language phenomena and modern models of research which offers a possibility to students to observe language phenomena within their function in a live conversation or in a text. This kind of acting in the process of teaching helps students to build the strategy facilitating learning and remembering.

Another theme emerging is *Diversified Teaching Activities: A Pathway to Effective Learning*. This is when the teachers find time recognizing students who are adept in grammar and are not or inept. Hence, after categorizing the students, the teachers would then think of possible intervention to help the students and one of which is the remedial classes. This occurred in the experiences of the informants or by the English teachers when they required their students to join and participate in the learning activities in order to help improve their grammatical skills.

One out of five informants stated that giving remediation activities to the students has been very helpful and contributory to make teaching grammar easy and manageable. This experience made the teachers confident and competent in teaching grammar to their students. The use of some instructional materials and guides made the teaching activity lighter and easier. It really made teaching job a manageable one. In addition, providing activities motivate the students to listen and participate in the discussion of which this could really inspire teachers to teach well or competently. Bowen (2016) explains that applying various strategies and activities in teaching grammar became fashionable and helpful exercise which would actually help make teaching free, safe, clear and attainable. Then, by attending to developmental trainings was an experience worth appreciating to the teacher.

Step Seven: Construction of a Textural-Structural Description

Here, the researcher merged the two narratives (textural and structural) that were created from steps five and six. The finished narrative description included the researcher's understanding of "what" (texture) occurred, and "how" (structure) the experience occurred for each informant. After a thorough imaginative and reflective study, the researcher explained the experience according to how she understood it, from my vantage point, and described the essence of the experience.



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Understanding Reading Issues: The General Teaching Considerations. The theme connotes a poor reading ability and comprehension of students. As one appearing issue in teaching grammar, reading difficulty really affects the capability of the students to understand English grammar. This therefore affects the manner teachers handling and teaching English grammar to their students. Once the student encounters difficulty in reading, this may also result to having difficulty in understanding rules in grammar, even the basic ones to the burden of the teachers. Informants have shared that:

"They have difficulties in reading how much more in coordinating with grammar(I₁)"

"First the learners have difficulties in reading (I₅)"

"Some have a very poor reading comprehension and there are non-readers. (I₃)"

In fact, the teachers upon observing the students have difficulty in reading, they provided and have "given remediation to those non-reader and slow learner (I₁)". Hence, for Lyon (2016), good readers are phonemically aware, understand the alphabetic principle, apply these skills in a rapid and fluent manner, possess strong vocabularies and syntactical and grammatical skills, and relate reading to their own experiences. In other words, once a student is good in reading, one can use or apply them correctly in a communicative discourse.

Recognizing the Basic Sentence Patterns: Challenges to Students. This theme means poor understanding of the Subject-Verb agreement has been the common errors students are acquiring in grammar class. This is confusing to grasp once an individual student or pupils would not know or oriented with the basic rules. For the teachers, this is a challenging predicament of teaching, leading and guiding some students with faulty grammar starting from the basic agreement as to Subject-Verb agreement. Two of the informants reported that:

"students find difficulty in grammar particularly the S-V-agreement (I₁)"

"students can't grasp easily the rules in grammar like the subject-Verb agreement(I₅)"

This is precisely because of their poor reading comprehension and readiness to read.

The Grammar Issues: Talking about Students' Like and Dislike. The theme, *students' dislike to grammar* has something to do with student's way of displaying being disinterested to grammar subject.

And it says that, if students are asked to choose, they would not have chosen grammar as part of the curriculum. It has been observed that several students have no interest towards grammar. As revealed by one informant, "teaching English grammar seems to be boring and students are not so interested in the subject (I₄)".

Not many are fond of grammar subjects or lessons but many have disliked it. Mason (2012) averred that grammar is hard to correct and judge. Therefore, Azar (2016) clarified that students do not all learn in the same way. Each may have a different learning style when it comes to learning grammar. Some may see a pattern and understand the rule. Others need explanations and more practice. To teach grammar as a subject matter and test it as though one is testing the memorization of dates in history is sure to bore everybody and not reach the goals one is trying to reach which is a successful communication experience. This avoids the development of negative perceptions about grammar among students.

Providing Remediation: An Outgrowth of the Teachers' Competence. This includes the innovativeness of the teachers upon applying different teaching methods or strategies. This requires the teachers to be innovative and resourceful in the manner of teaching grammar to their students. Teachers, however, need to have communicative competence to be able to convey easy and clear discussions to his/her students especially about grammar lessons. So, teachers are having a great or big role in this kind of predicament. Five informants said that it helps improve the ability of the student by giving "remediation to those non-readers and slow learners (I₁)". In like manner, the informants who are teachers have shown their competence and creativeness in teaching grammar to their students by:



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"...applying various techniques and approaches to make discussions alive and interesting (I₄)"

"letting them dramatized using parts of speech as characters...applied games and used peer to peer tutoring to some students who are less linguistically able(I₄)".

"taking excerpt from literature and use in teaching grammar through enrichment activities (I₂) "

"individualizing instruction and taught them pair and share including brainstorming to develop the 4 macro skills(I₄)".

"using graphic organizers in which students will think and organize ideas and concepts, video clips in which students will give their insight/feelings/reaction, and exposing them to showcase their hidden talent to discover that they can talk, sing and say something in front (I₅)".

In addition, teachers should apply such competence not only to the grammar rules of a target language but also, to when and how to say what to whom" in order to communicate with their students successfully (Yu, 2013).

Diversified Teaching Activities: A Pathway to Effective Learning. This theme, *application of remediation activities* includes the integration of varied activities to improve learning among students.

This is precisely the main point of the attack to the teachers upon knowing students' poor performances in grammar construction. That is why teachers need to become resourceful by way of:

"giving remediation and supplementary reading material ... books that are more on attractive colors, pictotext or pictorials with text (I₁):"

"assigning some students as master of ceremony in the program, and let the students make the script first the teacher makes some correction (I₂)";

"giving them activities that will suite on their level of understanding and give them difficult activities that will suite also in their grade level of understanding (I₃)"

Mede and Dikilitas (2015) emphasized that some teachers do lack competence, awareness and knowledge about English grammar rules. As they themselves have difficulty in developing their own sociolinguistic competence, teachers usually have difficulty in helping learners develop stated competence. It is exactly true that it is very challenging to achieve the needed competence when even teachers are not completely competent in terms of the said skills. Thus, thinking of some remediation activities would depend on how effective and competent the teachers are.

Step Eight: Composite Description Textural-Structural

After the seven steps had been achieved, the researcher opted to synthesize to create a composite textural and structural description. This process helped determine the essence of the overall experience. In other words, the lived experiences of the English teachers in teaching varied and changed according to the circumstances of the situation within the classroom or school setting in greater perspective. I constructed a model to graphically depict my understanding of the relationships between the emergent core themes and to illustrate the lived experience of English teachers in teaching grammar in Surigao del Norte division.



Summary, Conclusions, and Recommendations

Summary of Findings

Five core themes emerged are as follows:

(1) Understanding Reading Issues: The General Teaching Considerations concern the problems of the students to reading comprehension. The more they hardly comprehend, the more they find hard about grammar which eventually affects the manner teacher teach grammar class. Once the student encounters difficulty in reading, this may also result to having difficulty in understanding rules in grammar, even the basic ones to the burden of the teachers. **(2) Recognizing the Basic Sentence Patterns: Challenges to Students** dealt more on the difficulty of the students to comprehend and understand about grammar especially on understanding subject-verb agreement. **(3) Providing Remediation: An Outgrowth of the Teachers' Competence** simply requires teachers to be innovative and resourceful in the manner of teaching grammar to their students. They need to be communicatively competent to be able to convey easy and clear discussion to his/her students, especially about grammar lessons. **(4) The Grammar Issues: Talking about Students' Like and Dislike** speaks of the fact that some students hate grammar and even wish to exclude this from the curriculum. To teach grammar as a subject matter and test it as though one is testing the memorization of dates in history is sure to bore everybody and eventually lose the students' interest in the class. **(5) Diversified Teaching Activities: A Pathway to Effective Learning** is seen to be very helpful and worth emulating by hardworking and creative teachers. Giving remediation activities to the students is contributory to making teaching grammar easy and manageable.

Conclusions

Teaching grammar is important and has to be taught in primary school. Grammar consists of rules of sentence formation, and the use of accurate tenses, and that grammar should focus on both form and meaning. Explicit discussion of grammatical rules in the classroom is thought to be extremely important in helping students acquire the English language and develop their writing skills.

Undeniably, grammar has held and continues to hold a central place in language teaching. There is ample evidence to demonstrate that teaching grammar is not always an easy job. Addressing problems encountered in teaching grammar based on clear explanations is questionable to result in the acquisition of the implicit knowledge needed for fluent and accurate communication. Considering the issues and concerns in teaching English grammar, it seems appropriate to conclude that many of them remain controversial and unresolved.

Based on the findings, it is safe to conclude that grammar taught should be one that emphasizes not just form but also the meanings and uses of different grammatical structures. It is imperative to say that some teachers have failed to focus on teaching grammatical structures that are known to be problematic to learners rather than trying to teach the whole of grammar. It can also be concluded that grammar is best taught to learners who have already acquired some ability to use the language rather than to complete beginners.

Implications of the Study

This study provides avenue to acquiring solutions to the pressing problems confronting English grammar. It can be said that this study as an assessment of grammar teaching will likely continue to generate a great deal of discussion as the field struggles with how to do both in harmony with students' natural learning processes. The effort is worth it for there is much at stake.

Hence, this draws attention to several areas of significance that may have implications to the lived experiences of English grammar teachers in Surigao del Norte division. Specifically, it would:

1. Provide easy or quick remedy to the problems of teachers teaching grammar to students especially those who lost interest about the subject/topic.



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2. Provide additional techniques among teachers to assess where there are gaps in their own knowledge of English grammar.
3. Contribute to the formulation of programs, professional development sessions and trainings to the teachers to be grammatically expert or fluent for them to be able to competently teach their students.

Recommendations

In the light of the findings and conclusions presented in this study, the following are recommended:

1. School authorities should formulate programs and curricula that would prepare teachers to become grammatically competent in teaching grammar.
2. There should be a more integrative approach to grammar assessment, and grammatical performance to be conducted using scales that gauge grammatical accuracy and complexity.
3. There should be innovations in grammar assessment among schools for the benefit of both teachers and students.
4. Grammar instruction in all schools should take the form of separate grammar lessons (a focus-on-form approach) and should also be integrated into communicative activities (a focus on-form approach).

Furthermore, it recommends addressing the five themes that emerged in the study as to the conduct of the following:

THEMES	ACTIVITIES FOR TEACHERS	ACTIVITIES FOR STUDENTS
A. Understanding Reading Issues: The General Teaching Considerations	Employ strategies like reading materials.	Oral reading drills, Interpretative reading exercises, Word Vocabulary Exercises
B. Recognizing the Basic Sentence Patterns: Challenges to Students	Involve teachers in <i>The Grammar-Bytes</i> website offers a wide range of English learning games including a wide-ranging section on subject-verb agreement. These are mostly of the simple 'type the correct answers in a text box' variety, with the chance to see the answer displayed for learners who get stuck.	Bring in a stack of magazines and have each student find one article that he finds interesting. Ask students to read the article and to identify one singular subject and verb, one plural subject and verb, and one compound subject; crossword and word searches puzzles
C. Providing Remediation: An Outgrowth of the Teachers' Competence	Using the audio-lingual method which reflects the descriptive, structural, and contrastive linguistic activities; the application of the direct method which demanded inventiveness on the part of teachers and led to the development of new techniques of	Various differentiated instruction and involvement to demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation, etc. in learning



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	language	grammar
D. The Grammar Issues: Talking about Students' Like and Dislike	Conduct remedial classes on grammar instruction; must liaise closely with parents.	Attend regularly remedial classes;
E. Diversified Teaching Activities: A Pathway to Effective Learning	Employing the Larsen-Freeman pie chart as a guide for developing grammar activities; Indulge in describing the grammar point, including form, meaning, and use, and give examples (structured input);	Drills and exercises of Subject-Verb Agreement; practice the grammar point in communicative drills (structured output);

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