Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 11 (2026)

Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

Teaching of Grade 3 English in the Public Elementary Schools In Hermenegildo J. Atienza Elementary School

Rogelyn S. Villas [1]
0009-0002-1259-2165 / rogelynsarabiavillas@gmail.com

1 – Palaris Colleges

Publication Date: November 25, 2026 DOI: **10.5281/zenodo.24532927**

Abstract

This study aimed to assess the teaching of Grade 3 English in Hermenegildo J. Atienza Elementary School, Division of Quezon City during the school year 2026-2027 and develop an action plan to improve its implementation. Specifically, it examined the level of teachers' competencies in English, the extent of implementation of learning competencies, the adequacy of instructional materials, and the utilization of teaching strategies. The findings revealed that the overall level of teachers' competencies in English was low. Their competencies were moderate in phonological awareness, phonics and word recognition, grammar, and listening comprehension; low in oral language, vocabulary, attitude toward language, literature and literacy; and very low in study skills. Furthermore, there was no significant difference between the perceptions of teachers and school administrators regarding the extent of implementation of English learning competencies. However, teachers manifested weaknesses in implementing the prescribed competencies. The adequacy of instructional materials and the utilization of teaching strategies were both rated moderate, indicating the need for additional learning resources and more varied instructional approaches. Based on these findings, an action plan was proposed to strengthen teachers' competencies, improve instructional practices, enhance the availability and utilization of learning resources, and develop learners' English language skills. The study recommends sustained professional development, instructional supervision, and collaborative interventions to improve the quality of Grade 3 English instruction.

Keywords: *Grade 3 English, English Language Teaching, Teaching Strategies, Instructional Materials, Language Competencies, Public Elementary Education*

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https://aijsseaf.com
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of Social Sciences, Education, and Allied Fields
e 2 Issue 11 (2026)

Chapter 1

THE PROBLEM

Rationale

The emerging global economy which is both competitive and interdependent reflects the availability of modern communities' production technologies in most parts of the world. The brings up the need for us to be concerned about the future of the English language in the 21st century. According to the Economist Williams (2006), English continues to be the world standard language who no major threat to the language and its global popularity. But changes are coming.

English is used for more purposes than ever before Vocabularies, grammatical forms, and ways of speaking and writing have emerged influenced by technological and scientific developments, economics and management, literature and entertainment genres.

In the curriculum of the elementary schools, English as subject is expected to develop a basic competence in understanding, speaking, reading and writing, all of which are fundamental to communication in the language. DepEd (2010) increased the time allotment of English. The daily period from 1 to 6 was increased from 60 – 80 minutes.

Language is the key to all human activities. It is the vehicle through which the world can be understood and appreciated; without language, people are isolated and helpless. Language is a conscious or unconscious part of nearly everything we do. It is a personal matrix of receiving, processing, and sharing ideas and underlying language teaching and learning. Language permits functional and creative exploration of the world of meaning by allowing us to communicate with others and with ourselves. Competency on language is a prerequisite for productive and satisfying experience.

The uses of language are derived from the needs and customs of a given society. In addition

Online ISSN: 3082-5121
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to using language to think, to communicate information and direct behavior, language is used in social and very personal ways. Language is an important aspect of human relationships. It is used in greetings, conversation, organizational meetings, ceremonies, and informal written communications. It is also used as an expression of emotion, as a release from tension, as a reaction to an emergency and as a means of sharing unique personal perceptions.

English, like many languages, uses phonetic alphabet and fairly basic syntax. But most importantly, it has a large and extensive vocabulary, o which about 80% is foreign according to the “strategies in teaching English” Alcantara, 2012. In school the child can profit from his academic integration with his peers if he knows how to communicate. He must be provided proper instruction in a group of subject for the activities called language arts. This is composed of speaking that includes oral composition, speech and grammar. In writing, the subject is commonly called compositions, spelling, grammar and hand writing. Listening however, stresses the importance of reading and writing sequence in language instruction. In reading, speaking and wr4iting must be taught to the child first so he may acquire the language ability which he needs in communicating his meanings and feelings efficiently to others. Listening and reading must be taught so that the child learn to construct the meanings present5ed to him by others in their speaking and their writing, so that he may think effectively about those meanings in relation to his problems.

In school, speaking of standards and competencies in language arts curriculum for the primary grades recognize the integration of the different skills in language subject. The children need to learn the language in greater details. It covers the different domains in oral language, vocabulary, grammar, phonological awareness, listening comprehension and study skills.

In the Curriculum of the Elementary Schools, English as a subject is expected to develop

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
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a basic competence in understanding, speaking, reading and writing all of which are fundamental to communication in the language. Department of Education (DepEd) M.O. – 12-461 s 2010, increase the time allotment of the subject English from 60-80 minutes. Generally, a lot of problems on the learning competency of the English Language have been experienced by both teachers and learners. It has been experienced by the researcher that the children experienced problems on oral language. The problem lies on the ability of the child to produce the proper sound of the language. the difficulty was caused by the dialects spoken, the lack of fresh concepts in teaching the subject and the home background of the students. In the same manner, vocabulary in the English language is also a challenge on the part of both teacher and the learner. Inadequate vocabulary exposure of the learner contributes to the problem.

In listening, the child has difficulty in processing the messages received due to the lack of practice in oral vocabulary which they may have been learning in written form. To help the students, games, competitions, and other activities that require word recognition, grouping, and matching as well as practice in recognizing cognates or words in their own language are needed. It is important that the child must be taught by the teacher how to engage in auditory discrimination, pay attention to the message engage in active listening and to be an active listener. The teacher must be able to give the different activities and strategies to develop the listening competencies of the learners. Nevertheless, the teacher lacks proper training and exposure on the teaching of listening employing the necessary strategies and diverse strategies to solve the problem in listening.

In speaking, before the learners can communicate in sentences they have to know the sound of the language. The teacher must learn to use the different strategies in teaching speaking. Like the contrast drills, dialogues, tongue twisters, pitch, stress, juncture and intonation pattern. In this regard, the teacher has insufficient skills in teaching speaking particularly on the sound of language;

Online ISSN: 3082-5121
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besides there is also a lack of instructional materials that can be used in speaking activities.

Experts agree that teaching reading entails proper technique which is the personal arts and style of the teachers in carrying out the procedure in teaching reading. Teaching strategies in reading are based on the philosophy and theories regarding the meaning, nature and structure of reading. They are also based on the important foundation disciplines such as physiology, psychology, linguistics and sociology. In reading comprehension, the teacher has experienced problems on the ability of the child to read orally and comprehensively. This problem is attributed mainly to the lack of instructional materials, reading strategies, used by the teachers, vocabulary, as well as the other factors that influence the acquisition of reading ability. These factors that influence the acquisition of reading ability according to Herbert (2010) are motivations, home background, teaching strategies, attitudes of parents, siblings, teachers, peers, motor ocular coordination, visual discrimination, language facility, interest and intelligence.

Providing quality instructions is the primordial vision and mission of the Department of Education DepEd. This specific vision and mission cannot be realized unless quality teaching is performed. Therefore, it is necessary to provide multiple teaching strategies in the attainment of the expected results considering that teaching does not exist in a vacuum.

One of the elements to improve the level of learning competencies is the ability of the teacher to communicate. The effective use of instructional linguistic strategies in teaching and the ability to use the different instructional materials can insure the attainment of language competence along oral language, phonetics and word recognition, grammar, vocabulary development, listening, attitude towards the English subject and study skills of the learners.

This is the reason why the researcher has decided to choose this investigation on The Teaching of English In Grade 3 In the Public Elementary Schools in Hermenegildo J. Atienza

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Elementary School because she believed that helping the learners acquire proper skills in English language can provide them with a better performance in school and facility of social interaction in the professional world in the future.

The scenario of the language learning the importance of language, the factors that affect the learning of the language along oral language, word recognition, grammar, vocabulary, listening and attitude towards English language challenge the researcher to conduct the study so that she could help ease the problems on the learning competency acquisition of the English Language specifically among Grade 3 learners in the elementary schools of Hermenegildo J. Atienza Elementary School.

English Language Teaching

According to Block (2017), in language teaching the teacher should serve as a model to the student and should therefore be able to produce the vowel and the consonant sound correctly for the students to imitate. He can use tape exercises which can be bought from speech communication stores.

Saunders (2018) stated that the rise and fall of voice which is called pitch must be taught properly accompanying the stress of voice placed on a particular syllable in a word or particular word in a sentence. Intonation is the movement of the voice between high and low pitch, the rising and falling intonation. He said further that intonation and stress can be taught simultaneously since intonation depends on stress, and changes in the stress patterns are the ones affect the intonation patters. The learners should be able to imitate a falling intonation as well as rising intonation and distinguish between a low pitch and a high pitch.

Barry (2017) said that it is imperative that the teachers should create situations in which the students could exercise the ability of oral expression. Some of these activities are celebratory

experiences, asking respondents centered questions, conducting classroom conversations, audio and video tape recording and debates. In these activities the students will be able to acquire oral skills as they practice in order to please their audience. Such performance could give students a life time pleasure experience that leads to the development of self-confidence and improve communication skills.

Sibayan (2010) suggested that the following stages of the initial presentation of a sound like minimal pair in context: ask the class to listen to other words containing the sound being contrasted, employ several devises of test whether the learners can recognize the sound they are studying and finally ask them to repeat the words after the teacher. Exercises to vary the repetition of the word should be devised by the teacher to maintain interest.

Brown (2016) mentioned that vocabulary building for a purposeful activity is necessary for writing a paragraph. The word collected should be appropriate for the topic of the selection. To make the vocabulary building a purposeful activity the teacher should help his student select the words that express precisely and clearly the ideas he want to convey.

Bouchard (2018) said that in building and developing a writing vocabulary, students should be made to realize that in order to communicate effectively to people they must use words. To convey ideas they need words. Students must also understand that accuracy, force, and variety in expressing what they need to say make it necessary for them to enlarge their vocabulary or stock of words. Thus the teacher of a composition should make it a point to help students build their vocabulary.

Rivers (2018) stated that developing word sense is the effective use of words. It is the proper handling of the nuances of word meaning and word relationships in sentences. It is knowing how a word may or may not be used in certain context. In order words it is knowing how to exploit

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the power of words. Every teacher of composition should exert effort to make students aware that word sense is basic to good writing.

Dacanay (2016) said that dictionaries are important tools in word study. To be able to build their vocabulary students need encouragement and guidance in the use of dictionary. Teachers of composition writing should make their students form the habits of consulting dictionaries. It most helpful for students to learn that dictionaries are filled with interesting information from which they can derive much knowledge and vocabulary.

Ellis (2016) said that the four skills of listening, speaking, reading and writing are inter-woven in every language activity. They are not taught in isolation. However, depending on the objective of the teacher of that day, more time may be devoted to one skill than to another.

For **Thurber** (2015), listening is effective only when the hearer becomes involved not when he is passively seating down, pretending to understand or listen when he does not. In order to become an active listener he must stop talking, control the surroundings, establish a receptive mind set, listen to main points, make effective use of lag times, listen between the line and judge ideas not appearance.

Cunanan (2015) suggested that in devising contrast drills, there is a need to identify the sound and the sound contrast that occur in the target language. Then compare with the phonological system of the students language to enable him to find out which will need special attention in the classroom.

Dobson (2007) suggested some phonic generalization that might help in teaching the pronunciation of English words like the vowel is short when it is found in the middle of one syllable word as in “Math”. If the only vowel is at the end of a word or syllable the vowel will usually have a long sound like as in “time”. When a words ends in “y” it has a vowel sound of short “I or long

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e" like happy.

Angways (2009) study on Language Teachers in Grade One classes in the City Schools Division, Baguio City enumerated the following recommendations based on the findings of her study.

1. Teachers should give more time to the development of reading skills of Grade One learners.
2. Administrators should upgrade the teaching service competencies of teachers especially in methodologies and approaches.
3. Teachers and administrators should work with strategies / techniques that arouse and maintain interest of learners in language instruction.
4. Negative attitude of teachers teaching language should be corrected by higher authorities.
5. Administrators should encourage other teachers teaching language to attend seminars and workshops to enrich their knowledge in the different strategies and methods for efficient learning activity.

Maranan (2016) in her study on language and reading skills pointed out the following recommendations.

1. A periodic evaluation to monitor learners progress along the basic language and reading skills should be conducted.
2. Sufficient and appropriate drill and practice exercises should be developed by teachers to enhance mastery learning of the basic language skills.
3. Teachers should use mastery learning strategies to ensure mastery of the basic skill.
4. A scheme of remediation to help the slow learners master the basic skills should be worked out.
5. A similar study should be conducted in other grade or in other schools.

6. Emphasis should be given on the teaching of reading and language skills least mastered by the learners.

Pagulongan (2017) believed that it is imperative that the teachers of a second language continuously monitor and assess the achievement of students through series of pre-test, achievement test, diagnostic test, formative tests, summative tests, and front tests. They should also inform the students of their various strengths and weaknesses in the language. Students who do not come up with the minimum skill competencies of the curriculum should be given adequate reinforcement and enrichment instructions and activities to enable them to fulfil the requirements for the next curriculum level. The student must be assisted in their competencies at their present level.

The study of **Rosales** (2010) revealed that subject – verb agreement and use of preposition were difficult, pronoun – antecedent agreement, tense of verbs and the use of articles were moderately difficulty, use of conjunctions and the use of adverbs were somewhat difficult, and the use of adjective was not difficult.

Flores (2010) conducted a study on reading. She found out that the learners experienced difficulty in comprehension due to poor vocabulary skills and strategies used by the teachers in reading.

Cacap (2010) conducted a study on common Errors in English Grammar of Grade VI learners in San Fernando District II, La Union. She found out that the learners committed errors in the use of adverbs and adjectives, use of pronoun, use of prepositions and conjunctions, use of forms, punctuation, vocabulary, and sentence structure.

Quinto (2009) conducted a study on the common errors committed by the third year students in written English composition and found out that the mechanical category were the most

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common errors committed by the students. Errors in the mechanical category were the following misspelling, lack of punctuation marks, errors in capitalization, wrong syllabication, wrong indention, and wrong margin. Along the arcas of grammatical category, the students committed the following errors wrong use of plural nouns, wrong tense of verbs, wrong from of verbs, wrong form of pronouns, wrong use of preposition, wrong use of singular noun, wrong use of conjunctions, wrong use of adverbs, and wrong use of adjectives. In the area of structural category, the students committed the following errors faulty sentence construction, omission of articles, lack of unity in paragraph, wrong word used, coherence, poor content, wrong word used coherence, poor content, wrong word order, and lack of unity in composition.

She concluded that most students lack the proper knowledge on how to use helping verbs and all other components of grammar, that the students lack knowledge and application of the principles governing the use of nouns, pronouns, adjectives, adverbs, prepositions, and idiomatic expressions.

Calsiyao (2010), noted that the fourth year students in Private Secondary Schools in Tabuk, Kalinga were generally weak in the following elements of Grammar a) Use of noun, b) Classification of nouns, c) function of nouns, d) pronoun-antecedent agreement, e) use of verb forms, f) classification of verb form, g) subject-verb agreement, h) use of adjective and adverb, i) comparison of adjective and adverb, j) use of preposition, k) use of conjunction l) use of articles.

Sanchez (2009) conducted a study on the aspects of English Grammar affecting the writing ability of the learners. The evaluation of the teacher respondents on the difficulty are ranked as follows:

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1. Verb form
2. Subject-verb agreement
3. Vocabulary
4. Capitalization
5. Punctuation

A study of errors by **Lunsford and Conner** (2017) shows that twenty different mistakes comprised 91.5 percent of all errors in students' text in writing and speaking.

The following are the commonly occurring errors listed according to the frequency with which they occur: 1) No comma after introductory elements, 2) Vague pronoun reference, 3) No comma in compound sentence, 4) wrong word, 5) No comma in noun structure element, 6) wrong or missing inflicted endings, 7) wrong or missing preposition, 8) comma splice, 9) possessive apostrophe error, 10) tense shift, 11) unnecessary shift in person, 12) sentence fragment, 13) wrong tense of verb form, 14) subject-verb agreement, 15) lack of comma in a series, 16) pronoun agreement errors, 17) unnecessary comma with restrictive element, 18) run-on or fused sentence, 19) dangling or misplaced modifier, 20) its/it's error.

Austin (2017) identified 13 common errors in students' writing. The errors are lack of agreement, sentence fragment, Overly-long sentence, overuse of passive voice, faulty parallelism, vague pronouns, dangling modifiers, squinting modifiers, mixed or dead metaphors, faulty word choice / faulty diction, wordiness, comma splices, misused of comma, semicolon, colon. Aside from the errors identified by the above foreign researchers, Wyatt and Schnelback included in their compilation the most common errors, apostrophe usage, double negatives, and sentence structure. Vladimir enumerated in his book Special Grammar Units, "Ten Most Wanted" grammar errors. They are the following. 1) comma splices, 2) fragments, 3) Run-on sentences, 4) pronoun reference, 5) faulty parallelism, 6) wordiness, 7) misplaced modifiers, 8) passive voice, 9) subject – verb agreement, 10) indicating possession.

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Tombo 2010) stated that the contributory factors of the difficulty of the learners in English were uncooperative parents; inadequate reading materials, inadequate teacher training on English teaching, inconsiderate teacher on the mistakes of the learners; not clear lecturers; insufficient time for English instruction; and indifferent school administration. Factors that contributed less significantly to the difficulties of the learners in |English were inadequate instructional materials; learners has no proper study habits, classroom atmosphere is not conducive to learning, and insufficient time for home study.

According to **Bruner** (2016) the common cause of common errors in the use of the English is the lack of interest followed by the lack of exposure to participation in school program and activities, the lack of the practice and follow – up activities in reading speaking, and writing English. The minor causes are lack of books and other reading materials, poor learning in English during the early years in school; lack of support and encouragement from parents; and some teachers in English are not very competent in teaching the subject matter.

Canale as cited **Roxas** (2012) gives seven universal functions of language. Instrumental language. Language is used to satisfy needs or desires, it often takes the form of a request, “I want” or “I need”.

Regulatory Language. Language is used for controlling others, “Do this”, “Go out of here!” or “Stop it!”.

Interactional Language. Language is used for expressing individuality to give personal options and feelings. “I’m going to be a doctor” “I think”….

Imaginative Language. Language is used to create a world of one’s own “Let’s pretend” “once upon a time”….

Heuristic Language. Language used for exploring the world, for finding things out.

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"Why?" "What's that for you?" or "Why do people think differently?"

Information Language. Language is used for conveying information. "I've got something to tell you". To be competent users of language, children need to be aware of its functions and they should develop skill in using it for different purposes. A balanced language program gives attention to the full range of language functions.

Through many activities, children discover the relationships of language choice and language function and become flexible in using language appropriately.

Spaventa (2017) discovered that the family income of parents can affect the student's performance due to inability to meet school needs. She also found certain factors which affect the language skills of students to a moderate extent. The factors were those related to students, teachers, school and home.

In synthesis the literature and studies read helped the researcher in conceptualizing her studies particularly in the construction of the instrument, method used, treatment of data and the proper of way of interpreting the data gathered.

Theoretical Framework

This investigation is based on the theory on Multiple Intelligences. This theory stipulates the particular preferred intelligence in learning. In order to benefit from this theory, particularly in the English language, several methods or strategies should be used. One of the intelligences is linguistic intelligence the ability to think words and use those words to express one's thoughts to others. When people use conversation to speak to one another, they utilize their verbal/linguistic intelligence. Verbal intelligence is also employed when writers create written works, even something as simple as a letter to a friend or an email. In school, this intelligence is vital to good school performance, as most subjects require reading and writing skills. A verbal intelligence test

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and linguistic intelligence activities all work to identify how well an individual can do this, and then to improve upon it if necessary.

Another theory which encompasses the teaching of English that is primarily concerned with the teaching and attainment of learning competencies is the theory of Taba, (2016) the theory indicates an inductive learning method which is divergent, direct, open and student centered. It means that the teaching of language should consider the learner as the center of learning and that he must be aided to learn from the inductive theory. It is worth noting that the theory of Taba underscores the learner's development of his own understanding of topics he studies. He is expected to develop the skill on concept formation, interpretation of data, application of principles in the learning of language particularly reading, speaking, vocabulary formation and word recognition. This idea is very useful in the teaching of English along the different domains like oral language, phonetics and word recognition, grammar, vocabulary, development, listening, attitude towards learning English and study skills.

Another theory on English learning is the theory on connectionism. In his theory, the law of exercise and practice, law of readiness and motivation, drills and exercise connect learning to past experience.

In teaching language particularly on speaking, constant drill or practice of different sounds of language is a strategy that can result to mastery. The same principle of law of practice and exercise can be applied in the teaching of grammar. Constant practice exercises and drills in the different aspects of grammar enable the learner to master the competencies. The same principle can be applied to the teaching of writing. The child can learn how to write and even develop his writing if he is motivated to write constantly.

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Conceptual Framework

The research is anchored on the attainment of the competencies of the domains mandated by the Department of Education (Dep Ed).

The conceptual framework has adopted the input-process-output model. The input consisted of the extent of implementation of the learning competencies along the nine (9) domains strengths and weaknesses of teachers in the implementation of learning competencies, level of adequacy of instructional technologies and extent of utilization of instructional strategies in English.

The process consisted of analysis of the findings of the extent of implementation of learning competencies along the nine (9) domains in English 3, strengths and weaknesses of teachers level of adequacy of instructional technologies and the extent of utilization of strategies in English and the formulation of a proposed measures to improve the teaching of English.

Finally, the output which is anchored on the aforementioned areas is the proposed measure.

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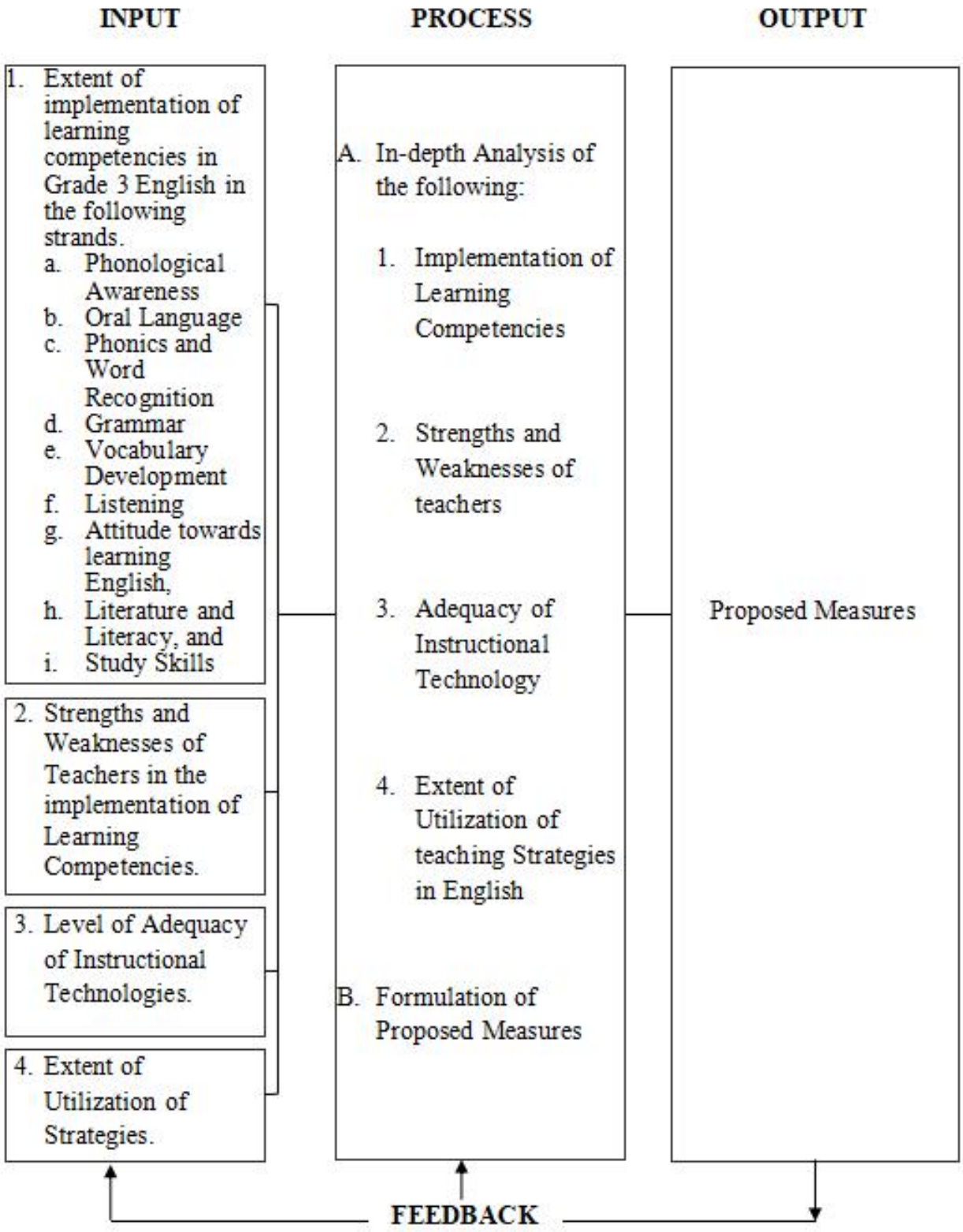

FIGURE 1
Paradigm of the Study

Online ISSN: 3082-5121
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Statement of the Problem

This study aimed to determine the status of English teaching in Grade 3 in the public elementary schools of Herminigildo T. Atienza Elementary School.

Specifically, it sought to answer the following questions;

1. What is the extent of implementation of learning competencies in Grade 3 English as perceived by the teachers themselves and their school administrators along the following areas:
   a. Phonological Awareness,
   b. Oral Language,
   c. Phonics and Word Recognition,
   d. Grammar,
   e. Vocabulary Development,
   f. Listening,
   g. Attitude towards learning English,
   h. Literature and Literacy, and
   i. Study Skills?
2. Is there a significant difference between the perceptions of the teachers themselves and their school administrators on the extent of implementation of learning competencies in Grade 3 English?
3. What are the strengths and weaknesses of teachers in the implementation of learning competencies of Grade 3 English?
4. What is the level of adequacy of instructional technologies as perceived by teachers?
5. What is the extent of utilization of the teaching strategies of Grade 3 English?
6. What measures can be proposed to improve teaching of Grade 3 English?

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Research Hypothesis

This study tested the hypothesis at .05 level of significance.

1. There is no significant difference between the perceptions of Grade 3 teachers and the school administrators on the extent of implementation of learning competencies in Grade 3 English.

Scope and Delimitation of the Study

This study was conducted in the elementary schools of Herminigildo T. Atienza Elementary School Respondents consisted of 31 Grade 3 teachers and 15 school administrators from 15 elementary schools of Hermenegildo Elementary School.

The scope of the study included the extent of implementation of learning competencies in Grade 3 English along the 9 domains, the level of adequacy of instructional materials and the utilization of teaching strategies in Grade 3 English.

Significance of the Study

This study can be beneficial to the following group of people, organization and institution curriculum planners, school administrators, guidance counselors, English Teachers, people, parents, researchers and other researchers.

Curriculum Planners. The findings of this study can provide them insights on how they could improve the curriculum in English particularly on the use of modern strategies and instructional materials. The curriculum planners can become more receptive to the needs of their learners so that quality language instruction may be achieved.

School Administrators. The results of this study will provide insights to the administrators on how they can improve their instructional supervisory practices as well as leadership to improve the instructional in English in the respective schools.

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The Guidance Counselors. The findings can be used by the guidance counselors in helping the learners to improve their performances in English. They can have new idea on time they can conduct testing along the areas of English.

The English Teachers. It is beneficial to the teachers by providing them insights on how the English instruction is being done. It can even improve the use of instructional technology for quality English instruction and even equally significant that they could have an idea of what instructional technology materials they could use to improve instruction. Highly contributory to their excellent instructional materials would be the use of action plan for their reference.

Learners. The learners will benefit from the study with the improve and quality instruction in English through the use of proper strategies methods and techniques in teaching language. They can even enjoy learning English because of the different kinds of instructional materials their teacher will use. They will be able to develop higher level of learning competencies in English language.

Parents. The findings of the study can help the parents on how they can prepare the children acquire knowledge and skills in English.

Researcher. The researcher can have an idea on the performance of the learners so that she can do something to improve the teaching of English.

Other Researchers. The can have an idea on what area of English in grade 1 to be given emphasis and conduct further research.

Definition of Terms

The following terms are defined according to their use in this study.

Instructional Technologies. There are the different materials that can be used in teaching Grade 3 English to facilitate effective learning.

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Teaching. It is referred to the different activities using certain related strategies, procedure and materials to achieve the acquisition of knowledge, skills, values, and attitude for learners development.

Strategies. It is referred to the different method, styles, and procedures of teaching to help the learner acquire easily the knowledge, skills and enhance the comprehension of the learners.

Implementation. In this study, it refers to the execution or utilization, implementation of the different learning competencies in Grade 3 English.

Extent of implementation. It is referred to the intensity or level of execution of the different learning competencies in Grade 3 English along the 9 nine domain.

Learning competencies. These are the eight means of teaching Grade 3 English such as phonological awareness, oral language, grammars vocabulary, listening, attitude towards learning English, and study skills.

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Chapter 2

RESEARCH METHODOLOGY

This chapter presents the research design, the procedures the data gathering instruments used by the researcher, methods and statistical tools used in the analysis and treatment of the data.

Research Design

This study will employ the descriptive method research considering the goal of the study was to determine the status of teaching English in Grade 3 in Hermenegildo J. Atienza Elementary School. This type of research describes and interprets "what is", treating data collected with condition of relationship that exists, practices that prevail, beliefs, processes that are going on, and effects that are being felt or trends that are developing.

This method according to Abulencia (2005) is a method of problem solving with adequate cross-section of information for interpretation. It is a general procedure employed in studies whose objective is to have detailed description on existing phenomena with the intent of employing the data to explain current conditions and practices and to make more intelligent plan for improving social, economics, educational conditions and process.

The researcher will use this method because she wanted to describe the situation of the teaching of English and learning competencies of the Grade 3 learners in English.

Locale and Population of the Study

This study will be conducted in the Public Elementary Schools of Hermenegildo J. Atienza Elementary School.

The table below showed the exact number of respondents coming from the 16 public Elementary Schools in Hermenegildo J. Atienza Elementary School respondents consisted of 31 Grade 3 Teachers and 12 section advisers.

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Table 1
List of Schools and the Number of Grade 3 Teachers and Section Advisers

Schools	Grade 3 Teachers	Section Adviser
Grade 3 – Sampaguita	2	1
Grade 3 – Rosal	3	1
Grade 3 – Gumamela	3	1
Grade 3 – Ilang-Ilang	2	1
Grade 3 – Camia	3	1
Grade 3 – Dahlia	3	1
Grade 3 – Jasmine	3	1
Grade 3 – Orchid	2	1
Grade 3 – Acacia	3	1
Grade 3 – Narra	2	1
Grade 3 – Mahogany	3	1
Grade 3 – Molave	2	1
Total	**31**	**12**

Data Gathering Instrument

The data required to answer the specific problems of the study were gathered with the use of questionnaire.

Part 1 presents the competencies in English of Grade 3 learners. The lists of competencies are taken from the K-12 curriculum guide for 2016 issued by the Department of Education.

Part 2 shows the instructional materials in teaching English in Grade 3 adopted the study of Ferrer.

Part 3 contains the teaching strategies used in teaching English. They were lifted from the book “Teaching Strategies in Listening, Speaking, Reading and Writing” by Alcantara, Espina, Villamin and Cabanilla.

Data Gathering Procedures

The researcher before administering the questionnaire to the respondents sought permission from Schools Division Superintendent, District Supervisor and Principals of the 12

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section in grade 3 covered by the research.

When permission was granted, the researcher went from one school to another to administer the instrument to all Grade 3 English teachers and school administrators of the different schools. The administration and retrieval of the instrument lasted for 2 weeks. A 100% retrieval of the instrument was attained.

Statistical Treatment of Data

To answer problem 1 on the extent of implementation of learning competencies in English. 4-Likert scale and weighted mean were used and interpreted in terms of descriptive rating below.

Value	Weighted Mean	Descriptive Rating
4	3.26 – 4.00	High (H)
3	2.51 – 3.25	Moderate (M)
2	1.76 – 2.50	Low (L)
1	1.00 – 1.75	Very Low (VL)

To answer Problem 2 on the significant differences between the perceptions of the teachers and administrators on the level of attainment of the competencies in Grade 3 English 3 the T-test was used.

Formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{SD\overline{x}}$$

Where:

$\overline{X}_1$ = First Mean

$\overline{X}_2$ = Second Mean

$SD\overline{x}$ = Standard error of difference between the two means

Problem 3 on the strengths and weaknesses of teachers as the implementation of learning competencies mean value of 3.26 and above “strengths” at 3.25 and below / needs or weaknesses.

To answer Problem 4 on the level of adequacy instructional technologies percentage

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scaling was used.

Value	Percentage	Descriptive Rating
3	75% and above	Highly Adequate (HA)
2	50% – 74%	Moderately Adequate (MA)
1	0 – 49%	Least Adequacy (LA)

To answer Problem 5 on the Extent of utilization of the suggested strategies in teaching Grade 3 English 3 – Likert scale and weighted mean was used.

Value	Weighted Mean	Descriptive Rating
3	2.34 – 3.00	Fully Utilized (FU)
2	1.67 – 2.33	Moderately Utilized (MU)
1	1.00 – 1.66	Least Utilized (LU)

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Chapter 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data on the problem on the teaching of English in Grade 3 in Public Elementary Schools in Hermenegildo J. Atienza Elementary School during the School Year 2026 – 2027.

Phonological Awareness

Table 2 shows the extent of learning competencies in Grade 3 English along phonological awareness as perceived by teachers and school heads.

Table 2
Extent of Implementation of Teaching Competencies in Grade 3 English along Phonological Awareness as Perceived by Teachers and School Administrators

Phonological Awareness	Teachers		School Administrator		Overall Average Weighted Mean	
Indicators	**AWM**	**DE**	**AWM**	**DE**	**AWM**	**DE**
Display sensitivity to sounds in spoken language.						
1. Recognize rhyming words	2.53	M	2.61	M	2.57	M
2. Distinguish rhyming words from non-rhyming words.	2.55	M	2.70	M	2.62	M
3. Supply rhyming words in response to spoken words.	2.43	L	2.52	L	2.48	L
4. Identify/count individual words in phrases and sentences.	2.39	L	2.35	L	2.45	L
5. Identify/count syllabus in words	2.49	L	2.60	M	2.42	L
6. Identify/count sounds in a word	2.50	L	2.49	L	2.55	M
7. Identify the beginning sound of a word	2.50	L	2.59	M	2.53	M
8. Identify onsets and rimes	2.32	L	2.41	L	2.46	L
9. Identify the final sound of a word	2.66	M	2.61	M	2.51	L
Overall Average Weighted Mean	**2.49**	**L**	**2.54**	**M**	**2.52**	**M**

As shown in the table the top two (2) indicators are distinguish rhyming words from non-rhyming words (2.62) and recognizing rhyming words (2.57) describe as moderate extent. It means

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that they can at least recognize rhyming words sounds in a word.

The bottom two (2) indicators however are identify count individual words in phrases and sentences (2.45) and identify count syllabus in a word (2.42) and they are described as low extent. It means that they failed to learn the skills of supplying words and identify count syllable words to spoken words.

As a whole the combined perceptions of both teachers and school administrators show that the level of competencies of learners along phonological awareness is moderate as shown by an overall weighted mean of 2.52.

Findings imply that learners display sensitivity to the spoken word to a limited degree. This means they have not yet fully mastered the competencies required in phonological awareness.

Oral Language

Table 3 shows the extent of competencies in Grade 3 English along oral language as perceived by teachers and school administrators.

This dimension in English has five major indicators and 22 sub-indicators. Based on the combined perception of both teachers and school administrators, the top five (5) indicators where the learners' level of competence is moderate are in asking simple questions (2.52), talk about the experience of others (2.51), identify similarities / differences (2.53), re-state and retell information (2.54). It implies that they are capable of oral language along the five indicators.

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Table 3
Extent of Competencies in Grade 3 English along Oral Language as Perceived by Teachers and School Administrators

Oral Language	Teachers		School Administrators		Overall Average Weighted Mean	
Indicators	**AWM**	**DE**	**AWM**	**DE**	**AWM**	**DE**
Use speaking skills and strategies appropriate to communicate with different audiences for a variety of purposes. Listen and speak with a purpose in mind Listen and respond to others						
● Give direction	2.43	L	2.39	L	2.41	L
● Express their feelings about others ideas	2.50	L	2.52	M	2.51	M
● Ask simple questions	2.53	M	2.51	L	2.52	M
● Seek help	2.45	L	2.38	L	2.42	L
● Interact with others						
- Initiate a conversation	2.51	L	2.45	L	2.48	L
- Engage in a dialogue	2.30	L	2.46	L	2.38	L
- Share information and stories with others	2.41	L	2.49	L	2.45	L
Identify / Share relevant information						
● Describe / talk about ones experiences	2.31	L	2.52	M	2.42	L
● Talk about the experiences of others	2.48	L	2.53	M	2.51	M
● Describe a sequence of events	2.52	M	2.49	L	2.51	M
● Describe ones environment (e.g. persons, animals, places, things, events etc.)	2.29	L	2.50	L	2.40	L
● Identify similarities / differences	2.53	M	2.52	M	2.53	M
Make Interpretation						
● Listen and respond to texts	2.52	M	2.30	L	2.40	L
● Clarify meanings heard while drawing on personal experiences	2.46	L	2.42	L	2.44	L
● Identify, describe and use some commonly used verbal and non-verbal features in a range of texts.	2.69	M	2.47	L	2.53	M
Restate and retell information						
● Engage in variety of ways to share info (e.g. roleplaying, morning message, show and tell)	2.61	M	2.49	L	2.54	M
● Retell a story	2.59	M	2.50	L	2.55	M
Express oneself						
● Speak clearly and audibly	2.48	L	2.46	L	2.48	L
● Speak in full sentences	2.36	L	2.37	L	2.37	L
● Express thoughts and feelings	2.47	L	2.47	L	2.47	L
● Share own ideas	2.29	L	2.29	L	2.29	L
● share preferences	2.39	L	2.39	L	2.39	L
Overall Average Weighted Mean	**2.49**	**L**	**2.45**	**L**	**2.46**	**L**

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Their bottom indication along the competencies on the other seventeen (17) indicators is low with weighted means ranging from 2.37 to 2.50. It means that they have not mastered yet the skills on oral language.

The over-all level of competencies, based on the combined perceptions of teachers of school administrators is low as shown by an average weighted mean of 2.46.

Findings indicate that grade 3 learners are still not yet fully capable of listening and responding to others, identifying / sharing relevant information, making interpretations and expressing themselves.

Phonics and Word Recognition

Table 4 shows the extent of learning competencies in Grade 3 English along the phonics and word recognition as perceived by teachers and school heads.

Table 4
Extent of Competencies in Grade 3 English along the Phonics and Word Recognition as Perceived by Teachers and School Administrators

Phonics and Word Recognition	**Teachers**		**School Administrators**		**Overall Average Weighted Mean**	
Indicators	**AWM**	**DE**	**AWM**	**DE**	**AWM**	**DE**
Used strategies to decode / identify words						
● Identify signs, symbols, labels and captions in the environment	2.61	M	2.39	L	2.50	L
● Recognize some common words on sight (e.g. a, the, and said)	2.58	M	2.57	M	2.58	M
Overall Average Weighted Mean	**2.60**	**M**	**2.48**	**L**	**2.54**	**L**

Data found in table 4 reveal that the top one indicator is teachers and school administrators had a moderate perception on the level of competence of learners in phonics and word recognition. Teachers perceived the level of competencies as moderate as shown by an average weighted mean

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of 2.58. It means that they can identify some common words. The bottom indicator described as low with an average weighted mean of 2.50 is identify signs, symbols, labels. As a whole the combined perceptions however, show a moderate level of competence proven by the 2.54 weighted mean.

Findings imply that grade 3 learners have acquired to some extent competencies in identifying signs, symbols, signs and captions in the environment as well as recognizing some common words on sight.

Grammar

Table 5 discloses the extent of competencies in Grade 3 English along grammar as perceived by teachers and school heads.

Table 5
Extent of Competencies in Grade 3 English along the Grammar as Perceived by Teachers and School Heads

Grammar	Teachers		School Administrators		Overall Average Weighted Mean	
Indicators	**AWM**	**DE**	**AWM**	**DE**	**AWM**	**DE**
Apply grammar to communicate effectively sentence						
● Recognize sentences and non-sentences	2.61	M	2.47	L	2.54	M
● Use simple sentences	2.70	M	2.50	L	2.60	M
● Use different kinds of sentences (e.g. declarative, interrogative)	2.72	M	2.51	L	2.62	M
● Recognize punctuation marks (period, question mark)	2.80	M	2.61	M	2.71	M
Noun						
● Use nouns in sentences (people, animals, places, things, events)	2.81	M	2.60	M	2.71	M
● Recognize the use of a/an	2.90	M	2.71	M	2.81	M
● Use plural form of regular nouns by adding /s/ or /es/	2.91	M	2.75	M	2.83	M
Pronoun						
● Use personal pronouns (e.g. I, you, he, she, it)	2.89	M	2.67	M	2.78	M
● Use commonly used possessive pronouns	2.71	M	2.66	M	2.69	M
● Use demonstrative pronouns (this/that, these/those)	2.81	M	2.77	M	2.79	M
● Use interrogative pronouns (e.g. who, what, where, when, why)	2.62	M	2.81	M	2.72	M
Adjective						
● Use common adjective	2.75	M	2.52	M	2.64	M
Verb						
● Use common simple verbs	2.67	M	2.57	M	2.62	M
Preposition						
● Recognize directional prepositions (e.g. in, on, under, etc.)	2.52	M	2.53	M	2.53	M

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Overall Average Weighted Mean	**2.74**	**M**	**2.62**	**M**	**2.68**	**M**

Grammar as a dimension of English focuses on the competencies to apply grammar and construct specifically through proper use of sentences and parts of speech such as nouns, pronouns, adjectives, verbs and preposition.

Data in table 5 show that the top two (2) indicators are competencies of learners in grammar as moderate are: recognize the use of a/an (2.85), use the plural forms of singular noun by adding s or es (2.83), use interrogative pronoun (2.72) and use personal pronoun (2.78). It means that they are competent with the basic skills in grammar along nouns and pronouns.

The bottom 4 indicators however are: recognize directional preposition (2.53), recognize sentences and non-sentences (2.54), use simple sentences (2.62), and use different kinds of sentences (2.62). It means that they have not fully acquired and developed the skills in constructing sentences.

As a whole the combined perceptions of both teachers and school administrators reveal that the level of competence is moderate (2.68) in grammar.

Findings imply that learner have acquired some competencies along the use of sentences and the different parts of speech but failed to master most of the indicator.

Vocabulary

Table 6 shows the extent of competencies in Grade 3 English along vocabulary as perceived by teachers and school administrators.

Based on the data shown in table 9, the respondents gauge the top five (5) indicators described as moderate which are recognize that some words have opposite meaning (2.54) ask about unfamiliar words into basic categories (2.56), know and use words that are important in daily life (2.53), use new words learned through stories in own speed (2.52) and describe familiar objects

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and events (2.51).

Table 6
Extent of Competencies In Grade 3 English Along Vocabulary as Perceived by Teachers and School Administrators

VOCABULARY	Teachers		School Administrators		Overall Average Weighted Mean	
INDICATORS	**AWM**	**DE**	**AWM**	**DE**	**AWM**	**DE**
Use a variety of words to communicate ideas orally for a variety of purposes and to understand written text.	2.39	L	2.39	L	2.39	L
• Differentiate English words from words in other language spoken at home and in school	2.42	L	2.41	L	2.42	L
• Ask about unfamiliar words into basic categories (e.g. colors, shapes, foods)	2.51	M	2.61	M	2.56	M
• Describe familiar objects and events in both general and specific language	2.54	M	2.49	L	2.51	M
• Show curiosity about and play with words and language	2.52	M	2.8	L	2.50	L
• Use new words learned thru stories in own speech	2.51	L	2.55	M	2.52	M
• Know and use words that are important to school work, such as the names for colors, shapes, and numbers	2.37	L	2.59	M	2.48	L
• Know and use words that are important to daily life like names of persons, animals, things, places and events.	2.45	L	2.61	M	2.53	M
• Determine what words mean using context clues	2.36	L	2.38	L	2.37	L
• Ask, talk about and determine the meaning of new words	2.47	L	2.47	L	2.47	L
• Use new words when speaking	2.29	L	2.36	L	2.33	L
• Recognize that some words have the same meaning	2.39	L	2.53	M	2.46	L
• Recognize that some words have opposite meaning	2.54	M	2.54	M	2.54	M
• Recognize that words play different roles in sentences (for example, some words-nouns-name things and some words-pronouns-replace naming words)	2.36	L	2.42	L	2.39	L
Overall Average Weighted Mean	**2.44**	**L**	**2.48**	**L**	**2.46**	**L**

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The findings mean that they have familiarity to some basic words and vocabulary that can be used in their study skills and communication style. On the other side the bottom five indicators which are described as low are: use new words in speaking (2.33); recognize the words play important words in a sentences (2.39), determine the words mean using contested clues (2.37), recognize some words have the same meaning (2.46) and know and use words that are important in school word (2.48). The findings mean that they have skill poor knowledge in vocabulary that affect their performance in English as a learning area.

As a whole the level of competence of all the indicators is low. Based from the overall total average weighted mean of the combined perception of teachers and school administrators is 2.46. This means that the overall level of competence of learners in vocabulary is low. They failed to fully acquire the skills in vocabulary formation.

Findings imply that learners have not yet fully acquired the competencies in vocabulary and they have difficulties in using a variety of words to communicate ideas for a variety of purpose and to understand the written word.

Listening Comprehension

Table 7 presents the extent of competencies in Grade 3 English along listening comprehension as perceived by teachers and school administrators.

The combined perception of teachers and administrators show that there are top five (5) indicators where the level of competencies of learners is moderate. They are: ask and respond to question about the text (2.62), determine whatever the story is realistic or fantasy (2.61), retell or reenact event from the story (2.59), answer simple question (2.63), and use details and picture

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found in the informative test and correct meaning (2.61). The findings mean that the teachers have taught the listening competencies partially good.

Table 7
Extent of Competencies In Grade 3 English Along Listening Comprehension as Perceived by Teachers and School Administrators

LISTENING COMPREHENSION	Teachers N=31		School Administrators N=15		Overall Average Weighted Mean	
INDICATORS	AWM	DE	AWM	DE	AWM	DE
Glean meaning from a range of texts perceived auditory for a variety of purposes						
• Identify connections between text listened to ad personal experience	2.5	L	2.49	L	2.50	L
• Make predictions about stories based on the cover or title, pictures, details in the text	2.42	L	2.47	L	2.45	L
• Expect written text to make sense	2.45	L	2.36	L	2.41	L
• Use an understanding and settings to make predictions	2.52	M	2.21	L	2.37	L
• Identify story elements (title, characters, setting)	2.53	M	2.53	M	2.53	M
• Validate ideas made after listening to a story	2.44	L	2.37	L	2.41	L
• Use/Modify prior knowledge based on new knowledge from text	2.39	L	2.45	LM	2.43	L
• Listen carefully to texts read aloud	2.54	M	2.55	M	2.55	M
• Ask and answer questions about texts	2.39	L	2.59	M	2.49	L
• Answer simple questions (who, what, where, when) about text listen to	2.60	M	2.66	M	2.63	M
• Derive meaning form repetitive language structure	2.58	M	2.55	M	2.57	M
• Retell and/or reenact event from a story	2.61	M	2.56	M	2.59	M
• Talk about texts identifying major points and key themes	2.44	L	2.49	L	2.47	L
• Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	2.57	M	2.51	M	2.56	M
• Determine whether a story is realistic or fantasy	2.59	M	2.49	L	2.61	M
• Restate facts from listening to informational text	2.55	M	2.60	M	2.57	M
• Ask and respond to questions about informational text	2.60	M	2.61	M	2.62	M
• Follow a sequence of directions	2.59	M	2.54	M	2.54	M
• Use details and pictures found in the informational text to create meaning	2.63	M	2.60	M	2.54	M
• Use an understanding of characters, incidents and settings to establish relationships between characters and events (e.g. sequence of events, cause and effect, problem-solution)	2.62	M	2.47	L	2.57	M
• Derive meaning from repetitive language structure	2.50	L	2.59	M	2.51	L
• Retell and/or reenact events form a story	2.59	M	2.54	M	2.46	L
• Talk about texts identifying major points and key themes	2.48	L	2.48	L	2.51	L
• Participate/Engage in a read-along of texts (e.g. poetry, repetitive text)	2.55	M	2.54	M	2.56	M
• Determine whether a story is realistic of fantasy	2.49	L	2.37	L	2.58	M
• Restage facts from listening to information text	2.58	M	2.52	M	2.53	M
• Ask and respond to questions about information text	2.61	M	2.53	M	2.57	L
• Follow a sequence of directions	2.50	L	2.55	M	2.51	M
• Use details and pictures found in the informational text to create meaning	2.60	M	2.56	M	2.34	L
• Use an understanding of characters, incidents and settings to establish and events (e.g. sequence of events, cause and effect, problem-solution)	2.30	L	2.53	M	2.45	L
Overall Average Weighted Mean	**2.60**	**M**	**2.51**	**L**	**2.52**	**M**

On the other hand, the bottom five (5) indicators where the level of competence of

learners is low are: identify connections between text listened to and personal experience (2.50), listen carefully to texts read aloud, relates facts form listening to informative text (2.46), derive meaning for repetitive language structure (2.49). The findings imply that they failed to achieve highly the indicators in listening.

As a whole the overall weighted mean of the combine perception of teachers and school heads is 2.52. This indicates a level of competence of moderate. This means that although there are indicators where the level of competence is low, it can be said that as a whole grade 3 learners show some capabilities in gleaning meaning from a range of texts perceptual auditory for a variety of purposes.

Attitude towards Language, Literature and Literacy

Table 8 indicated extent of learning competencies in Grade 3 English along attitude towards language, literature and literacy as perceived by teachers and school heads.

There are only two indicators along attitude towards language, listening and literacy.

As seen from the data in table 8, both teachers and school heads have perceived that learners have a low level of competence in revisit favorite books, songs, rhymes (2.35), and attempt to read or re-tell text listened to (2.37). As a whole the overall average weighted mean of the perception of both teachers and school administrators is 2.36 for both indicators respectfully. It implies that they have not fully and acquired the competencies in language and literary literature.

Table 8
Extent of Attainment of Learning Competencies in Grade 3 English Along Attitude Towards Language, Literature and Literacy as Perceived by Teachers and School Administrators

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ATTITUDE TOWARD LANGUAGE, LITERATURE AND LITERACY	Teachers		School Administrators		Overall Average Weighted Mean	
INDICATORS	**AWM**	**DE**	**AWM**	**DE**	**AWM**	**DE**
Display a positive regard toward literacy learning						
• Revisit favorite books, songs, rhymes	2.20	L	2.49	L	2.35	L
• Attempt to read or re-tell texts listened to	2.38	L	2.36	L	2.37	L
Overall Average Weighted Mean	**2.29**	**L**	**2.43**	**L**	**2.36**	**L**

Literature and Literacy Learning

Study Skills

Table 9 present the extent of competencies in Grade 3 English along study skills as perceived by teachers and school administrators.

Data in table 12 show that the overall perceptions of teachers on the level of competence of learners along study skills is very low in interpreting pictograph (1.50), and interpreting simple maps of familiar places (1.45). It is low in following direction (2.30) weighed mean.

Table 9
Extent of Competences In Grade 3 English Along Study Skills as Perceived by Teachers and School Administrators

STUDY SKILLS	Teachers		School Administrators		Overall Average Weighted Mean	
INDICATORS	**AWM**	**DE**	**AWM**	**DE**	**AWM**	**DE**
• Following directions	2.5	L	2.4	L	2.30	L
• Interpreting pictographs	1.5	VL	1.5	VL	1.50	VL
• Interpreting simple maps of familiar places	1.3	VL	1.6	VL	1.45	VL
Overall Average Weighted Mean	1.67	VL	1.83	L	1.75	VL

Findings imply that learners do not have the appropriate skills in following directions, interpreting pictographs and interpreting simple maps of familiar places.

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As a whole that their competencies in study skills is very low proven by the overall average weighted mean of 1.75. It means that they have not acquired the study skills fully which they need in the higher level of learning areas in English

Summary of Perception of Teachers and School Administrators on the Level of Competencies in Grade 3 English

Table 10 presents the summary of level of competencies of Grade 3 learners in English.

Table 10 reveals that the combined perception of both teachers and school administrators in the level of competencies of learners is moderate along phonological awareness (2.52), phonics and recognition (2.51), grammar (2.65) and listening comprehension (2.52). It is low in oral language (2.45), vocabulary (2.48), attitude toward language, listening and literacy (2.39) and very low in study skills (1.75).

Table 10
Summary of the Extent of Implementation of Learning Competencies in English along the Different Strands

COMPETENCIES/AREAS	Teachers		School Administrators		Overall Average Weighted Mean	
	AWM	DE	AWM	DE	AWM	DE
Oral Language	2.46	L	2.45	L	2.46	L
Phonological awareness	2.57	L	2.54	M	2.52	M
Phonics and word recognition	2.60	M	2.48	L	2.51	M
Grammar	2.54	M	2.62	M	2.65	M
Vocabulary	2.44	L	2.48	L	2.46	L
Listening comprehension	2.52	M	2.51	L	2.52	M
Attitude towards language, literature and literacy	2.29	L	2.43	L	2.39	L
Study Skills	1.67	VL	1.83	L	1.75	VL
Overall Average Weighted Mean	**2.41**	**L**	**2.42**	**L**	**2.41**	**L**

As a whole the overall level of competence of learners in all the dimension of English is low as indicated by an average weighted mean of 2.41. This means Grade 3 learners, still lack the competencies expected of them in English in their grade level.

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Differences in the Perception of Teachers and School Heads Along The Different Areas in Grade 3 English

Table 11
Differences Between the Perceptions of Teachers And School Administrators on Extent of Competencies Along The Different Areas In Teaching English

	Teachers		School Administrators	
	AWM	**DE**	**AWM**	**DE**
Oral Language	2.46	LA	2.45	LA
Phonological awareness	2.57	MA	2.54	MA
Phonics and word recognition	2.60	MA	2.48	LA
Grammar	2.54	MA	2.62	MA
Vocabulary	2.44	LA	2.48	LA
Listening comprehension	2.52	MA	2.51	LA
Attitude towards language, literature and literacy	2.29	LA	2.43	LA
Study Skills	1.67	NA	1.83	LA
Overall Average Weighted Mean	**2.41**	**LA**	**2.42**	**LA**

The computation shows that there is no significant difference between the perceptions of the teachers and administrators on the competencies along the different areas in teaching English 3.

It could be revealed that both groups of respondents perceived the attainment of competencies as least attained proven by the total average weighted mean of 2.40 and 2.42 respectively.

The tabular value is greater than the computed t value at.05 level of significance. The null hypothesis is accepted. There is no significant difference between the perceptions of teachers and school administrators on the attainment of the competencies in the different areas of teaching English 3 because $df_7 = 2.365$ L_0=0.05, result tc=0.033; tb@0.5, df7>2.365. It means that both respondents agreed on the level of competencies of the Grade 3 learners in English. It implies that their perceptions do not disagree with each other. There is no paint of contribution of their perception.

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Strength and Weakness of Teacher

Table 12: Strengths and weaknesses of teacher in Grade 3 English along phonological awareness.

Table 12
Strengths and Weaknesses in Grade 3 English
Along Phonological Awareness

PHONOLOGICAL AWARENESS	Strength	Weakness
Display sensitive to sounds in spoken language		2.57
• Recognize rhyming words		2.62
• Distinguish rhyming words from non-rhyming words		2.4
• Supply rhyming words in response to spoken words		2.45
• Identify/count syllables in words		2.42
• Identify/count sounds in a words		2.55
• Identify the beginning sound of a word		2.53
• Identify onsets and rimes		2.46
• Identify the final sound of a words		2.51
Total Average Weighted Mean		**2.52**

As known in the table the teachers perceived that level of competence of grade 3 learners along phonological awareness are all weaknesses.

Data show that the level of competencies of learners along phonological awareness are all weaknesses as shown by an overall weighted mean of 2.52.

Findings imply that learners display sensitivity to the spoken word to a limited degree. This means they have not yet fully mastered the competencies required in phonological awareness.

Oral Language

Table 13 shows strengths and weakness in Grade 3 English along oral language.

The data reveal that all the indicators along oral language on fall under the category of weakness whereas the experience of others (2.51), describe a sequence of events (2.51), identify similarities/difference (2.53, and re-state and retell information (2.54).

The overall level of competencies, based on the combined perceptions of teachers of school

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administrators, falls under weakness, as shown by a total weighted average mean of 2.46

Findings indicate that Grade 3 learners are not yet fully capable of listening and responsibility to others, identifying/strong relevant information, making interpretations and expressing themselves. The teacher failed to teach oral language fully.

Table 13
Strength and Weakness In Grade 3 English Along Oral Language as

ORAL LANGUAGE INDICATORS	Strength	Weakness
Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.		
Listen and speak with a purpose in mind		
Listen and respond to others		
• Give directions		2.41
• Express their feelings about others ideas		2.51
• Ask simple questions		2.51
• Seek help		2.42
• Interact with others		
- Initiate a conversation		2.48
- Engage in a dialogue		2.38
- Share information and stories with others		2.45
Identify/Share relevant information		
• Describe/talk about ones experiences		2.42
• Talk about the experiences of others		2.51
• Describe a sequence of events		2.51
• Describe ones environment (e.g. persons, animals, places, things, events etc.)		2.40
• Identify similarities/differences		2.53
Make Interpretations		
• Listen and respond to texts		2.40
• Clarify meanings heard while drawing on personal experiences		2.44
• Identify, describe and use some commonly used verbal and non-verbal features in a range of texts		2.53
Restate and retell information		
• Engage in variety of ways to share info (e.g. roleplaying, morning message, show and tell)		2.51
• Retell a story		2.55
Express oneself		
• Speak clearly and audibly		2.48
• Speak in full sentences		2.37
• Express thoughts and feelings		2.47
• Share own ideas		2.29

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• Share preferences		2.39
Total Average Weighted Mean		**2.46**

Phonics and Word Recognition

Table 14 shows the strength and weakness of teacher in teaching phonics and word recognition.

Phonics and Word Recognition

Table 14
Strength and Weakness in Grade 3 English Along The Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATORS	Strength	Weakness
Use strategies to decode/identify words		
• Identify signs, symbols, labels and captions in the environment		2.50
• Recognize some common words on sight (e.g., the, and, said)		2.58
Total Average Weighted Mean		**2.54**

Data found I table 14 reveals that the teachers had all weaknesses on the level of competence of learners in recognizing some common words. Teachers perceived the level of competencies as their weakness as shown by the total average weighted mean of 2.54.

Findings imply that grade 3 learners failed to acquire to some extent competencies in identifying signs, symbols, signs and captions in the environment as well as recognizing some common words on sight as affected by the weaknesses of teachers phonics and word recognition.

Grammar

Table is disclosing the strength of weakness of teachers in Grade 3 English along grammar.

Grammar as a dimension of English focuses of the competencies to apply grammar and construct specifically through proper use of sentences and parts of speech such as nouns, pronoun, adjectives, verbs, and preposition.

Data in table 15 show that the teachers perceived the level of competencies of learners in

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grammar as weaknesses in all indicators. This is shown by weighted means which range from a high of 2.91 (using plural form of regular noun by adding s or es) to a low of 2.52 (recognizing directorial properties) which are all equivalent to a moderate level of competencies.

Table 15
Strength and Weakness in Grade 3 English Along The Grammar

GRAMMAR INDICATORS	Strengths	Weaknesses
Apply grammar to communicate effectively Sentence.		
• Recognize sentences and non-sentences		2.54
• Use simple sentences		2.60
• Use different kinds of sentences (e.g. declarative, interrogative)		2.62
• Recognize punctuation marks (period, question mark)		2.71
Noun		
• Use nouns in sentences (people, animals, places, thins, events)		2.71
• Recognize the use of a/an		2.81
• Use plural form of regular nouns by adding /s/ or /es/		2.83
Pronoun		
• Use personal pronouns (e.g. I, you, he, she, it)		2.78
• Use commonly used possessive pronouns		2.69
• Use demonstrative pronouns (this/that/these/those)		2.79
• Use interrogative pronouns (e.g. who, what, where, when, why)		2.72
Adjective		
• Use common adjectives		2.64
Verb		
• Use common simple verbs		2.62
Preposition		
• Recognize directional prepositions (e.g. in, on, under, etc.)		2.53
Total Average Weighted Mean		**2.68**

The combines perceptions of both teachers and school administrator reveal a level of competence of total average weighted mean of 2.68. Findings imply that learner have not acquired fully the competencies along the use of sentences and the different parts of speech which considered by the teacher as their weakness.

Vocabulary

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Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
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Table 16 shows the strengths and weaknesses of teacher in Grade 3 English along vocabulary.

Vocabulary as a dimension in English has 14 indicators. Based on the date shown in table 9, the teachers gauged the level of competence of learner's weakness in all the indicators.

Table 16
Strengths and Weaknesses in Grade 3 English Along Vocabulary

VOCABULARY INDICATORS	Strengths	Weaknesses
Use a variety of words to communicate ideas orally for a variety of purposes and to understand written text		
• Differentiate English words form words in other languages spoken at home and in school		2.39
• Ask about unfamiliar words to gain meaning		2.42
• Sort and classify familiar words into basic categories (e.g. colors, shapes, foods)		2.56
• Describe familiar objects and events in both general and specific language.		2.51
• Show curiosity about and play with words and language		2.50
• Use new words learned thru stories in own speech		2.52
• Know and use words that re important to school work, such as the names of colors, shapes, and numbers.		2.48
• Know and use words that are important to daily life like names of persons, animals, things, places and events		2.53
• Determine what words mean using context clues		2.37
• Ask, talk about and determine the meaning of new words		2.47
• Use new words when speaking		2.33
• Recognize that some words have the same meaning		2.46
• Recognize that some words have opposite meanings		2.54
• Recognize that words play different roles in sentences (for example, some words-nouns-		2.39

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name things and some words-pronouns-replace naming words)		
Total Average Weighted Mean		**2.46**

The combined perceptions of teachers and school administrations indicated the level of competence of learners in vocabulary as weakness like sort and classify families and with basic categories (2.56), described familiar objects and events (2.51), use new words (2.52), know and use words that are important to daily life (2.53), and recognize that some words have opposite meaning (2.54).

The average weighted mean of the combined perceptions of teachers and school administrators is 2.46. which is considered a weakness.

Findings imply that learners in grade 3 have not yet fully acquired the competencies and they have difficulties in using a variety of words to communicate ideas for a variety of purpose and to understand the written word. It means further that the teachers failed to teach the learners that they considered the domain as weakness.

Listening Comprehension

Table 17 presents the strength and weaknesses in Grade 3 English along listening comprehension as perceived by teachers and school administrators.

Listening comprehension has 30 indicators. Out of the 30 indicators, the teachers indicated the all the indicators fall under their weaknesses.

The combined perception of teachers and school administrators show that there are sixteen (16) indicators where the level of competencies of learners is moderate. Some indicators on this level are: identify story elements (2.53), answer simple questions (2.55), determine whether a story is realistic or fantasy (2.59), use details and picture found in the informative test and correct

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meaning (2.61). All of these combined the teacher's average weighted mean of 2.52.

Table 17
Strengths and Weaknesses in Grade 3 English Along Listening Comprehension

LISTENING COMPREHENSION INDICATORS	Strengths	Weaknesses
Glean meaning form a range of texts perceived auditory for a variety of purposes		
• Identify connections between text listened to and personal experience		2.50
• Make predictions about stories based on the cover or title, pictures, details in the text		2.45
• Expect written text to make sense		2.41
• Use an understanding of characters, incidents and settings to make predictions		2.37
• Identify story elements (title, characters, setting)		2.53
• Validate ideas made after listening to a story		2.41
• Use/Modify prior knowledge based on new knowledge from text		2.43
• Listen carefully to texts read aloud		2.55
• Ask and answer questions about texts		2.49
• Answer simple questions (who, what, where, when) about text listened to		2.63
• Derive meaning from repetitive language structure		2.57
• Retell and/or reenact events from a story		2.59
• Talk about texts identifying major points and key themes		2.47
• Participate/engage in a read-along of texts (e.g. poetry, repetitive text)		2.56
• Determine whether a story is realistic or fantasy		2.61
• Restate facts from listening to informational text		2.57
• Ask and respond to questions about informational text		2.62
• Follow a sequence of directions		2.54
• Use details and pictures found in the informational text to create meaning		2.54
• Use and understanding of characters, incidents and settings to establish relationships between characters and events (e.g. sequence of events, cause and effect, problem-solution)		2.57
• Derive meaning from repetitive language structure		2.51
• Retell and/or reenact events from a story		2.46
• Talk about texts identifying major points and key themes		2.51
• Participate/Engage in a read-along of texts (e.g. poetry, repetitive text)		2.56
• Determine whether a story is realistic of fantasy		2.58
• Restate facts from listening to informational text		2.53
• Ask and respond to questions about informational text		2.57
• Follow a sequence of directions		2.51
• Use details and pictures found in the informational text to create meaning		2.34
• Use an understanding of characters, incidents and setting to establish relationships between characters and events (e.g. sequence of events, cause and effect, problem-solution)		2.45
Total Average Weighted Mean		**2.52**

The overall weighted mean of the combined perception of teachers and school heads is

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2.52. This indicates a level of competence as weakness. This means that, although there are indicators where the level of competence is low, it can be said that as a whole Grade 3 teachers show weakness in gleaning meaning from a range of text perceptual auditory for a variety of purposes.

Attitude towards Language

Table 18 indicates the strength and weakness in Grade 3 English along attitude towards language, literature and literacy.

Table 18
Strengths and Weaknesses in Grade 3 English Along Attitude Towards Language, Literature And Literacy

ATTITUDE TOWARDS LANGUAGE, LITERATURE AND LITERACY INDICATORS	Strengths	Weaknesses
Display a positive regard towards literacy leaning		
• Revisit favorite books, songs, rhymes		2.35
• Attempt to read or re-tell texts listened to		2.35
Total Average Weighted Mean		**2.36**

There are only two indicators along attitude towards language, listening and literacy as seen from the date in table 18, both teachers and school heads have perceived that learners have a low of competence in revisit favorite books, songs, rhymes (2.20 and 2.49), and attempt to read or re-tell texts listened to (2.38 and 2.36). the average weighted mean of the perception of both teachers and school heads is 2.35 for both indicators respectfully. These proved the teacher are weak in attitude toward language and literature and literacy.

An overall weighted mean of 2.36 indicates that the level of competence in attitude towards language, literature and literacy is low.

This means that the learners in grade 3 do not yet have a positive regard towards literacy learning.

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Study Skills

Table 19 Strength and Weakness in Grade 3 English along study skills as perceived by teachers and school administrators.

Table 19
Strengths and Weaknesses of Grade 3 English along Study Skills

STUDY SKILLS INDICATORS	Strengths	Weaknesses
• Following directions		2.30
• Interpreting pictographs		1.50
• Interpreting simple maps of familiar places		1.45
Total Average Weighted Mean		**1.75**

Data on table 19 show that the overall perceptions of teacher on the level of competence of learners along study skills is very low with a weighted mean of 1.67. the school administrators on the other hand had an overall perception of low as evidenced by weighted mean of 1.87.

The combined perception of both teachers and school administrators on the level of competence of learners along study skills is very low. This is shown by an average weighted mean of 1.75 which contributed such to the weakness of teacher along the study skills.

Findings imply that learners do not have the appropriate skills in following directions, interpreting pictographs and interpreting simple maps of familiar places.

Adequacy of Instructional Materials

Table 20 presents the Level of Adequacy of Instructional Materials in Teaching English In Grade 3 along printed materials, audio device, still pictures, graphic materials, exhibits, Flannel Board and Feet board, objects, and audio-visual.

Table 20
Level of Adequacy of Instructional Materials in Teaching English in Grade 3

Instructional Materials	Level of Adequacy	
	Weighted Mean	DE
1. Textbooks	24.00	HA

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2. Workbooks	78.49	HA
3. Duplicated Outlines	72.30	HA
4. Study Guides	61.74	MA
5. Reference Books	61.65	NA
6. Pamphlets	51.72	MA
7. Magazines Articles	51.70	MA
8. Newspapers	51.72	MA
Total Average Weighted Mean	**63.34**	**MA**
B. Audio Devices		
1. Radio	71.67	MA
2. Phonegraph	51.69	MA
3. Tape Recorded/DVD/VCD	71.73	MA
Total Average Weighted Mean	**71.70**	**MA**
C. Still Pictures		
1. Photographs	82.49	HA
2. Illustrations	72.36	MA
3. Slides	41.12	MA
4. Filmstrips	41.66	MA
5. Opaque projection	41.31	MA
6. Overhead projectors	41.29	MA
Total Average Weighted Mean	**53.72**	**MA**
D. Graphic Materials		
1. Charts	82.53	HA
2. Graphs	82.66	HA
3. Maps/Globes	82.75	HA
4. Posters	82.85	HA
Total Average Weighted Mean	**82.79**	**HA**
E. Exhibits		
1. School Made Displays	61.68	MA
2. Bulletin Boards	62.88	HA
3. Museum	41.10	MA
Total Average Weighted Mean	**55.30**	**MA**
F. Flanel Board and Feet board	61.67	MA
G. Objects		
1. Specimen	41.15	MA
2. Realias	61.70	MA
3. Models	61.69	MA
Total Average Weighted Mean	**51.51**	**MA**
H. Audio-Visual		
1. Motion pictures	61.64	MA
2. Television	61.72	MA
3. Video Tapes	61.73	MA
Average Percentage	**61.70**	**MA**

Based on the date shown in table 20, the highly adequate instructional materials are textbooks (77.42) notebooks (78.49) duplicate outlines (72.30) photographs (82.49), illustrations (72.36) charts (82.54), graphs (82.66) and poster (82.85). The instructional materials which are not adequate are slides (41.12). The instructional materials which are not adequate are slides (1.12), filmstrips (41.66), overhead projectors (41.29), motion pictures and museum (61.64). All the other are moderately adequate. All in all the extent of adequacy of all instructional materials is moderate.

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This situation means that instructional materials are not fully sufficient to meet the needs and requirements of the course, teachers and students. As such, the teaching of English, particularly in instances where facilities and equipment are needed is adversely affected.

It is likewise shown in table 20 that the fully utilized instructional materials are textbooks (2.50), notebook (2.50), tape records /DVDVD/VCD (2.49), graphic materials (2.73), television (2.59 and video tapes (2.49). All the others are only moderately adequate. Although as a whole the extent of adequacy of instructional materials is moderate. It can be that those which are highly adequate are those that are essential and necessary in the teaching of English. As such, it can be said that the learning of learners is not hampered so much.

In synthesis of the data on the level of adequacy of instructional materials are moderately adequate along: audio devices (71.76), graphic materials (82.79), highly adequate, exhibit (55.20) moderately adequate (66.70). The findings mean that there is a tendency that the instructional materials are not enough when needed by the learners and utilized.

Extend of Utilization of the Strategies In Teaching English For Grade 3

Table 21 presents the extent of utilization of the strategies in teaching English For Grade 3.

Table 21
Extent of Utilization of the Strategies in Teaching English For Grade 3

Teaching Strategies	Weighted	DE

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	Mean	
1. Grammar Translation	2.49	FU
2. Direct Method	2.46	FU
3. Oral Approach	2.56	FU
4. Situational Language Teaching	2.46	FU
5. Audio-Lingual Method	1.80	MU
6. Repetition	2.60	FU
7. Inflection	2.47	FU
8. Replacement	1.78	MU
9. Completion	2.61	FU
10. Restatement	2.53	FU
11. Transposition	2.45	FU
12. Expansion	2.53	FU
13. Construction	2.79	FU
14. Transformation	2.38	FU
15. Integration	2.47	FU
16. Rejionder	2.55	FU
17. Restoration	1.73	MU
18. Communicative Language Teaching	1.77	MU
19. The Physical Response	1.86	MU
20. The Eclectic Method	1.72	MU
Overall Average Weighted Mean	**2.30**	**MU**

Findings reveal that fourteen (14) out of the twenty strategies in teaching English are fully utilized. These strategies are grammar translation (2.49), direct method (2.46), oral approach (2.56), situational language teaching (2.46), repetition (2.60), reflection (2.47), completion (2.61) restatement (2.53), transposition (2.45), expansion (2.53) construction (2.79), transformation (2.38), integration (2.47) and restoration (2.55). Six (6) out of the 20 strategies are moderately utilized. As a whole the extent of utilization of teaching strategies is moderately or shown by an average weighted mean of 2.30. This goes to show that teachers utilize variety of strategies in teaching English to Grade 3 learners.

PROPOSED ACTION PLAN TO IMPROVE THE TEACHING OF GRADE 3 ENGLISH IN HERMENEGILDO J. ATENZA ELEMENTARY SCHOOL

Introduction:

Online ISSN: 3082-5121
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The proposed action plan aims to enhance the quality and effectiveness of Grade 3 English instruction at Hermenegildo J. Atienza Elementary School by strengthening teachers' pedagogical competencies, improving instructional strategies, utilizing appropriate learning resources, and promoting learner-centered approaches to develop learners' English language proficiency.

The proposed action plan aims to develop and enhance the teaching of English in Grade 3. It consists of the following components:

1. Areas of Concern
2. Objectives
3. Activities / Strategies
4. Time Frame
5. People Involved and
6. Success Indicators

Based on the study's findings, the proposed action plan is presented in tabular form on the preceding pages.

General Objectives

The proposed action plan aims to enhance the quality and effectiveness of Grade 3 English instruction at Hermenegildo J. Atienza Elementary School by strengthening teachers' pedagogical competencies, improving instructional strategies, utilizing appropriate learning resources, and promoting learner-centered approaches to develop learners' English language proficiency.

1. Enhance teachers' competencies in delivering effective and engaging Grade 3 English lessons.

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2. Strengthen the use of varied teaching strategies to address learners' diverse abilities and learning needs.
3. Improve the development of learners' fundamental English skills in listening, speaking, reading, and writing.
4. Maximize the utilization of appropriate instructional materials, technology, and contextualized learning resources.
5. Establish a collaborative and supportive instructional environment through mentoring, peer coaching, Learning Action Cell (LAC) sessions, and continuous professional development.

Action Plan

Areas of Concern	Objectives	Activities	Time Frame	People Involved	Success Indicator

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A. Extent of Implementation of Learning Competencies in Grade 3 English					
1. Oral Language Competence	Acquire knowledge and skills in speaking and strategies appropriately to communicate to different audiences.	1. Seminar Training 2. Enrolling in special courses in speaking 3. Read more books in speech and oral communication 4. Listening to the expert speakers in English language through CDs, DVDs, etc.	Year round	English Teachers, Learners	85% of the Grade 3 teachers shall have improved knowledge in Oral Language
2. Phonological Awareness	Display sensitivity to sounds in spoken language	1. Attend seminar training in spoken English 2. Practice exercises in speech and spoken language 3. Class demonstration in teaching oral language	As scheduled	English Teachers, Learners	90% of the teachers shall have acquired Certificate of attendance, demo teaching.
3. Learners' Vocabulary Development	Use variety of words to communicate ideas orally for a variety of purposes and to	1. Attend seminar training 2. Read more books to develop vocabulary	Anytime Year round, as needed in the class / school	English Teachers, Learners	90% of the learners shall have achieved high level of score in the test for vocabulary

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	understand written text.	skills 3. Practice exercises on vocabulary building 4. Examination in Vocabulary			
4. Learners' Competence in Listening Comprehension	Glean meaning to the from a range of text perceived auditory for variety of purposes	1. Listening to the DVD, VCD and answer the comprehension questions activity 2. Listening and Speaking activity in the class 3. Seminar training on teaching English	As scheduled by the DepEd authorities or any institution of learning	English Teachers, Learners and Schools	85% of the Grade 3 learners shall have produced materials in listening activities shall have been collected some instructional materials for learners used.
5. Learners' Attitude towards language and literature	Display a positive regard towards literacy learning.	1. Visit favorable books, songs, rhymes, studio, stores and theatre 2. Read and retell stories from books before the class 3. Competition in interpretative reading and	15-30 mins. Daily 1 hour 3x a week As scheduled by sponsoring agency	Grade 3 Teachers, learners and other English Teachers, community, PTCA, student government organization	90% of the learners shall have done Habitual Exercise in English Communication 85% of the learners shall have presented Successful shown to apply what they have learned

Online ISSN: 3082-5121
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		chamber theater presentation			80% of the learners or the teachers shall have collected documents on the different activities like run for a cause, etc.
6. Teachers, School Heads, Produce Materials for Study Skills	Produce relevant instructional materials in English particularly in reading, writing, speaking, listening and vocabulary development and oral language.	Procurement of books and other instructional materials Creation of modules, work text and other materials for English in Grade 3 Look for donors for English materials Research on the different English Materials and Competencies in teaching English.	year round year round	English Teachers, administrators, LGUs, Alumni donors	75% of the learners, school heads shall have collected books and other instructional materials and research and other forms.
B. Level of adequacy of Instructional Technologies					
a. museum b. specimen c. slides d. filmstrips e. overload projector	1. To produce and use the instructional materials e.g. specimen, museum, slides etc.	1. Look for donors 2. Fund raising for the instructional materials	Year round	Alumni PTA, donors	85 percent of the instructional materials shall have been produced and used by the teachers/learners
C. Extent of Utilization of Strategies in Teaching English					
a. Evaluation method b. Restoration c. Commun	Use the eclectic, restoration, communicative language	- Prepare a lesson plan using the different strategy in	Year round As schedule	Teacher Learners Principals	90 percent of the teachers shall have used the different

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icative Language Teaching d. Replacement e. Audio–lingual method f. The physical response	teaching, replacement, audio-lingual method and the physical response strategies in teaching English.	teaching - Attend seminars training on the different strategies - Read and share the strategies - Demonstration teaching using the different strategies in teaching Grade 3 English	d in the class		teaching strategies in Grade 3 English

Chapter 4

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
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This chapter presents the summary of findings, conclusions generated from the findings and recommendations based from the findings and conclusions.

Summary

This study intended to determine the extent of teaching of Grade 3 English, the level of competence of Grade 3 learners in the nine (9) dimensions of English, the adequacy of instructional materials and the utilization of teaching strategies in English. This study was conducted in 12sections in Grade 3 at Hermenigildo Reyes Elementary School, Division of Manila. Thirty-one (31) grade 3 English teachers and 12 section advisers as respondents of the study.

Findings

1. The level of competence of Grade 3 teachers is moderate in phonological awareness, phonics, and word recognition, grammar and listening comprehension. It is low in oral language, vocabulary, attitude toward language, literature and literacy and very low in study skills. Their overall level of competencies in all dimensions of English is low.
2. There is no significant difference between the perceptions of teachers and school administrators on the extent of implementation of learning competencies in English.
3. Teachers have all weaknesses in the extent of implementation of the learning competencies in Grade 3 English.
4. The level of adequacy of instructional materials in English is moderate.
5. The extent of utilization of strategies in teaching English in grade 3 is moderate.
6. An action plan to improve the teaching of English in grade 3 can be proposed.

Conclusions

1. Grade 3 teachers have not yet fully acquired and manifested the minimum learning competencies in English as expected on their grade level.

2. The perceptions of both teachers and school administrators on the level of competencies of learners in English are on the same level.
3. The teachers are still having greater needs in teaching Grade 3 English particularly in the learning competencies.
4. The instructional materials provided in the school for teaching English are limited and thus are not sufficient to meet the requirements for the subject and the need of learners and teachers.
5. Teachers only partially utilize teaching strategies in English.
6. An action plan to improve the teaching of English in Grade 3 was formulated.

Recommendations

1. The school head should strengthen instructional supervision and provide continuous technical assistance to Grade 3 teachers to ensure the effective delivery of English lessons and the attainment of the prescribed minimum learning competencies. Teachers should also conduct regular assessment and remediation activities to address learners' learning gaps.

2. Teachers and school administrators should work collaboratively in monitoring and evaluating learners' English language competencies. Regular coordination, assessment reviews, and data-driven instructional planning should be undertaken to ensure that appropriate interventions are provided to improve learners' performance.

3. Grade 3 teachers should be provided with relevant professional development opportunities, such as Learning Action Cell (LAC) sessions, seminars, workshops, mentoring, and peer coaching, focusing on the effective teaching of English learning competencies, particularly in listening, speaking, reading, and writing.

4. The school administration should prioritize the procurement, development, and provision of adequate and appropriate instructional materials, including reading resources, activity sheets,

visual aids, digital learning materials, and other supplementary resources to support effective English instruction and address learners' diverse needs.

5. Teachers should maximize the use of varied, learner-centered, and interactive teaching strategies, such as differentiated instruction, collaborative learning, storytelling, guided reading, language games, and contextualized activities to enhance learners' engagement and English language development.

6. The proposed action plan should be presented to the school administration for review, approval, and implementation. Its implementation should be supported through appropriate resource allocation, continuous monitoring, and periodic evaluation to determine its effectiveness in improving the teaching of Grade 3 English.

7. Future researchers may conduct similar studies in other grade levels or elementary schools to further examine the factors affecting English instruction and identify effective practices that can improve teachers' instructional competencies and learners' English language proficiency.

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Online ISSN: 3082-5121
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