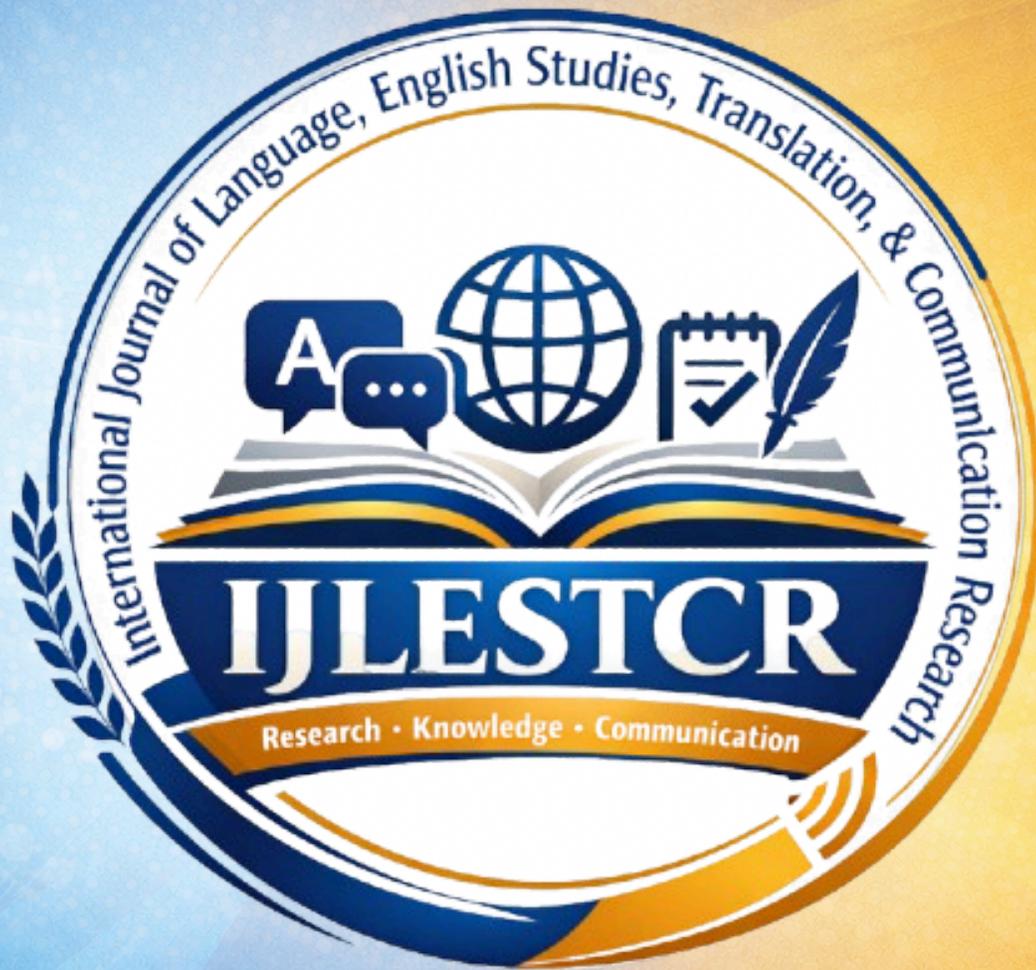


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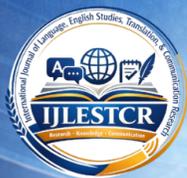
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A Quarterly Peer-Reviewed International Research Journal

**International Journal of
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Translation, and Communication Research
(IJLESTCR)**

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The **International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)** is a quarterly, peer-reviewed, international print and online research journal dedicated to the advancement of knowledge in **language studies, English language education, translation studies, communication, public speaking, discourse, and grammar research.**

Published by ETCOR Educational Research Center Research Consultancy Services, the journal recognizes that language is central to education, governance, culture, diplomacy, media, and global interaction. Effective communication and linguistic competence shape social participation, knowledge transmission, and international understanding.

IJLESTCR serves as a global platform for linguists, English educators, translators, communication scholars, discourse analysts, speech specialists, and interdisciplinary researchers to disseminate high-quality **theoretical, empirical, pedagogical, and applied research** that advances language education, communication competence, intercultural dialogue, and linguistic scholarship.

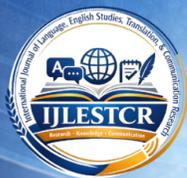
The journal is committed to maintaining **rigorous scholarly and ethical standards**, responsible language research, and global visibility through international indexing, Crossref DOI registration, and print and electronic ISSN accreditation.

Aims and Scope

Aims

IJLESTCR aims to:

1. Promote high-quality research in language, English studies, translation, and communication
2. Advance theoretical and applied understanding of linguistic systems and language use



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3. Encourage interdisciplinary integration of linguistics, education, communication, culture, and media
4. Provide a venue for global, comparative, and application-driven language research
5. Support inclusive, ethical, and culturally responsive communication practices

Scope

The journal welcomes original research articles, systematic reviews, meta-analyses, discourse analyses, classroom-based studies, translation research, and conceptual papers in, but not limited to, the following areas:

- Linguistics and applied linguistics
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- Language technology in communication and translation
- Interdisciplinary and applied communication research

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Submission Guidelines

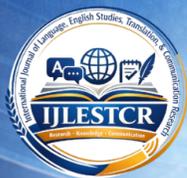
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II



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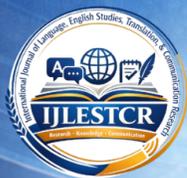
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With regard to research submitted for possible publication, authors must ensure that they follow **the journal format**, including the template, header, footer, font size and font style. Author/s must download and follow the sample manuscript found via this link: <https://tinyurl.com/TemplatesIJLESTCR> Kindly reduce the manuscript to **10-12 pages only, including the References**. Kindly choose only the most salient parts of the paper.

Additionally, kindly comply with the following:

1. **Academic Significance, Contribution to Discipline or Community, Technical Novelty**
The paper should demonstrate importance to the academic community or to research in general. It must offer a material contribution to its discipline and present novel or unique ideas that may be useful to the community. Clearly show the research gap, why there was a need to investigate the present study, and how it is different from previous works.
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The manuscript must adhere to the rules of grammar and language usage, whether in English or Filipino.
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 - Avoid first-person point of view (“I,” “we”); instead, maintain a **third-person scientific tone**.
 - Avoid contractions; spell out complete words to retain formality.
 - Provide **English translations** for words, terms, or items not understandable to international readers.
3. **Abstract**
The abstract should follow the journal’s prescribed format and accurately reflect the study’s major components. Ensure that it correctly presents the **aim, methodology, key findings or results, and conclusion** in a concise and logical manner.
4. **Introduction / Background of the Study**
The introduction must:
 - Present a clear rationale or background from the **global to Philippine/local contexts**.
 - Show the **trends and issues** related to the study, supported with recent and relevant citations (2021–2026 preferred).
 - Identify and explain the **research gap/s**, highlighting why the present study is necessary and how it differs from prior works.



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5. Statement of the Problem, Research Objectives and Research Questions

The Statement of the Problem, Research Objectives and Research Questions must be clearly, explicitly, and logically stated.

- The **statement of the problem** is a detailed explanation of the issue, gap, or challenge that the study seeks to address. It frames the context and justifies why the study is necessary, usually written in declarative form as a narrative or paragraph. Its purpose is to highlight the significance, scope, and urgency of the study, providing a broad and contextual background of the issue at hand. For example, a study may state: *“Despite government programs, many senior citizens in rural areas experience delays in receiving social pensions, raising concerns about accessibility and efficiency.”*
- The **research objectives** represent the specific aims or intentions of the study, focusing on what the researcher seeks to accomplish. These are written in infinitive form such as “To determine...” or “To examine...,” ensuring that the targets are clear, measurable, and achievable. Unlike the broad statement of the problem, objectives are narrower and centered on actionable outcomes. For instance, a general objective could be *“To assess the implementation of the Social Pension Program in Balbalan, Kalinga.”* This may be broken down into specific objectives, such as: (1) To determine the accessibility of the program, (2) To examine its impact on beneficiaries, and (3) To identify challenges faced in its implementation.
- The **research questions** are the interrogative form of the objectives, expressed as direct questions the study seeks to answer. They are usually written in formats such as “What is...?” or “How does...?” and serve the purpose of guiding data collection and analysis by pointing to specific inquiries. Research questions are even more specific than objectives, as they operationalize the study’s goals into answerable items. Using the same example, the research questions could include: *RQ1: How accessible is the Social Pension Program to senior citizens in Balbalan? RQ2: What impact does the program have on the beneficiaries’ quality of life? RQ3: What challenges hinder the effective implementation of the program?*

6. Review of Related Literature and Studies

This section must include sufficient, relevant, and **up-to-date references** to support the rationale and conduct of the research.

- Avoid outdated sources (1–2 decades old) for dynamic or evolving concepts.
- Do not use sources with “no date (n.d).”
- Ensure citations are aligned with the arguments and logically linked to the study.
- There must be a clear synthesis at the end of the RRLS that captures key insights, connects the reviewed works, and justifies the need for the present study.

7. Theoretical and/or Conceptual Framework

An appropriate theoretical and/or conceptual framework must be presented to anchor the study.

8. Research Methodology (Research Design, Population and Sampling, Instrument, Data Collection, Treatment of Data, Ethics in Research)



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The methodology section should be well-structured, detailed, and properly organized. Each subsection should only contain content appropriate to it:

- **Research Design:** Describe what design was used, how it was applied, and why it was the most suited.
- **Population and Sampling and Other Source/s of Data:** Provide the exact number of participants/respondents, how and why they were selected. If you used other source/s of data (documents, policies, other contents), describe each document, how each was accessed, and why each is needed in the study.
- **Instrument/s:** State whether the instrument was adopted or researcher-made. Describe its validation process, including the qualifications of validators.
- **Data Collection:** Focus on *how*, *when*, and *where* the data was collected. Do not include ethics approval here.
- **Treatment of Data:** Clearly describe the methods of data analysis or statistical treatment. For qualitative analysis, avoid generic discussions (e.g., what thematic analysis is according to authors). Instead, show how the method was applied in your study.
- **Ethical Considerations:** Include ethical approval, informed consent, and permissions here, not in other subsections.

Important Reminders:

- Avoid “chop-suey” writing (mixing unrelated topics).
- If the study used a **mixed-method approach**, discuss both parts separately (quantitative and qualitative)—design, participants, instruments, data collection, treatment of data, ethical considerations—and explain how the two sets of data were integrated.
- Use plural (“researchers”) consistently if the paper has co-authors.

9. Results and Discussion

- Present results clearly, logically, and aligned with the research questions.
- Support findings with **relevant and recent literature**.
- Integrate discussion immediately after each result to enhance coherence.

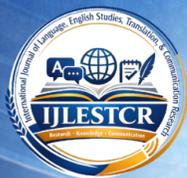
10. Conclusions and Recommendations

- Conclusions must be logically drawn from the study’s findings.
- Recommendations should be **specific, actionable, and relevant** to the results. Avoid generic statements.

11. References (APA 7th Edition)

References must strictly adhere to APA 7th edition. Authors must review their entire manuscript carefully:

- Ensure proper formatting (e.g., italicizing journal names, use of “&” vs. “and,” correct application of *et al.*, punctuation, spacing, quotation marks).
- All in-text citations must appear in the References list and vice versa. **No mismatches allowed.**
- Avoid old references; prioritize recent ones.
- If a citation was included but missing in the References, update it properly (do not erase it without explanation). Similarly, remove unused entries from the References list.



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Always define acronyms upon first mention in the manuscript. Do not assume that readers will automatically know them.

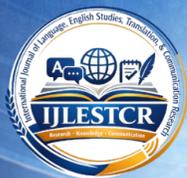
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Editor's Note (Maiden Issue)

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It is with great pride and enthusiasm that we present the maiden issue of the **International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)**. This inaugural publication reflects ETCOR's commitment to advancing rigorous, inclusive, and globally relevant research in language and communication.

Language shapes how individuals think, interact, learn, and participate in society. From classrooms to diplomatic negotiations, from public speaking to translation, language remains a powerful force in shaping knowledge, culture, and global cooperation.

IJLESTCR provides a scholarly platform for research that advances both theoretical understanding and practical applications of language and communication. The journal values work that integrates linguistics, pedagogy, discourse, translation, and speech communication.

As a peer-reviewed international journal, IJLESTCR upholds the highest standards of academic integrity through a double-blind review process and strict adherence to ethical research and publication practices.

The journal seeks to bridge research and practice. Language and communication research achieves its greatest impact when it informs teaching, translation quality, public discourse, intercultural communication, and professional practice.

This maiden issue is the result of collaborative efforts among authors, reviewers, editors, and communication scholars committed to scholarly excellence and responsible language research.

IJLESTCR is positioned as a global journal that values interdisciplinary, cross-cultural, and multilingual perspectives in language and communication research.

The journal is also committed to supporting early-career language educators, translators, researchers, and communication practitioners.

As we launch this first issue, we reaffirm our commitment to ethical publishing, inclusivity, and continuous improvement in an increasingly interconnected linguistic world.

On behalf of the Editorial Board, we invite linguists, educators, translators, and communication scholars worldwide to join us in shaping future issues of **IJLESTCR**.

— **Dr. Susan R. Butac, Editor-in-Chief**



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Utilizing Grammarly Tool and Conventional Approach in Improving the Writing Skills of Junior High School Learners

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Abstract

Aim: This study aimed to examine the effectiveness of Grammarly-assisted instruction compared to conventional teaching in improving the writing proficiency of Filipino junior high school students. Specifically, it sought to assess students' performance in grammar, vocabulary, organization, and mechanics, and to determine whether a significant difference exists between the two teaching approaches.

Methodology: A quasi-experimental research design was utilized, involving two groups of junior high school students—one using Grammarly-assisted instruction and the other receiving conventional teaching. The intervention lasted for six weeks. Both groups took a pretest and post-test writing assessment. Statistical tools, including ANCOVA, were used to analyze the gains in writing proficiency and to identify any significant differences between the two groups.

Results: Both groups showed significant improvement in writing skills. However, students in the Grammarly-assisted group demonstrated greater gains, particularly in grammar and mechanics. ANCOVA results confirmed a statistically significant difference favoring the Grammarly group, with a large effect size.

Conclusion: Grammarly-assisted instruction is more effective than conventional teaching in enhancing specific writing skills, particularly grammar and mechanics. The immediacy and specificity of digital feedback played a key role in improving students' revision habits and awareness of writing conventions. These findings support the integration of automated tools with traditional methods to enhance writing instruction.

Keywords: AI competence, educational technology, academic performance, elementary science education



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INTRODUCTION

Writing is recognized as a fundamental academic skill that allowed students to express their understanding, thoughts, and opinions effectively. As emphasized by Altameemy and Daradkeh (2019), writing served as a powerful medium for communication and academic success. In the classroom, this skill was essential across various subjects, prompting teachers to consistently emphasize its development. However, despite its importance, many students continued to struggle with writing proficiency, and teachers faced difficulties in providing effective instruction, especially in resource-constrained settings.

In the Philippine context, writing instruction remained a significant challenge. English teachers, particularly in public schools, were burdened with large class sizes and heavy workloads, limiting their ability to give timely and meaningful feedback on student writing. The shortage of time and instructional resources often led to delayed or superficial feedback, which affected the quality of instruction and hindered students' writing development. These systemic issues underscore the need for innovative solutions to support both teachers and learners.

With the rise of educational technology, tools like Grammarly provide potential support in addressing these challenges. Grammarly offered real-time suggestions on grammar, vocabulary, and sentence structure, allowing students to revise their work independently. Previous studies (Koltovskaia, 2020; Kocaman, 2022) showed promising results, particularly among older learners. Woodworth and Barkaoui (2020) found that these tools make checking easier and allow teachers to focus on higher-level writing issues. However, most of these studies focus on older students in college or senior high school. There was limited research focusing on junior high school students, whose needs and responses to such tools might differ. In addition, existing literature largely emphasized grammar correction, leaving a gap in understanding the tools' impact on other aspects of writing such as organization, coherence, and motivation. Eryilmaz (2021) argued that while grammar tools are useful, they do not automatically help with critical thinking or developing arguments in writing. Writing is not just about correct grammar—it is also about how ideas are organized and expressed. Balinbin (2020) reported also that Filipino students continue to lag behind their Southeast Asian neighbors in English proficiency. This shows that technology alone is not the answer. There must be a better understanding of how writing tools can be used to support meaningful learning. Simply giving access to technology is not enough—we must know if it works and for whom it works best. Therefore, more research is needed to study the overall effect of writing assistant tools alongside with conventional approach, especially on students in the lower years, such as junior high school learners.

This study was conducted to explore the effects of integrating Grammarly into traditional writing instruction among Grade 9 students. It examined whether the combined approach led to improvements in grammar, vocabulary, organization, and mechanics. The study also investigated changes in students' motivation and attitudes toward writing. The findings provided valuable insights into the practical application of writing assistant tools in junior high school contexts, especially in classrooms with limited instructional support.

The study supported United Nations Sustainable Development Goal (SDG) 4: Quality Education, which advocates for inclusive and equitable quality education and lifelong learning opportunities. By evaluating how technology-enhanced instruction affected writing performance and learner engagement, the research contributed to efforts aimed at making education more effective and responsive to diverse student needs—particularly in developing countries like the Philippines.

This study assumed that providing writing support would improve students' performance in key areas such as grammar, vocabulary, organization, and writing mechanics. It aimed to determine whether integrating a digital writing assistant like Grammarly into traditional writing instruction would lead to measurable improvements in students' writing. The study also expected to identify significant differences in writing outcomes between students who used Grammarly and those who received only conventional instruction. These assumptions were grounded in the theories of Constructivism (Vygotsky, 1978) and Behaviorism (Skinner, 1957), which together informed the design and implementation of the intervention.

Constructivist theory, developed by Lev Vygotsky, emphasized the importance of active engagement and social interaction in learning. It proposed that learners construct meaning through experiences, reflection, and feedback. In this study, Grammarly supported constructivist principles by providing students with immediate, personalized feedback on their writing. This allowed students to identify their own mistakes, make corrections, and learn through the process—fostering independence and self-regulation in writing.

At the same time, the study incorporated behaviorist principles that emphasized learning through repetition, practice, and reinforcement. According to B.F. Skinner (1957), behaviors that are rewarded or corrected are more likely to be repeated or modified. Traditional classroom strategies such as grammar drills, essay writing, and teacher



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feedback were used to reinforce writing skills. These practices aimed to strengthen writing habits and promote mastery of foundational writing components.

Grammarly functioned as a supplementary tool that provided real-time suggestions on grammar, vocabulary, punctuation, and mechanics. In large classes where individualized feedback was limited, the tool offered timely support that enabled students to revise their work independently. Studies such as those by Kocaman (2022) and Koltovskaia (2020) emphasized that tools like Grammarly fostered learner confidence and improved writing by supporting the editing process.

The study found that Grammarly helped reduce common surface-level errors and increased students' willingness to write. The availability of immediate feedback made students more confident and responsive to corrections, which supported their engagement in writing tasks. However, it was also observed that while Grammarly helped with grammar and mechanics, it had limitations in addressing deeper aspects such as idea development and text organization.

The conventional approach to teaching writing—emphasizing explicit instruction, teacher feedback, and paper-based practice—remains essential in many classrooms. Traditional methods allow for structured learning, deeper engagement with writing processes, and the development of foundational skills (Graham, 2019). Traditional instruction remained essential throughout the study. Writing activities included brainstorming, outlining, drafting, peer editing, and receiving teacher feedback. Studies show that these practices foster critical thinking and increase awareness of writing conventions (Wati, 2021). These tasks allowed students to build writing skills beyond surface corrections, especially in the areas of coherence, structure, and content development. Teachers played a crucial role in guiding students through reflective discussions and revisions, reinforcing the value of personal interaction in writing instruction.

Writing improvement was assessed based on four key components: grammar, vocabulary, organization, and mechanics. These indicators provided a clear structure for evaluating changes in writing performance before and after the intervention. While Grammarly primarily enhanced grammar and mechanics, vocabulary and organization improved more substantially through teacher-guided activities and consistent classroom practice.

In sum, the study demonstrated that combining digital and traditional approaches enhanced students' writing outcomes. Grammarly served as a useful tool for providing individualized and immediate feedback, especially in large classes. However, its effectiveness was maximized when paired with structured, teacher-led instruction that emphasized critical thinking, idea development, and writing fluency. This blended approach offered a practical strategy for improving junior high school students' writing performance.

Objectives

This study aimed to explore the effectiveness of utilizing Grammarly and conventional approaches in improving the writing skills of junior high school learners.

Specifically, this study sought to answer the following questions:

1. What is the participants' level of writing skills before and after the interventions in terms of:
 - 1.1 Grammar
 - 1.2 Vocabulary
 - 1.3 Organization; and
 - 1.4 Mechanics?
2. How do the participants' writing skills compare before and after the interventions?
3. Which of the two interventions is more effective in improving the participants' writing skills?

Hypothesis

Given the stated research problems, the following hypotheses were tested at 0.05 level of significance:

- H_{01} : The participants' writing skills do not significantly differ before and after the interventions.
 H_{02} : None of the interventions is effective in improving the participants' writing skills.

METHODS

Research Design

This study employed a quasi-experimental design with pre-test and post-test phases to compare the effectiveness of Grammarly-assisted instruction versus conventional writing instruction among Grade 9 students in a selected public school in Misamis Oriental.



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Population and Sampling

A total of 60 students from a public school in Misamis Oriental were randomly assigned into two equal groups—one using Grammarly and the other receiving traditional instruction. Participant selection followed specific inclusion and exclusion criteria to ensure reliability and validity, and sampling was done randomly using the Lottery method.

Instrument

The primary instrument was a teacher-made writing test that measured grammar, vocabulary, organization, and mechanics. Students wrote a 300–500 word essay based on a common prompt before and after the intervention. To ensure reliability, the test underwent pilot testing and content validation, yielding very high Krippendorff's Alpha scores across all four writing domains. Scoring was based on a detailed rubric adapted from established sources, categorizing student performance into five levels: Beginning, Emerging, Developing, Proficient, and Exemplary.

Data Collection

The data collection took place over eight weeks at a public school in Misamis Oriental with 60 Grade 9 students. In the first week, a pre-test was conducted to assess baseline writing skills. Students were then divided equally into two groups: one used Grammarly software, and the other received traditional writing instruction. Both groups participated in a six-week intervention during regular class hours, focusing on grammar, mechanics, vocabulary, and organization. In the final week, a post-test was administered to measure writing improvement. All sessions were conducted in a classroom setting, and the results from both tests were analyzed statistically.

Treatment of Data

The study used descriptive statistics to summarize writing skills before and after the intervention, paired sample t-tests to measure improvements within each group, and ANCOVA to compare post-test results between the Grammarly and conventional groups while controlling for initial differences.

Ethical Considerations

The researchers first sought approval from the LC Research Ethics Committee before conducting the study. Following ethics approval, the researchers secured permission from the school administration to conduct the study with Grade 9 students, and upon its approval, the researchers organized information sessions for both students and their parents. Ethical procedures followed the standards set by the Belmont Report. Privacy was strictly maintained through coded identities and secure storage of all data. Participants were assured of their right to withdraw at any point, and all collected data were handled confidentially throughout the study and designated for secure disposal after five years.

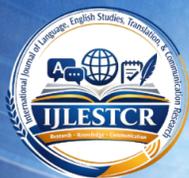
RESULTS and DISCUSSION

Problem 1. What is the participants' level of writing skills before and after the interventions in terms of:

- 1.1 Grammar;
- 1.2 Vocabulary;
- 1.3 Organization; and
- 1.4 Mechanics?

Table 1 presents a summary of the participants' writing skills in terms of mean scores, interpretations, and standard deviations across four core areas: grammar, vocabulary, organization, and mechanics. The results reflect the pretest and post-test scores of both the Grammarly group and the conventional group. The data offer a consolidated view of how participants' writing skills shifted over the course of the intervention period.

In the Grammarly group, the overall mean score increased from 1.74 (Emerging) in the pretest to 2.53 (Developing) in the post-test. This movement corresponds with observed upward shifts in three of the four areas. Specifically, grammar moved from 1.57 (Emerging) to 2.73 (Developing), and mechanics also improved from 1.83 (Emerging) to 2.87 (Developing). Vocabulary and organization, while both remaining within the *Emerging* level,



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showed numerical increases: vocabulary from 1.80 to 2.43, and organization from 1.77 to 2.10. These changes reflect the varying pace at which learners engage with different aspects of writing development.

Table 1

Summary Table of Participants' Writing Skills

Score Range	Grammarly Group						Conventional Group					
	Pretest			Post-test			Pretest			Post-test		
	M	Int	SD	M	Int	SD	M	Int	SD	M	Int	SD
Grammar	1.57	Em	0.73	2.73	Dev	0.69	1.73	Em	0.69	2.40	Em	0.77
Vocabulary	1.80	Em	0.81	2.43	Em	0.73	1.60	Em	0.67	2.07	Em	0.58
Organization	1.77	Em	0.90	2.10	Em	0.80	1.77	Em	0.73	2.10	Em	0.61
Mechanics	1.83	Em	0.83	2.87	Dev	0.78	1.83	Em	0.70	2.43	Em	0.63
Overall	1.74	Em	0.82	2.53	Dev	0.75	1.73	Em	0.70	2.25	Em	0.65

Legend:

4.51 - 5.00 = Ex (Exemplary); 3.51 - 4.50 = Prof (Proficient); 2.51 - 3.50 = Dev (Developing); 1.51-2.50 = Em (Emerging); 1.00-1.50 = Beg (Beginning)

Across these domains, learners appear to have made the greatest gains in grammar and mechanics. As Koltovskaia (2020) found in her study of student interaction with Grammarly, users frequently engage with corrections that target surface-level features like grammar and mechanics. These aspects tend to receive more immediate feedback, allowing learners to make repeated adjustments and internalize rules over time. Ranalli et al. (2021) also noted that students interacting with automated tools often show deeper engagement with language form and accuracy, especially when feedback is both clear and consistent.

In contrast, vocabulary and organization remained within the *Emerging* level for most learners in the Grammarly group, despite the increase in mean scores. This outcome aligns with the understanding that higher-order writing skills—such as organization and nuanced vocabulary use—often develop more gradually. O'Neill and Russell (2019) observed that while automated tools support revision, they may be more limited in guiding global concerns like idea flow or lexical depth, which often require guided instruction or explicit modeling.

The conventional group also showed progress, though the overall mean score rose from 1.73 to 2.25—both within the Emerging range. Grammar improved from 1.73 to 2.40, and mechanics from 1.83 to 2.43, reflecting similar trends to those observed in the Grammarly group. Vocabulary scores increased from 1.60 to 2.07, and organization from 1.77 to 2.10, again showing modest gains across the board. These changes align with findings by Li et al. (2021), who emphasized that writing development occurs through repeated exposure, guided revision, and practice in varied contexts.

Knoch et al. (2020) also highlight that the integration of writing instruction with consistent feedback—whether peer, teacher, or tool-assisted—can support writing improvement across both micro-level (mechanics, grammar) and macro-level (organization, vocabulary) features. In both intervention groups, learners showed movement toward improved writing performance, with higher post-test means and reduced standard deviations, indicating more consistent performance across participants.

Taken together, the results across Table 1 provide a snapshot of student progress in writing over time. Learners across both groups demonstrated growth, particularly in grammar and mechanics, while making incremental strides in vocabulary and organization. These trends mirror how writing development often unfolds—first through attention to accuracy, followed by gradual improvements in complexity, coherence, and lexical richness (Hyland, 2019). Whether through digital tools or traditional instruction, the structured engagement with writing tasks appeared to provide opportunities for learners to reflect, revise, and refine their writing skills.

Problem 2. How do the participants' writing skills compare before and after the interventions?

Ho1. The participants' writing skills do not significantly differ before and after the interventions.



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Table 2 shows the results of a paired-samples t-test analyzing pretest and post-test writing scores for both the Grammarly and conventional groups. For the Grammarly group, the mean writing score increased from 6.97 (SD = 2.95) in the pretest to 10.13 (SD = 2.40) in the post-test. The computed t-value was 16.30 with a p-value less than .001, indicating a statistically significant difference between the two time points. Similarly, the conventional group showed an increase in mean writing scores from 6.93 (SD = 2.35) to 9.00 (SD = 1.97), with a t-value of 11.70 and a p-value also below .001. In both cases, the p-values were well below the alpha level of .05, leading to the rejection of the null hypothesis (H_0).

Table 2

Result of the Test of Difference in the Participants' Writing Skills Before and After the Interventions

Variable	Grammarly Group				t(29)	p	Conventional Group				t(29)	P
	Pretest		Post-test				Pretest		Post-test			
	M	SD	M	SD			M	SD	M	SD		
Writing skill	6.97	2.95	10.13	2.40	16.30*	<.001	6.93	2.35	9.00	1.97	11.70*	<.001

*Significant at .05 alpha level.

These results imply that there was a measurable and statistically significant change in the participants' writing skills after the interventions, regardless of whether they used Grammarly or received conventional instruction. While both groups began with nearly identical pretest scores, improvements in post-test scores were observed in both, indicating that the participants' writing skills were positively influenced by their respective learning experiences.

The observed changes are consistent with research on writing development, which highlights the role of feedback and repeated practice in fostering improvement. Ranalli et al. (2021) notes that students exposed to revision opportunities—whether through automated feedback or teacher input—are better able to refine their writing skills over time. Koltovskaia (2020) also found that students who regularly engaged with automated feedback, such as that provided by Grammarly, tended to increase their awareness of errors and structural issues, leading to more thoughtful revisions.

In the case of the conventional group, structured writing instruction, including teacher feedback and guided revision tasks, likely played a central role in these outcomes. Li et al. (2021) emphasize that scaffolding and direct instruction support the gradual development of writing skills, particularly when learners are given consistent opportunities to write, reflect, and revise.

Another point to consider is the decrease in variability across participants. Both groups showed lower standard deviations in the post-test compared to the pretest, implying more consistent performance among students after the interventions. For the Grammarly group, the standard deviation declined from 2.95 to 2.40, while for the conventional group, it dropped from 2.35 to 1.97. This reduction may reflect more uniform gains across learners, which is often a desirable outcome in educational settings where equity in skill development is emphasized.

In sum, based on the results of the paired-samples t-tests, there is sufficient evidence to reject H_0 . The writing skills of participants in both the Grammarly and conventional groups significantly differed before and after the interventions. These findings reinforce existing literature that supports the role of practice, revision, and feedback—whether human or automated—in helping learners improve their writing over time (Hyland, 2019; Knoch et al., 2020).

Problem 3. Which of the two interventions is more effective in improving the participants' writing skills?

Ho2. None of the interventions is more effective in improving the participants' writing skills



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To address Problem 3, an Analysis of Covariance (ANCOVA) was conducted to compare the post-test writing scores of participants in the Grammarly and conventional approach groups, while statistically controlling for their pre-test scores. This approach allowed for the isolation of the intervention's effect by adjusting for initial differences in writing proficiency.

As shown in Table 3, the Grammarly group had a higher post-test mean score ($M = 10.13$, $SD = 2.40$) compared to the conventional group ($M = 9.00$, $SD = 1.97$). The ANCOVA revealed a statistically significant difference between the two groups, $F(1, 57) = 14.70$, $p < .001$. Since the p-value is below the .05 significance level, the null hypothesis (H_0) is rejected. This result suggests that, after accounting for pre-test performance, Grammarly was significantly more effective in improving writing skills than conventional instruction.

Table 3

ANCOVA Values Showing the Significant Differences in the Two Groups of Participants' Writing Skills.

Variable	Grammarly Group		Conventional Group		F(1,57)	p	η^2_p
	Post-test		Post-test				
	M	SD	M	SD			
Writing skill	10.13	2.40	9.00	1.97	14.70*	<.001	0.21

*Significant at .05 alpha level.

In addition to statistical significance, the effect size as measured by partial eta-squared ($\eta^2_p = 0.21$) is considered large based on Cohen's (1988) criteria. This indicates that 21% of the variance in post-test writing scores is attributable to the type of intervention received, highlighting a meaningful difference between the two instructional methods.

The findings suggest that the use of automated feedback tools like Grammarly can enhance writing development more effectively than traditional methods. Prior research supports this conclusion. For example, Koltovskaia (2020) reported that automated feedback encourages active revision, especially in grammar and sentence construction. Similarly, Ranalli et al. (2021) emphasized that such platforms enhance learner engagement by delivering immediate, targeted feedback, helping students recognize patterns and improve their drafts.

While both groups demonstrated improvement, the statistically significant and practically meaningful advantage of Grammarly suggests that the form and immediacy of feedback may play a critical role. Students in the Grammarly group received real-time, adaptive feedback, whereas those in the conventional group relied primarily on teacher comments and structured class activities. Both instructional approaches offer value, but they engage learners in different ways, as discussed in studies by Li et al. (2021) and Knoch et al. (2020).

Banking on these findings, one can infer that when teachers are equipped with the necessary skills and knowledge, AI can serve as a powerful tool in advancing both teaching effectiveness and student achievement.

Conclusions

This study provides valuable insights into how digital and traditional forms of writing support impact students' writing development in distinct yet complementary ways. Central to both approaches is the opportunity for students to actively engage with their writing, receive meaningful feedback, and reflect on ways to improve.

The findings revealed that Grammarly was significantly more effective than conventional instruction in improving students' writing skills. After controlling for pretest differences, the Grammarly group outperformed the conventional group on post-test scores, with a large effect size indicating that the type of intervention accounted for a substantial portion of the variance in writing outcomes.

Grounded in Vygotsky's Constructivist Theory, the Grammarly intervention enabled students to receive immediate, personalized feedback—promoting self-regulated learning and iterative revision. In contrast, the conventional approach, informed by Skinner's Behaviorist Theory, reinforced structured learning through teacher feedback and repeated practice.



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While both groups benefited from opportunities to revise and reflect, the digital support offered by Grammarly proved more effective in enhancing writing performance. This suggests that technology-based feedback tools can play a powerful role in fostering writing development, particularly when integrated thoughtfully into instruction.

Rather than positioning one method as universally superior, the findings underscore the value of leveraging the strengths of both digital and traditional approaches. By doing so, educators can design learning environments that are responsive, inclusive, and conducive to both skill-building and learner autonomy.

Ultimately, this study reinforces the importance of evidence-based, pedagogically sound writing instruction. As educational settings continue to evolve, combining human guidance with intelligent digital tools offers a promising pathway toward more effective and engaging writing instruction.

Recommendations

The study recommends that teachers may integrate tools like Grammarly into writing activities to offer immediate, individualized feedback and combine this with direct instruction to address both surface-level and higher-order writing skills. School administrators are encouraged to invest in access to educational writing platforms and provide professional development for teachers on integrating technology with traditional methods. Curriculum developers should incorporate blended writing instruction that addresses diverse learner needs and gradually builds from basic mechanics to more complex writing tasks. Future researchers are advised to explore the long-term effects of digital writing tools on student development and examine student engagement with various forms of feedback to improve instructional practices.

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Self-Regulated Learning Strategies, Engagement, and Grammar Competence of Senior High School Learners

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Abstract

Aim: This study investigated the relationship among self-regulated learning strategies, classroom engagement, and grammar competence of senior high school learners (N = 362) in a private university in Cagayan de Oro City.

Methodology: A predictive correlational design was used. Data were collected using an adapted 5-point Likert questionnaire on self-regulated learning (planning, monitoring, evaluating) and classroom engagement (cognitive, behavioral, emotional), and a researcher-made grammar test based on Yan (2007). Proportionate stratified random sampling was applied. Descriptive statistics summarized scores; Pearson product-moment correlation examined bivariate relationships; and multiple regression identified predictors of grammar competence.

Results: Overall, respondents reported moderate-to-high use of self-regulated learning strategies (highest: monitoring) and high cognitive and emotional engagement (behavioral engagement lower). Grammar competence was assessed as *good* overall, with strongest performance in verb tenses and weakest in prepositions and subject-verb agreement. Pearson correlations showed small but significant positive relationships between grammar competence and planning ($r = .288, p < .001$), monitoring ($r = .274, p < .001$), evaluating ($r = .231, p < .001$), cognitive engagement ($r = .208, p < .001$), and emotional engagement ($r = .206, p < .001$); behavioral engagement was not significant ($r = .079, p = .135$). Multiple regression produced a significant model, $R = .325, R^2 = .105, F(6, 355) = 6.97, p < .001$; planning ($B = 2.51, p = .008$) and monitoring ($B = 2.74, p = .047$) were the only significant predictors, explaining 10.5% of the variance in grammar competence.

Conclusion: Learners who set goals and actively monitor their grammar learning tend to achieve higher grammatical proficiency. Findings underscore the value of integrating self-regulation training and engagement-focused strategies into grammar instruction to support student outcomes.

Keywords: *Grammar competence; engagement; self-regulated learning strategies*

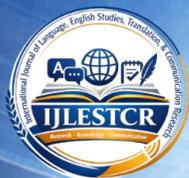
INTRODUCTION

Mastery of grammar has been recognized as essential for effective communication, academic achievement, and participation in various social contexts, as it enables learners to construct meaning clearly and accurately (Ly, 2020). This priority aligns with Sustainable Development Goal 4, which emphasizes equitable and quality education for all (United Nations, 2015). Despite these global commitments, scholars have observed a continuing decline in grammar proficiency among students worldwide (Jones, 2020). This concern has prompted renewed attention to the factors that influence learners' grammatical performance.

In the ASEAN region, recent analyses have reported persistent challenges in students' grammatical accuracy and overall communicative competence (Ozaki, 2022). This concern is also evident in the Philippine context, where senior high school learners continue to struggle with grammar, particularly in academic writing (Joven et al., 2025). Post-pandemic evaluations further revealed that prolonged remote learning contributed to weakened study habits and reduced mastery of foundational language skills (Bernardo, 2023). These findings highlight the need to examine learner-related variables that may support or hinder grammar development in senior high school contexts.

Self-regulated learning (SRL) has been identified as a crucial factor that shapes how effectively students manage their learning through strategies such as goal setting, self-monitoring, and time management (Schunk & Greene, 2018). Student engagement has also been shown to influence learning outcomes by sustaining motivation, effort, and active participation in academic tasks (Reeve, 2019). When students display strong SRL skills and high levels of engagement, they are more likely to invest time and cognitive resources in developing language skills, including grammar (Kahu & Nelson, 2020). Although these constructs are theoretically connected, empirical research combining grammar competence, SRL, and engagement within senior high school settings remains limited in the Philippine context.

The review of literature indicated three major gaps. First, few local studies have examined grammar competence in relation to both SRL and classroom engagement, resulting in limited understanding of how these learner variables jointly influence linguistic outcomes (Ariola & Dizon, 2021). Second, predictive approaches that determine the extent to which SRL and engagement explain variations in grammar competence are scarce in secondary education research (Tran & Duong, 2021). Third, context-specific investigations focusing on senior high



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school learners, particularly those studying in private schools in rapidly developing urban areas, remain insufficient (Education First, 2023).

To address these gaps, the present study examined the relationship between self-regulated learning strategies, classroom engagement, and grammar competence among senior high school learners using a predictive correlational design. By employing multiple regression analysis, the study generated an evidence-based model explaining the learner factors associated with grammar performance. The findings aimed to contribute to English language pedagogy by offering insights that may support the design of SRL-informed grammar instruction, strengthen engagement-oriented classroom practices, and align teaching strategies with current curriculum reforms such as the MATATAG initiative, which emphasizes foundational skills and learner agency (DepEd, 2023).

Review of Related Literature and Studies

Self-Regulated Learning (SRL) refers to the process in which learners take control of their learning by setting goals, monitoring progress, and regulating their efforts to achieve academic objectives (Zimmerman, 2022). It includes cognitive, metacognitive, motivational, and behavioral components that shape how students engage with learning environments (Panadero, 2017). Effective SRL involves both individual strategies and the ability to adapt these strategies across different learning contexts (Järvelä et al., 2016). Research has shown that SRL strategies improve academic performance in various educational settings (Chen & Huang, 2022). A study of students in a distance education university in China found that self-evaluation and metacognitive regulation strongly predicted academic progress (Zhang et al., 2022). Instructional methods also influence SRL development, as students in flipped classrooms demonstrated higher levels of self-regulation compared with peers in traditional classrooms (Hwang & Lai, 2020). Experiments with middle school learners further indicated that flipped-classroom environments improved cognitive and metacognitive self-regulation, including planning and monitoring skills (Sletten et al., 2020).

Student Engagement refers to learners' interest, motivation, and active participation in learning activities (Briggs, 2015). It is commonly described in three dimensions: behavioral, emotional, and cognitive engagement (Wang & Eccles, 2016). Behavioral engagement involves participation in academic tasks, emotional engagement reflects attitudes and feelings toward learning, and cognitive engagement concerns the mental effort invested in learning (Wang & Eccles, 2016). According to Bowden et al. (2021), higher behavioural engagement among tertiary students predicts greater self-efficacy and self-esteem; the study conceptualizes engagement in four dimensions — behavioural, cognitive, social, and affective — and links them to broader indicators of student success. Self-regulation and engagement are linked, as students with stronger SRL tend to engage more actively in learning activities (Winne & Hadwin, 2018). Interactive teaching methods, such as collaborative learning and technology integration, enhance student engagement (Mandernach et al., 2017). Positive teacher-student relationships also foster engagement and improve learning outcomes (Hattie & Timperley, 2019). In online learning, engagement may decline due to limited social interaction and unfamiliarity with digital tools, requiring educators to create stimulating online environments (Campeanu & Călin, 2023). Strategies to enhance engagement include active learning opportunities, thoughtful technology integration, and continuous monitoring of student engagement (Baker et al., 2019).

Statement of the Problem

Mastery of grammar is essential for clear communication and academic success; however, many learners continue to struggle with core grammatical structures such as verb tenses, subject-verb agreement, and sentence construction. These persistent challenges indicate deeper issues related to how students regulate their learning and engage in classroom activities. Although global initiatives such as the United Nations' Sustainable Development Goal (SDG) 4 promote quality education and literacy, many learners still fall short of expected grammar proficiency levels. Research has shown that self-regulated learning (SRL) strategies and classroom engagement can improve academic achievement, yet limited studies have examined their combined influence on grammar competence, particularly among senior high school learners in the Philippine context. This gap underscores the need to investigate how SRL strategies and engagement relate to grammar performance. Addressing this problem will provide empirical evidence that can support instructional improvements and enhance grammar learning outcomes in senior high school settings.

General Objective:

To investigate the relationship among self-regulated learning strategies, classroom engagement, and grammar competence of senior high school learners.

Specific Objectives:



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1. To assess how frequently and effectively students utilize planning, monitoring, and evaluating strategies as part of their self-regulated learning behaviors in grammar learning.
2. To identify the degree to which students are cognitively, behaviorally, and emotionally engaged in grammar-related classroom activities.
3. To measure the students' proficiency in key areas of English grammar, including prepositions, subject-verb agreement, verb tenses, modals, and active-passive voice.
4. To determine whether and to what extent students' use of self-regulated learning strategies and their classroom engagement are significantly related to their grammar competence.
5. To determine the predictive power of self-regulated learning strategies and classroom engagement variables on learners' grammar competence and identify which variable serves as the strongest predictor.

Research Questions

1. To what extent do senior high school learners apply self-regulated learning strategies in terms of:
 - 1.1 planning,
 - 1.2 monitoring, and
 - 1.3 evaluating?
2. What is the learners' level of classroom engagement in terms of:
 - 2.1 cognitive,
 - 2.2 behavioral, and
 - 2.3 emotional engagement?
3. What is the level of learners' grammar competence in terms of:
 - 3.1 prepositions,
 - 3.2 subject-verb agreement,
 - 3.3 verb tenses,
 - 3.4 modals, and
 - 3.5 active and passive voice?
4. Is there a significant relationship between learners' grammar competence and:
 - 4.1 self-regulated learning strategies; and
 - 4.2 classroom engagement?
5. Which among the variables, singly or in combination, best predict senior high school learners' grammar competence?

Null Hypotheses

H₀₁: There is no significant relationship between learners' grammar competence and their self-regulated learning strategies and classroom engagement.

H₀₂: None of the variables, singly or in combination, significantly predict grammar competence.

METHODS

Research Design

This study utilized a predictive correlational research design to examine the relationships among self-regulated learning strategies, student engagement, and grammar competence. This design allowed the researchers to determine the extent to which the variables were interrelated and to predict grammar competence based on self-regulation and engagement (Tabachnick & Fidell, 2019). In this study, data were collected from senior high school learners, and correlation and multiple regression analyses were conducted to identify patterns and predict how self-regulated strategies and engagement influenced grammar competence (Hill, 2022).

Population and Sampling

The participants of this study were officially enrolled senior high school students from one of the private universities in Cagayan de Oro City, which had a total population of 5,897 students. Students were drawn from all strands and tracks offered by the university: Humanities and Social Sciences (HUMSS), Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business, and Management (ABM), Technical Vocational Livelihood Track (TVL), and Arts and Design (A&D). The study employed proportionate stratified random sampling to ensure that each strand was adequately represented in the final sample. Stratification was necessary because some



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strands had significantly fewer students than others, minimizing bias and improving the precision and generalizability of the findings (Creswell & Creswell, 2018).

The sample size ($n = 362$) was determined using the Cochran formula, with a Z-score of 1.96 (95% confidence level), $p = 0.5$ (maximum variability), and a margin of error of 0.05. Students were first classified into their respective strands using enrollment records, and the proportional sample size for each strand was computed. Within each strand, students were randomly selected using a lottery method.

Instruments

Data for this study were collected using two instruments: a 5-point Likert scale questionnaire and a researcher-made grammar test. The questionnaire, adapted from Mendoza and Cabrejas (2023), measured self-regulated learning strategies and student engagement, consisting of 30 items for each construct. Self-regulated learning strategies included 10 items each for planning, monitoring, and evaluating, while engagement comprised 10 items each for cognitive, behavioral, and emotional engagement. The grammar test, adapted from Yan (2007), assessed students' competence in five areas: prepositions, subject-verb agreement, verb tenses, modals, and active/passive voice, with 10 items per area, totaling 50 items. Responses to the questionnaires were scored on a 5-point Likert scale, while grammar test items were scored as 1 for correct and 0 for incorrect, and overall competence levels were categorized as Excellent, Good, Fair, Needs Improvement, or Poor. Both instruments underwent content validation by three experts in language education, research, and linguistics, who evaluated the items for clarity, relevance, and alignment with the study's objectives, providing recommendations that were incorporated into the final instruments. The revised instruments were then pilot-tested with a small group of students from a similar population to ensure clarity and appropriateness. Reliability testing using Cronbach's alpha yielded 0.982 for the self-regulated learning strategies questionnaire, 0.976 for the engagement questionnaire, and 0.880 for the grammar test, with weak items removed to improve overall reliability. The validated and reliable instruments were used to gather data, which were subsequently analyzed using Pearson Product-Moment Correlation and Multiple Regression to examine relationships and predictive effects between self-regulated learning strategies, engagement, and grammatical competence.

Data Collection

Data were collected after the instruments were finalized and validated. The questionnaires and grammar tests were administered at the start of each class session. Each session began with a brief orientation explaining the instructions and how to complete the instruments. Participants were given sufficient time to answer the questionnaires and complete the grammar test, while the researchers were present to clarify any questions or concerns. Completed questionnaires and tests were collected immediately after each session for scoring and analysis, ensuring consistent administration across all groups.

Statistical Technique

Data were analyzed to address the specific research questions. For Research Question 1 ("To what extent do senior high school learners apply self-regulated learning strategies in terms of planning, monitoring, and evaluating?"), means and standard deviations were computed for each component to determine the extent of strategy application. For Research Question 2 ("What is the learners' level of classroom engagement in terms of cognitive, behavioral, and emotional engagement?"), means and standard deviations were calculated for each engagement dimension. For Research Question 3 ("What is the level of learners' grammar competence in terms of prepositions, subject-verb agreement, verb tenses, modals, and active and passive voice?"), means and standard deviations were computed for each grammar area. For Research Question 4 ("Is there a significant relationship between learners' grammar competence and self-regulated learning strategies and classroom engagement?"), Pearson Product-Moment Correlation was applied to determine the strength and direction of relationships between grammar competence and the independent variables. For Research Question 5 ("Which among the variables, singly or in combination, best predict senior high school learners' grammar competence?"), multiple regression analysis was conducted to identify the predictive contribution of self-regulated learning strategies and engagement components on grammar competence. Each statistical technique was applied directly to the collected data to generate results aligned with the corresponding research questions.

Ethical Considerations

The study was reviewed and approved by the University Research Ethics Committee to ensure adherence to ethical standards in research. Before administering the instruments, the researcher obtained approval from key



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school officials, including the principal and the vice president for research and extension. This process involved submitting formal letters detailing the study's purpose, methodology, and schedule. After approval, the researcher coordinated with administrators and teachers to schedule sessions with participants. During these sessions, students were provided with informed consent forms and received clear explanations of the study's objectives, procedures, and ethical considerations. Participants were assured that their involvement was voluntary, their responses would remain confidential and anonymous, and they could withdraw at any time without penalty. The study followed national and institutional ethical guidelines.

RESULTS and DISCUSSION

This section presents, analyzes, and interprets the data gathered from the survey questionnaires and grammar test to determine the relationship among self-regulated learning strategies, engagement, and grammatical competence.

Extent of Senior High School Learners' Application of Self-Regulated Learning Strategies

Table 1 presents the mean and standard deviation scores reflecting senior high school students' use of self-regulated learning (SRL) strategies in grammar tasks. The overall mean fell within the "agree" range, indicating a generally positive application of SRL strategies such as planning, monitoring, and evaluating. However, the relatively high standard deviation suggested considerable variation among students in the consistency of strategy use.

Table 1

Standard Deviation and Mean Distribution of the extent of Senior High School Learners' application of Self-Regulated Learning Strategies

Sub-variables	N	Mean	SD	Description	Interpretation
Planning	362	3.75	0.99	Agree	Applied
Monitoring	362	3.92	0.94	Agree	Applied
Evaluating	362	3.82	0.93	Agree	Applied
Over-all	362	3.83	0.95	Agree	Applied

Legend:

Scale	Range	Description	Interpretation
5	4.51-5.00	Strongly Agree	Strongly Applied
4	3.51-4.50	Agree	Applied
3	2.51-3.50	Slightly Agree	Moderately Applied
2	1.51-2.50	Disagree	Slightly Applied
1	1.00-1.50	Strongly Disagree	Did Not Apply

Among the three components, monitoring obtained the highest mean ($M = 3.92$, $SD = 0.94$), indicating that students are most engaged in tracking and adjusting their grammar-related performance. Evaluating followed ($M = 3.82$, $SD = 0.93$), reflecting students' tendency to assess the quality and correctness of their outputs. Planning received the lowest mean ($M = 3.75$, $SD = 0.99$), suggesting relatively less focus on goal-setting and preparatory strategies before engaging in grammar tasks.

The findings of this study align with Teng and Zhang (2021) emphasized the critical role of monitoring and evaluating strategies in improving learners' writing performance, noting that students who consistently review their progress and assess their output against language goals tend to exhibit stronger grammatical accuracy and coherence. Similarly, Wardani et al. (2023) found a significant relationship between self-regulated learning strategies and grammar achievement, highlighting that learners who actively check and refine their work tend to perform better in grammar tasks. Additionally, Agudelo-Correa (2020) demonstrated that integrating planning, monitoring, and evaluation in the writing process significantly enhances linguistic outcomes among English as a Foreign Language learners, resulting in improved structure and reduced errors.

The results suggest that encouraging students to actively monitor and evaluate their grammar learning can enhance competence and confidence in language use. Teachers may consider designing activities that strengthen planning strategies, such as goal-setting exercises and structured preparatory tasks, to address the relatively lower engagement in planning.

The Participants' Level of Engagement in the Classroom



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Table 2 presents the mean and standard deviation scores for students' classroom engagement. The overall mean fell within the "agree" range, indicating a generally high level of engagement among respondents. However, the relatively high standard deviation suggested notable variation, with some students consistently engaged across different dimensions and others showing selective engagement based on task or context.

Table 2

Standard Deviation and Mean Distribution for the Level of Senior High School Learners' Engagement in the Classroom

Sub-variables	N	Mean	SD	Description	Interpretation
Cognitive engagement	362	3.90	0.97	Agree	Highly Engaged
Behavioral engagement	362	3.55	1.05	Agree	Highly Engaged
Emotional engagement	362	3.90	0.88	Agree	Highly Engaged
Overall Engagement	362	3.78	0.97	Agree	Highly Engaged

Legend:

Scale	Range	Description	Interpretation
5	4.51-5.00	Strongly Agree	Very Highly Engaged
4	3.51-4.50	Agree	Highly Engaged
3	2.51-3.50	Slightly Agree	Moderately Engaged
2	1.51-2.50	Disagree	Least Engaged
1	1.00-1.50	Strongly Disagree	Not Engaged

Among the three dimensions, cognitive engagement and emotional engagement were highest ($M = 3.90$), indicating that students demonstrate strong mental investment in learning grammar and maintain a positive emotional attitude toward the subject. Behavioral engagement was slightly lower ($M = 3.55$), implying that while students are mentally and emotionally engaged, their actual participation in classroom activities such as volunteering for grammar-related events may be less consistent. This discrepancy could be influenced by confidence, access to opportunities, or personal learning preferences.

These findings align with Wang et al. (2023), who found that cognitive and emotional engagement were positively correlated with improved performance in areas such as memorization, comprehension, and application of knowledge. This reinforces the idea that students' internal investment—in terms of both thinking processes and emotional connection—is critical for effective learning. Hasanov et al. (2021) similarly found that cognitive and emotional engagement are significant predictors of academic success, with behavioral engagement contributing to a lesser extent.

The results suggest that fostering cognitive and emotional engagement is critical for enhancing grammar competence. Teachers should design differentiated instructional strategies that actively engage students mentally and emotionally, while also providing opportunities to strengthen behavioral participation in classroom activities.

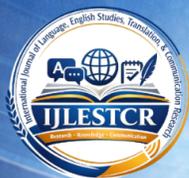
Participants' Grammar Competence

Table 3 presents the mean and standard deviation scores related to students' grammar competence. The overall mean suggested that students generally possess a good level of grammar proficiency. However, the relatively high standard deviation indicated substantial variability in performance, possibly due to differences in prior knowledge, grammar exposure, or learning strategies.

Table 3

Mean Distribution and Standard Deviation of the Level of Senior High School Learners' Grammar Competence

	N	Mean	SD	Interpretation
Preposition	362	6.59	2.02	Fair
Subject-Verb Agreement	362	6.38	2.28	Fair
Verb Tenses	362	7.85	2.65	Good
Modals	362	7.12	2.18	Good



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Active and Passive Voice	362	7.41	2.54	Good
Grammar Competence (Total)	362	35.37	9.67	Good

Legend:

Score Range	Competence Level
9-10	Excellent
7-8	Good
5-6	Fair
3-4	Needs Improvement
0-2	Poor

Among the five grammar categories, students performed best in Verb Tenses ($M = 7.85$, $SD = 2.65$), indicating familiarity with expressing time-related concepts. This was followed by Active and Passive Voice ($M = 7.41$, $SD = 2.54$), showing students' ability to transform sentence structures while maintaining meaning. Modals received a moderately high mean ($M = 7.12$, $SD = 2.18$), reflecting a fair understanding of expressing necessity, possibility, and permission. In contrast, Prepositions ($M = 6.59$, $SD = 2.02$) and Subject-Verb Agreement ($M = 6.38$, $SD = 2.28$) had the lowest mean scores, suggesting persistent challenges in maintaining correct word relationships and grammatical agreement, which could affect sentence clarity and accuracy.

These findings are supported by previous research. Hidayatullah et al. (2017) found that students frequently committed errors in subject-verb agreement, with omission, misinformation, and addition being the most common types. Hasanah and Habibullah (2020) observed similar results in descriptive writing tasks, where students often made errors in grammatical structure, particularly in subject-verb agreement and sentence formation. Chele (2015) also reported frequent subject-verb agreement errors in students' written English, especially when using complex sentences. Prayuda (2020) identified misinformation errors as the most dominant error type in the use of the simple present tense among university students, aligning with the challenges noted in verb tense use. Nasution and Amri (2021) confirmed that omission and addition errors in subject-verb agreement were common in students' speaking performances, reflecting ongoing difficulty in mastering grammar rules in both spoken and written communication.

The findings highlight the need for targeted grammar instruction, particularly in areas such as prepositions and subject-verb agreement. Educators may consider focused exercises, formative assessments, and corrective feedback to address these gaps and promote more consistent grammatical accuracy across both written and spoken communication.

Significant Relationship between Learners' Grammar Competence and their Self-Regulated Learning Strategies, and Engagement

Table 4

Results of Pearson R Correlation Analysis for the Significant Relationship among Senior High School Learners' Grammar Competence, Self-Regulated Learning Strategies, and Engagement

Variables	n	R	Effect Size	P-value	Interpretation
Planning	362	.288	Small	.001	Significant
Monitoring	362	.274	Small	.001	Significant
Evaluating	362	.231	Small	.001	Significant
Self-Regulated Learning Strategies	362	.288	Small	.001	Significant
Cognitive engagement	362	.208	Small	.001	Significant
Behavioral engagement	362	.079	Small	.135	Not Significant
Emotional engagement	362	.206	Small	.001	Significant
Engagement in the Classroom	362	.182	Small	.001	Significant

Legend: $p < .05$ is significant and $p > .05$ is not significant

Correlation Coefficient Range	Effect Size/Strength of Relationship (Cohen, 1988)
.50 and Above	Strong/Large Correlation
.30 to .49	Moderate Correlation
.10 to .29	Weak/Small Correlation



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Table 4 presents the results of the Pearson's correlation analysis, which revealed that among the self-regulated learning strategies, planning ($r = .288, p < .001$) had the strongest association with grammar competence, followed by monitoring ($r = .274, p < .001$) and evaluating ($r = .231, p < .001$). The overall SRL strategies score also showed a small but statistically significant positive relationship with grammar competence ($r = .288, p < .001$). These findings suggest that students who actively plan, monitor, and evaluate their learning are more likely to demonstrate better grammar performance, supporting the role of metacognitive control in language development.

In terms of classroom engagement, cognitive engagement ($r = .208, p < .001$) and emotional engagement ($r = .206, p < .001$) were positively and significantly correlated with grammar competence, whereas behavioral engagement ($r = .079, p = .135$) was not. The overall engagement score also showed a small but significant relationship ($r = .182, p < .001$). These results imply that mental investment and emotional connection to learning are more closely linked to grammar competence than observable behaviors alone, such as participation or attendance.

These results align with previous research. Chansri et al. (2024) found that self-regulated learning strategies positively impact English language abilities and knowledge among undergraduate students. Similarly, Truong (2022) reported a positive relationship between self-regulated learning strategy use and English grammar self-efficacy among high school students in Vietnam. Regarding engagement, Zheng et al. (2023) highlighted that SRL strategies positively correlate with learning engagement, which predicts outcomes, while Han and Hyland (2015) emphasized the critical role of cognitive and emotional engagement in learning, particularly in interaction with teacher feedback.

Although the correlations are small, the results highlight the importance of fostering both self-regulated learning strategies and internal forms of engagement (cognitive and emotional) to support grammar competence. Educators should design learning activities that enhance metacognitive control and encourage mental and emotional investment in tasks, as these factors are likely to contribute to improved grammar outcomes. Behavioral engagement, while valuable, may need to be supported with structured participation strategies to translate into stronger academic performance.

Conclusions

The findings of this study indicate that self-regulated learning strategies and student engagement are positively associated with grammar competence among senior high school learners. Among the strategies, learners demonstrated relative strengths in monitoring and evaluating their learning, while planning was less frequently applied, suggesting that goal-setting and strategic preparation may be areas for further development.

Regarding classroom engagement, cognitive and emotional engagement showed small but statistically significant associations with grammar competence, whereas behavioral engagement was weaker and non-significant. This suggests that learners' mental investment and emotional connection to grammar tasks are modestly linked to their grammar performance, while observable classroom behaviors may have less influence.

Although learners generally displayed solid grammar competence, persistent difficulties in areas such as prepositions and subject-verb agreement highlight the continued need for targeted instructional support. The modest magnitude of correlations and the regression model ($R^2 = 0.105$) indicate that self-regulated learning strategies and engagement explain only a small portion of the variance in grammar competence, suggesting that other factors—such as prior knowledge, teaching approaches, or motivation—may also play a role.

Overall, the study supports the view that fostering planning, monitoring, and cognitive-emotional engagement is associated with slightly higher grammar competence. Given the small effect sizes, further research is recommended to explore additional factors influencing grammar learning.

Recommendations

Based on the findings of this study, several recommendations are offered for various stakeholders in the educational community.

School administrators. Administrators may consider providing professional development programs that promote self-regulated learning and reflective practices. Workshops that would focus on strategies to support students' planning and monitoring skills, as well as techniques to foster cognitive and emotional engagement in the classroom.

English language teachers. Teachers may integrate interactive and context-based grammar activities that encourage students to plan, monitor, and reflect on their learning. Examples include collaborative grammar tasks, peer feedback sessions, and contextualized writing exercises, which may help strengthen both cognitive and emotional engagement in the classroom.



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Curriculum designers. Curriculum developers may design learning materials that link grammar instruction to real-life communication and problem-solving scenarios. Such materials may enhance students' cognitive and emotional engagement while reinforcing grammar competence.

Students. Learners may apply planning and monitoring strategies in their grammar learning, such as organizing study schedules, setting achievable learning goals, and reviewing progress regularly. Participation in activities that encourage cognitive and emotional engagement—like group grammar games, peer review, and authentic language use—may support improved grammar acquisition and communication fluency.

Future researchers. They may investigate other potential predictors of grammar competence beyond self-regulated learning strategies and engagement, given that a large portion of the variance in grammar competence remains unexplained.

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Lived Experiences of Teachers in Teaching English Grammar

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Abstract

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

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

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

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

Keywords: Lived Experiences, Teachers, English Grammar

INTRODUCTION

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

Hence, the researcher believes that teaching a good grammar lesson is just one thing. But, what if a pupil or a student has a grammar question? It cannot be denied that some pupils and students have personal tutors who may have studied grammar in advance. This would cause some teachers to feel surprised and therefore challenged to study and prepare. Still, this should not be taken for granted by teachers in elementary grades teaching with young pupils. Instead, a teacher is required to be more proficient, skilled, and prepared in teaching grammar being in the basic level. Even though questions from pupils at this level are just simple and jargon-free, explaining grammar is a skill a teacher needs to acquire through practice (Sanchez, Sanchez & Sanchez, 2023). Fernandez (2013) stressed that the ALS teachers are consistent and comfortable in using the Hiligaynon language in teaching Basic English Grammar to the ALS students. The latter are participating actively in the class at the same time they are enjoying because they are not discriminated against using Hiligaynon. According to the informants if they are using English in the ALS classes, the students are not participating, and it seems that the latter are not interested to listen to their teachers because the students do not understand unfamiliar words in the English language and many



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ALS students are discouraged to attend the class anymore. This study investigated the lived experiences of the informants in teaching basic English grammar who were inside the jail and the possible differences between teaching inside the classroom and the jail. Thus, this study will provide information on the continuing innovations for quality education beyond the classroom.

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

Objective

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

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

METHODS

Research Design

This study used the descriptive phenomenological type of study according to Van Kaam's and modified by Moustakas (1994). This qualitative research is used because the purpose of the research was to describe and explain, explore and interpret, or build a theory (Leedy & Ormrod, 2005; Sanchez & Sarmiento, 2020; Salendab & Dapitan, 2021a). Furthermore, using a phenomenological design was appropriate to accomplish research goals because describing experiences rather than analyzing or searching for explanations (Moustakas, 1994) revealed a unique understanding of English grammar teaching. Van Kaam's phenomenological design involved a search for an understanding of wholeness by examining entities from many angles, differing sides, and conflicting perspectives until a theme or common vision of an experience emerges. In a phenomenological investigation, a researcher is connected with the central research problem and has a personal interest in the experience (Sanchez, et al., 2022). The findings are communicated via words and narratives. This phenomenological design entails the exploration and description of the lived experiences of the teachers in Surigao del Norte Division in teaching English grammar competency.

Sample and Informant Selection

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

It recruited at least five (5) informants who have met all the inclusion criteria: five-ten years in teaching; Master teacher in the field, an awardee of any competitions and award-giving bodies; and/or maybe an Educational Program Supervisor (EPS). The following strategies were employed to ensure adequate data saturation (Morse,



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2000): the topics of the study are formulated in such a way as to be sufficiently clear, narrow, and specific. Here, the researcher agreed that careful consideration of participant anonymity is an important aspect of qualitative research.

Instrument

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

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

Data Collection

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

In addition, the researcher has used an Interview Guide. All the questions were supplemented with specific probes to focus on the phenomenon of interest and were asked as open-ended questions to allow for the free flow of ideas and reflections. Field and methodological notes were used to record procedural and observational situations, events, recommendations for changes, and actions of the researcher in response to recommended changes. The schedules of interviews are as follows:

Table 1. *Schedule of Interview*

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

Transcripts were reviewed by the researcher while listening to the digital recorder to check for accuracy after the interview and the preliminary analysis of the data was also conducted. To protect the identities of the informants, recorded conversations and transcripts and all other study materials were coded with an identification



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number known only to the researcher. No informant's name was written on any study document. The five informants were assigned with code names as follows: I₁- Informant 1; I₂- Informant 2; I₃- Informant 3; I₄- Informant 4; I₅- Informant 5.

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

Data Analysis

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

1. *Listing and Preliminary Grouping.* This is listing every expression relevant to the experience. (Horizontalization)
2. *Reduction and Elimination.* This is to determine the Invariant Constituents by testing each expression for two requirements:
 - a. Does it contain a moment of the experience that is necessary and sufficient constituent for understanding it?
 - b. Is it possible to extract and label it? If so, it is a horizon of the experience.
3. *Clustering and Thematizing the Invariant Constituents.* This can be done by clustering the invariant constituents of the experiences that are related to a thematic label. The clustered and labeled constituents are the core themes of the experience.
4. *Final Identification of the Invariant Constituents and Themes by Application* or simply called the Validation. Check the invariant constituents and their accompanying theme against the complete record of the research participant. (1) Are they expressed explicitly in the complete transcription? (2) Are they compatible if not explicitly expressed? (3) If they are not explicit or compatible, they are not relevant to the co-researcher's experience and should be deleted.
5. *Construct an Individual Textural Description of the experience.* Using the relevant validated invariant constituents and themes, construct for each co-researcher an Individual Textural Description of the experience. Include verbatim examples from the transcribed interview.
6. *Construct an Individual Structural Description of the experience.* It is based on Individual Textural Description and Imaginative Variation
7. *Construct a Textual-Structural Description of the meanings and essences of the experiences, incorporating the invariant constituents and themes.* Construct for each research participant a Textural-Structural Description of the meanings and essences of the experience, incorporating the invariant constituents and themes.
8. *Composite Textural-Structural Descriptions.* From the Individual Textural-Structural Descriptions, develop a Composite Description of the meanings and essences of the experience, representing the group as a whole.

Applying the eight steps advocated by Moustakas, listing and preliminary grouping of data included the preparation of interview transcriptions and notes into general categories. Reduction and elimination removed vague expressions or information not relevant to the study. Clustering and thematizing involved grouping data into core themes that emerged from participant perceptual experiences. Final identification entailed validating themes against participants' complete transcription. Constructing an individual textural description required documenting each



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participant's experience based on themes revealed during interviews. The individual structural description "provided a vivid account of the underlying dynamics of the experience, the themes, and qualities that account for 'how' do teachers make sense of their lived experiences as grammar instructors. Constructing a textural-structural description is the final step of the data analysis process. Textural-structural description involved the synthesis of themes and meanings from the data collected from the informants.

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

Ethical Considerations

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

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

RESULTS and DISCUSSION

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

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

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

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



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

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

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

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

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

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



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

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

Summary, Conclusions, and Recommendations

Summary of Findings

Five core themes emerged are as follows:

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

Conclusions

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

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



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

Implications of the Study

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

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

1. Provide easy or quick remedy to the problems of teachers teaching grammar to students especially those who lost interest about the subject/topic.
2. Provide additional techniques among teachers to assess where there are gaps in their own knowledge of English grammar.
3. Contribute to the formulation of programs, professional development sessions and trainings to the teachers to be grammatically expert or fluent for them to be able to competently teach their students.

Recommendations

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

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

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Teacher's Needs Analysis on Assessing English Grammar of the 21st Century Secondary Education Learners

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Abstract

Aim: The study aimed to assess the English teachers' language capabilities when specific grammar skills and needs assessments are used. Specifically, the study investigated the importance of English teachers' needs analysis in the students' grammar learning.

Methodology: This study employed a descriptive approach in assessing the student's needs in English grammar. Descriptive analysis was utilized to label the nature of the teachers' assessment of the learners' prior knowledge of grammar learning. More so, an independent sample T-test was used to identify the difference in the teachers' responses on determining the respondents' perception of the needs assessment used for Junior and Senior High school students and the relationships between the perceived grammatical skills of English teachers.

Results: Findings revealed that the teachers' grammar needs analysis on speaking skills was classified as the most critical assessment, while the least essential was the viewing skill. Moreover, a significant difference occurred between the grammar skills and needs analysis when grouped according to grade levels. Furthermore, it has been revealed that Senior High school teachers considered grammar needs in speaking and writing more important.

Conclusion: the teacher may assess students' grammar needs based on their comprehension level. It may focus on maximizing different forms of instructional materials related to the students' viewing skills to develop their grammatical competencies. More so, the Junior high school English teachers may enhance their teaching strategies and grammatical needs assessment to increase their grammar learning and language acquisition.

Keywords: Needs analysis, macro skills, needs assessment, K-12 English curriculum, grammar learning, basic education, junior and senior high school grammar

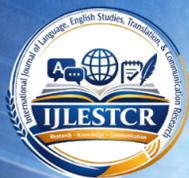
INTRODUCTION

An English teacher must learn to decide the best strategy to use when teaching grammar, utilizing an equilibrium between learning grammar and natural communication (Nugraheni, 2017). In this way, needs analysis is the foundation of the English language's different applications for specific purposes. The purpose of assessing the student's needs is to determine how English grammar is being developed in the language classroom through reading or writing.

However, the student's language learning skills highlight the listening, speaking, reading, and writing skills that are categorized and measured through their grammar. Besides, these skills hold equal worth, supporting each other from learning the listening skill to speaking and reading to writing. When these four interpersonal capabilities are combined, a learner can be identified as having a trained language competency. The teacher plans the best instruction following how the students will learn these language capabilities identified in the language classroom. Teachers assess students' needs based on their knowledge and understanding, either formally or informally (Linde, 2018). A needs assessment can be applied through formative tests to let the teachers determine how their students excel in these skills. Needs analysis through formal reviews enables the teachers to measure the students' working level and understand their performance in class through tests or quizzes. Consequently, informal assessments are used to guide instruction. In this way, the teacher deals more with observing the learner if he/she struggles in the class where no quizzes are given, but the teacher guides and watches the student at work.

Objective

Given these data, this study aimed to assess the English teachers' language capabilities when specific grammar skills and needs assessments are used. Specifically, the study investigated the importance of English teachers' needs



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analysis in the students' grammar learning. It also targets to test the significant difference in grammar skills and the needs analysis used when grouped according to grade levels.

Hypothesis

There is no significant difference in grammar skills and the needs analysis used when grouped according to grade levels.

METHODS

Research Design

The researchers employed descriptive research in the study. The description of the teachers' grammatical skills and their way of assessing the student's needs were explained thoroughly by providing supporting details related to the topics. As said by Voxco (2021), descriptive research design highlights a systematic and relevant data that are gathered to emphasize and describe a specific event, population, or phenomenon. More specifically, it seeks to answer various questions that are relevant to a particular study to solve a specific problem.

Procedure

The respondents for this study were 146 Junior High School English teachers and 80 Senior High School English teachers for a total of 226 English teachers in the selected private and public schools of Calapan City, Oriental Mindoro, which represents 100% of the total population. This paper adopted a standardized questionnaire owned by Briana (2019) to identify the importance of teachers' grammar needs analysis's importance. The researchers have modified the said questionnaires to make them more refined and attuned to the respondents. The same questionnaire was administered to collect data to examine the vital relationship between the perceived English grammar skill used to assess the Junior and Senior High school students' needs in the selected public and private high schools of Calapan City, Oriental Mindoro.

Ethical Consideration

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

Treatment of Data

The researchers interviewed the respondents to validate the data gathered. They also collected associated facts from the documents that the various selected public and private Junior and Senior High schools in Calapan City, Oriental Mindoro, have and from internet sources. The data collected by the researchers were encoded, tabulated, inferred, and evaluated. Also, the researcher has presented the result to experts in the same field for verification and validation. The prepared research instrument was declared to be excellent and acceptable based on the following reliability test results:

Indicators	Cronbach Alpha	Remarks
Grammar Needs Analysis through Listening	0.840	Good
Grammar Needs Analysis through Speaking	0.914	Excellent
Grammar Needs Analysis through Reading	0.909	Excellent
Grammar Needs Analysis through Writing	0.909	Excellent
Grammar Needs Analysis through Reading	0.850	Good

George and Mallery (2003) provide the following rules of thumb: ".9 - Excellent, .8 - Good, .7 - Acceptable, .6 - Questionable, .5 - Poor, and .5 - Unacceptable"



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RESULTS and DISCUSSION

This section discussed the data gathered, which were analyzed and interpreted from the teachers' needs analysis in the English grammar learning of 21st-century Basic Education learners. It refers to the following indicators:

Table 1
Grammar Needs Analysis through Listening

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

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

Table 1 presents the listening grammar needs analysis used by the respondents. The composite mean of 3.63 generally shows that the respondents see the grammatical assessment towards listening as necessary and very important.

It suggests that taking notes requires a reflection on learning the teachers' grammar as they write down all the words they have heard. For instance, students immediately write down important notes based on what they have heard from the teacher from time to time. Paraphrasing makes sense to what they hear from the teacher, encouraging learners to comprehend and recall what they have heard. In this way, they must always try to paraphrase everything they can hear except when the information has to be precisely noted down.

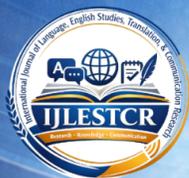
As Cohen (2019) said, note-taking from listening can be most effective when the students learn how to paraphrase what they hear from the teacher. Paraphrasing makes sense to what they hear from the teacher, encouraging learners to comprehend and recall what they have heard. In this way, they must always try to paraphrase everything they can hear except when the information has to be jotted down appropriately.

On the other hand, letting the students understand the lengthy spoken description states that the learners are more encouraged to understand specific details than listening to a lengthy description of a particular topic. The teachers assess the learners with a lengthy description when a particular topic has to be explained with additional details. Moreover, students tend to become lazier when listening to a lengthy statement, such as explaining a movie, a detailed novel description, or class discussions and reports.

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

Table 2
Grammar Needs Analysis through Speaking

<i>The teacher lets the students:</i>	Weighted Mean	Verbal Interpretation	Rank
1. Give oral presentations.	3.77	Very Important	5
2. Pronounce words correctly.	3.80	Very Important	1
3. Ask for clarifications.	3.80	Very Important	1
4. Give formal speeches/ presentations.	3.62	Very Important	10
5. Participate effectively in discussions.	3.78	Very Important	3
6. Communicate effectively with peers in small group discussions, collaborative projects, or out- of-class study groups.	3.70	Very Important	8
7. Describe objects or procedures.	3.65	Very Important	9



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8. Formulate coherent arguments.	3.50	Very Important	14
9. Pronounce words, phrases, and sentences with proper intonation and stress patterns.	3.73	Very Important	6
10. Give formal speeches/ presentations.	3.58	Very Important	11
11. Participate in discussions.	3.78	Very Important	3
12. Communicate effectively with peers in small- group discussions and collaborative projects.	3.71	Very Important	7
13. Communicate effectively with superiors.	3.56	Very Important	13
14. Use English fluently (e.g., appropriately, with other people, in the right situation).	3.57	Very Important	12
15. Participate in interviews (e.g. job interviews, scholarship etc.).	3.41	Important	17
16. Participate in meetings.	3.42	Important	16
17. Engage in public speaking.	3.50	Very Important	14
Composite Mean	3.64	Very Important	

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

Table 2 shows the speaking grammar needs analysis used by the respondents. The composite mean of 3.64 shows that the respondents typically see the teachers' assessment in grammar through speaking as necessary and very important.

Surprisingly, there was a tie of scores on the students' needs assessment about pronouncing words correctly and asking for clarifications. An English teacher's grammatical assessment highlights the correct pronunciation, including proper verb tenses, voices, subject-verb agreement, and diction. The relevance of the syntactic elements of grammar enables the learner to apply the necessary information he/she expresses in different genres, formal or informal.

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

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

As Spencer (2020) confirmed, student inquiry in the classroom serves as the heart of the learners' choice. As the learner asks their queries, they can think and analyze their curiosities and boost their interests. In this way, they can construct and fulfill their needs and bridge the gaps in the grammar learning they are analyzing.

Alternatively, letting the students participate in interviews, including job interviews or a scholarship, shows that some learners tend to feel less engaged in individual activities where they experience belittlement. They feel afraid that they might experience errors in speaking fluent English. The teachers find this important, but it is not commonly used as a teaching strategy. This situation supports Krashen's Monitor hypothesis, where the second language is blocked, inhibiting speech through thinking. It explains that in an individual's brain, a monitor is prepared that blocks speaking so that he/she can think and prepare himself/herself to produce the correct grammar.

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



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Table 3
Grammar Needs Analysis through Reading

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

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

Besides, Table 3 includes the reading grammar needs analysis used by the respondents. The composite mean of 3.50 shows that the respondents typically see the grammatical assessment in reading as necessary and very important.

As shown, letting the students understand the text's main point explains that the learners activate their grammar acquisition and produce grammar learning through reading. However, the teachers assess their needs by producing books at or near their comprehension level. For instance, students prefer reading texts about stories related to their personal experiences, interests, or curiosities. The learners, however, depend their learnings mostly on what they have written during the discussion and read it afterward. In this manner, it becomes their basis of understanding as they review what they have jotted down during the teacher's discussion. In this situation, as they read what they have written, their notes become their primary source of learning, and the teachers are the secondary.

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

Nevertheless, letting the students read quickly states that some secondary learners still experience struggles in reading a text. It shows that the learners could experience pressure as they are being taught to read quickly. Alternatively, the correct way of practicing the students' quick reading is to be managed well through therapies and aids like storybooks or novels. Moreover, most students prefer to avoid applying quick reading as a learning strategy since the best way of studying needs a thorough analysis. Reviewing a text can be easily understood by analyzing each part of a sentence. This way, a proper English grammar construction may be determined and scrutinized by reading thoroughly and gradually. To fulfill this need, the English teacher must facilitate the students according to their level of reading strategy.

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



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Table 4
Grammar Needs Analysis through Writing

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

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

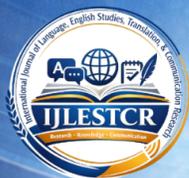
Table 4 includes the writing grammar needs analysis used by the respondents. The composite mean of 3.58 shows that the respondents typically identify the teachers' grammar analysis through writing as necessary and very important.

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

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

Then again, writing case studies show that research papers, including case studies, are important ways to improve a learner's writing skill, most notably grammatical improvements. The function of a case study is to determine how a participant behaves in a specific issue. Letting the learners write about the participant is necessary, but there are also some challenges that they may encounter. Case studies provide a heavy workload that most students cannot be engaged in well, depending on their level of ease.

As concurred by Gaille (2018), most learners find it challenging to create a case study, most notably the literature review's grammar application. It points out that the learners experience a long time to analyze such data where inefficiency is also relevant. Moreover, Majumder (2019) states that grammar and language are primary



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mediums when distributing the findings in creating a research paper. Therefore, effectively using the correct word choices and patterns is of extreme relevance. Applying these patterns is best for learners to avoid possible errors in using the necessary words to affect the manuscript's clarity.

Table 5
Grammar Needs Analysis through Viewing

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

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

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

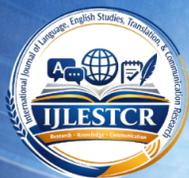
Initially, viewing pictures, tables, maps, and charts indicates that for secondary learners, using images to portray grammar is relevant to enhance the students' creativity. However, using pictures to determine the connection of structural patterns in English gives readers clues to apply metacognition or the "thinking about thinking." It enables them to learn by themselves and intensify their thinking and grammar skills by carefully analyzing pictures. For example, a student realizes the function of grammar as he/she asks himself/herself how to determine how it is being applied by viewing and analyzing specific sentences or paragraphs on graphs or charts.

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

Lastly, letting the learners evaluate and share online videos shows that 21st-century learners, called "tech-savvy," are commonly engaged in the online world. Not all students can connect to the online community due to a lack of resources and access. Philippine provinces cannot mostly afford computers but merely base their learning commonly on teachers and books. A Computer-Assisted Language Learning (CALL) application may be effective but not in all areas due to a lack of resources. It is a primary tool for viewing other needed online resources so that other students can learn even without leaving their homes through blended learning. In keeping with Lynch (2017), not having enough internet access could lessen direct communication between teachers and learners. However, one of the major disadvantages of not connecting to the Internet is the students' incapacity to have different sources of information and complete school activities. To resolve this issue, the teacher must promptly monitor the students by making enough effort to visit the learner and assess their needs according to their capacity.

Table 6
Difference of Responses on Grammar Needs Analysis between the two Groups of Respondents

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



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through Viewing	Senior High	124.55		
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Significant at p -value < 0.05

Table 7 compares grammar needs between the two groups of respondents. The result revealed that grammar needs through speaking ($p = 0.008$) and writing ($p = 0.006$) was less than the alpha level of 0.05. Thus, the first null hypothesis was rejected. It suggests a significant difference observed and based on the test, it was identified that senior high school teachers considered grammar needs in speaking and writing more important.

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

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

As Rae (2020) added, written communication is a relevant competency that learners must master to achieve academic and professional success, most significantly for their future endeavors. Without written communication, life's essence would be lost, which leads to including writing as part of the curriculum to develop the learners' communication skills.

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

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

Conclusion

Findings revealed that the teachers' grammar needs analysis on speaking skills was classified as the most significant assessment, while the least essential was the viewing skill. Moreover, a significant difference occurred between the grammar skills and needs analysis when grouped according to grade levels. Furthermore, it has been revealed that Senior High school teachers considered grammar needs in speaking and writing more important. Therefore, the teacher may assess students' grammar needs based on their comprehension level. It may focus on maximizing different forms of instructional materials related to the students' viewing skills to develop their grammatical competencies. More so, the Junior high school English teachers may enhance their teaching strategies and grammatical needs assessment to increase their grammar learning and language acquisition.

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Communication Difficulties of Filipino Call Center Agents in the Asia Pacific Region

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Abstract

Aim:

The study focused on crafting training exemplars that target the communication difficulties of Filipino call center agents working in a Business Process Outsourcing (BPO) industry that operates in the Asia Pacific Region and proposed training exemplars to remediate the identified difficulties. It also aimed to provide additional data that schools may use in the training of their students in the identified soft skills.

Methodology: Deductive coding was used to process the recorded conversations. There was a predefined set of codes to classify the communication difficulties. While the coding allowed the possibility of new concepts to emerge in the set of codes, the analysis concentrated on the predefined set and classified all difficulties there. This methodology is used in qualitative data where classifications are a significant part of the coding system.

Results: The data gathered showed four classifications of communication difficulties. The recorded conversations showed call center agents who lacked skills or have difficulties in active listening, expressing genuine empathy, building rapport and dealing with angry customers. These soft skills are considered necessary for these agents to be successful in their work.

Conclusion: The findings show that Filipino call center agents have difficulties in the components of communication that focus on human relations and empathy. The Coordinated Management of Meaning Regulative Rules by Pearce and Cronen (1980) cover these skills which are about how the communicator reacts for the message and how they respond or behave towards the message they received.

Keywords: Communication, Soft Skills, customer service

INTRODUCTION

In today's fast-paced world, call centers play an integral role in customer service and support. Effective communication is crucial in call centers, where agents interact with customers from diverse backgrounds, cultures, and languages. A single miscommunication can lead to customer dissatisfaction, increased call times, and ultimately, a negative perception of the brand. Understanding the common communication difficulties that agents face can help organizations provide better training, tools, and support.

The Philippines has emerged as a global powerhouse in the business process outsourcing (BPO) sector, particularly in call center services. With a workforce renowned for their English proficiency and customer service skills, Filipino call center agents play a crucial role in supporting multinational companies and their clientele. Despite their many strengths, these agents encounter various communication difficulties that can hinder their effectiveness and overall job satisfaction (Sienes & Catan, 2021).

While Filipino call center agents possess a wealth of talent and potential, communication difficulties can impede their ability to provide exceptional service. By understanding and addressing these challenges through targeted training and support, BPO companies can enhance their agents' communication effectiveness, thereby improving customer satisfaction and fostering a positive work environment. As the global demand for quality customer service continues to grow, investing in the development of Filipino call center agents will remain vital to maintaining the Philippines' position in the BPO industry.

The study is hooked to the Social Learning Theory of Communication by Albert Bandura which requires conscious awareness and active engagement in the learning process. By recognizing the influence of social reinforcement, one can evaluate communication choices and behaviors. Through self-reflection and assessment, one can identify areas for improvement and actively work on adopting more effective communication strategies. This may involve consciously selecting positive role models to observe, seeking feedback from others, and actively practicing and refining our communication skills in various contexts. It is recognized that soft skills are a very important communication tool for a customer-oriented industry and that it is essential to enhance the communication skills for employment. Universities should target improvements of soft skills and specific personality development component in the curriculum (Patacsil, 2017).



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Objectives

This study focused on the development of training exemplars aligned with identified communication difficulties among Filipino call center agents.

Specifically, the study sought to answer the following questions:

1. What are the difficulties of the call center agents in the following soft skills:
 - 1.1 Active listening;
 - 1.2 Expressing genuine empathy;
 - 1.3 Building rapport; and
 - 1.4 Dealing with angry customers?
2. What training exemplars may be proposed to remedy the difficulties?

METHODS

Research Design

This study perfectly fits under qualitative research because it focuses on the collection and analysis of non-numerical data (e.g., text, video, or audio) to explain, describe, and define concepts, opinions, or experiences (Bhandari, 2020).

Population and Sampling

The BPO company has a significant number of Filipino call center agents across the Asia Pacific region where it operates. Through the training specialist assigned to coordinate with the researchers, an invitation to voluntarily participate in the study was sent to Filipino call center agents in the company. One hundred six (106) agents positively responded to the invitation and they were grouped based on their location in the company's operation.

Data Collection

Actual conversations of call center agents with their clients were audio recorded. As a matter of company policy, consent was sought before every recording.

There was also preselection which considered the potential of the recordings in the success of the study. Recordings which did not show the targeted difficulties were no longer included in the sample. Thirty (30) recordings were considered and included in the coding.

Data Analysis

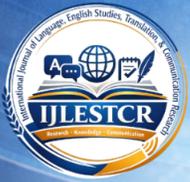
Coding is the process of breaking the data into words or phrases which correspond to the topics or issues and organizing the data in a way that is useful for further analysis (Bailey, 2007). The are several steps followed in the coding of data in the study.

1. A coding protocol was designed where the words and phrases were assigned to categorize the segments of the data by topic. The development of this preliminary coding scheme considered what questions are needed to be answered and the related topics to those questions.
2. The researchers also considered an intercoder to validate the coding protocol or scheme. In this stage an expert in the field was asked to use the coding scheme to another data subset. The result was used to refine all issues in the coding protocol or scheme.
3. Coding was done by hand, entering data into a table using the coding protocol.
4. Finally, the coded data was reviewed by both the researchers and the expert who did the interceding to validate the result of the coding process.

While inductive and deductive coding were used as powerful tools in analyzing the qualitative data, deductive coding was a more appropriate process in the study because there was a predefined set of codes to classify the communication difficulties. Finally, the training exemplars were validated by the training specialists in the company.

Ethical Considerations

Recorded conversations included were edited to maintain the privacy of the customers including the Filipino agents. Personal details which were provided in the conversations were edited out to completely conceal the identity



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of those in the recorded conversations. The coding and analysis of the data were conducted inside the company to protect all details covered by data privacy and only the consolidated communication difficulties and the proposed training exemplars were allowed to be cited, discussed, and published in the paper.

RESULTS and DISCUSSION

After a thorough analysis of the recorded conversations, four categories emerged in the coding process which included active listening, expressing genuine empathy, building rapport and dealing with angry customers.

1. Active Listening

- 1.1. did not capture/confirm customer's relevant information the first time,
- 1.2. did not apologize when asking the customer to repeat himself,
- 1.3. did not explain why we need to repeat our question,
- 1.4. did not rephrase the question when not understood by the customer,
- 1.5. did not paraphrase important information said by the customer
- 1.6. did not understand the customer's issue and
- 1.7. did not ask relevant questions or no probing at all. All of these are components of active listening.

This is one of the most crucial soft skills required of call center agents. Paying attention to all information, staying calm and compassionate during the conversation and conveying interest and comprehension verbally and nonverbally are the most important aspects of active listening according to Robin Abrahams and Boris Groysberg from Harvard Business School in their article, "How to Become a Better Listener".

2. Expressing Genuine Empathy

- 2.1. failed to provide empathy statements at the appropriate time and
- 2.2. the agent's delivery did not adjust to the customer's emotion(s). These signify that the agents failed in expressing genuine empathy to the situations of the customers.

These behaviors indicate gaps in agents' ability to respond genuinely to customer emotions. Research suggests that timely and adaptive empathy is crucial in creating a supportive and satisfactory customer experience (Pizzi, et al., 2020). Implementing specific coaching on emotional intelligence and situational response can help address these shortcomings, fostering a more empathetic service culture.

3. Building rapport with the customer

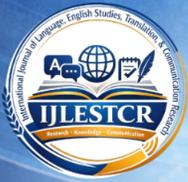
- 3.1. was not able to truly understand the Customer's needs
- 3.2. lots of dead air occurred, which created frustration and confusion on the Customer.
- 3.3. interaction sounded highly transactional leaving an impression that the agent was impassive and unconcerned.

These aspects - understanding customer needs, managing dead air, and conveying care beyond transaction - are essential for building effective rapport. According to Robbins and Groysberg (2019), establishing rapport through active listening and empathetic communication is central to enhancing customer satisfaction and loyalty.

4. Dealing with angry customers

- 4.1. unable to analyze concerns and issues of angry customers,
- 4.2. failed to immediately pacify angry customers and
- 4.3. unable to provide proactive and realistic resolution to angry customers.

Effectively managing angry customers is crucial for preserving customer relationships. Failure to analyze their concerns can escalate frustration, while delays in addressing anger may lead to feelings of neglect. Providing proactive resolutions demonstrates a commitment to customer care. Davidow (2003) emphasizes that effective



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service recovery significantly influences customer satisfaction and retention, underlining the importance of prompt and realistic responses.

Training Exemplars

The template of the training exemplars was carefully designed to cover the goals or targets and be aligned with the training activities and assessment. The targets or goals of the training are detailed in the following parts and are placed in the first section of the training exemplar:

1. Customers' Expectations;
2. How to meet the Expectations;
3. Expected Behavior or the Agent;
4. Identified Behavior of the Agent; and
5. Words that work

The goals for the customers are first listed to show emphasis on the importance of customer satisfaction in BPOs. The part where the *identified behavior* is detailed emphasized the communication difficulties deduced in the audio recordings that were analyzed. The last three parts in the training template detail the plan and activities to be initiated by the trainer.

1. Active Listening

What Do Customers Expect?	Customers expect agents to capture their details the first time they provide them to the agent. The agent should also grasp the Customer's needs through active listening and pick up on Customer triggers to understand the exact concern.
How Do We Meet the Expectations?	<ul style="list-style-type: none"> • Ask relevant questions to identify the concerns/needs of the Customer. • Rephrase statements/questions when the customers are unsure of what is being asked. • Paraphrase the concerns to demonstrate that we have understood what the concerns/needs of the customer. This will ensure that the resolution of the concern is focused on the right things. • When we need to ask the agent to repeat information, ensure an apology is given and why we need to ask for the information again.
Expected Behaviors	<ul style="list-style-type: none"> • Correctly capture all relevant information from the Customer the first time • Probe to gain more understanding of the Customer's needs/concerns • Rephrase questions/statements if the Customer fails to understand • Paraphrase Customer's concerns to show active engagement in the call • Apologize and explain reason for the request to have information repeated by the Customer
Identified Behaviors	<p>The following opportunities for improvement were observed:</p> <ul style="list-style-type: none"> • Did not capture/confirm Customer's relevant information the first time • Did not apologize when asking the Customer to repeat himself • Did not explain why we need to repeat our question • Did not rephrase the question when not understood by the Customer • Did not paraphrase important information said by the Customer • Did not understand the Customer's issue • Did not ask relevant questions or no probing at all
Words that Work	<p>Asking relevant questions</p> <p>"Can you please tell me more about the concern that you are having with your service?"</p> <p>"Can you please provide more details about your concern?"</p> <p>"I'd like to know more about your product. What exactly is happening when you use your <product>?"</p> <p>"May I ask a follow up question on your...?"</p> <p>Rewording your question</p> <p>"Let me rephrase my question, I'd like to ask ...?"</p>



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	<p>Paraphrasing Customer's statements "If I'm understanding you correctly..." "So, what you're saying is..." "Did you mean telling me that..." "What you're saying is..." Apology on repetition "I apologize, I know that you already mentioned this earlier but just to confirm..." "Just to make sure that I have it right..." "I'm sorry but I need to ask for your information again because..."</p>
<p>Pre-Coaching Session</p> <p>What do I need to prepare?</p>	<p>Communicate and follow through on previous action plans and current performance results</p> <ol style="list-style-type: none"> Gather all the data <ul style="list-style-type: none"> What is the focus KPI? Observe a 3-week trend on how performance is doing. Review the previous coaching sessions goal/s and action plans. Listen to call recordings <ul style="list-style-type: none"> Identify trend in behavior – Mark call segment (timestamp) that has been identified as an opportunity. Check previous coaching session/s with the agent <ul style="list-style-type: none"> Verify the effectiveness of the previous coaching session and its impact to the agent's score card. Identify what action plan worked and didn't work.
<p>Coaching Proper</p> <p>What do I need to do?</p>	<p>Obtain and gather information to drill behaviors on Root Cause Analysis (RCA).</p> <ol style="list-style-type: none"> Have the agent listen to the calls and use probing questions to identify the issue. <ul style="list-style-type: none"> Define observed strengths and opportunities observed on the call/s. Acknowledge and validate inputs provided. Discuss current and future impacts of behaviors to performance. Utilize effective probing techniques to analyses the root cause in order to create the appropriate SMART action plan. <p>Use the identified behavior to craft a SMART action plan.</p> <ul style="list-style-type: none"> What will the TL do to improve identified? behavior or root cause? How can you measure the agent's compliance to? the action plans? By how much? By how often? Using what measurement? By when? <p>Have a discussion with the agent based on the behavior you observed.</p>



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	<ul style="list-style-type: none"> • If it's a will issue, let the agent understand the importance of meeting his KPI, how it impacts his/her score card, how it impacts the team, how it impacts the business, and how it could lead to PIP. • If it's a Knowledge/Skill issue, you may use page 2 of this coaching pack to address the agent's performance gap.
<p>Post Coaching Session</p> <p>What are my next steps?</p>	<p>Use the Coach Tool to create and document path of Actions.</p> <p>1. Take action on items indicated on the SMART coaching log.</p> <ul style="list-style-type: none"> • Act on initial check back shortly (24 hours after the coaching session). • Perform follow-ups in a timely manner. • Monitor the agent for the successful execution of previously committed actions. <p>2. Remember the DOs and DON'Ts of coaching.</p> <p><u>Dos when documenting your session</u></p> <ul style="list-style-type: none"> • Identify helpful behaviors. • Positive reinforcement by identifying good behavior that needs to be practiced. • Associate did well behaviors to impact (self, team, customer, client). • Check entries for spelling and grammatical errors. <p><u>Don'ts when documenting your session</u></p> <ul style="list-style-type: none"> • Leave a comment blank. • Use inappropriate entries such as period, comma, hyphen, asterisk, and the like to fill the comments field. • Flag the comment field with the agent's metrics. • Make the habit of copy-pasting comments made from previous coaching sessions to populate the more recent one.
<p>Processing</p>	<p>Objective: This activity aims to correctly capture Customer's individual pieces of information the first time, grasp the Customer's need/s or situation through active listening, pick up Customer triggers to understand the exact issue/concern, appropriately respond to the Customer's situation or need, and clarify spelling or issue if unclear.</p> <p>Reminders:</p> <ol style="list-style-type: none"> 1. TL should prepare sample scenarios based on common markdowns of the agent and top call drivers. 2. Ask the agent to always check Compass for real-time assistance and for updates on new products, services, and processes. 3. Be ready to provide feedback using: <ul style="list-style-type: none"> • Did well (Gems) • Do differently (Opportunity) • How to make it better <p>Let's Practice: Using the sample spiels, show that you are actively listening to the Customer.</p> <p>Issue: A payment that has been returned</p>



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	<p>Sample Active Listening Statements "I'm sorry but I need to have a clear grasp of your concern. Could you say it again? If I got it correctly, you</p>																		
<p>Sample Scenarios</p>	<p>Ask relevant questions on the following Customer concerns.</p> <ol style="list-style-type: none"> 1. Cable or Internet issues 2. Promotional step-ups 3. Rate increases 4. Past due collections <p>Assume that you are talking to a 5-year Customer. How would you reword your question on the following concerns?</p> <ol style="list-style-type: none"> 5. Collections accounts in temporary suspension 6. Returned payment 7. Video repair <p>Ask and apologize to the Customer because you need to ask them to repeat their:</p> <ol style="list-style-type: none"> 8. Product details (product number and serial number) 9. Customer details (phone number, email and physical address) 10. Date of payment 11. Status of the product when the incident/issue happened 																		
<p>SMART Action Plans</p>	<p>Agent Commitment</p> <p>I will actively listen to my Customers. This will enable me to get all relevant information, focus on their concerns, and make them feel that I am truly engaged in the conversation. I understand that this will help me find the best resolution to their reason for the call.</p> <p>Sample Agent Action Plan</p> <table border="1" data-bbox="500 1226 1477 1344"> <thead> <tr> <th>#</th> <th>Action Steps</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Review suggested spiels provided by TL and practice delivery.</td> <td>Immediately after the coaching session - Daily</td> </tr> </tbody> </table> <p>Sample Team Leader Action Plan</p> <table border="1" data-bbox="500 1430 1477 1812"> <thead> <tr> <th>#</th> <th>Action Steps</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Do side-by-side listening in on calls for at least 15 minutes and provide real-time</td> <td>Do side-by-side listening in on calls for at least 15 minutes and provide real-time</td> </tr> <tr> <td>2</td> <td>Take some calls and ask the agent to listen to pick up additional active listening</td> <td>Take some calls and ask the agent to listen to pick up additional active listening</td> </tr> <tr> <td>3</td> <td>Using a list of scenarios, continue to do role-playing with the agent helping him use</td> <td>Using a list of scenarios, continue to do role-playing with the agent helping him use</td> </tr> </tbody> </table>	#	Action Steps	Date	1	Review suggested spiels provided by TL and practice delivery.	Immediately after the coaching session - Daily	#	Action Steps	Date	1	Do side-by-side listening in on calls for at least 15 minutes and provide real-time	Do side-by-side listening in on calls for at least 15 minutes and provide real-time	2	Take some calls and ask the agent to listen to pick up additional active listening	Take some calls and ask the agent to listen to pick up additional active listening	3	Using a list of scenarios, continue to do role-playing with the agent helping him use	Using a list of scenarios, continue to do role-playing with the agent helping him use
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2. Expressing Genuine Empathy to Customers

What Do Customers Expect?	Customers expect to interact with Agents who would understand and care for them.
How Do We Meet the Expectations?	Show we care by acknowledging how our Customers feel. A genuine connection is established when we can relate to their emotions and experiences.
Expected Behaviors	<ul style="list-style-type: none"> • Emotions are acknowledged. • Empathy statements are provided. • Delivery adapts to the Customer's emotions. • Understanding when empathy is appropriate and needed.
Identified Behaviors	<p>The following opportunities for improvement were observed:</p> <ul style="list-style-type: none"> • Failure to provide empathy statements at the appropriate time. • The agent's delivery did not adjust to the customer's emotion(s).
Words that Work	<p>E- Empathize (Relating to what the customer feels) You may begin your empathy spiel by:</p> <ul style="list-style-type: none"> • We apologies for the inconvenience this has caused you... • We understand how frustrating this issue has become for you... • Please accept our sincere apology for any trouble or inconvenience we have caused you... • I'm so sorry to hear that you are having issues with your... • I see where your frustration is coming from...I am here to help... <p>A- Acknowledgement (Paraphrasing the issue) You may begin your acknowledgement spiel by:</p> <ul style="list-style-type: none"> • Let me check if I have this right... • Let me see if I have this correct, you want me to... or would like me to... • If I understand you correctly... • So, you are saying that... <p>O- Ownership (Providing the best resolution) You may begin your ownership spiel by:</p> <ul style="list-style-type: none"> • I see where your frustration is coming from... what I will do for you is... • am truly sorry to hear that the situation is unavoidable... • I want to resolve this for you quickly, let me look into this and see what options we have... To start with, I need to ask you a couple of questions... • For your Spectrum package to start working, we begin by...
Pre-Coaching Session What do I need to prepare?	<p>Communicate and follow through on previous action plans and current performance results</p> <ol style="list-style-type: none"> 1. Gather all the data <ul style="list-style-type: none"> • What is the focus KPI? Observe a 3-week trend on how performance is doing. • Review the previous coaching sessions goal/s and action plans. 2. Listen to call recordings <ul style="list-style-type: none"> • Identify trend in behavior – Mark call segment (timestamp) that has been identified



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	<p>as an opportunity.</p> <p>3. Check previous coaching session/s with the agent</p> <ul style="list-style-type: none"> • Verify the effectiveness of the previous coaching session and its impact to the agent's score card. • Identify what action plan worked and didn't work.
<p>Coaching Proper</p> <p>What do I need to do?</p>	<p>Obtain and gather information to drill behaviors on Root Cause Analysis (RCA).</p> <p>1. Have the agent listen to the calls and use probing questions to identify the issue.</p> <ul style="list-style-type: none"> • Define observed strengths and opportunities observed on the call/s. • Acknowledge and validate inputs provided. • Discuss current and future impacts of behaviors to performance. • Utilize effective probing techniques to analyses the root cause in order to create the appropriate SMART action plan. <p>Use the identified behavior to craft a SMART action plan.</p> <ul style="list-style-type: none"> • What will the TL do to improve identified behavior or root cause? • How can you measure the agent's compliance to the action plans? By how much? By how often? • Using what measurement? By when? <p>Have a discussion with the agent based on the behavior you observed.</p> <ul style="list-style-type: none"> • If it's a will issue, let the agent understand the importance of meeting his KPI, how it impacts his/her score card, how it impacts the team, how it impacts the business, and how it could lead to PIP. • If it's a Knowledge/Skill issue, you may use page 2 of this coaching pack to address the agent's performance gap.
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<p>Processing</p>	<p>Objective: This activity aims to allow Agents to demonstrate their ability to express genuine empathy based on different customer statements and scenarios.</p> <p>Reminders:</p> <ol style="list-style-type: none"> 1. TL should prepare sample scenarios based on: <ul style="list-style-type: none"> • Common markdowns of the agent • Top call drivers 2. Ask the agent to always check Compass. <ul style="list-style-type: none"> • For updates on new products, services, and processes • For real-time assistance 3. Be ready to provide feedback using: <ul style="list-style-type: none"> • Did well (Gems) • Do differently (Opportunity) • How to make it better <p>Let's Practice: Using the sample spiels, show empathy following the E-A-O approach.</p> <p>Issue: My Spectrum TV does not turn on.</p> <p>Sample Empathy Statement (Opening)</p> <p>E - We understand how frustrating it is</p> <p>A - for your Spectrum TV not to turn on</p> <p>O - I want to resolve this for you quickly so that you can start using your television but first let me ask you a few questions...</p>						
<p>Sample Scenarios</p>	<ol style="list-style-type: none"> 1. "Prices go up and offers for new customers only, even though we never miss a bill." 2. "I pay \$60 for a 35Mbps connection (rip-off), it rarely tests above 25." 3. "I was repeatedly berated, being told "We can lower your price down to \$54.99 but that will also lower your speeds. " 4. "My video on demand has been down for a week. I have been promised a phone call from the "higher ups" within 24 hours....no call. I'm considering to go with another cable company." 						
<p>SMART Action Plans</p>	<p>Agent Commitment</p> <p>I will listen to my customers more. This will enable me to express genuine empathy to Customers. I understand that this will allow me to make my Customers feel that I care.</p> <p>Sample Agent Action Plan</p> <table border="1" data-bbox="500 1774 1477 1801"> <thead> <tr> <th>#</th> <th>Action Steps</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	#	Action Steps	Date			
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	3	Using a list of scenarios, continue to do role-playing with the agent helping him use empathy statements that are appropriate for the scenario.	6/01/2017

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