

Developing Basic Communication Skills in English Among Grade 2 Pupils in Candon City Division

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Abstract

This study aims to develop basic communication skills in English among the Grade 2 pupils of the Public Elementary Schools of Candon City Division during the school year 2020-2021.

The study specifically answers the following problems: 1) What is the profile of the Primary English Teachers in Candon City Districts; 2) What is the level of mastery of the objectives of Grade 2 English along a) listening, b) speaking, c) reading, and d) writing in the K to 12 Curriculum as perceived by the Administrators and the Primary English Teachers?; 3) What is the level of frequency of use of the instructional methods in Grade 2 English as perceived by the respondents?; 4) What is the level of availability of instructional materials in Grade 2 English along with a. Printed materials; b. Tri-dimensional; and c. Technology aided materials as perceived by the respondent administrators and teachers?; 5) What is the degree of seriousness of the problems encountered by Grade 2 English Teachers as perceived by the Administrators and the Teachers?; 6) What action plan to develop basic communication skills in English among Grade 2 Pupils of Candon District I and II may propose?

The descriptive method of research was employed in conducting this study through a questionnaire as the main data gathering instrument. Descriptive statistics were used to analyze and interpret the data. The respondents were 28 school administrators and 70 primary grades teachers or a total of 98 respondents.

These are the significant findings of the study: Most of the 70 primary grades teachers are female, married, 40-44 years old, have MAEd units, and attended division seminars along with English; The objectives of Grade 2 English were moderately mastered in Candon City Division; The Grade 2 English Teachers used instructional methods very often; Instructional materials were moderately available; Problems encountered by teachers in developing basic communication skills in English among the Grade 2 Pupils of Candon City Division were moderately serious.

Keywords

Developing, Basic,
Communication
Skills, Grade 2,
Pupils

Based on the foregoing findings, these are concluded; The Grade 2 English program is in the hand of very qualified competent, and young teachers; The objectives in Grade 2 English was attained minimally; Teachers are flexible in using a variety of instructional methods to teach Grade 2 English; There is a shortage of instructional materials especially technological aids in Candon City Division; Home and child-related problems are the difficulties faced by the Grade 2 English teachers in developing basic communication skills in Candon City Division.

Based on the foregoing findings and conclusions, several recommendations are offered: The Grade 2 English Teachers should finish their MAEd or even doctorate degrees; The speaking and writing objectives of Grade 2 English should be fully mastered in Candon City Division; The Grade 2 English Teachers should maintain the use of a variety of instructional methods for optimum learning results among their pupils; More technological aids should be procured and made available to Grade 2 English Teachers of Candon City Division; Full solutions to serious problems in Grade 2 English should be applied in Candon City Division; The action plan should be endorsed and implemented among Grade 2 English Teachers in Candon City Division.

Introduction

Language Arts is the term typically used by educators to describe the curriculum area that includes four modes of language: listening, speaking, reading, and writing. Language arts teaching constitutes a particularly important area in teacher education since speaking, reading, and writing permeate the curriculum, they are essential to learning and to the demonstration of learning in every content area. Teachers are charged with guiding students toward proficiency in these four language modes, which can compose and contrasted in several ways.

Many changes in language arts have taken place, in the Philippines school system. To understand these changes, one must be conversant with these three models which have given rise to variations in language arts curriculum over the years: the heritage model, the competencies model; and the process model.

Research attention has been devoted to very important concerns such as quality of the general education program of instruction and materials, the quality of teacher's training, teaching effectiveness, and faculty development programs. Research as a tool helps educators to move ahead in leaps and bounds in pursuing their basic human endeavor, providing the learners with objective,

systematic, accurate, and logical interpretations and generalizations of knowledge, information, and facts.

Today, more than ever, there exists a crisis in language proficiency, especially in the countryside. The Department of Education (DepEd) keeps on insisting that quality education be provided to all citizens to establish a society composed of enlightened citizenry ready to accept the challenge of leadership, citizens who are willing to be harnessed in all development activities for nation-building, and innovative citizens. It has been supporting and implementing varied programs and projects to cater to the educational needs of society relative to English proficiency. Diverse, strengthened and intensified training and seminars have been provided to the institutional leaders, thus sustaining the quest to provide quality education and produce quality graduates who compete globally with graduates of the neighboring countries. This focal point of the agency envisions enhancing and alleviating the communicative skills, reasoning, and comprehension capabilities of English. Thus, educational performance truly affects the global relationship in terms of communicative skills. In recent surveys, most of the students suffered from the devastation in our educational system because they could hardly express and communicate in English. Sad to admit that in the classroom where

English is learned as a second language, some if not all of the pupils find difficulty in learning the language and in using it in their oral and written communication.

To us, English has become the linguistic bridge to the outside world and other countries view it in the same way. Proficiency in the use of the English language on the part of the students is an important tool for success in their educational pursuit and social mobility in the future. In some cases, the academic performance of the students is also determined by the students' ability and command in the use of this language. English plays an important role in the educational life of an individual and the actual development of people. English is taught in various ways in schools, thus listening, speaking, reading and writing are parts of the curriculum.

Listening, speaking, reading, and writing is the components of the English subject. To study English is to learn it in such a way that it can be understood by the speakers of the language. Development of reading ability in English with increased comprehension skills must be given greater emphasis. Moreover, it has often been said that language is man's greatest invention and most valuable possession (Quines, 2005).

In most cases, reading comprehension is a problem for the children when reading materials that are not in their native tongue, as experienced by English children trying to read English texts. Because of the different cultural backgrounds of English, schools need to provide language programs to ensure that all pupils develop the level of proficiency in English required for success in school and the workplace. Although some are proficient in English, most pupils who have little experience in English have to develop literacy skills in the second language.

According to the Department of Education (DepEd) as cited by Europa (1995) and quoted by Areola (2009) students still lack the basic English language skills for communication and academic study. In an attempt to develop the communicative competence of students, various

studies have been conducted to investigate how students learn a language. These researches focus on the learning styles and strategies employed by the students in understanding concepts and developing particular skills.

It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The teacher cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode. The teacher should, therefore, provide a wide range of learning strategies to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning styles (Tenedero, 2006)

Theoretical Framework of the Study

The conceptualization of the study was guided by several theories of learning as cited in the studies of Quines (1995) and Robles (2003). Among the theories cited was Bandura's Social Learning Theory which focuses on the learning that occurs within a social context. It considers that people learn from one another, including such concepts as observational learning, imitation, and modeling. These are the underlying principles of the Social Learning Theory advanced by Albert Bandura: 1) People can learn by observing the behavior of others and the outcomes of this behavior others and the outcomes of these behaviors. In short, a person imitates what another person does and its possible consequences; 2) Learning can occur without a behavior change. This runs counter to what behaviorists say that learning has to be represented by a permanent change in behavior, while social learning theorists say that because one can learn by observation alone, their learning may not necessarily be shown in their performance. Learning may or may not result in a behavior change; 3) Cognition plays a role in learning. This is characterized by awareness and expectation of future reinforcements or punishment that can have a

major effect on the behaviors that people exhibit;
4) Social learning theory can be considered a bridge or transition between behaviorist learning theories and cognitive learning theories.

Bandura's theory applies well in language learning because children imitate sounds enunciated by people who verbalize words in their presence. One can learn from observation especially if cognition is present.

Moreover, Lado (2001) mentioned that language learning should stress performance cognitive processing, attention, and expectations as a result of being reinforced. People from expectation about the consequence that future behaviors are likely to bring reciprocal causation, wherein behavior can influence both the environment and the person. These three variables, the **person**, the **behavior**, and the **environment** can influence each other, and modeling (the live model, the actual person, and the symbolic model are the types of models). In modeling, some behaviors that can be learned are students can watch the demonstration of Mathematics problems. Aggression can be learned through models. Children become more aggressive when they observe aggressive or violent models. Moral thinking and moral behavior are influenced by observation and modeling.

Conceptual Framework of the Study

The study was premised along with these concepts:

Traditionally, teachers of English as a second language or foreign language have tended to teach reading and writing separately from each other (Tsai, 2009). However, some specialists have argued that reading and writing are closely connected and should be together.

English acquisition for English as a foreign language students were mainly developed through reading and composing English tests. To help the students acquire abilities of reading and writing, curricula are usually designed separately under the belief that these two are different language

skills. This division, unfortunately, overlooks the interactive relationship between reading and writing and fails to see the contributions that the connections of reading and writing can make to or student's language acquisition.

Considering the reading and writing as processes in which the students interact with texts meaningfully, the teachers should utilize strategies methods to integrate the concept into teaching. Reading to write and writing to read are the two facilitative strategies for instruction in second language teaching.

First, reading to write is based on the notion that reading supports and shapes second language learners/writing through the acquisition of language input when students are performing reading tasks. Reading is not merely helpful for enhancing second language learners writing ability in a general sense. Likewise, reading provides the pupils with opportunities in writing which would help them acquire knowledge of vocabulary, grammatical structures, or rhetorical features of texts. Pedagogically, there are numerous teaching practices suggested for reading to write, including mining, writerly reading, rhetorical reading and modeling approach, and extensive reading and free/voluntary reading. On the other hand, writing to read serves as a technique that changes the goals of teachers' instruction from helping students answer comprehension checks correctly to encouraging students' meaningful interaction with written texts and supports students to experience reading as a composting process. Writing in reading classrooms can take place in a variety of forms such as an underlining portion of texts, making comments, raising questions, or even scribbling some marks as junctures that are only comprehensible to readers themselves.

There are instructional activities in teaching writing to read and reading to write. These are writing to read (Robles, 2004); keeping a reading journal (a double-entry or dialectal notebook which keeps students conscious of their reactions), and summarizing (makes

comprehension more meaningful by constructing texts in their own words).

The conceptual framework of the study is reflected in its paradigm in Figure 1. These are the input variables 1) objectives of Grade 2 English, 2) instructional methods in Grade 2 English, 3) instructional materials, and 4) problems in Grade 2 English teaching.

The perceptions of the Administrators and the Grade 2 English Teachers in the Candon District I and II will be analyzed and interpreted to determine the level of attainment of objectives,

the level of frequency of use of instructional methods, the level of availability of materials; and the degree of seriousness of the problems encountered in Grade 2 English teaching in Candon City Division.

Based on the findings, the output which is an action plan to improve Grade 2 English teaching, will be formulated.

The Research Paradigm

Figure 1 presents the research paradigm.

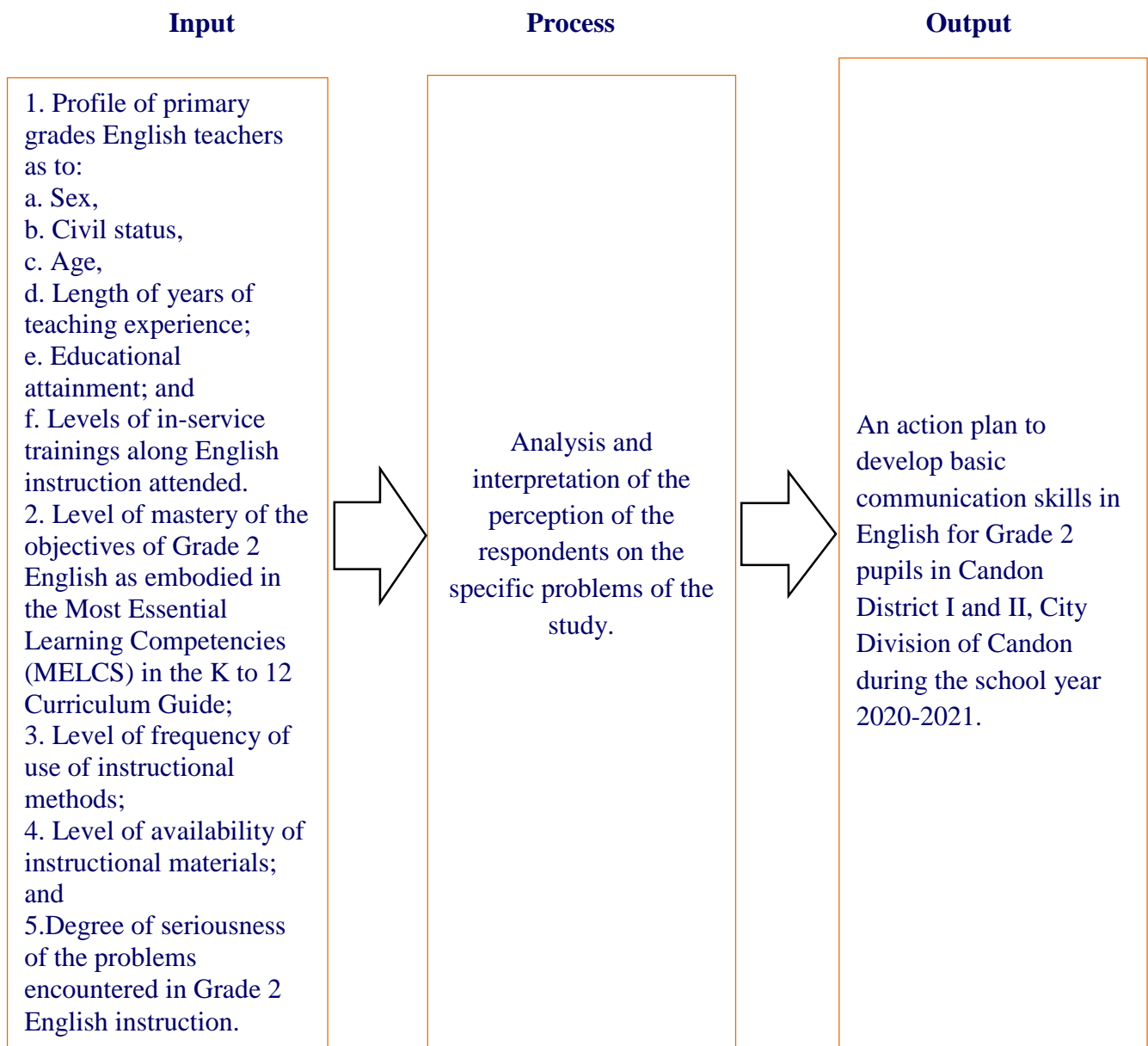


Figure 1. Paradigm of Study

The paradigm uses the I-P-O Model wherein the I stands for input, P, the process, and O the output.

These are the input variables:

1. Profile of Grade 2 English Teachers as to:
 - a. Sex,
 - b. Civil status,
 - c. Age,
 - d. Length of years of teaching experience;
 - e. Educational attainment; and
 - f. Levels of in-service training along with English instruction attended.
2. Level of mastery of the objectives of Grade 2 English as embodied in the Most Essential Learning Competencies (MELCS) in the K to 12 Curriculum Guide;
3. Level of frequency of use of instructional methods;
4. Level of availability of instructional materials; and
5. Degree of the seriousness of the problems encountered in Grade 2 English instruction.

The process is an analysis and interpretation of the data gathered from the respondents - Administrators and Teachers on the specific problems of the study.

The output is an action plan to develop basic communication skills in English for Grade 2 Pupils in Candon District I and II, City Division of Candon during the school year 2022-2023.

Statement of the Problem

This study aimed to develop basic communication skills in English for Grade 2 pupils in the Public Elementary Schools of Candon District I and II, City Division of Candon during the school year 2020-2021.

Specifically, it sought to answer the following problems:

1. What is the profile of the Primary English Teachers in Candon City Districts in terms of the following:

- a. Sex;
- b. Civil status;
- c. Age;
- d. Highest educational attainment
- e. Length of years of teaching experience in Grade 2 English;
- f. Levels of in-service training in English instructions attended?

2. What is the level of mastery of the objectives of Grade 2 English along a) listening, b) speaking, 3) reading, and 4) writing in the K to 12 Curriculum as perceived by the Administrators and the Primary English Teachers?

3. What is the level of frequency of use of the instructional methods in Grade 2 English as perceived by the respondents?

4. What is the level of availability of instructional materials in Grade 2 English along with a. Printed materials; b. Tri-dimensional; and c. Technology aided materials as perceived by the respondent Administrators and Teachers?

5. What is the degree of seriousness of the problems encountered by Grade 2 English Teachers as perceived by the Administrators and the Teachers?

6. What action plan to develop basic communication skills in English among Grade 2 Pupils of Candon District I and II may propose?

Scope and Delimitation of the Study

This study aims to develop basic communication skills in English among Grade 2 Pupils in Candon District I and II, Division of Candon City with 28 School Administrators and 70 Primary English Teachers or 98 respondents.

Importance of the Study

The study will be useful to School Administrators, Grade 2 English teachers, pupils, parents, and other stakeholders, the researcher, and other researchers.

To the Administrator. The results of this study will provide insights to administrators for the planning and implementation of enhancement programs for both the Teachers and Grade 2 English Pupils.

To the Teachers. The findings disclosed in this study will help them assess their strengths and weaknesses as teachers in English 2. They can reinforce their strengths by continually upgrading their skills and remediating their weaknesses for better teaching practices among their Grade 2 Pupils.

To Pupils. As the ultimate beneficiaries of this study, the learning needs and interests of Grade 2 pupils will be appropriately addressed by their English Teachers.

To the Parents. The results of this investigation will make the parents more aware of their important role in guiding their children to perform better in Grade 2 English. The findings will provide them with ideas on how to develop effective study habits among their children.

To the Researcher. The results of this study will enable the researcher to improve her teaching competencies and to plan activities to facilitate the learning of her pupils in the subject.

To other Researchers. Through the results of this study, they may be guided on how to conceptualize similar studies in the future.

Definition of Terms

For clarity, the researcher hereby defines the following terms operationally:

Administrators. As used in this study, they are the full-fledged headteachers, duly designated

teachers-in-charge, of the public elementary schools of Candon District I and II, City Division of Candon.

English. It is one of the core subjects in the K to 12 Curriculum.

Instruction. It is the process by which knowledge, skills, and attitudes are transferred from the teacher to the learner.

Heritage Model. It reflects the belief that the purpose of language instruction is to transmit values and culture to the learners.

Language Arts. This is a term used to describe the curriculum area that includes four modes of language: listening, speaking, reading, and writing.

Language Modes. These are skills in listening, speaking, reading, and writing.

Objectives. These are the tasks or competencies to be attained.

Methods. These are the procedures used in teaching English.

Materials. These are the learning resources in Grade 2 English.

Reading. It is the process of decoding meaning from printed text.

Writing. It is the use of graphic symbols to express something.

Review of related literature and studies

This chapter presents a review of related literature and studies which guided the researcher in conceptualizing her study.

Related Literature

Language is a representation of one's culture; it addresses his nature. Language, however, is also contributory to unity and peace. It allows us to

communicate for us to trade rather than steal; compromise more willingly than fight, and educate ourselves through acquiring information, sharing ideas, and even gossiping.

However, language is also a discriminating factor. People have always and everywhere been very sensitive to language differences and have used them as markers of social-group membership.

The English language is an international language. It is important as an auxiliary language in many (if not the most) parts of the world and billions of money are involved in teaching English as a foreign language. One of the articles in the Times Higher Education supplement about private enterprise in Poland, with the headline, "English teaching is the most lucrative enterprise after growing tomatoes."

The relevance of teaching English cannot be ignored. Career-specific, highly technical language must be contextually based. Studies must be taught young in English if they are to be in the language skills in their career fields. The goal of learning English at this level is not to learn grammar and structure primarily, but to acquire and use the language of practice and social relations within the career. Contextually based learning is crucial. The research of Pratt and Brookfield (2002) in Canada, the USA, Hong Kong, China, and Singapore identified that trades people, for example, found traditional learning in the classroom to be artificial and devoid of the realities essential to learning that career-specific language in any way that would make it meaningful and useful.

Being competent in the English language is indeed a great part of the educative process and its application to the business or labor world. It stimulates the facts of knowledge, intellect, and understanding.

However, our knowledge of competency is somewhat limited. Usually, we tend to say that an individual fluent in the English language is one-and-the-same as an individual competent in the English language. It may be sometimes true, but

most of the time is an incorrect annotation or the fact that fluency is less comparable to competency.

James Cummins's (2005) examination of psychological appraisals administered to students showed that educators and even psychologists often take for granted that students who had achieved fluency in English had prevailed over all complexities with English. But the fact is that these learners usually performed inadequately on English intellectual tasks and in psychological assessment situations, additionally.

The same is true with Filipino learners. Even though they are known as one of the fluent speakers of the English language, they still have plenty of room to fill in terms of improving their English competency, consequently making them mediocre in academic tasks such as thinking and reasoning. As Cummins (2005) has noted in his work, "students may be proficient in grammar, vocabulary, and sentence construction/structure of the English language, but may lack the necessary cognitive academic language proficiency to learn the subject matter."

For a language to progress, a learner needs to be comfortable in the language environment and feel very little anxiety. If the language student is frustrated or anxious, the barrier is put up, and an extremely small amount of learning with such major academic work will pass through.

In language acquisition, phonetics, diction, and grammar are not enough to assume that a learner is intellectually using the language. He may be fluent in the language but that does not necessarily mean he is proficient. Proficiency requires comprehension not only of the phrases or sentences used but also of the incorporation of the words used to create academic or intellectual.

In the Philippines, people often judge the quality of education if he knows English well. Students are judged by the quality of their written and oral performance. Dr. Felicidad Robles (2004) in her book, "Developing English Proficiency in College" states that the greatest significance of

English as a language to Filipino students is that English is an intellectualized language. English makes the world's knowledge available and accessible. It is not enough to learn Filipino alone because Filipino is not intellectualized language. Physics, chemistry, astronomy, biology, mathematics, philosophy, law, medicine, and all the highest knowledge of man are available in intellectual languages such as English, German, and French. Filipino is considered as a language for the expression of emotions. Hence, it still needs to be intellectualized.

Related Studies

Lesika, Pettit, and Flatley (2000) emphasize the role of English Communication in business; and need people with good Communication Skills, English language support. Furthermore, such language interventions were important throughout the working career of these migrant workers. In employment, there were also many areas where employees would value further information and support. These include information on educational facilities for those speaking English as a second language, translation services, obtaining national insurance numbers for migrant workers, health, and safety in the workplace, ensuring compliance with immigration requirements and references, access to other services including housing, childcare, health care, and banking.

They said: "For many migrants' workers; a concrete example would be the Filipino nurses; it was a prerequisite that they have a good command of spoken and written English,"

English is on the decline as mentioned by Alicias (1998) in his Cut notes column. He felt nostalgic about the old days when he together with his peers used to be commended for their good command of the English language. He recalled that during his high school studies, all the subjects, except that of Filipino were all taught in English. This according to Alicias, contributed to the decline in the English proficiency of Filipino students because most of the subjects now especially the Makabayan subjects Social Studies, Home Economics, and Livelihood Education,

Values Education, Music, Arts, PE, and Health have been taught in Filipino since 1989 when the Secondary Education Development Program (SEDP) was launched. This is likewise due to the imposition of the bilingual policy which ordered the teaching of certain subjects in Filipino.

Reading

It is impossible to understand any subject in school without doing some reading activities. Reading after all is very essential is a student is to learn all that he needs to know in his subjects in school. (Roden and Weinch, 1998)

Dacanay cited by Kanongkong (2007) said that no one can be educated if he has not read. Thus, it is incumbent upon the teachers to develop reading skills among their students so that they will be informed, as well as entertained. Reading with understanding must be developed in every learner.

Writing

Writing is very important to anyone who wants to succeed in any endeavor, Peter Drucker, the management guru in Leskar, Pettit, and Flatley (2000) said;

...Colleges teach the one thing that is perhaps most valuable for the future employee to him. But very few students bother to learn it. This one basic skill is the ability to organize and express ideas in speaking and writing.

Instructional Methods in English

Abad (2005) and again Hidalgo (2007) stressed the need to provide adequate instructional materials especially in the tool subjects English, Filipino, Science, and Technology to facilitate learning and improve the performance of the learners in the subject areas. They tried to implement programs in the DepEd among which is the improvement of curricular programs and upgrading of instruction at all levels by way of improving physical facilities, adoption of cost-saving instructional technology good infrastructure, and more classrooms, and

sufficient laboratory and library facilities, audiovisual aids and materials and supplies.

Alicias (2007) cited Sayno (1996) who mentioned Secretary Isidro Carino that “quality education is a by-product of superior equipment and libraries.”

Corpus (2006) mentioned that the better the facilities and instructional materials the school had, the more conducive is the learning of the students and their academic performance.

Methodology

This chapter discusses the research design, the locale and the population of the study, the data gathering instrument, the validation of the instrument, the data gathering procedure, and the statistical treatment of data.

Research Design

The descriptive method of investigation was used in this study. This method was chosen because the researcher aimed to describe the prevailing

situation in the teaching of Grade 2 English with emphasis on the macro skills namely: listening, speaking, reading, and writing in Candon City District I and II, Division of Candon City.

Calmorin (2010) describes the descriptive method thus:

“... descriptive design involves describing, recording, analyzing and interpreting conditions that exist. It also includes some types of relationship and differences between an existing relationship that are going on or trends are made for development.”

Locale and Population of the Study

This study will be conducted in the Public Elementary Schools of Candon City Districts I and II during the school year 2020-2021 with 28 school administrators and 70 primary grades teachers or a total of 98 respondents.

Figure 2 shows their distributions.

Figure 2. Distribution of Respondents

Districts	Administrators	Primary Teachers	Total
Candon District I	14	28	42
Candon District II	14	42	56
Total	28	70	98

Data Gathering Instrument

The main data gathering instrument was a questionnaire of five parts. Part I dealt with the profile of Grade 2 English teachers; Part II focused on the objectives of Grade 2 English in the K to 12 Curriculum Guide; Part III dealt with the level of frequency of use of instructional methods; Part IV was on the availability of instructional materials while Part V delved into the problems met in developing basic communication skills in English for Grade 2 Pupils in Candon City Division.

Validation of the Instrument

To validate the instrument, a dry run of the questionnaire was conducted among ten (10) Administrators and 15 Primary Grades Teachers in Sta. Lucia District in the Division of Ilocos Sur. Their responses were subjected to the Kuder-Richardson Formula 20.

Data Gathering Procedure

After the questionnaire was finalized, 98 copies of it were reproduced to be administered to the respondents. Before administering the

questionnaire to the respondents, the researcher first secured the permission of the Schools Division Superintendent of Candon City Division (see Appendix A).

Statistical Treatment of Data

The perceptions of the respondents were categorized through the use of the Likert Scale.

To categorize the perceptions on the level of mastery of the objectives, this scale is used:

Points	Statistical Limits	Descriptive Equivalent	Symbols
5	4.20-5.00	Fully Mastered	FM
4	3.40-4.19	Well- Mastered	WM
3	2.60-3.39	Moderately Mastered	MDM
2	1.80-2.59	Fairly Mastered	FRM
1	1.00-1.79	Least Mastered	LM

To categorize the perceptions on the frequency of use of instructional methods, this scale is used:

Points	Statistical Limits	Descriptive Equivalent	Symbols
5	4.20-5.00	Always	A
4	3.40-4.19	Very Often	VO
3	2.60-3.39	Moderately Often	MO
2	1.80-2.59	Seldom	S
1	1.00-1.79	Least Frequent	LF

To categorize the perceptions on the level of availability of use of the instructional materials, this scale is used:

Points	Statistical Limits	Descriptive Equivalent	Symbols
5	4.20-5.00	Very Highly Available	VHA
4	3.40-4.19	Highly Available	HA
3	2.60-3.39	Moderately Available	MDA
2	1.80-2.59	Fairly Available	FRA
1	1.00-1.79	Least Available	LA

To categorize the perceptions of the degree of seriousness of the problems in teaching English, this scale is used:

Points	Statistical Limits	Descriptive Equivalent	Symbols
5	4.20-5.00	Extremely Serious	ES
4	3.40-4.19	Very Serious	VS
3	2.60-3.39	Moderately Serious	MDS
2	1.80-2.59	Fairly Serious	FS
1	1.00-1.79	Least Serious	LS

To test null hypotheses, Sadler's A Test will be used.

The formula for Sandler's A Test is:

$A =$

A is the symbol Sandler's A

Σ is the symbol for summation

D is the deviation from the mean of the first group

D^2 is the squared deviation between means

Ethical Consideration

The conduct of this research among the Grade 2 pupils in Candon City utilized different ethical considerations. The respondents were provided complete information regarding the purpose of the research and their scientific contribution. Informed consent was obtained after presenting and discussing the purpose of the research investigation. All questions being asked by the respondents were answered honestly and completely. Furthermore, whatever was discussed was followed by the researcher within the duration of the research study. The researcher endeavored to ensure only the best was provided for the respondents and that they were benefited from the results of the study were in they have contributed to the improvement of the teaching and learning process and that they were never harmed whether physically, psychologically, or emotionally.

After gathering data from them the researcher sewed them a sample smack as a token of his appreciation of the respondents.

The informed consent form contained the following: (a) an agreement between the researcher and the participants that the latter permits to involve themselves in the study, sufficient information was presented and explained to the participant at the level of understanding; (b) information that the participants can withdraw anytime they want to, can ask questions and can refuse to answer the questions if they feel uneasy about the questions;

(c) an explanation of the decision but their participation in the study; and (d) a description of the participant's rights which was reiterated at the beginning of each data gathering. The signed consent form was obtained before the start of the data gathering.

Likewise, the principle of confidentiality was ensured by the researcher by assigning code from each participant and attached to the accomplished questionnaire and data analysis. The researcher did not write the names of the participants in filing the data obtained from the respondents. The researcher used the number code for each participant to maintain their anonymity. No one except the researcher knew for the statement came from. The data were locked in a cabinet for their safety. The researcher ensured the privacy of the participant by not revealing the information they gave about their experiences.

On the right to withdraw from the study, the participants were informed that they can withdraw from the study at any time if they want or if they feel uneasy about their participation. This right was explained to the participants before the start of the data gathering.

Furthermore, there is no conflict of interest whether it is of financial gain, familial relationship, or proprietary consideration of the Principal Investigator during the conduct of the research. This was done to remove bias from conducting the research or in any phase of the research process the research was conducted to the highest level of research standards.

On privacy and confidentiality, the researcher ensures the privacy of the participants by not revealing the information they gave about their experiences.

The informed consent process involved reviewing the principles of the respondent's autonomy. This means that the respondents were provided with all the necessary information about the purpose of the research including its benefits and risks before being permitted to be a member of the sample.

Likewise, the researcher answered all the questions being asked of the respondents with honesty, truthfulness, and completeness such that the respondents were satisfied with the answer. After that, the researcher obtained the informed consent and affixed his signature on the form.

Since the researcher involved teachers who do not belong to a vulnerable group, they were not subjected to any physical psychological, or mental abuse. In other words, the concepts of vulnerability will be applied.

Moreover, on the recruitment of respondents' formal communication letter was sent to the appropriate authorities to request permission for public school teachers in the area of supervision for inclusion as respondents. After getting permission from authorities in the graduate school and the Schools Division of Candon City, the researcher met the respondents and was provided complete information about the purpose of the research. The respondents were allowed to ask

questions and were expected to be answered by the researcher satisfactorily. After providing all the needed information, the researcher requested the respondents to sign the informed consent after which the questionnaire was administered and was retrieved after 3-4 weeks.

On the benefits of the respondents, no compensation was provided, however light snacks and bottled water were shared with the respondents. In addition, the respondents will be benefited from new knowledge obtained from the findings and conclusions of the study.

For the community consideration, the research impacts the teachers' competencies which in the long run benefits the community by way of producing quality learners among their children.

The researcher will publish the research and disseminate the results by submitting the research manuscript for oral podium presentation both in national and international arenas.

Results and Discussion

Table 1. Profile of Primary Grades Teachers of Candon City Division along with Selected Variables

Variables	F	%
a. Sex		
Male	4	6.00
Female	66	94.00
Total	70	100
b. Civil Status		
Single	11	16.00
Married	57	81.00
Widow/er	2	3.00
Total	70	100
c. Age		
55 years old and above	8	11.00
50-54	5	7.00
45-49	14	20.00
40-44	16	23.00
35-39	10	14.00
30-34	3	4.00
25-29	13	19.00
Below 25	1	1.00
Total	70	100

d. Highest Educational Attainment		
Doctorate	1	1.00
Doctorate Units	9	13.00
MA/MS	13	19.00
MAEd units	44	63.00
BS Degree	3	4.00
Total	70	100
e. Number of Years of Experience as English Teachers		
25 years and above	13	19.00
20-24	7	10.00
15-19	14	20.00
10-14	13	19.00
5-9	7	10.00
1-4	16	23.00
Total	70	100
f. Highest Level of In-service Training		
District	2	3.00
Division	37	53.00
Regional	21	30.00
National	7	10.00
International	2	3.00
None at all	1	1.00
Total	70	100

Table 1 presents the profile of the primary grades teachers of the Candon City Division along with the variables of sex, civil status, age, highest educational attainment, number of years of experience in teaching English, and levels of in-service training attended.

As reflected in the table most of the respondents are female (66 out of 70 or 94 percent of the population); married (57 or 81 percent); 40-44 years old; have MAEd units; have been teaching 1-4 years at most, and attended division seminars along with English.

These findings suggest that the females are more motivated to teach as reported by the findings that out of 70, 66 are female.

These findings confirm the findings of Marley (2019) that women teachers are inherent models of decency, caring, compassion, competence, and

good role models to learners. Married teachers likewise manifest self-confidence which predicts their effectiveness, innovativeness, and persistence.

The age level of most of the respondents 40-44 shows that they are middle-aged and have taken steps to improve themselves in their craft as teachers. The majority of the teachers have MA units which proves that the primary grades English teachers are ignorant of the importance of undergoing some kind of training.

The number of years of experience of most of the primary teachers shows that the teachers are new to the teacher's job or they are newly hired by the schools. The teachers reported that they have mostly attended division seminars along with English teaching which suggests that the teachers feel responsible for their learning.

Table 2. Level of Attainment of the Objectives in Grade 2 English in the K to 12 Curriculum Guide as Perceived by the Administrators and the Teachers

Objectives in Grade 2 English	A M	T M	WM	DR
A. Listening				
1. Identify specific sounds from a background of different sounds heard.	4.22	4.24	4.23	FM
2. Identify words that rhyme in two to three-stanza poems.	4.10	4.12	4.11	WM
3. Recognize the rising and falling intonation in question or statements heard.	4.23	4.25	4.24	FM
4. Follow simple one-step directions heard.	4.24	4.26	4.25	FM
5. Retell a story heard through pictures.	4.21	4.23	4.22	FM
6. Give a possible ending to a story heard.	2.18	2.20	2.19	FRM
7. Infer hidden information from oral texts.	1.67	1.71	1.69	LM
8. Give the main idea of a selection listened to	4.06	4.08	4.07	WM
9. Distinguish between fact and fancy from stories heard.	4.10	4.11	4.11	WM
10. Report a news item/radio broadcast heard.	3.16	3.18	3.17	MDM
M of Listening	3.62	3.64	3.63	WM
B. Speaking				
1. Pronounce words and consonant sounds listen to.				
a. Initial consonant sounds	3.12	3.14	3.13	MDM
b. Words with diphthongs	3.02	3.04	3.03	MDM
c. Critical consonant sounds	1.88	1.90	1.89	FRM
d. Critical vowel sounds	1.84	1.86	1.85	FRM
M of Pronounce words	2.47	2.49	2.48	FRM
2. Recite short verses, two-stanza poems with correct intonation and stress.	2.67	2.69	2.68	MDM
3. Use courteous expressions inappropriate situations.	4.08	4.10	4.09	WM
4. Give a short command/direction.	4.10	4.12	4.11	WM
5. Use nouns.	4.13	4.15	4.14	WM
6. Use possessive pronouns.	3.08	3.10	3.09	MDM
7. Use verbs in the simplest present with singular/plural pronouns as the subject.	4.10	4.12	4.11	WM
8. Use the simple past tense of commonly used verbs.	3.06	3.08	3.07	MDM
9. Use adjectives to describe people.	4.06	4.08	4.07	WM
10. Use prepositions and prepositional phrases.	4.03	4.06	4.05	WM
11. Talk about topics of interest in 3 to 4 sentences.	1.88	1.89	1.89	FRM
12. Locate information in a book.	3.04	3.06	3.05	MDM
13. Use expressions to show location.	3.02	3.04	3.03	MDM
14. Give a series of directions using sequence signals e.g. first, second, etc.	2.63	2.65	2.64	MDM
15. Change statements into questions and vice versa.	2.64	2.66	2.65	MDM
M of Speaking	3.27	3.28	3.28	MDM

C. Reading				
1. Associate names of subjects, pictures with printed symbols.	4.12	4.14	.413	WM
2. Read automatically high-frequency words in running print.	3.04	3.07	3.06	MDM
3. Pantomime-act out rhymes and jingles.	3.08	3.10	3.09	MDM
4. Increase one's vocabulary by learning synonyms and antonyms of common words.	4.11	4.14	4.13	WM
5. Do accurately slow reading to follow a simple one-step direction.	4.08	4.09	4.09	WM
6. Note details in short paragraph poems, stories read.	4.02	4.04	4.03	WM
7. Get the main idea.	3.18	3.20	3.19	MDM
8. Organize ideas such as identifying words/phrases that go with a given concept or idea.	3.16	3.18	3.17	MDM
9. Sequence events.	3.04	3.06	3.05	MDM
10. Predict outcomes such as telling the possible ending of a situation presented.	2.53	2.56	2.55	FRM
M of Reading	3.44	3.46	3.45	WM
D. Writing				
1. Copy legibly and accurately in manuscript forms.				
a. Words used in listening and speaking	1.86	1.87	1.87	FRM
b. Sentences	1.84	1.85	1.85	FRM
c. Paragraphs	1.82	1.84	1.83	FRM
M of copy legibly	1.84	1.85	1.85	FRM
2. Copy poems, rhymes accurately.	1.83	1.84	1.84	FRM
3. Use capital letters in writing one's address, name of persons, subjects, and the beginning letter of a first word in a sentence.	4.23	4.25	4.24	FM
4. Copy paragraphs observing indentation, capitalization, and punctuation.	2.10	2.12	2.11	FRM
5. Demonstrate readiness skills in cursive writing.	1.82	1.84	1.83	FRM
6. Writer from dictation.	1.74	1.76	1.75	LM
7. Write a composition about a given topic.	1.72	1.74	1.73	LM
M of Writing	2.18	2.20	2.19	FRM
AWM of all Objectives	3.12	3.15	3.14	MDM

Legend:

FM Fully Mastered **WM** Well-Mastered
MDM Moderately Mastered **FRM** Fairly Mastered

A_{comp} : 0.265
 $(A_{05} df_3)$: 0.324
Findings : Not Significant
Decision : Accept Ho# 1

Table 2 shows the level of mastery of Grade 2 Pupils of the objectives of Grade 2 English as prescribed by the K to 12 Curriculum Guide.

There were four (4) learning areas covered in Grade 2 English namely (1) listening, (2) speaking, (3) reading, and (4) writing.

Taken together as one, the overall weighted mean of the objectives was moderately mastered. This value was generated from the weighted mean of the four macro skills in English i.e., listening, speaking, reading, and writing.

Listening obtained a weighted mean of 3.63 (well mastered); speaking, 2.48 (fairly mastered); reading obtained a weighted mean of 3.28 (moderately mastered); while writing obtained an average weighted mean of 2.19 (fairly mastered).

These were the fully mastered objectives in listening: identify specific sounds from the background of different sounds, 4.23 (fully mastered); recognize the rising and falling intonation in question or statements heard, 4.24 (fully mastered); follow simple one-step direction, 4.25 (fully mastered); retell a story heard through pictures, 4.22 (fully mastered).

For speaking, not even one competency was fully mastered; two have been moderately mastered; while two speaking objectives were fairly mastered. This means that the pupils find difficulty in expressing themselves, especially in public places.

Reading comprehension was mastered to a higher level than listening and speaking as proven by its

weighted mean of 3.45 or well mastered. These objectives in reading were well-mastered with weighted means ranging from 3.420 to 4.19: associate names of subject's pictures with printed symbols, 4.13 (well mastered); increase one's vocabulary by learning synonyms and antonyms of common words, 4.13 (well mastered); do accurately slow reading to follow a simple one-step direction, 4.09 (well mastered); and note details in short paragraphs poems are stones stories read, 4.03 (well mastered).

Writing had the least weighted mean among the four macro skills as evidenced by a weighted mean of 2.19 or fairly mastered. Only one objective in writing was fully mastered and this was the objective "use capital letters in writing once address name of persons subject and the beginning letters of a first word in a sentence" with a weighted mean of 4.24 (fully mastered). All of these objectives in writing are fairly mastered: copy legible and accurately in manuscript; form the words used in listening and speaking sentences and paragraphs; copy paragraphs; observing indentions, capitalization, and punctuation and demonstrate readiness skills in cursive writing and right from dictation and writing a composition about a given topic.

These findings imply that the Grade 2 Pupils are good listeners and readers but fall short in speaking and writing.

The Sandler's A Test obtained a computed A value of 0.265 which was less than that have a lower value of 0.324

Ho #1 was, therefore, accepted.

Table 3. Level of Frequency of Use of Instructional Methods in Grade 2 English as Perceived by the Administrators and Teachers

Instructional Methods in Grade 2 English	A M	T M	WM	DR
1. Grammar translation method	4.23	4.25	4.24	A
2. Direct method	4.26	4.28	4.27	A
3. Audio lingual approach	2.72	2.74	2.73	MDO
4. The silent way	1.84	1.86	1.85	S
5. Suggest media	1.76	1.78	1.77	LF
6. Community language learning	4.08	4.10	4.09	VO
7. Total physical response	4.10	4.11	4.11	VO
8. Communicative approach	4.23	4.25	4.24	A
9. Language experience	4.24	4.26	4.25	A
10. Basal reader approach	4.03	4.05	4.04	VO
11. Individual reading instruction	4.28	4.30	4.29	A
12. Programmed instruction	4.42	4.45	4.44	A
13. Whole language approach	4.03	4.04	4.04	VO
14. Reading comprehension				
a. Semantic webbing	3.16	3.18	3.17	MDO
b. Story grammar	4.34	4.36	4.35	A
M of Reading Comprehension	3.75	3.77	3.76	VO
15. Speech choir	3.02	3.04	3.03	MDO
16. Readers theater	3.01	3.02	3.02	MDO
17. Chamber theater	3.00	3.01	3.01	MDO
WM of all Instructional Methods	3.59	3.61	3.60	VO

Legend:

A	Always	VO	Very Often
MDO	Moderately Often	LF	Least Frequent
A_{comp}	:	0.063	
$(A_{05} df_{16})$:	0.268	
Findings	:	Not Significant	
Decision	:	Accept Ho# 2	

Table 3 shows the level of frequency of use of instructional methods in teaching Grade 2 English in the Candon City Division.

As reflected in the table, the Grade 2 English Teachers used instructional methods very often as evidenced by a weighted mean of 2.60 or very often.

These instructional methods were always used as supported by their weighted means ranging from 4.20 to 5.00 as follows: grammar-translation

method, 4.24 (always); direct method, 4.27 (always); communicative approach, 4.24 (always); language experience, 4.25 (always); individual reading instruction, 4.29 (always); programmed instruction, 4.44 (always) and story grammar, 4.35 (always).

Community language learning, 4.019 (very often); total physical response, 4.11 (very often); and by basal reader approach, 4.04 (very often) were used very often.

These findings suggest that the Grade 2 pupils are not good speakers and writers at their level. This is understandable since Grade 2 learners are incapable of visualizing or abstracting and synthesizing information required in speaking and writing.

The Sandler's A Test obtained a computed A value of 0.063 which was less than the critical value of A (0.268)

Ho #2 was, therefore, accepted.

Table 4. Level of Availability of Adequacy of Instructional Materials in Grade 2 English as Perceived by the Administrators and Teachers

Instructional Materials	A M	T M	WM	DR
I. Still, visual and non-projected materials				
1. Textbooks	4.03	4.05	4.04	MA
2. Encyclopedia	1.65	1.66	1.66	LA
3. Almanac	1.65	1.66	1.66	LA
4. Chalkboard	4.48	4.50	4.49	VMA
5. Flannel board	2.63	2.65	2.64	MDA
6. Corkboard	2.62	2.64	2.63	MDA
7. Bulletin board	2.64	2.65	2.65	MDA
8. Posters	4.03	4.06	4.05	MA
9. Charts	4.36	4.40	4.38	VMA
10. Graphs	4.10	4.12	4.11	MA
11. Pictures	4.26	4.30	4.28	VMA
12. Duplicated or photocopied materials	4.34	4.36	4.35	VMA
13. Real objects	4.53	4.54	4.54	VMA
14. Newspapers/clippings	4.07	4.09	4.08	MA
15. Models	2.43	2.46	2.54	FRA
16. Puppets	2.42	2.44	2.43	FRA
M of Still Visual	3.39	3.41	3.40	MA
II. Technological aids				
1. Tape recorder	1.67	1.68	1.68	LA
2. Slides and transparencies	2.62	2.64	2.63	MDA
3. Computer software	4.58	4.60	4.59	VMA
4. Overhead projector	2.54	2.56	2.55	FRA
5. DVD/VCD desks	1.66	1.68	1.67	LA
6. Internet	4.14	4.16	4.15	MA
7. Calculator	3.08	3.10	3.09	MDA
8. TV shows/programs	3.10	3.12	3.11	MDA
M of Technological Aids	2.92	2.94	2.93	MDA
WM of all Instructional Materials	3.16	3.18	3.17	MDA

Legend: **VMA** Very Much Adequate **MA** Much Adequate,
LA Least Adequate
 A_{comp} : 0.046
 $(A_{05 df_{23}})$: 0.266
Decision : Not Significant
Findings : Not Significant
Decision : Accept Ho# 3

Table 4 shows the level of availability of instructional materials in Grade 2 English as perceived by the Administrators and Teachers.

Their perceptions obtained an average weighted mean of 3.17 or moderately available which was generated by the weighted mean obtained from still, visual and nonprojected, 3.14 (much available) and technological aids, 2.93 (moderately available).

These were the materials which were most available: chalkboard, 4.49 (very much available); charts, 4.38 (very much available); pictures, 4.28 (very much available); duplicated/photocopied materials, 4.35 (very much available); and real objects, 4.54 (very much available).

The least available were the encyclopedia and almanac with weighted means of 1.66 (least available).

Only one technological aid was very much available and this is computer software, 4.59 (very much available).

Internet was much available while these were moderately available: slides transparencies calculator and tv shows were moderately available. Overhead projectors were the least available (1.67, least available).

These findings suggest that the Grade 2 English instructional program in Candon City Division is wanting of additional technological aids to boost the learning efficiency of the learners in the division.

The Sandler's A Test obtained a computed A value of 0.046 which was less than the value of A at 5 percent level of significance and 23 degrees of freedom which is 0.266

Ho #3 was, therefore, accepted.

Table 5. Degree of Seriousness of the Problems Encountered in Developing Basic Communication Skills of Grade 2 English as Perceived by the Respondents

Problems Encountered	A M	T M	WM	DR
1. Inadequate instructional materials	4.16	4.18	4.17	VS
2. Inadequate in-service training on teaching methodologies	2.64	2.66	2.65	MDS
3. Inadequate supervision of English classes	2.62	2.64	2.63	MDS
4. Teacher not competent to teach English communication arts neither a major non-major in English	1.67	1.69	1.68	LS
5. Classrooms are not adequately furnished for English classes	2.10	2.12	2.11	FRS
6. Poor command of the English language of the teachers	1.72	1.76	1.75	LS
7. Poor study habits of pupils	4.42	4.46	4.44	ES
8. Inadequate parental assistance to the pupils	4.38	4.42	4.40	ES
M of Problems	2.96	2.96	2.97	MDS

Legend: **ES** extremely serious, **VS** very serious, **LS**Least serious

A_{comp} : 0.140

(A_{05df_7}) : 0.281

Findings : Not Significant

Decision : Accepted Ho # 4

Table 5 shows the degree of seriousness of the problems encountered in developing basic communication skills in English among the Grade 2 Pupils of Candon City Division during the school year 2020-2021.

The perceptions of Administrators and the Teachers showed a weighted mean average of 3.97 or moderately serious.

These were the problems arranged from the most serious to the least serious: poor study habits of pupils, 4.44 (extremely serious); inadequate parental assistance to the pupils, 4.40 (extremely serious); inadequate instructional materials, 4.17 (very serious); inadequate in-service training, 2.65 (moderately serious); limited supervision of

classes, 2.63 (moderately serious); classrooms are not adequately furnished, 2.11 (fairly serious); and the least serious of all poor command of the English language of teachers, 1.75 (least serious).

These findings suggest that the most serious problems in developing basic communication skills in English among Grade 2 pupils are pupil and home-related.

The Sandler's A Test obtain Med a computed A value of 0.140 which was less than the value of A at 5 percent level of significance and 7 degrees of freedom (0.281)

Ho #4 was, therefore, accepted.

An Action Plan to Develop Basic Communication Skills in English Among Grade 2 Pupils in Candon City Division SY 2022 - 2023

KRA	Activities	Persons Involved	Time Frame	Success Indicator
1. Staff development	INSET on teaching methodologies	Administrators Teachers Resource Person	Every semestral break	Number of INSET attended by teachers
2. Pupil development	Conduct assessment of pupils for possible intervention	School Administrators Teachers LGU Alumni	Year-round	Increased number of passers
3. Physical development	Brigada Eskwela activities	Administrators Teachers PTA Alumni Businessmen	Summer break	Number of grants receivedamount solicited
4. Instructional materials development	Instructional materials preparation workshop	Administrators Teachers Coordinators ResourcePerson	Year-round	Number of instructional materials copies produced

Summary, Conclusion and Recommendations

This chapter presents a summary of the findings, the conclusion drawn, and the recommendations offered to address these findings.

Summary

This is study aim to develop basic communication skills in English among the Grade 2 Pupils of the Public Elementary Schools of Candon City Division during the school year 2020-2021.

The study specifically answers the following problems:

1. What is the profile of the primary English Teachers in Candon City Districts in terms of the following:

- a. Sex;
- b. Civil status;
- c. Age;
- d. Highest educational attainment;
- e. Length of years of teaching experience in Grade 2 English;
- f. Levels of in-service training in English instructions attended;

2. What is the level of mastery of the objectives of Grade 2 English along a) listening, b) speaking, 3) reading, and 4) writing in the K to 12 Curriculum as perceived by the Administrators and the Primary English Teachers?

3. What is the level of frequency of use of the instructional methods in Grade 2 English as perceived by the respondents?

4. What is the level of availability of instructional materials in Grade 2 English along with a. Printed materials; b. Tri-dimensional; and c. Technology aided materials as perceived by the respondent administrators and teachers?

5. What is the degree of seriousness of the problems encountered by Grade 2 English Teachers as perceived by the Administrators and the Teachers?

6. What action plan to develop basic communication skills in English among Grade 2 Pupils of Candon District I and II may propose?
The descriptive method of research was employed in conducting this study through a questionnaire as the main data gathering instrument. Descriptive statistics were used to analyze and interpret the data.

The respondents were 28 School Administrators and 70 Primary Grades Teachers or a total of 98 respondents.

Findings

These are the significant findings of the study:

1. Most of the 70 primary grade teachers are female, married, 40-44 years old, have MAEd units, and attended division seminars in English.
2. The objectives of Grade 2 English were moderately mastered in Candon City Division.
3. The Grade 2 English teachers used instructional methods very often.
4. Instructional materials were moderately available.
5. Problems encountered by teachers in developing basic communication skills in English among the Grade 2 pupils of Candon City Division were moderately serious.

Conclusions

Based on the foregoing findings, these are concluded:

1. The Grade 2 English program is in the hand of very qualified competent and young teachers.
2. The objectives in Grade 2 English were attained minimally.
3. Teachers are flexible in using a variety of instructional methods to teach Grade 2 English.
4. There is a shortage of instructional materials especially technological aids in the Candon City Division.
5. Home and child-related problems are the difficulties faced by the Grade 2 English teachers in developing basic communication skills in Candon City Division.

Recommendations

Based on the foregoing findings and conclusions, several recommendations are offered:

1. The Grade 2 English teachers should finish their MAEd or even doctorate degrees.
2. The speaking and writing objectives of Grade 2 English should be fully mastered in Candon City Division.

3. Grade 2 English teachers should maintain the use of a variety of instructional methods for optimum learning results among their pupils.
4. More technological aids should be procured and made available to Grade 2 English Teachers of the Candon City Division.
5. Full solutions to serious problems in Grade 2 English should be applied in Candon City Division.
6. The action plan should be endorsed and implemented among Grade 2 English Teachers in Candon City Division.

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