

Effectiveness of Observe and Relate Self-Approach (Orsa) in Enhancing the Grammatical Competence: A Quantitative Study from Looc Integrated School at the Philippines

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Abstract

The study determined the effectiveness of Observation Response and Self-Approach (ORSA) in improving the grammatical competence of Grade 7 learners of Looc Integrated School. This study used the quasi-experimental design and pre-test/post-test questionnaire. ORSA was used as an approach to teaching students grammar, including WH questions, verbs, and prepositions. This was limited to selected Grade 7 students with the lowest grammatical competence. The ORSA study was taken from the name of the author itself, a new way to assess students through positive assessments that explores the learner's innate talents and skills and to reassure and encourage the development of strength in students. It is also centered on the pedagogical approaches and emphasizes the use of positive assessment as to its unique feature in evaluating students' performance utilizing non-threatening assessments that motivated the students to develop self-efficacy and eventually become an independent learner whose competencies acquired are internationally aligned and acceptable even during this new normal in the time of the pandemic. The idea of ORSA can be anchored on Locke's idea of reflection. Before applying the approaches, students got lower scores. After being exposed to the approaches, their mean scores increased. It can be implied that through the use of ORSA, the students think and question what they have learned through the persuasion of the teacher; they believe in themselves and in what they have learned. ORSA and K to 12, the two groups of student-participants had different levels of grammatical competence. As observed in the obtained means, students exposed to ORSA achieved higher grammatical competence as compared to students exposed to K to 12 teaching approach. This connotes that ORSA is proven effective in enhancing the grammatical competence of the students.

Keywords: Positive Assessment, Self-Efficacy, K-12 Approach, Observe and Relate Self Approach



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INTRODUCTION

The English language has been generally recognized as an active universal language in the world (Rao, 2019). Nowadays, many people, especially students, ought to master English since it is considered the lingua franca of the world. Mastering the English language help people to communicate effectively around the globe, whether in business, education, medicine, or many other fields. Therefore, mastering the English language is an essential value for the students to have. By mastering the language, the students can improve both in academic and life skills themselves. Once the students can comprehend it, he or they can be well- accepted by society.

However, in the recently concluded Programme for International Students Assessment (PISA), where the grammatical competence of students in English is highly involved, the Philippines scored 353 in mathematics, 357 in science, and 340 in reading, all below average. According to the Department of Education, the PISA's result also reflects classroom instruction. With this, DepEd leads to a major reform of educational processes, including assessment of classroom instruction.

Likewise, the Manila Times (September 26, 2019) reported the National Achievement Test (NAT) results, where Grade 6 consistently got low scores for three consecutive years, 2015-2018, with a summation of 38.27. Meanwhile, Grade 10 students were steady on "low mastery" with 51.41 in 2013,

and 43.93 in 2018.

The low results of NAT were brought by the shift in the design of the NAT exam. From the Basic Education Curriculum, it was designed to assess 21st-century skills of the learners such as problem-solving, information critical thinking (Dino, 2019).

A study revealing another reason for low NAT result was conducted by Dar & Go (2016) on the National Achievement Test Performance in English of the selected public secondary schools in Manila; the findings of their study revealed that the population of students per class is big. The majority of fourth-year students showed a “moderately satisfactory” performance in the English area of NAT as they fell only on the average performance. The results of performances also revealed that the big class number of student population dramatically affects the outcome of students’ learning.

In the study conducted by Bernal (n.d) in Ricoronda National Technical Vocational School in Iriga City, she found out that the grammatical competence of Grade 7 students was below average. Students were graded below average in pronouns, adjectives, nouns, and conjunctions, while they were poor in verbs, adverbs, and prepositions, while the use of interjection got the highest score of 56.50%.

In Looc Integrated School, it can be gleaned from the Philippine Informal Reading Inventory (PHIL- IRI) 2018-2019 results that out of 469 test-takers comprising of 10 sections of Grade 7 learners, only 41 or 8.74% passed the pre-test. It only shows the problem of learners' incapability to read and comprehend English texts.

The demand to keep track of the fast-pacing development of literacy, particularly in the English language among Filipino learners, implies the emerging need for the Filipino students to have a parallel vertical take-off vis-à-vis that of global demands of fluency and expertise in the English language. The need to upgrade the quality of education, including teaching strategies and assessment paradigm shift to prepare the students specifically in public secondary schools to be at a globally competitive level, is now an alarming call to the sector of educators concerned. Thus, the Department of Education implemented the Enhanced Basic Education Act of 2013, enclosing the policy on classroom assessment.

The act stated that “classroom assessment is an integral part of curriculum implementation. It allows the teachers to track and measure learners’ progress and to adjust instruction accordingly. Classroom assessment informs the learners as well as their parents and guardians of their progress.” Students must be equipped with the essential skills necessary to be life-long learners. To achieve this, the State shall allow every student to receive a quality education that is globally competitive based on a pedagogically sound curriculum with appropriate and innovative assessment techniques that is at par with international standards, mainly in English since this language is a social institution. People created it to communicate well around the globe. It enriches personal and business ventures. Through the English language, they were able to connect triumphantly to other countries since English is a global language.

In the present world, the worth of English can't be denied and disregarded since English is the most continuous language spoken all over. With the assistance of creating innovation, English has been assuming a significant part in numerous areas, including medication, designing, and instruction, which is accepted to be the main field where English is required (Kasim, 2008 as cited in Heriansyah, 2012).

The significance of English skill is a polemical issue from that point forward; subsequently, a lot of specialists attempted to contextualize materials to work on the English capability of understudies. A few scientists zeroed in on educational materials, some on approach like in the investigation directed by Lumabao (2013), where he utilized the collaborative approach in teaching grammar to students. In his study, he found out that among the competencies in English, the subject-verb agreement had the highest mean gain score followed by verb tenses, while voices of verbs got the lowest score. Moreover, some researchers used a module focusing on Sociolinguistic competence, like in the study conducted by Lasala (2014) entitled "Communicative Competence of Senior Secondary Students: Language Instructional Pocket," where the study related the importance of social context, grammar, and social meaning.

Despite all researches trying to improve comprehension through grammatical competence, studies still prove the declining English proficiency level in the Philippines, as shown in the most recent PISA results released last December 3, 2019, which uncovered that the Philippines scored least in reading and second-lowest in both Mathematics and Science. This causes the Department of Education to release Executive Order 210 whereas it mandates that there is a need to improve the English proficiency level of Filipino learners. It also mandates strengthening the use of English as a medium of instruction to improve the entire educational system.

Assessment in education has a major role in enhancing and motivating students to learn in class. It can be in various forms, such as formative-given during and after instructions or summative- given every after finishing a unit lesson. The National Achievement Test (NAT) is an example of a nationwide assessment of the Department of Education. The NAT results reflect the outcome of the educational system, including the curriculum, classroom instructions, and assessment. In the 2018 NAT results showed that for the third straight year, the national average means percentage score (MPS) in the Grade 6 NAT continued its downward trajectory at 38.27, the weakest performance in the history of the standardized examination of the DepEd. On the other hand, Grade 10 takers were steady at the "low mastery" range with 51.41 MPS in 2013, 53.77 in 2014, 49.48 in 2015 and 49.93 in 2018 (The Manila Times, September 9, K-12 program's emphasis on 21st - century skills learning- Lorna Dig Dino, Undersecretary for Curriculum and Instruction.

The importance of assessment cannot be repudiated; in fact, over the past years, it is being considered as one of increasing educational achievement. Educators strive to shift standardized assessment into a more constructive way of assessing students' performances to realize their full potential and be a life- long learners. Thus, the researcher decided to develop an approach, the Observe & Relate Self- Approach (ORSA), which intends to assess and improve the grammatical competence of Grade 7 students of Looc Integrated School in the Philippines. This approach is supported by the result of the study of Shepard (2000), as cited in Moe (2012), where he pointed that inappropriate assessment tools can mislead the whole institution and delude the attainment of the institution's mission and vision. He added that learning scientists generally argue that classroom assessment practices need to be positive to better support learning. Assessment should be significantly improved to reflect the empirical results of learning.

The educational program designers and implementers should comprehend the progression of evaluation apparatuses since appraisal data and experiences become a piece of the ongoing cycle of movement. Besides, educators, as the educational plan front liners, should have a profound comprehension of change in perspective of homeroom evaluation. Since numerous instructive specialists accept that if appraisal, educational plan, and guidance were all the more essentially associated, understudy learning would improve (e.g., Pellegrino et al., 1999; Stiggins, 2012).

Can spur an instructor to contemplate learning objectives, along these lines prompting the alteration of

educational plan and guidance. These adjustments can, thus, lead to refined evaluation systems, etc. The simple presence of homeroom appraisal along the lines examined here does not guarantee powerful learning. The lucidity and appropriateness of the educational program objectives, the legitimacy of the appraisals according to these objectives, the understanding of the evaluation proof, and the importance and nature of the guidance that results are largely basic determinants of the result.

The researcher believes that the standardized test is salient in assessing students' performances since it provides information needed to adjust teaching and learning. However, she also believes that sometimes assessment has been misused nowadays. Thus, the researcher developed assessment tools anchored on positive assessment wherein students are given the opportunity to learn at their pace, observe, relate experiences to the classroom activities and eventually acquire self-efficacy to become independent learners. The researcher desires to explore how she constructively assesses students using Observe & Relate Self-Approach (ORSA).

Lastly, Kaestle & Linn (2013) accepted that a well-crafted evaluation instrument could be a positive effect on accomplishing learning objectives of education. Thus, this inspires the researcher to seek further on the effectiveness of ORSA in assessing the grammatical competence of the grade 7 students of LIS.

Based on the cited conditions of English proficiency, the researcher has decided to focus her study on the use of Observe & Relate Self-Approach. It is a positive assessment-based approach that centers on the philosophical pedagogies in teaching 21st - century students such as constructivism, collaborative, integrative, reflective, and inquiry-based to enhance the grammatical competence of Grade 7 students in Looc Integrated School (LIS) in terms of WH- question, verbs, and preposition. The researcher chose these three areas since students performed low in these areas based on different researches conducted. More so, assessing the level of effectiveness of ORSA was also investigated in this study.

According to Sadler (n.d.), three elements are required if teachers are to use assessment to promote learning:

- 1.) successfully A clear view of the learning goals (derived from the curriculum)
- 2.) Information about the present state of the learner (derived from the assessment)
- 3.) Action to close the gap (taken through instruction). Each of these three components informs the other. For example, formulating assessment techniques for classroom

Objectives Of the Study

The study determined the effectiveness of Observation Response and Self-Approach (ORSA) in improving the grammatical competence of Grade 7 learners of Looc Integrated School.

RESEARCH METHOD

This study used the quasi-experimental design and pre-test/post-test questionnaire (Price, 2015). Experimental research is the type of research that can test the hypothesis concerning cause and effect relationships. In this experimental study, the researcher manipulated the independent variable, controlled over relevant variables, and observed the effect on one or more variables. The group of students was exposed to the ORSA approach. Pre-test and post-test were also utilized for the data collection.

This study involved 180 students out of 430 in Grade 7 of Looc Integrated School enrolled during the school year 2019 – 2020. Four sections were given pre-test and post-test to determine the effectiveness of ORSA approach in teaching grammar in English.

A match-pairing procedure was used in selecting the participants in this study. The researcher chose four sections out of eight sections of her Grade 7 students in English, consisting of 45, 45, 43, and 47 students in each section.

The study utilized a pre - and post- test on grammar awareness that assessed specific competencies on WH questions, verbs, and prepositions. The researcher used the test questions that were lifted from the teacher's guide of the grade 7 English module provided by the DepEd as a tool in assessing the students' grammatical competence. However, the researcher made a revision to make the questionnaire aligned with the positive assessment philosophy. The same set of questions for pre-and post-test was utilized by the researcher.

After the research title was conceptualized, the researcher embarked on gathering related literature and studies, which formed the basis for the researcher's formulation of the statement of the problem and the construction of the main data-gathering instrument. After these were accomplished, a letter was written requesting the principal to allow her to conduct the study in her school. After the approval, the researcher collected data throughout one quarter (fourth grading). The researcher met both groups every day with a duration of one hour per session. Group ORSA (Experimental Group) has focused on grammar competence class with WH questions, Verbs, and Prepositions as their primary topics. As permitted by the English Department of the school, these groups had the Last Pen Holder, a continuous remediation activity used by the researcher during the vacant time, to practice the student's grammar skills even after their English class. The same process goes with Group GRADE 7 TEACHING (Comparison Group). The said remediation activity has been proposed and approved by the school principal and other grade-level teachers. It has been done to maximize and utilize the vacant time for continuous grammatical competence through practice. The participants of the study underwent a treatment period.

Lastly, the researcher conducted the pre-test taking among the groups and post-test after the implementation of the ORSA and GRADE 7 TEACHING approach. The consolidated data were submitted to the statistician for treatment. The study utilized a pre-test and post-test administration. The questionnaire was provided on the grade 7 module in English and was modified by the researcher to align with a positive assessment approach. The questionnaire was sent to three experts in the field of English to establish its validity and reliability.

The participants of the study were the grade 7 students of Looc Integrated School.

To analyze the result of the study, the researcher used the following statistical treatment:

The frequency and percentage were used to find the pre-test and post-test scores of both groups in terms of grammatical competence. Then, the independent t-test was used to see if there was a significant difference between the pre-and post-assessed levels of grammatical competence of each group of learners. Lastly, the dependent t-test and sample t-test were utilized to see if there's a significant difference between the mean scores of pre-and post- assessed levels of grammatical competence of each group. Comparative analysis was used between the pre-test and post-test with t-test of dependence to determine the effect of ORSA approach in teaching grammar in English. The results of the statistical treatment were interpreted to formulate a generalization. Recommendations about the study were indicated to be able for future researchers to re-assess the study. The t-test was used to determine the significance of the difference between the pre-test achievement mean, and the post-test achievement means. A comparison of the mean and standard deviation of the post-test was used to determine the progress of the study.

RESULTS AND DISCUSSION

Table 1. The Pre-test and Post-test Scores of the Participants Exposed to ORSA and Grade 7 Teaching Approach in Terms of WH Questions

Scores	ORSA		K to 12				Interpretation		
	Pretest		Posttest		Pretest			Posttest	
	f	%	f	%	f	%		f	%
13-15	-	-	23	35.4	-	-	2	3.1	Highly Competent
10-12	3	4.6	35	53.8	-	-	34	52.3	Competent
7-9	9	13.8	7	10.8	14	21.5	21	32.3	Moderately Competent
4-6	33	50.8	-	-	38	58.5	8	12.3	Fairly Competent
0-3	20	30.8	-	-	13	20.0	-	-	Incompetent
Total	65	100.0	65	100.0	65	100.0	65	100.0	

Legend: 13-15 Highly Competent (HC) 7-9 Moderately Competent (MC) 0-3 Incompetent (I)
 10-12 Competent (C) 4-6 Fairly Competent (FC)

The table above shows that during the pre-test, the highest number of 33 students with a percentage of 50.8 % of the group that was exposed to ORSA scored from 4-6 with the verbal interpretation of fairly competent. On the other hand, in the group that was exposed to the Grade 7 Teaching approach, the highest number of 38 students with a percentage of 58.5 % scored from 4-6 performed fairly competent too. Moreover, the group that was exposed to ORSA, the lowest number of students of 3 with a percentage of 4.6%, scored from 10-12 with the verbal interpretation of competent. While, the group that was exposed to the Grade 7 Teaching approach, the lowest number of student-participants, 13 with the percentage of 20%, scored from 0-3 with the verbal interpretation of incompetent. It can be noted from the results that after the implementation of ORSA in the experimental group, 23 students with the percentage of 35.4% increased their score and fell under the competent category; 35 of them got the score 10-12 with an average of 53.8% with the verbal interpretation of competent and only 7 student-participants with the average of 10.8% remained moderately competent. While in the other group that was exposed to the Grade 7 Teaching approach, only 2 student-participants with the percentage of 3.1% scored 13-15 with the verbal interpretation of highly competent, 34 or 52.3 % fall under the competent category, 21 or 32.3% fall under moderately competent and 8 or 12.3 % fall under the fairly competent category.

Table 2. The Pre-test and Post-test Scores of the Participants Exposed to the Approach ORSA and GRADE 7 TEACHING Approach in Terms of Verbs

Scores	ORSA		K to 12				Interpretation		
	Pre-test		Post-test		Pre-test			Post-test	
	f	%	f	%	f	%		f	%
13-15	3	4.6	37	56.9	4	6.2	19	29.2	Highly Competent
10-12	7	10.8	20	30.8	8	12.3	18	27.7	Competent
7-9	21	32.3	7	10.8	20	30.8	17	26.2	Moderately Competent
4-6	23	35.4	-	-	26	40.0	10	15.4	Fairly Competent
0-3	11	16.9	1	1.5	7	10.8	1	1.5	Incompetent
Total	65	100.0	65	100.0	65	100.0	65	100.0	

Legend: 13-15 Highly Competent (HC) 7-9 Moderately Competent (MC) 0-3 Incompetent (I)
 10-12 Competent (C) 4-6 Fairly Competent (FC)

As shown in the table above, during the pre-test, the highest number of 23 students with a percentage of 35.4% from the experimental group scored from 4-6, with the verbal interpretation fairly competent. On the other hand, in the group that was exposed to the Grade 7 Teaching approach, the highest number of 26 students with a percentage of 40% scored from 4-6 performed fairly competent too. Moreover, in the group that was exposed to ORSA, the lowest number of students of 3 with a percentage of 4.6% scored from 13- 15 with the verbal interpretation of highly competent. While, in the group that was exposed to the Grade 7 Teaching approach, the lowest number of student- participants of 4 with a percentage of 6.2% scored from 13-15 with the verbal interpretation of highly competent. During the post-test, 37 students with the percentage of 56.9% from the experimental group scored between 13-15 points with the verbal interpretation of highly competent, 20 or 30.8% fall under the competent category, 7 or 10.8% fall under the moderately competent, and 1 student- respondent or 1.5% fall under the incompetent category. From the group exposed to Grade 7 Teaching approach, from 4 student- participants it increased to 9 students with the percentage of 29.2% scored under 13-15 score range with the verbal interpretation of highly competent,

Table 3. The Pre-test and Post-test Scores of the Participants Exposed to the Approach ORSA and GRADE 7 TEACHING Approach in Terms of Prepositions

Scores	ORSA		K to 12				Interpretation		
	Pretest		Posttest		Pretest			Posttest	
	f	%	f	%	f	%		f	%
13-15	-	-	21	32.3	-	-	7	10.8	Highly Competent
10-12	1	1.5	32	49.2	2	3.1	18	27.7	Competent
7-9	15	23.1	12	18.5	11	16.9	34	52.3	Moderately Competent
4-6	25	38.5	-	-	31	47.7	6	9.2	Fairly Competent
0-3	24	36.9	-	-	21	32.3	-	-	Incompetent
Total	65	100.0	65	100.0	65	100.0	65	100.0	

Legend: 13-15 Highly Competent (HC) 7-9 Moderately Competent (MC) 0-3 Incompetent (I)
 10-12 Competent (C) 4-6 Fairly Competent (FC)

18 students-participants or 27.7% fall under the competent category, 17 or 26.2 falls under the moderately competent, 10 or 15.4% fall under the fairly competent category, and 1 student-respondent or 1.5% fall under the incompetent category.

During the post-test, in the experimental group, 32 or 49.2% scored 10-12 with a verbal interpretation of competent, 21 or 32.3% scored from 13-15 with the verbal interpretation of highly competent, and 12 or 18.5% fall under moderately competent. In the group that is exposed to Grade 7 Teaching, during the post-test, 34 student-participants, or 52.3%, scored 7-9 with the verbal interpretation of moderately competent, 18 or 27.7% scored 10-12 with the verbal interpretation of competent, 7 or 10.8% scored 13-15 with the verbal interpretation of highly competent, and 6 or 9.2% scored 4-6 with the verbal interpretation of fairly competent.

Table 4. The Pre-test Scores of the Two Groups of Student-Participants Before the Exposure to the Teaching Approaches on Grammatical Competence Assessment

Grammatical Competence	Group	Mean	SD	T	Sig.	Mean Diff.	95% CI of the Diff.		Interpretation
							Lower	Upper	
WH Questions	ORSA	4.94	2.21	0.000	1.000	0.000	-0.698	0.698	Not Significant
	K to 12	4.94	1.79						
Verb	ORSA	6.58	2.90	-0.614	0.541	-	-1.300	0.685	Not Significant
	K to 12	6.89	2.82						
Preposition	ORSA	4.60	2.35	-0.350	0.727	-	-0.921	0.644	Not Significant
	K to 12	4.74	2.15						

Table 4 shows the significant difference between the pre-test scores of the two groups of students-participants before the exposure to the teaching approaches on grammatical competence assessment. The table above shows that there is no significant difference between the pre-test scores of the two groups of student-participants before the exposure to the teaching approaches on grammatical competence assessment in terms of WH questions with a mean difference of 0.000, verbs with a mean difference of -0.308 and prepositions with a mean difference of -0.138. This implies that before the use of two teaching approaches, the two groups of participants had the same level of grammatical competence on WH questions, verbs, and prepositions.

Table 5. Significant Difference Between the Post-test scores of the Two Groups of Student- Participants After Being Exposed to the Teaching Approaches on Grammatical Competence Assessment

Grammatical Competence	Group	Mean	SD	T	Sig.	Mean Diff.	95% CI of the Diff.		Interpretation
							Lower	Upper	
WH Questions	ORSA	11.63	1.60	7.812	0.000	2.400	1.792	3.008	Significant
	K to 12	9.239	1.89						
Verb	ORSA	12.49	2.52	4.683	0.000	2.415	1.395	3.436	Significant
	K to 12	10.081	3.31						
Preposition	ORSA	11.31	1.90	5.733	0.000	2.108	1.380	2.835	Significant
	K to 12	9.207	2.27						

Table 5 shows the significant difference between the post-test scores of the two groups of student-participants after being exposed to the teaching approaches on grammatical competence in terms of WH questions, verbs, and prepositions.

The table above shows that there is a significant difference between the post-test scores of the two groups of student-participants after being exposed to the teaching approaches on grammatical competence assessment in terms of WH questions, verbs, and prepositions. This means that after being exposed to two different teaching approaches - ORSA and K to 12, the two groups have different levels of grammatical competence. As observed in the obtained mean of 11.63 in WH question, 12.49 in verb, and 11.31 in prepositions. Students exposed to ORSA achieved higher grammatical competence as compared to students exposed to K to 12 teaching approach. This only means that ORSA is more effective in enhancing the grammatical competence of the students.

CONCLUSION AND RECOMMENDATION

Based on the major findings of the study, the researcher was able to draw the following conclusions:

The null hypothesis asserts that there is no significant difference between the pre-test scores of the two groups of student-participants before the exposure to the teaching approaches on grammatical competence assessment in terms of WH questions, verbs, and prepositions were accepted.

The hypothesis states that there is no significant difference between the pre-test and post-test scores of the student-participants who were exposed to ORSA as a teaching approach on grammatical competence assessment in terms of WH questions, verb, and preposition was rejected.

The hypothesis stating that there is no significant difference between the post-test scores of the two groups of student-participants after being exposed to the teaching approaches on grammatical competence assessment in terms of WH questions, verbs, and prepositions was rejected.

The pre-test and post-test scores of the student- participants exposed to two different teaching

approaches on grammatical competence, there are more increased in the grammatical competence of learners who were exposed in ORSA than in the Grade 7 Teaching Approach after comparing their pre-test and post-test scores.

Moreover, there is no significant difference between the pre-test scores of the two groups of student-participants before the exposure to the teaching approaches on grammatical competence assessment in terms of WH questions, verbs, and prepositions.

In addition, the students were able to improve their grammatical competence, and that the use of ORSA as a teaching approach is effective in improving the learner's grammatical competence on WH questions, verbs, and prepositions.

On the other hand, the students were able to improve their grammatical competence, and that the use of the Grade 7 Teaching approach is effective in improving their grammar on WH questions, verb, and prepositions.

In the same way, after being exposed to two different teaching approaches -ORSA and K to 12, the two groups of student-participants have different levels of grammatical competence. As observed in the obtained means, students exposed to ORSA achieved higher grammatical competence compared to students exposed to K to 12 teaching approach. This connotes that ORSA is proven effective in enhancing the grammatical competence of the students. The researcher proposed mentoring program maybe be implemented to cascade ORSA to Grade 7 English teachers of Looc Integrated School. The mentoring program helped the said teachers to use a positive approach in teaching and assessing students through the compiled activity sheets made by the researcher herself.

Based on the findings, summary, and conclusions drawn, the following pointers were hereby recommended:

1. English teachers may use classroom assessments that measure the Higher Order Thinking Skills (HOTS) of the students. They may also include assessments that have high fidelity tasks that use skills in authentic application such as analysis and evaluation, oral communication-reading and writing, and communicating information using quantitative tools that are internationally calibrated.
2. Teachers, most likely Grade 7 English teachers, are encouraged to practice the said approach in order for students to enhance their competencies and interactively learn language skills.
3. The Department of Education may consider the use of ORSA in English as an aid in modular teaching approach, particularly now in the new normal.
4. Future research studies may conduct further study and may develop other modules focusing on the competence in grammar skills using different lessons.

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