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The Four Macro Skills in English: Identifying and Addressing Learning Gaps among Grade 6 Learners in Socorro East District

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Article Info

Abstract
This study employed an explanatory sequential mixed- method design to assess the English proficiency of Grade 6 learners in four macro skills—reading comprehension, listening comprehension, viewing comprehension, and writing & grammar awareness—and to explore the learning gaps and challenges faced in developing these skills. The quantitative phase utilized a descriptive-correlational approach, involving 172 randomly selected pupils from six elementary schools in Socorro East District, Siargao Division. A validated researcher-made 40-item multiple-choice formative test, guided by a Table of Specifications (TOS), was administered to measure learners' proficiency. Statistical tools such as mean, standard deviation, and Pearson r were used for analysis. The qualitative phase included interviews with six English teachers and 12 pupils, with responses analyzed thematically. Findings showed that pupils were generally at the "developing" level in reading, listening, and writing & grammar, and at the "proficient" level in viewing comprehension. Significant positive correlations were found among the macro skills, with moderate relationships between reading, listening, and viewing comprehension, and weaker links involving writing & grammar. Identified challenges included limited vocabulary, poor reading fluency, and difficulty identifying main ideas in reading; struggles with fast-paced spoken English and unfamiliar accents in listening; limited visual literacy in viewing; and grammatical errors and poor organization in writing. The study concluded that English macro skills are interrelated and emphasized the need for targeted support. To address the identified learning gaps and foster comprehensive language proficiency, a specialized intervention titled the SPARK Program (Strategic Program for Advancing Reading, Listening, Knowledge in Grammar & Writing, and Visual Literacy) is proposed. This program is designed to promote holistic language development among learners through structured, interactive, and skill-specific strategies.

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Introduction
English proficiency is most critical for students as it is the base for effective communication, academic achievement, and professional development according to Sacal & Potane (2023). The four English macro skills—reading comprehension, listening comprehension, viewing comprehension, and writing and grammar awareness—are most critical for language skills and literacy skills. Reading comprehension enables students to read and critique texts, while listening comprehension enables them to understand verbal communication. Viewing comprehension, a developing skill, enables students to analyze visual and multimedia information critically, and writing and grammar awareness enables them to communicate ideas logically as suggested by Imbaquingo & Cárdenas (2023) [6].

Several scholars have emphasized the importance of English macro skills in language ability and learning. Ngo *et al.*, (2024) [10] is of the view that reading comprehension enables enhanced cognitive capacities and increased knowledge acquisition. Sacal & Potane (2023) observe that listening comprehension is crucial in effective communication and second-language acquisition. Idulog *et al.*, (2023) [5] believes that comprehension by viewing is more important in the era of technology since students watch multimodal texts daily. Shaojie *et al.*, (2022) [14] observes the importance of writing and grammatical sensitivity in the production of well-structured and coherent texts. Additionally, Noordan & Yunus (2022) [11] argues that the acquisition of the above macro skills as a package improves general linguistic ability. These arguments combined support the key role of English macro skills in the acquisition of learners' academic and communicative ability.

Despite the recognized value of these macro skills, Socorro East District students continue to have low proficiency levels in English. According to the 2023 English Proficiency Assessment of the Department of Education (DepEd), Socorro Central Elementary School had a mean proficiency level of 52.3%, and Don Albino Taruc Memorial Elementary School had 49.8%. The same also exhibited an alarming trend of underachievement in English macro skills: Bay-ang Elementary School (50.2%), Atoyay Elementary School (47.5%), Lanit-ag Elementary School (48.9%), and N. Sering Elementary School (46.7%). All these findings indicate an enormous language learning gap that requires double efforts to enhance the students' skills in reading, listening, viewing, and writing.

This study is intended to determine the English language proficiency of Grade 6 students in the Socorro East District, examine the interrelatedness of the four macro skills—listening comprehension, viewing comprehension, reading comprehension, and writing and grammar awareness—and identify gaps in learning and areas of concern for teachers and learners in mastering these skills. From these findings, the study suggests a particular intervention program designed to bridge these gaps. Through the bridging of these learning gaps, the study contributes to enhancing broader efforts to optimize English language teaching in the Philippines.

Problem Statement
This study aimed to evaluate the English proficiency levels and identify learning gaps in the four macro skills—reading comprehension, listening comprehension, viewing comprehension, and writing and grammar awareness—among Grade 6 learners in Socorro East District, Siargao Division, for the School Year 2023-2024. The study sought to answer four main questions: First, it examined the English proficiency levels of Grade 6 pupils in each of the four macro skills. Second, it explored whether there is a significant correlation among the four skills in terms of English proficiency. Third, it identified the learning gaps and challenges that both teachers and learners face in developing these skills. Finally, based on the findings, the study aimed to propose an intervention program to address these gaps and improve overall proficiency.

Methods
Research Design
This study utilized an explanatory sequential mixed method. This is a two-phase design where quantitative data is collected and analyzed first, then qualitative data is collected and analyzed based on the quantitative results. The qualitative data is used to explain the quantitative data (Creswell & Creswell, 2018). This design involves two phases: *Quantitative Phase* (descriptive-correlational design) in assessing English proficiency levels of Grade 6 learners in reading comprehension, listening comprehension, viewing comprehension, and writing & grammar awareness and determining the correlation among the four macro skills using statistical analysis; *Qualitative Phase* is on exploring learning gaps and challenges faced by the teachers and learners in developing the four macro skills.

This research design was chosen because it allows for a comprehensive analysis of both measurable proficiency levels and contextual learning gaps. The combination of quantitative and qualitative methods ensures a more holistic understanding of the issues surrounding English macro skills proficiency. By integrating these approaches, the study can provide well-rounded recommendations for intervention programs that address both skill deficits and pedagogical challenges.

Research Environment
The study was conducted in Socorro East District, Siargao Division, Socorro, Surigao del Norte. The Socorro East District-Division of Siargao has six (6) elementary schools namely: Socorro Central Elementary School, Don Albino Taruc Memorial Elementary School, Bay-ang Elementary School, Atoyay Elementary School, Lanit-ag Elementary School, and N. Sering Elementary School.

Participants
For pupil-repondents, random sampling was utilized in this study. There were numbers or codes assigned to each pupil in the sampling frame and researcher used a random number generator or a randomization method to select the specified number of respondents from each school. Then, the researcher used the Slovin's formula in distinguishing the number of respondents with 5% margin of error. Thus, there were 172 pupil- respondents in this study following the random sampling method. Random sampling is a specific method used in research or data collection where every individual or element within a population has an equal chance of being selected for inclusion in the sample (McCombes, 2019).

For teachers, there were 14 total number of teachers handling Grade 6 classes were the respondents of the study. In order to be the teacher-respondents, it was required that teacher-respondent is an English teacher handling Grade 6 pupils, at least one (1) year in service, and are willing to actively engage in the study, share their experiences openly, and contribute meaningfully to discussions around curriculum enhancement. Hence, they would be surveyed regarding the extent of English curriculum implementation in their school.

Research Instrument
The study utilized a validated researcher-made 40-item multiple-choice formative test to assess the four macro skills in English, with a Table of Specifications (TOS) serving as a guide in test construction. The test was structured as follows: for listening comprehension, the researcher read a passage aloud before the learners answered the corresponding questions; for viewing comprehension, a 10- item picture analysis was administered to evaluate learners' ability to

interpret visual information. Moreover, to identify learning gaps and challenges in developing the macro skills, an interview guide was employed to gather qualitative insights from six teacher representatives across six participating schools, as well as 12 selected learners.

Ethics and Data Gathering Procedure
To ensure ethical considerations were followed, the researcher obtained permission from the Schools Division Superintendent of Siargao Division and sent a validation letter to research experts for the instrument validation. A letter of request was also addressed to the School Principals of Socorro East District for approval. Participants' consent was secured, and after approval, the researcher conducted the interviews and data gathering.

For data collection, the researcher facilitated the survey and formative assessment once participants confirmed their appointments. Instructions were provided before distributing the survey questionnaires, which were collected immediately after completion. The researcher assured confidentiality, used pseudonyms for participants, and explained their rights to withdraw from the study without consequence. A 40-item formative test was administered to assess the participants' proficiency in the four macro skills. An interview guide was used for interviews with six teachers and twelve learners to gather qualitative insights. The researcher ensured clarity about the interview's purpose, duration, and consent before starting. Afterward, the responses were transcribed, securely stored, and analyzed. For qualitative data, thematic analysis was used, involving familiarization with the data, coding, theme identification, and refining of themes to generate a comprehensive narrative highlighting the learning gaps and challenges in English proficiency.

Data Analysis
The data gathered in this study were analyzed using various tools. Mean and standard deviation were employed to assess the pupils' level of English proficiency. Pearson r correlation was used to examine the significant relationships among the four macro skills. For the qualitative data, thematic analysis was applied to identify, analyze, and interpret patterns or themes from the interview responses. Following the six-phase framework of Braun and Clarke (2016), thematic analysis was used to rigorously examine the verbatim responses of selected language teachers and Grade 6 students, providing in-depth insights into the learning gaps and challenges they encountered.

Results and Discussion
This chapter presents the study's findings, accompanied by discussions, insights, and implications. The results are compared with existing literature and studies to enhance understanding, highlighting connections with relevant theories to offer valuable insights for educational practices and policy development.

Learners' English Proficiency Level
Tables 1, 2, 3, and 4 provide an in-depth analysis of Grade 6 learners' proficiency in reading comprehension, listening comprehension, viewing comprehension, and writing and grammar awareness in the Socorro East District. These tables highlight the strengths and weaknesses of learners across these essential language areas.

Table 1: Reading Comprehension
Table 1 shows that the overall proficiency level of Grade 6 students in reading comprehension is at the "Developing" level, with a mean of 7.70 (SD = 1.17). SOCES performed the best with a mean of 8.2 (SD = 1.034), while N. SERING ES had the lowest score of 6.8 (SD = 0.80). This indicates that while some schools are progressing, most learners need further support in improving reading comprehension.

Table 1: English Proficiency Level of Grade 6 Pupils as to Reading Comprehension

School	Mean	SD	Qualitative Description
Soces	8.2	1.034	Approaching Proficient
Datmes	7.8	1.92	Developing
Bay-Ang Es	7.6	1.27	Developing
Atoyay Es	8.0	0.98	Approaching Proficient
Lanit-Ag Es	7.82	1.03	Developing
N. Sering Es	6.8	0.80	Beginning
Total	7.70	1.17	Developing

Scale:	Qualitative Description
9.0-10.0	Advanced
8.5-8.9	Proficient
8.0-8.4	Approaching Proficiency
7.5-7.9	Developing
7.4-below	Beginning

Effective instructional strategies and resource allocation are necessary to address the gaps. These findings align with research that stresses the need for enhanced instructional strategies, such as guided reading and comprehension-focused activities, particularly for schools performing below the mean (Adora *et al.*, 2024; Duzon & Paragas, 2023) [1, 3].

Table 2: Listening Comprehension
The mean score for listening comprehension across all schools is 7.94 (SD = 1.18), which also places the students in the "Developing" category. SOCES again had the highest score of 8.7 (SD = 1.34), indicating that their students have stronger listening comprehension skills. N. SERING ES scored the lowest with 6.93 (SD = 0.78). This highlights the need for targeted listening comprehension interventions, particularly in lower-performing schools.

Table 2: English Proficiency Level of Grade 6 Pupils as to Listening Comprehension

School	Mean	SD	Qualitative Description
Soces	8.7	1.34	Proficient
Datmes	8.2	0.92	Approaching Proficient
Bay-Ang Es	7.6	1.07	Developing
Atoyay Es	8.4	1.72	Approaching Proficient
Lanit-Ag Es	7.8	1.23	Developing
N. Sering Es	6.93	0.78	Beginning
Total	**7.94**	**1.17**	**Developing**

Scale:	Qualitative Description
9.0-10.0	Advanced
8.5-8.9	Proficient
8.0-8.4	Approaching Proficiency
7.5-7.9	Developing
7.4-below	Beginning

Listening skills require focused training to improve auditory processing and contextual understanding, which is supported

by studies showing that listening comprehension difficulties often arise from limited exposure to vocabulary and lack of practice (Li, 2023).

Table 3: Viewing Comprehension

Viewing comprehension showed a higher average proficiency, with a mean of 8.49 (SD = 1.20), categorized as "Proficient." SOCES and LANIT-AG ES scored the highest, with means of 9.23 (SD = 0.78) and 9.00 (SD = 1.32), respectively, reflecting effective teaching strategies in visual literacy. However, N. SERING ES and BAY-ANG ES performed below average, indicating the need for more consistent use of visual learning strategies and critical thinking in interpreting visual materials.

Table 3: English Proficiency Level of Grade 6 Pupils as to Viewing Comprehension

School	Mean	SD	Qualitative Description
Soces	9.23	0.78	Advanced
Datmes	8.52	2.37	Proficient
Bay-Ang Es	7.97	1.24	Developing
Atoyay Es	8.73	1.34	Proficient
Lanit-Ag Es	9.00	1.32	Advanced
N. Sering ES	7.50	1.32	Developing
Total	8.49	1.20	Proficient

Visual literacy is increasingly important in modern education, as exposure to multimedia content has been shown to enhance comprehension and engagement (Idulog *et al*., 2023) [5].

Table 4: Writing and Grammar Awareness

The average proficiency level for writing and grammar awareness is 7.84 (SD = 1.03), placing students in the "Developing" range. SOCES scored the highest at 8.7 (SD = 0.324), while N. SERING ES (7.23, SD = 2.12) and BAY-ANG ES (7.42, SD = 1.21) scored the lowest, highlighting significant challenges in grammar and writing skills. This suggests that some schools benefit from structured writing exercises and regular feedback, while others need more focused support in grammar instruction and writing fluency.

Table 4: English Proficiency Level of Grade 6 Pupils as to Writing & Grammar Awareness

School	Mean	SD	Qualitative Description
Soces	8.7	0.324	Proficient
Datmes	7.8	1.26	Developing
Bay-Ang Es	7.42	1.21	Beginning
Atoyay Es	7.67	1.10	Developing
Lanit-Ag Es	8.20	0.17	Approaching Proficient
N. Sering Es	7.23	2.12	Beginning
Total	7.84	1.03	Developing

Studies have shown that targeted grammar instruction and feedback are critical to improving writing and grammar awareness (Taye & Mengesha, 2024) [17].

Table 5: Overall English Proficiency Level

The overall proficiency across all macro skills is "Developing," with a mean of 7.99 (SD = 1.15). While viewing comprehension stands out as the strongest skill, reading,

listening, and writing skills still show considerable gaps.

Table 5: Summary on the English Proficiency Level Across Macroskills

Macroskills	Mean	SD	Qualitative Description
Reading Comprehension	7.94	1.17	Developing
Listening Comprehension	7.70	1.18	Developing
Viewing Comprehension	8.49	1.20	Proficient
Writing and Grammar Awareness	7.84	1.03	Developing
Overall	7.99	1.15	Developing

Note: M = mean; SD = standard deviation

These findings underscore the importance of implementing holistic, differentiated instruction across all four macro skills to address the weaknesses observed in certain schools. The results also suggest the need for balanced teaching across all four macro skills, with an emphasis on improving listening and writing through targeted strategies and diverse teaching methods (Sacal & Potane, 2023).

Table 6: Correlation Between the Four Macro Skills

Table 6 shows that all four macro skills are significantly correlated. The highest correlation was found between reading and listening comprehension (r = 0.453, p < 0.001), suggesting that strengthening one skill can help improve the other. Viewing comprehension also showed a moderate correlation with listening (r = 0.367, p < 0.001), highlighting the interdependence of auditory and visual processing. The weaker correlation between listening and writing (r = 0.199, p < 0.05) indicates that while there is some connection between these skills, they are cognitively distinct. These correlations emphasize the need for an integrated approach to teaching, where improvement in one area supports growth in others (Le & Nguyen, 2024).

Table 6: Correlation Between the Four Macro Skills

Variable	1	2	3	Decision	VI
Reading comprehension				Reject H_o	Significant
Listening comprehension	0.453**			Reject H_o	Significant
Viewing comprehension	0.278**	0.367**		Reject H_o	Significant
Writing and grammar awareness	0.169*	0.327**	0.199*	Reject H_o	Significant

Note: **Significant at >p.001; *Significant at p>.05

The study reveals significant disparities in proficiency levels across the four macro skills among Grade 6 learners in the Socorro East District. While some schools perform well, others face challenges that require targeted interventions. A comprehensive approach that includes improved reading, listening, viewing, and writing instruction, along with tailored strategies to address specific skill gaps, is essential for enhancing overall language proficiency across the district.

Learning Gaps and Challenges in Developing the Four Macro Skills in English

Table 7 reveals the learning gaps and challenges in developing the four macro skills—reading comprehension, listening comprehension, viewing comprehension, and writing& grammar.

Table 7: Emerging Themes on the Learning Gaps and Challenges in the Four Macro Skills

Reading Comprehension	Listening comprehension	Viewing Comprehension	Writing & grammar awareness
Lack of Vocabulary	Rapid Speech	Poor Visual Quality	Lack of Knowledge in Grammar
Poor Reading Strategies	Vocabulary Limitations	Text-replete Content	Weak Spelling & Sentence Construction
Low Reading Engagement	Environmental Distractions	Rapid Visuals	Inability to organize ideas
Difficulty in Focus	Inadequate Attention & Focus	Lack of Attention & Interest	Insufficient practice & Confident
No Retention			

Reading Comprehension

Reading comprehension is essential for students to understand and interpret written texts. However, challenges such as limited vocabulary, ineffective reading strategies, low engagement, and difficulties with focus and retention hinder students' ability to effectively grasp meaning from texts. As Teacher 1 observed, *"Lisod para sa mga bata ang pagsabot sa pagbasa, labi na kung walay sapat nga bokabularyo,"* indicating that a lack of vocabulary significantly impacts comprehension. Teacher 2 further emphasized this issue, saying, *"Kung magbasa sila og story, daghan silag di masabtan nga words, mao nga malisod nila pagsabot sa tibuok istorya."* Learners echoed this concern, with Learner 1 stating, *"Daghan kaayo ug bag-ong words sa story, mao nga dili ko kasabot."* Limited vocabulary prevents students from constructing meaning from context, hindering their ability to engage in inferential and critical reading (Garcia *et al*., 2025). Additionally, poor reading strategies were identified as a barrier. Teacher 3 noted, *"Usa sa problema kay ang mga bata waya nakamao mopangita og impormasyon sa text,"* indicating that students often struggle to extract key information. This finding aligns with research showing that explicit instruction in reading strategies, like summarizing and predicting, can improve comprehension (Rivera & Flores, 2024) [13]. Furthermore, low reading engagement was reported as a challenge by both teachers and students. Teacher 5 observed, *"Mubo ra ilang pasensya sa pagbasa ug sayon ra sila kapoyon, labi na kung taas ang text,"* and Learner 3 added, *"Dali ko kapoyon kung taas kaayo ang paragraph, dili nako ganahan humanon."* Research suggests that increasing student engagement through interactive activities and diverse reading materials can boost motivation and comprehension (Le & Nguyen, 2024). These findings imply that a multifaceted approach, combining vocabulary building, strategy instruction, and engaging reading materials, is needed to support students' reading development.

Listening Comprehension

Listening comprehension, which is vital for processing and understanding spoken language, also presents significant challenges. The most prevalent issues include rapid speech, limited vocabulary, environmental distractions, and lack of focus. Teacher 1 pointed out, *"Lisod sa mga bata ang pagsabot kung paspas og pagstorya ang nagpasabot,"* reflecting that rapid speech makes it difficult for students to process auditory information. Teacher 6 noted, *"Dili makasabot ang mga bata kung paspas og magbasa ang nagpasabot."* Learners shared similar frustrations, with Learner 1 saying, *"Paspas ra kaajo moistorya ang teacher, dili ko kasabot."* These findings align with research that suggests rapid speech impedes comprehension by not giving learners enough time to decode the language (Garcia *et al*., 2025). Additionally, vocabulary limitations were highlighted as a barrier. Teacher 2 observed, *"Dili makasabot ang mga bata kung daghan og bag-ong pulong nga waya pa nila masabti,"* which echoes the difficulties learners face in comprehending spoken content with unfamiliar words. Furthermore, environmental distractions were also identified as an obstacle. Teacher 3 mentioned, *"Kung saba ang palibot, lisod para sa mga estudyante ang pagsabot sa ilang gipaminaw,"* and Learner 3 added, *"Saba ang akong mga classmates, mao nga dili ko kasabot sa gipanghisgotan."* Research supports that background noise and distractions significantly reduce listening comprehension (Rivera & Flores, 2024) [13]. These challenges highlight the importance of creating a conducive listening environment, adjusting speech rate, and using interactive listening activities to improve comprehension.

Viewing Comprehension

Viewing comprehension, which involves interpreting and making sense of visual media such as videos, photos, and diagrams, is another area where students face challenges. Teacher 1 noted, *"Dili makasabot ang mga bata kung wayay klaro ang kalidad sa video o larawan,"* indicating that poor visual quality hampers students' ability to decode information. Teacher 5 added, *"Dili makasabot ang mga bata kung taas kaayo ang text sa video nga walay klaro nga explanation."* Learner 4 echoed this concern, saying, *"Dili ko kasabot kung wayay subtitle ug saba ang palibot."* Research supports these observations, showing that low-quality visuals and unclear audio disrupt students' information processing (Idulog *et al*., 2023) [5]. Another major challenge is text-heavy content. Teacher 2 pointed out, *"Lisod sa mga bata ang pagsabot kung daghan og text sa video nga wala sila kasabot,"* and Learner 1 remarked, *"Usahay, kung taas og text ug subtitle, maglibog ko ug basa."* Cognitive load theory suggests that excessive text in multimedia can overload working memory, hindering comprehension (Gkintoni *et al*., 2025). Furthermore, rapid visuals were noted as another barrier. Teacher 3 said, *"Dili makakuha og maajong impormasyon ang mga bata kung paspas ang mga hulagway sa video,"* with Learner 2 complaining, *"Usahay, ang video paspas ra kaayo, dili ko kasabot kung unsay nahitabo."* Studies show that fast-paced visuals complicate retention and understanding, especially for younger students (Mayer, 2021) [9]. These challenges suggest the need for high-quality, well-paced multimedia materials and strategies to enhance viewing comprehension.

Writing and Grammar Awareness

Writing and grammar awareness are crucial for effective communication, but significant gaps exist in this area. Teachers identified the lack of grammar knowledge as a primary issue, with Teacher 1 stating, *"Lisod para sa mga estudyante ang pagbuo og sakto nga grammar kay walay klaro nga basehan sa ilang pagsuwat,"* and Teacher 5 adding, *"Wala silay guide kung unsaon paghimo og saktong sentence."* Learners also expressed difficulties, with Learner 2 saying, *"Usahay, maglibog ko kung sakto ba akong grammar,"* indicating uncertainty about grammatical

correctness. This aligns with studies showing that poor grammatical understanding impedes writing development (Taye & Mengesha, 2024) [17]. Another issue identified was weak spelling and sentence construction. Teacher 2 observed, *"Dili kahibawo ang mga estudyante sa paggamit sa saktong spelling ug grammar,"* and students echoed similar concerns. Learner 1 said, *"Malisod pagsuwat kay dili ko kahibawo sa saktong spelling ug grammar."* This indicates a need for targeted interventions, such as spelling exercises and structured writing practice. Additionally, difficulty in organizing ideas was a prevalent concern, with Teacher 3 noting, *"Naglisod ang mga bata sa pag-construct og paragraph kay walay kasanayan sa pag-organize sa ilang hunahuna."* Learner 4 also mentioned, *"Lisod pag-suwat kay dili ko kabalo mag-organize sa akong mga idea."* This finding highlights the importance of teaching students how to organize their thoughts effectively through tools like outlines and graphic organizers. Lastly, a lack of practice and confidence emerged as a significant barrier. Teacher 4 remarked, *"Lisod sa estudyante ang pagsuwat kay kuwang sila sa practice ug waya silay self-confidence,"* and Learner 6 added, *"Kapoy mag-suwat kay waya koy self-confidence."* Research shows that confidence and practice are key to improving writing skills (Maharani & Fadilah, 2021). Teachers should create a supportive environment for writing,

encouraging regular practice and feedback to build students' confidence.
The challenges identified across reading, listening, viewing, and writing skills underscore the need for targeted interventions, including vocabulary building, strategy instruction, engaging activities, and a supportive learning environment. Addressing these gaps is crucial for improving students' overall language proficiency and ensuring their academic success.

Proposed Intervention Program: SPARK PROGRAM (Strategic Program for Advancing Reading, Listening, Knowledge in Grammar & Writing, and Visual Literacy) Rationale
The research determined notable gaps in learning the four macro skills of reading, listening, viewing, and writing & grammar awareness among learners in the Socorro East District. Such gaps impede the development of their English proficiency and academic performance. A well-structured intervention program should then be implemented to improve learners' comprehension, communication, and expression abilities through specific strategies. This intervention aimed at enhancing vocabulary learning, listening comprehension, visual literacy, and written composition through effective, interactive, and technology-based learning strategies.

Gray Areas	Objective	Activities	Persons Involved	Expected Outcomes
Reading Comprehension - Limited vocabulary - Difficulty identifying main ideas - Poor reading fluency	Improve vocabulary and reading comprehension skills through interactive learning.	- Vocabulary-building exercises - Guided reading sessions - Use of digital reading tools	English teachers Learners	Increased reading fluency, better understanding of main ideas, and improved vocabulary retention.
Listening Comprehension - Difficulty understanding spoken English - Struggle with fast speech - Limited exposure to diverse accents	Enhance listening skills through exposure to varied speech patterns and auditory materials.	- Listening drills using multimedia resources - Audio-based interactive activities - Exposure to different accents through podcasts/videos	English teachers Learners	Improved comprehension of spoken English, better adaptability to different accents, and enhanced listening focus.
Viewing Comprehension - Limited visual literacy - Difficulty interpreting implicit messages - Reliance on textual cues	Strengthen students' ability to analyze and interpret visual media.	- Viewing comprehension exercises - Digital storytelling projects - Image and video analysis activities	English teachers ICT teachers Learners	Improved ability to interpret visual content and enhanced critical thinking skills in analyzing media.
Writing & Grammar Awareness - Grammatical errors - Limited sentence construction skills - Difficulty organizing ideas	Enhance writing skills through structured practice and targeted feedback.	- Grammar workshops - Peer-editing activities - Sentence construction and essay writing exercises	- English teachers - Learners	Increased grammatical accuracy, improved sentence construction, and enhanced coherence in writing.

Conclusion
The study concludes that Grade 6 pupils in Socorro East District generally exhibit a developing level of English proficiency across all four macro skills. Significant gaps were identified in reading comprehension, listening comprehension, viewing comprehension, and writing and grammar awareness. Issues such as limited vocabulary, difficulty identifying main ideas, fast speech, lack of visual literacy skills, and weak sentence construction hinder students' overall language development. These gaps highlight the need for targeted interventions to improve proficiency in all macro skills.

Recommendations
To address these gaps, the Department of Education should

integrate all four macro skills in the curriculum. Schools should ensure access to resources like books, digital media, and language labs. Teachers should use differentiated instruction and engaging strategies, incorporating technology to enhance learning. Learners should participate in activities like reading clubs and writing workshops to improve skills. Parents are encouraged to support English learning at home, and future research should explore new teaching strategies, technology's impact, and socio-cultural influences on language development.

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