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Frequency of learning material use and syntactic competence among Grade 10 students of Lydia G. Villangca Trade School

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Abstract

Aim: This study aimed to determine the availability and frequency of use of learning materials, students' responses to grammar lessons, and syntactic competence among Grade 10 students of Lydia G. Villangca Trade School, Division of Bulacan. Syntactic competence was assessed by students' ability to identify syntactic errors and correct erroneous sentences. The study also examined the relationships between the frequency of use of each selected learning material and two operational measures of syntactic competence.

Methodology: A quantitative descriptive-correlational research design was employed involving 125 Grade 10 students during School Year 2021–2022. Data were collected using a researcher-developed questionnaire and a 30-item syntactic error analysis worksheet that underwent expert validation and demonstrated good internal consistency (Cronbach's $\alpha = .87$). Frequency and percentage were used for descriptive analysis, while Spearman's rank-order correlation coefficient was used to examine relationships among the study variables.

Results: Books (100.00%) and television (92.00%) were the most widely available learning materials. Television and books were also the most frequently used resources. Most respondents (97.60%) reported a positive response with interest toward grammar lessons. In syntactic competence, 65 respondents (52.00%) were classified at the Advanced level in their ability to identify syntactic errors, while 63 (50.40%) were classified at the Advanced level in their ability to correct erroneous sentences. A very strong positive relationship was observed between the two syntactic competence measures ($\rho = .988$, $p < .001$). However, this relationship should be interpreted cautiously because both measures were derived from related components of the same syntactic error analysis activity. No statistically significant relationships were found between the frequency of use of books, journals, television, or personal computers and either syntactic-error identification or sentence-correction performance ($p > .05$).

Conclusion: The findings indicate that frequency of learning-material use alone was not significantly associated with the measured indicators of syntactic competence. Students who performed better in identifying syntactic errors also tended to perform better in correcting erroneous sentences. However, the very strong association between the two measures should be interpreted in light of their conceptual and measurement overlap. The findings support the use of contextualized, explicit, and learner-centered grammar activities that provide opportunities for students to identify grammatical errors and apply appropriate corrections.

Keywords: *syntactic competence, syntactic error identification, sentence correction, learning-material use, grammar instruction*

INTRODUCTION

Language is a fundamental human capacity that enables individuals to communicate ideas, construct knowledge, build social relationships, and participate effectively in academic and professional contexts. In education, language serves as a primary medium through which learners receive instruction, demonstrate understanding, and engage in classroom interaction. Consequently, language proficiency is a key foundation for effective teaching and learning. Research has also shown that individual differences in language aptitude and prior language abilities are associated with variation in second-language achievement and grammatical proficiency (Prela et al., 2022; Sparks & Dale, 2023).

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Among the major components of language proficiency, grammar provides the structural foundation that enables learners to organize words and ideas into meaningful, grammatically appropriate sentences. Grammatical and syntactic competence are therefore important not only for linguistic accuracy but also for effective academic communication. Although contemporary language education increasingly emphasizes communicative and learner-centered approaches, grammatical accuracy remains an important dimension of meaningful language use. Recent research continues to demonstrate the contribution of grammatical and syntactic knowledge to second-language proficiency and communicative performance (Wu et al., 2023; Yoon et al., 2024). Related Philippine research has also demonstrated the value of instructional interventions designed to strengthen learners' vocabulary mastery and writing skills, further emphasizing the importance of targeted learning experiences in English language development (Salvatera et al., 2026). Thus, grammar instruction remains an important component of English language education, particularly when learners are expected to apply grammatical knowledge in authentic academic tasks.

Contemporary grammar education, however, has increasingly moved beyond the exclusive teaching of rules and isolated sentence patterns. Current approaches emphasize meaningful language practice, contextualized instruction, learner engagement, and opportunities to apply grammatical knowledge in communication. In this context, teachers are expected to provide instructional experiences that allow learners to recognize grammatical structures, understand their functions, and use them appropriately. Learning materials likewise form an important part of the instructional environment because textbooks, modules, digital resources, educational media, and other learning materials can provide learners with additional exposure to English structures and opportunities for practice. The educational value of learning resources may depend on how learners engage with them and the purposes for which they are used. Research on learner engagement likewise suggests that motivation, autonomy, and self-directed learning are relevant to students' involvement in language-learning activities (Paradowski & Jelińska, 2023). Recent Philippine research has likewise examined the implementation and evaluation of structured programs intended to support foundational literacy, language, and numeracy among public-school learners, highlighting the continuing importance of examining how educational programs and learning resources support student development (Villamor, 2026). Studies involving the use of instructional technologies and simulation-based learning tools likewise demonstrate the potential of appropriately designed learning environments and materials to support the development of specific student skills (Balancio & Accad, 2026). Research involving the use of subject-specific instructional modules likewise illustrates how purposefully designed learning tools can be integrated into teaching to support student learning and engagement (Petallo & Robles, 2026). However, the specific contribution of a learning material depends on how it is used, the learner's purpose, and the nature of the language input provided.

Thus, access to a learning material does not necessarily indicate meaningful learning engagement. These developments highlight the importance of examining grammar not only as a linguistic construct but also as an educational concern involving instructional practices, learning resources, learner engagement, and assessment.

The development of grammatical competence is influenced by both learner-related and environmental conditions. Learner-related factors such as motivation, autonomy, self-directed learning, and sustained engagement may contribute to students' experiences in language learning (Paradowski & Jelińska, 2023).

From an educational perspective, these factors are particularly relevant because students' learning experiences extend beyond classroom instruction. The availability and utilization of learning materials at home, together with students' engagement with grammar lessons, may provide additional opportunities for learners to reinforce grammatical concepts and practice sentence construction. However, access to learning materials does not necessarily indicate that it is used frequently or that it is used specifically for language-learning purposes. Thus, examining both availability and frequency of use provides a more specific basis for understanding students' learning-resource experiences.

Despite international attention to grammar instruction and language learning, grammatical competence continues to present challenges in the Philippine educational context. English occupies an important position in Philippine basic education, where learners are expected to develop the ability to comprehend, communicate, and use the language appropriately in various academic contexts. Nevertheless, Filipino learners demonstrate varying levels of grammatical proficiency, including difficulties in recognizing grammatical errors and constructing syntactically appropriate sentences. These difficulties may be influenced by differences in learners' instructional experiences, access to learning resources, opportunities for language practice, and engagement with grammar lessons. Recent Philippine research has likewise demonstrated the continuing importance of grammatical competence and the need for instructional interventions to address students' grammatical difficulties (Desales, 2025). However, further context-specific evidence is needed to understand how learning experiences and resources are associated with students' syntactic competence.



The concern is particularly relevant among junior high school learners, who are expected to demonstrate increasingly complex English language skills as they progress through the basic education curriculum. At the Grade 10 level, learners are expected to apply grammatical knowledge in constructing, analyzing, and revising sentences for academic and communicative purposes. Difficulties in syntax may become apparent when learners are asked to recognize erroneous sentence structures and transform them into grammatically correct forms. Consequently, examining students' syntactic competence at this level can provide useful information for teachers in identifying areas of difficulty and designing appropriate grammar instruction, learning activities, and formative assessment strategies.

Within this context, the learning environment of Grade 10 students of Lydia G. Villangca Trade School provides an appropriate setting for examining these concerns. Students' opportunities to develop grammatical competence may be influenced by the learning materials available to them and how frequently they use these materials, as well as by their responses to grammar lessons. However, the extent to which these learning-related factors are associated with students' syntactic competence remains unclear within this particular school context. Investigating these conditions is therefore relevant to understanding the local educational experiences of learners and to generating evidence that can inform context-responsive English language instruction.

Previous studies have established the importance of grammatical competence, instructional experiences, and environmental factors in language learning (Paradowski & Jelińska, 2023; Prael et al., 2022; Sparks & Dale, 2023).

Other research has examined grammatical development, explicit grammar instruction, corrective feedback, and factors associated with language performance, emphasizing the need for effective instructional strategies to address learners' grammatical difficulties (Sparks & Dale, 2023; Wu et al., 2023; Yoon et al., 2024; Desales, 2025).

However, these lines of research have generally focused on individual aspects of language learning or have been conducted among different learner populations and educational contexts. Limited evidence specifically examines the relationship between the frequency of learning-material use and demonstrated syntactic competence among Grade 10 learners in a Philippine school setting. In particular, there remains a need to examine whether the frequency with which students use learning materials is associated with their ability to identify syntactic errors and correct erroneous sentences.

Hence, the present study was conducted to determine the availability and frequency of use of learning materials, students' responses to grammar lessons, and their syntactic competence in terms of their ability to identify syntactic errors and correct erroneous sentences among Grade 10 students of Lydia G. Villangca Trade School. It also examined the relationship between the frequency of learning-material use and the two measures of syntactic competence. By examining these variables within a specific junior high school context, the study seeks to contribute empirical evidence to the discussion of grammar education, learning resources, and syntactic development. The findings may provide teachers and school administrators with evidence that can inform instructional strategies, learning-material utilization, formative assessment, and targeted interventions intended to strengthen students' syntactic competence.

Review of Related Literature and Studies

Grammar and Syntactic Competence in Secondary English Language Learning

Grammar is an important component of English language learning because grammatical knowledge contributes to accurate language production. Research on second-language production commonly considers grammatical accuracy alongside other dimensions of language performance, including complexity and fluency (Hasnain & Halder, 2024).

Syntactic competence represents an important dimension of grammatical competence because it concerns learners' ability to organize words, phrases, and clauses according to the structural rules of a language. In English language learning, syntactic competence enables students to recognize grammatical relationships among sentence elements and construct sentences that accurately convey intended meanings. Xu (2023) examined syntactic complexity in L2 spoken English and highlighted the importance of considering multiple dimensions of syntactic performance when assessing second-language production, indicating that the ability to manage sentence structures is an important aspect of language performance.

For secondary-school learners, syntactic competence is particularly relevant because students are increasingly expected to comprehend and produce more complex English texts as they progress through the curriculum. At this level, learners encounter grammatical structures that require them to recognize relationships among subjects, verbs, modifiers, phrases, and clauses. Difficulties in processing these relationships may result in errors in subject-verb agreement, verb forms, word order, sentence construction, and other grammatical structures. Therefore, assessment of syntactic competence can provide information about learners' knowledge and application of grammatical and syntactic structures in language tasks (Wu et al., 2023; Yoon et al., 2024).



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Contemporary approaches to English language education further emphasize that grammatical knowledge should be developed through meaningful learning experiences. Grammar instruction becomes more effective when students are provided with opportunities to notice grammatical structures, understand their functions, practice their use, and apply them in meaningful communication. Li and Sun (2024), in a meta-analysis of explicit second-language instruction, found evidence supporting the effectiveness of explicit instruction in second-language development. Their findings suggest that direct attention to grammatical forms can contribute to language development when appropriately incorporated into instruction.

Syntactic competence, therefore, should be viewed within an educational context rather than solely as a linguistic construct. For secondary learners, the development of syntactic competence depends not only on knowledge of grammatical rules but also on opportunities to encounter, analyze, practice, and apply grammatical structures. This perspective provides a basis for examining students' actual performance in identifying syntactic errors and correcting erroneous sentences (Wu et al., 2023; Yoon et al., 2024).

Syntactic Competence Among Secondary-School Learners

Secondary-school learners encounter increasing demands for grammatical accuracy as English language activities become more complex. At this educational level, students are expected to understand grammatical structures and apply them in reading, writing, classroom activities, and other forms of language use. Consequently, difficulties in grammar may affect students' ability to produce clear and accurate written English.

Research involving secondary-level English language learners demonstrates that grammatical difficulties remain evident despite continued classroom exposure. Gebremariam (2024), for example, examined written corrective feedback among high-school English as a foreign language learners and found improvements in grammatical accuracy immediately following intervention, although some effects were not maintained in a delayed assessment. This finding demonstrates that secondary learners can benefit from instructional activities that directly engage them with grammatical errors and corrections, while also suggesting that sustained opportunities for practice may be necessary for continued development.

Such findings illustrate the value of examining recurring error patterns because these patterns can provide teachers with information about areas that may require additional instruction and practice (Permatasari & Ningrum, 2026). The literature suggests that secondary-school learners' grammatical development is influenced by the extent to which they encounter grammatical structures and actively process them during learning. Consequently, examining students' demonstrated syntactic performance through error identification and sentence correction may provide a more direct assessment of what learners can actually do with grammatical knowledge.

Syntactic Error Identification and Sentence Correction

Assessment of syntactic competence may be conducted through several forms of performance-based activities, including grammaticality judgments, error identification, sentence correction, sentence completion, sentence transformation, and sentence construction. These approaches allow teachers and researchers to examine whether learners can recognize grammatical problems and apply appropriate grammatical rules.

Error identification requires learners to determine whether a sentence contains a grammatical or syntactic error and, when appropriate, identify the problematic portion of the sentence. Sentence correction, on the other hand, requires learners to apply their grammatical knowledge by producing an appropriate corrected form. Although these tasks involve related skills, they represent different stages of performance: identifying an error involves recognizing a grammatical problem, whereas correcting an erroneous sentence requires the learner to determine and produce an appropriate grammatical structure. Research on corrective feedback further demonstrates the importance of learners' engagement with grammatical errors and revisions (Gebremariam, 2024; Mao et al., 2024).

Syntactic error analysis can also provide information about the specific difficulties experienced by learners. Permatasari and Ningrum (2026) identified omission, addition, misinformation, and misordering as recurring forms of grammatical errors among English learners. Such findings support the use of error-focused activities in language education because identifying recurring error patterns can help teachers determine areas requiring additional instruction and practice.

Corrective feedback is also relevant to error identification and sentence correction. Mao et al. (2024) synthesized research on written corrective feedback in second-language writing and highlighted the importance of how learners engage with corrective information during language development.

Thus, the ability to identify syntactic errors and correct erroneous sentences provides evidence of students' actual grammatical performance. These skills are particularly relevant in secondary English education because students



are expected not only to recognize grammatical rules but also to apply those rules in producing accurate written language.

Grammar Instruction and Corrective Feedback

Grammar instruction remains an important component of English language education because learners require both explicit knowledge of grammatical structures and opportunities to apply that knowledge. Explicit grammar instruction may include teacher explanations, guided examples, structured exercises, and activities requiring students to apply grammatical rules. Li and Sun (2024) provided evidence supporting the contribution of explicit second-language instruction to language development.

However, grammar instruction does not necessarily have to be limited to isolated rule explanation. Communicative and contextualized approaches allow learners to encounter grammatical forms while engaging in meaningful language activities. Salada (2024) reported that integrating explicit grammar instruction with meaningful communicative activities can support grammatical accuracy. This suggests that grammar instruction may be strengthened when students are given opportunities to use grammatical structures in context.

Corrective feedback provides another important instructional opportunity. When learners receive information about grammatical errors, they may be required to examine the problematic construction, identify the error, and revise their response. Mao et al. (2024) emphasized that learner engagement with corrective feedback is an important component of second-language development. Consequently, activities involving sentence correction can serve both assessment and instructional purposes by requiring students to actively process grammatical information.

Among secondary-school learners, Gebremariam (2024) found that written corrective feedback could improve grammatical accuracy following instruction, although the effects were less evident in delayed assessment. This suggests that continued practice and reinforcement may be important in sustaining grammatical development. Therefore, students' ability to identify and correct syntactic errors should be considered within the broader educational processes of instruction, practice, feedback, and revision.

Learning-Material Use in English Language Learning

Learning materials provide students with opportunities to obtain information, encounter language input, practice skills, and engage in independent learning. In English language education, such resources may include books, journals, television and multimedia materials, personal computers, and other digital resources. These materials can expose learners to vocabulary, grammatical structures, sentence patterns, and different forms of English language use.

Learning materials can provide learners with additional opportunities to encounter language input, practice language-related skills, and engage in independent learning. In language-learning contexts, learner autonomy and self-directed learning are relevant to how students engage with available learning opportunities (Paradowski & Jelińska, 2023). However, the specific contribution of a learning material depends on how it is used, the learner's purpose, and the nature of the language input provided.

Frequency of use is particularly relevant because repeated engagement with learning materials may provide learners with more opportunities to encounter language structures, reinforce previously learned concepts, and practice language skills. However, frequent use does not automatically indicate effective language learning. The educational value of a resource may depend on its content, the learner's purpose for using it, the degree of engagement, and whether the material provides meaningful exposure to English.

For this reason, examining frequency of use rather than availability alone may provide additional information about students' learning experiences. The distinction is particularly important in the present study because learning materials may be available in students' homes without necessarily being used frequently for English language learning.

Home Learning Resources and English Language Performance

The home learning environment can provide students with additional opportunities to encounter and practice academic content outside formal classroom instruction. Learning resources available in the home may supplement classroom instruction by allowing students to read, watch, listen to, or interact with educational materials. Moreover, in the context of second-language development, independent learning and learner autonomy have been identified as important dimensions of students' engagement in language-learning environments (Paradowski & Jelińska, 2023).

Nevertheless, access to home resources does not necessarily indicate that students use them for language-learning purposes or that such use results in improved language performance. For example, television exposure may involve English-language programs, local-language programs, or entertainment that provides little direct grammatical learning. Similarly, computer use may involve educational activities, communication, gaming, social media, or other purposes unrelated to English learning.

Consequently, the frequency of using a learning material should not automatically be interpreted as evidence of language-learning exposure. Rather, frequency represents the extent to which students engage with a resource and provides an empirical variable that can be examined in relation to demonstrated language performance. This distinction is important in interpreting the relationship between learning-material use and students' syntactic competence.

Relationship Between Learning-Material Use and Syntactic Competence

Learning resources may provide additional opportunities for language exposure, practice, and independent learning. Students who regularly engage with language-learning resources may have additional opportunities for language exposure and independent learning. However, the relationship between resource use and language performance cannot be assumed to be uniformly positive, particularly because learner engagement may vary according to motivation, autonomy, and the nature of the learning environment (Paradowski & Jelińska, 2023). The effect of a learning material may depend on the type of resource, frequency of engagement, purpose of use, and quality of language exposure.

A student who frequently uses a computer, for instance, may not necessarily engage in English-language learning activities. Likewise, a student who watches television frequently may receive substantial exposure to English or may primarily watch programs in another language. Therefore, frequency alone may provide only a broad measure of learning-material engagement and may not capture the purpose, quality, or language-learning content of students' use.

This distinction is important because previous research has demonstrated the educational potential of learning resources, but the actual relationship between students' frequency of use of different learning materials and demonstrated syntactic performance may vary according to context. Wang et al. (2024) demonstrated that student engagement in foreign-language learning is related to classroom goal structure and self-efficacy, highlighting the importance of learner and classroom factors in language-learning engagement.

Accordingly, empirical examination is necessary to determine whether students who report more frequent use of selected learning materials also demonstrate higher levels of syntactic competence. Such an examination is particularly relevant among secondary-school learners because their language development occurs through the interaction of formal classroom instruction and learning experiences beyond the classroom.

Assessment of Syntactic Competence

Assessment provides a means of determining whether students can apply grammatical knowledge in actual language tasks. In the context of syntactic competence, assessment may involve identifying grammatical errors, correcting erroneous sentences, completing sentence structures, or producing grammatically appropriate constructions.

The distinction between error identification and sentence correction is particularly relevant. A learner may recognize that a sentence is incorrect but may not necessarily be able to produce the appropriate correction. Conversely, successful correction requires the learner to recognize the grammatical problem and apply the relevant grammatical rule. Therefore, assessing both abilities can provide information about different but related aspects of syntactic performance (Wu et al., 2023; Yoon et al., 2024).

The use of performance-based assessment is consistent with the educational goal of determining how learners apply grammatical knowledge in language tasks. Activities involving grammatical error recognition and correction can require learners to process specific sentence structures and demonstrate their knowledge of grammatical relationships (Wu et al., 2023; Yoon et al., 2024).

In the present study, syntactic competence is therefore understood in terms of students demonstrated ability to identify syntactic errors and correct erroneous sentences. This terminology reflects actual performance and avoids conceptualizing the construct as language aptitude. The focus is on what students are able to perform during the assessment rather than on their potential or predisposition to learn a language.

Synthesis and Research Gap

The reviewed literature establishes that grammar and syntactic competence are important components of English language learning, particularly as secondary-school students encounter increasingly complex language tasks. Syntactic competence involves the ability to recognize and apply grammatical relationships within sentences, while performance-based activities such as error identification and sentence correction can provide evidence of students' ability to apply grammatical knowledge.

The literature also indicates that grammar development is influenced by educational experiences. Explicit grammar instruction, contextualized practice, corrective feedback, and opportunities for revision can contribute to grammatical accuracy (Gebremariam, 2024; Li & Sun, 2024; Mao et al., 2024; Salada, 2024). These findings support



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the view that syntactic competence develops through opportunities to encounter, process, practice, and apply grammatical structures.

Learning materials likewise provide potential opportunities for language exposure and independent learning. Books, journals, television, computers, and other resources may expose learners to vocabulary, grammatical structures, and different forms of English language use. However, the literature also indicates that the availability of learning material does not necessarily mean that it is frequently used or used for educational purposes. Thus, availability and frequency of use represent distinct aspects of students' learning experiences.

Despite the established importance of grammar instruction, syntactic assessment, corrective feedback, and learning resources, the reviewed literature provides limited evidence that simultaneously examines the frequency of students' use of learning materials and their demonstrated syntactic competence in terms of identifying syntactic errors and correcting erroneous sentences. Existing studies have often examined grammatical accuracy, instructional interventions, corrective feedback, or learning resources separately. Furthermore, fewer studies have focused specifically on this combination of variables among Grade 10 students in the local secondary-school context.

This gap provides the basis for the present study. By examining students' frequency of use of selected learning materials alongside their performance in identifying syntactic errors and correcting erroneous sentences, the study seeks to determine whether students' learning-material use is significantly related to their syntactic competence. The study therefore contributes an educational perspective to the assessment of syntactic performance by examining not only what students can do in grammar-related tasks but also one aspect of the learning environment in which their language development occurs.

Theoretical Framework

This study is primarily anchored on Social Cognitive Theory of Albert Bandura (1986), with structural and functional perspectives on language serving as supporting linguistic foundations. The framework is organized in this manner to distinguish the theory explaining the learning environment from the linguistic perspectives that provide a basis for understanding syntactic competence.

Social Cognitive Theory

Social Cognitive Theory emphasizes reciprocal interactions among personal factors, behavior, and environmental conditions (Bandura, 1986). In the present study, learning materials represent elements of the students' learning environment, while students' syntactic performance represents an observable learning outcome. The theory therefore provides a basis for examining whether students' engagement with learning resources is associated with their syntactic competence without assuming a causal relationship.

The theory is particularly relevant because students' learning does not occur exclusively within the classroom. Books, journals, television, and personal computers may provide additional opportunities for exposure to language, practice, and reinforcement. Nevertheless, the presence or frequency of these resources does not automatically establish learning effects. Their contribution may depend on how learners interact with them and how the resources complement formal instruction.

Structural Linguistic Perspective

Saussure's structural perspective provides a linguistic foundation for viewing language as an organized system of relationships among linguistic elements (Saussure, 1983). This perspective supports the understanding of syntactic structures and the identification of grammatical relationships within sentences. In the present study, it provides a linguistic basis for assessing students' ability to identify syntactic errors and correct erroneous sentences.

Functional Linguistic Perspective

Dik's functional perspective complements the structural view by emphasizing the relationship between grammatical structures and their communicative functions (Dik, 1978). Although communicative performance was not directly measured in this study, the functional perspective reinforces the educational importance of grammatical accuracy because appropriate grammatical structures contribute to clear and meaningful language use.

Theoretical Synthesis

Thus, Bandura's Social Cognitive Theory serves as the primary theoretical anchor, while Saussure's structural perspective and Dik's functional perspective serve as supporting linguistic foundations. This organization avoids treating the three theories as equivalent explanatory frameworks and establishes a clearer connection between the environmental variable, learning process, and syntactic performance assessed in the study.

Conceptual Framework

The conceptual framework guided the conduct of the study by identifying the variables examined and their relationships. It served as a basis for the research objectives, development of the research instrument, and analysis

and interpretation of the findings. The study describes the availability of learning materials and students' responses to grammar lessons to provide contextual information about the respondents' learning environment and instructional experiences. The principal variables subjected to statistical analysis are the frequency of learning-material use and syntactic competence.

The frequency of learning-material use includes books, journals, television, and personal computers, while syntactic competence is operationalized through students' ability to identify syntactic errors and ability to correct erroneous sentences. The framework recognizes that engagement with learning materials may provide opportunities for language exposure and practice; however, the relationship between learning-material use and syntactic competence is examined empirically and non-causally through correlational analysis.

Students' syntactic competence was assessed using a researcher-developed 30-item syntactic error analysis worksheet. Descriptive statistics were used to describe the availability and frequency of learning-material use and students' responses to grammar lessons. Spearman's rho was used to determine whether significant relationships existed between the frequency of use of each learning material and the two measures of syntactic competence.

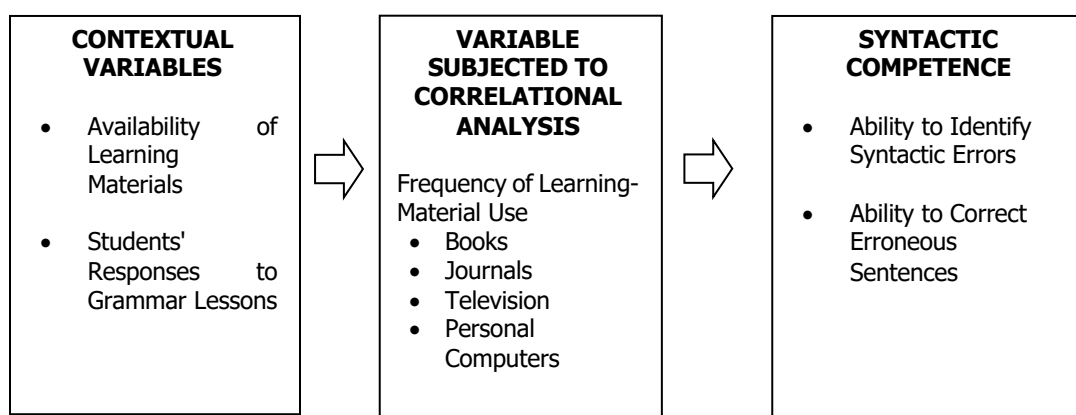


Figure 1. Research Paradigm

Statement of the Problem

Syntactic competence is an essential component of English language learning because it enables students to recognize grammatical errors and construct grammatically correct sentences. Despite continuous exposure to English instruction and access to various learning materials, differences in students' syntactic competence remain evident among Grade 10 learners of Lydia G. Villangca Trade School. Learning materials available in students' homes may provide opportunities for language exposure and practice, while students' responses to grammar lessons may provide contextual information about their learning experiences. However, the extent to which the frequency of using learning materials is associated with students' ability to identify and correct syntactic errors has not been sufficiently established in the local context. Addressing this concern may provide empirical evidence that can assist English teachers and school administrators in designing appropriate grammar instruction, maximizing the purposeful use of learning resources, and developing interventions to strengthen students' syntactic competence.

General Objective

The study aimed to describe the availability and frequency of use of learning materials, students' responses to grammar lessons, and their syntactic competence, and to examine the relationships between learning-material use and syntactic competence and between the two operational measures of syntactic competence among Grade 10 students of Lydia G. Villangca Trade School.

Specific Objectives

The study aimed to:

1. Determine the learning materials available in the homes of Grade 10 students of Lydia G. Villangca Trade School.
2. Determine the frequency with which students use the selected learning materials.
3. Determine students' responses to exposure to grammar lessons.

4. Determine the levels of students' ability to identify syntactic errors and correct erroneous sentences.
5. Determine whether significant relationships exist between the frequency of use of learning materials and students' ability to identify syntactic errors and correct erroneous sentences.
6. Determine whether a significant relationship exists between students' ability to identify syntactic errors and their ability to correct erroneous sentences.

Research Questions

The study sought to answer the following questions:

1. What learning materials are available in the homes of Grade 10 students of Lydia G. Villangca Trade School?
2. What is the frequency of students' use of the selected learning materials?
3. What are the students' responses to exposure to grammar lessons?
4. What are the levels of students' ability to identify syntactic errors and correct erroneous sentences?
5. Is there a significant relationship between the frequency of use of learning materials and students' ability to identify syntactic errors and correct erroneous sentences?
6. Is there a significant relationship between students' ability to identify syntactic errors and their ability to correct erroneous sentences?

Hypotheses

For the inferential analysis, the following null hypotheses were tested at the 0.05 level of significance:

H₀₁: There is no significant relationship between the frequency of use of learning materials and students' ability to identify syntactic errors.

H₀₂: There is no significant relationship between the frequency of use of learning materials and students' ability to correct erroneous sentences.

H₀₃: There is no significant relationship between students' ability to identify syntactic errors and their ability to correct erroneous sentences.

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design. The descriptive component was used to determine the availability of learning materials in students' homes, the frequency of their use, students' responses to grammar lessons, and students' performance in identifying syntactic errors and correcting erroneous sentences.

The correlational component was used to examine the relationships between the frequency of learning-material use and the two measures of syntactic competence, as well as between the ability to identify syntactic errors and the ability to correct erroneous sentences (Creswell & Creswell, 2023).

This research design was appropriate because it allowed the researchers to describe the study variables and examine their relationships without manipulating any of the study variables.

Population and Sampling

The population of the study consisted of all Grade 10 students enrolled at Lydia G. Villangca Trade School, a public secondary school under the Schools Division of Bulacan, Central Luzon, Philippines, during School Year 2021–2022. A total of 125 Grade 10 students comprised the eligible population for the study. Since the population was manageable in size and all eligible students were accessible to the researchers, the study employed total enumeration, wherein all 125 eligible Grade 10 students were included as participants. Thus, the 125 participants represented the entire eligible Grade 10 population rather than a sample selected from a larger population.

The participants were included because they were officially enrolled in Grade 10 during the specified school year and had received English and grammar instruction consistent with the Grade 10 English curriculum. Students who were not enrolled in Grade 10 during the study period were not included in the study.

Of the 125 participants, 84 (67.20%) were 16 years old, while the remaining participants were 17 or 18 years old. In terms of sex, 79 (63.20%) were female, and 46 (36.80%) were male. These demographic characteristics were presented solely to describe the participants and provide contextual information for interpretation of the study findings.

Research Instruments

In gathering the required data, the study utilized two researcher-developed instruments: (1) a structured questionnaire and (2) a 30-item Syntactic Error Analysis Worksheet. The instruments were developed based on the



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objectives of the study, the variables examined, relevant literature and studies, and the assessment principles reflected in DepEd Order No. 73, s. 2012, *Guidelines on the Assessment and Rating of Learning Outcomes under the K to 12 Basic Education Curriculum*.

The structured questionnaire was used to gather information regarding the respondents' demographic characteristics, the availability and frequency of use of selected learning materials at home, and their responses to and frequency of exposure to grammar lessons.

Part I gathered demographic information, specifically age and sex. Part II consisted of four sections that gathered information on the availability of learning materials at home, frequency of use of these materials, students' responses to grammar lessons, and frequency of exposure to grammar lessons. The learning materials included books, journals, television, and personal computers. The section on students' responses to grammar lessons included two dimensions: response (positive or negative) and interest (with interest or without interest).

Part III contained the 30-item Syntactic Error Analysis Worksheet. The worksheet consisted of 30 sentences that respondents were required to evaluate to determine whether each sentence contained a syntactic error. When an error was identified, the respondents were required to provide the appropriate grammatical correction. Thus, the worksheet yielded two operational measures of syntactic competence: (a) ability to identify syntactic errors and (b) ability to correct erroneous sentences.

For the syntactic-error identification component, each correct identification was assigned one point, while an incorrect identification was assigned zero points. For the sentence-correction component, each appropriate grammatical correction was assigned one point, while an incorrect or inappropriate correction was assigned zero points. The two components were scored separately, with each component having a maximum possible score of 30, and the resulting scores were converted into percentage scores.

The resulting percentage scores were interpreted using a researcher-developed proficiency classification consisting of Beginning, Developing, Approaching Competence, Competent, and Advanced. The classification was developed for the present study based on the assessment principles reflected in DepEd Order No. 73, s. 2012 and was operationalized specifically for the 30-item Syntactic Error Analysis Worksheet.

Validity and Reliability of the Instrument

Before administration, the researcher-developed instruments underwent content validation by a panel of language experts. The validators evaluated the items in terms of relevance, clarity, appropriateness, and alignment with the objectives and variables of the study. Their comments and recommendations were incorporated into the revision of the instruments before pilot testing.

The revised instruments were subsequently pilot-tested among 30 Grade 10 students who had characteristics comparable to those of the target respondents but were not included in the actual study. The pilot test was conducted to assess the clarity of the instructions and items and to identify statements requiring modification.

For the Syntactic Error Analysis Worksheet, an initial pool of 100 syntactic items was developed and subjected to item analysis. The results were used to determine the suitability of the items for inclusion in the final instrument. Based on the established item-selection criteria, 30 items were retained for the final version of the worksheet.

The internal consistency of the final 30-item Syntactic Error Analysis Worksheet was assessed using Cronbach's alpha, which yielded a reliability coefficient of $\alpha = .87$, indicating good internal consistency. This reliability coefficient pertains specifically to the 30-item Syntactic Error Analysis Worksheet and does not represent the reliability of the entire questionnaire.

Data Collection Procedure

Before data collection, the researcher secured approval from the School Principal of Lydia G. Villangca Trade School, Schools Division of Bulacan, to conduct the study. Upon approval, the researcher coordinated with the Grade 10 teachers regarding the schedule and administration of the research instrument. Data were collected from January to February 2022 during School Year 2021–2022 at Lydia G. Villangca Trade School.

Before administering the questionnaire, the respondents and their parents or guardians were informed of the study's purpose, the voluntary nature of participation, and the confidentiality of the information to be provided. Parental/guardian consent and student assent were obtained before participation. The researcher personally administered the researcher-developed questionnaire during the respondents scheduled class period, and the respondents were given one hour to complete the instrument. Upon completion, the questionnaires were immediately retrieved, checked for completeness, coded, and organized for statistical analysis.

Treatment of Data

The collected data were analyzed using descriptive and inferential statistical procedures. Frequency and percentage were used to summarize the respondents' demographic characteristics and the availability and frequency of use of learning materials. Descriptive measures appropriate to the level and nature of the data were used to summarize students' responses to grammar lessons and their performance in the Syntactic Error Analysis Worksheet.

Students' syntactic competence was assessed through two operational measures: (a) ability to identify syntactic errors and (b) ability to correct erroneous sentences. Each correctly identified syntactic error status was assigned one point, while an incorrect identification was assigned zero points. Similarly, each appropriate grammatical correction was assigned one point, while an incorrect or inappropriate correction was assigned zero points. The raw scores for the two components were computed separately, with a maximum possible score of 30 for each component.

The percentage score was computed by dividing the raw score by the total possible score of 30 and multiplying the result by 100. The resulting percentage scores were interpreted using the researcher-developed proficiency classification presented in Table 1. The same scoring framework was applied separately to students' ability to identify syntactic errors and their ability to correct erroneous sentences.

To determine the relationships among the study variables, the Spearman rank-order correlation coefficient (Spearman's rho) was employed. Spearman's rho was used to determine the direction and strength of monotonic relationships between the variables measured in the study.

The analysis examined the relationships between the frequency of use of each identified learning material and the two measures of syntactic competence, as well as the relationship between ability to identify syntactic errors and ability to correct erroneous sentences. The level of significance was set at 0.05. A p -value less than 0.05 was interpreted as indicating a statistically significant relationship.

Table 1

Researcher-Developed Proficiency Classification for the 30-Item Syntactic Error Analysis Worksheet

Raw Score	Percentage Score	Proficiency Level
27–30	90.00–100.00%	Advanced
26	86.67%	Competent
24–25	80.00–83.33%	Approaching Competence
23	76.67%	Developing
0–22	0.00–73.33%	Beginning

Note. The proficiency classification was developed for the present study based on the assessment principles reflected in DepEd Order No. 73, s. 2012 and operationalized specifically for the 30-item Syntactic Error Analysis Worksheet. The numerical ranges presented in the table constitute the study's researcher-developed scoring framework and were not directly adopted as DepEd-prescribed cut-off scores.

Scoring Procedure. Each correctly identified syntactic error status was assigned one point, while an incorrect identification was assigned zero points. Similarly, each appropriate grammatical correction was assigned one point, while an incorrect or inappropriate correction was assigned zero points. The raw scores for the two components were computed separately, with a maximum possible score of 30 for each component. The percentage score was computed using the formula:

$$\text{Percentage Score} = (\text{Raw Score} \div 30) \times 100$$

The resulting percentage scores were interpreted using the researcher-developed proficiency classification presented in Table 1. The five proficiency levels—Beginning, Developing, Approaching Competence, Competent, and Advanced—were developed for the present study based on the assessment principles reflected in DepEd Order No. 73, s. 2012 and operationalized for the 30-item syntactic assessment. Thus, the numerical ranges presented in Table 1 constitute the study's operational scoring framework rather than direct DepEd-prescribed cut-off scores. The same scoring framework was applied separately to students' ability to identify syntactic errors and their ability to correct erroneous sentences.

Classification and Computation of Students' Response to Grammar Lessons

Students' response to exposure to grammar lessons was measured using one categorical item in the questionnaire. The respondents were instructed to encircle their response under two dimensions: Response and Interest. The Response dimension consisted of Positive and Negative, while the Interest dimension consisted of With interest and Without interest. The two responses were combined to classify the students' responses as Positive with interest, Positive without interest, Negative with interest, or Negative without interest.

No numerical score or cut-off point was assigned because the item was categorical in nature. The responses were analyzed using frequency and percentage. The percentage was computed by dividing the frequency of respondents in each category by the total number of respondents and multiplying the result by 100. Thus, the classification Positive with interest referred to students who indicated a positive response and selected "With interest," whereas Negative with interest referred to students who indicated a negative response but selected "With interest."

Ethical Considerations

Before the conduct of the study, permission was obtained from the School Principal of Lydia G. Villangca Trade School. The purpose, procedures, and nature of participation in the study were explained to the respondents and their parents or guardians before data collection. Since the respondents were Grade 10 students who may have been minors, parental or guardian informed consent and student assent were obtained before participation.

Participation in the study was voluntary, and the respondents were informed that they had the right to decline participation or withdraw from the study without penalty or adverse consequences. The respondents were also informed that the information they provided would be treated confidentially and would be used solely for academic and research purposes. Confidentiality and anonymity were maintained throughout the study.

No personally identifying information was disclosed in the presentation or reporting of the findings, and the results were presented in aggregate form to prevent the identification of individual respondents. The collected data were handled only for the study and were made accessible only to the researcher and authorized members of the research team. All procedures were conducted in accordance with established ethical principles governing research involving human participants.

RESULTS AND DISCUSSION

The Results and Discussion section presents the findings on the availability and frequency of use of learning materials, students' responses to grammar lessons, and their syntactic competence in terms of their ability to identify syntactic errors and correct erroneous sentences. It also presents the statistical relationships between learning-material use and the two measures of syntactic competence.

Table 2

Availability of Learning Materials in the Homes of the Respondents

Learning Materials	No. of Students	Percentage (%)
Books	125	100.00
Journals	98	78.40
TV	115	92.00
PC	84	67.20

Table 2 shows that books were available in the homes of all 125 respondents (100.00%). Television was available to 115 respondents (92.00%), journals to 98 respondents (78.40%), and personal computers to 84 respondents (67.20%). These findings indicate that respondents had access to several types of learning resources outside the classroom. The availability of such resources provides potential opportunities for language exposure and practice. However, availability alone does not establish that the resources were used frequently, used for educational purposes, or associated with higher syntactic competence.

Table 3*Frequency of Students' Use of Selected Learning Materials*

Learning Materials	Never		Sometimes		Always		Interpretation
	Frequency	%	Frequency	%	Frequency	%	
Books	0	0.00	46	36.80	79	63.20	Always
Journals	28	22.40	51	40.80	46	36.80	Sometimes
Television	10	8.00	13	10.40	102	82.40	Always
Personal Computer	41	32.80	38	30.40	46	36.80	Sometimes

Note. Frequency-of-use responses were obtained from all 125 respondents. A response of "Never" may include respondents who did not have personal access to the material

Table 3 indicates differences in the frequency with which students used the selected learning materials. Television had the highest proportion of respondents who reported always using it (82.40%), followed by books (63.20%). Journals were always used by 36.80% of respondents and sometimes used by 40.80%. Personal computers were always used by 36.80%, sometimes used by 30.40%, and never used by 32.80%. These findings indicate that students' patterns of use differed across the types of learning materials. Books and television were used more consistently, whereas journals and personal computers were used less frequently. The frequency-of-use responses were obtained from all 125 respondents; therefore, a response of "Never" may include respondents who did not have personal access to a particular learning material.

Paradowski and Jelińska (2023) emphasized the relevance of learner autonomy, self-directed learning, and engagement in language-learning contexts. These concepts provide a broader educational perspective for interpreting students' differing patterns of resource use; however, they were not directly measured in the present study.

Table 4*Students' Response to Exposure to Grammar Lessons*

Response to Grammar Lessons	Number of Students	Percentage
Negative with interest	3	2.40
Positive with interest	122	97.60
Total	125	100.00

Table 4 shows that all 125 respondents reported being interested in grammar lessons. Of these, 122 (97.60%) expressed a positive response with interest, whereas 3 (2.40%) expressed a negative response with interest. No respondent selected the "without interest" category. Thus, while interest in grammar lessons was universal among the respondents, a small proportion expressed a negative response despite reporting interest.

This indicates that the overwhelming majority of students expressed a positive response and interest toward grammar lessons. The finding may be viewed in relation to literature emphasizing the role of motivation and engagement in language learning (Arcipe & Balones, 2023; Wang et al., 2024). Liu and Hwang (2024) likewise highlighted the potential of metalinguistic corrective feedback in supporting grammar learning. Furthermore, the findings suggest that students generally demonstrated a favourable disposition toward grammar lessons, although the results do not establish a causal effect on syntactic competence.

Table 5*Ability to Identify Syntactic Errors and Ability to Correct Erroneous Sentences*

Ability to Identify Syntactic Errors	Beginning	Developing	Approaching Competence	Competent	Advanced	Total
Beginning	0	3	0	0	0	3
Developing	3	0	0	0	0	3

Ability to Identify Syntactic Errors	Beginning	Developing	Approaching Competence	Competent	Advanced	Total
Approaching Competence	0	0	41	0	0	41
Competent	0	0	0	13	0	13
Advanced	0	0	0	2	63	65
Total	3	3	41	15	63	125

Table 5 presents the cross-classification of students' performance in syntactic-error identification and sentence correction. Of the 125 respondents, 65 (52.00%) were classified at the Advanced level in the first dimension, while 41 (32.80%) were at the Approaching Competence level, 13 (10.40%) were Competent, and 3 respondents each (2.40%) were at the Developing and Beginning levels. For sentence correction, 63 respondents (50.40%) were classified at the Advanced level, 15 (12.00%) at the competent level, 41 (32.80%) at the Approaching Competence level, and 3 respondents each (2.40%) at the Developing and Beginning levels. Among the 65 students classified at the Advanced level in identifying syntactic errors, 63 (96.92%) were likewise classified at the Advanced level in correcting erroneous sentences.

The cross-tabulation indicates a close correspondence between the two performance measures, particularly among students classified at the Advanced level. However, a cross-tabulation alone does not establish the statistical strength or significance of the relationship. If the study formally tested this relationship using Spearman's rho, the corresponding statistical table should be presented before interpreting its magnitude and significance. The finding is broadly consistent with research showing that individual differences in language aptitude and learning experience are associated with variation in grammatical proficiency (Llompert & Dąbrowska, 2023; Prael et al., 2022). In the Philippine context, Desales (2025) likewise demonstrated the continuing importance of grammatical competence in students' language performance.

Table 6

Relationship Between Ability to Identify Syntactic Errors and Ability to Correct Erroneous Sentences

Variables	Spearman's ρ	p -value	N	Interpretation
Ability to identify syntactic errors and ability to correct erroneous sentences	.988	< .001	125	Very strong positive significant relationship

The analysis revealed a very strong positive and statistically significant relationship between students' ability to identify syntactic errors and their ability to correct erroneous sentences ($\rho = .988$, $p < .001$, $N = 125$). This indicates that students who performed better in identifying syntactic errors also tended to perform better in correcting erroneous sentences.

However, the magnitude of the correlation should be interpreted cautiously. The two measures were derived from related components of the same 30-item syntactic error analysis activity. Students were required to examine sentence structures and apply grammatical knowledge in both identifying errors and producing corrections. Consequently, the observed association may partly reflect conceptual and measurement overlap between the two performance dimensions rather than evidence that the measures represent entirely independent constructs. The finding therefore demonstrates a strong correspondence between the two aspects of syntactic performance within the present assessment rather than establishing that one ability independently causes or determines the other.

Table 7

Relationship Between Frequency of Learning-Material Use and Syntactic Competence

Learning Material	Ability to Identify Syntactic Errors: ρ	p -value	Ability to Correct Erroneous Sentences: ρ	p -value
Books	.165	.207	.147	.262
Journals	.180	.227	.162	.278
Television	.114	.408	.122	.377

Learning Material	Ability to Identify Syntactic Errors: ρ	p -value	Ability to Correct Erroneous Sentences: ρ	p -value
Personal computers	.096	.558	.096	.558

Table 7 presents the Spearman rank-order correlations between the frequency of using learning materials and the students' syntactic-competence indicators. None of the correlations reached statistical significance at the 0.05 level.

For books, the correlation with syntactic-error identification was $\rho = .165$ ($p = .207$), while the correlation with sentence-correction ability was $\rho = .147$ ($p = .262$). For journals, the corresponding coefficients were $\rho = .180$ ($p = .227$) and $\rho = .162$ ($p = .278$). For television, the coefficients were $\rho = .114$ ($p = .408$) and $\rho = .122$ ($p = .377$). For personal computers, both correlations were $\rho = .096$, with $p = .558$.

One possible explanation is that frequency of use is a relatively broad measure and does not indicate how students actually used the learning materials. For example, frequent television viewing does not necessarily involve exposure to English-language educational content, while frequent computer use may involve activities unrelated to language learning. Similarly, books and journals may be used for academic, recreational, or other purposes that do not require attention to grammatical structures.

Thus, frequency of use alone may not adequately capture the quality, purpose, or language-learning relevance of students' engagement with these resources. The finding is relevant to literature emphasizing the importance of learner engagement in language learning. Paradowski and Jelińska (2023) highlighted learner autonomy, motivation, self-directed learning, and engagement as relevant factors in online foreign-language learning. In the Philippine context, Desales (2025) demonstrated the continuing relevance of assessing grammatical competence as a basis for instructional intervention.

However, these explanations should be considered possible contextual or methodological interpretations rather than established causes because the present study did not directly measure the purpose, quality, or language-learning content of students' resource use.

Conclusions

Based on the analysis and interpretation of the data, the following conclusions were drawn.

1. Books were available in the homes of all respondents, while television, journals, and personal computers were also available to substantial proportions of the participants. The findings indicate that Grade 10 students had access to several types of learning resources outside the classroom.
2. The respondents differed in their patterns of learning-material use. Books and television were used more consistently than journals and personal computers based on the reported frequency categories.
3. The respondents generally demonstrated a favorable response to grammar lessons, with 97.60% reporting a positive response with interest. This finding indicates that grammar instruction was generally well received by the participants.
4. In terms of syntactic performance, 65 respondents (52.00%) were classified at the Advanced level in syntactic-error identification, while 63 respondents (50.40%) were classified at the Advanced level in sentence correction. The findings indicate that a substantial proportion of respondents demonstrated relatively strong performance in both areas.
5. A very strong positive relationship existed between students' ability to identify syntactic errors and their ability to correct erroneous sentences ($\rho = .988$, $p < .001$). However, this relationship should be interpreted cautiously because both measures were derived from related components of the same syntactic error analysis activity.
6. No statistically significant relationships were found between the frequency of using books, journals, television, or personal computers and students' ability to identify syntactic errors or correct erroneous sentences. Thus, within the present group of Grade 10 students, the frequency of learning-material use alone was not significantly associated with the measured indicators of syntactic competence.
7. The findings indicate that the frequency of learning-material use alone may not adequately explain differences in syntactic competence. The quality, purpose, and language-learning relevance of students' engagement with learning materials may warrant further investigation, although these factors were not directly measured in the present study.



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Recommendations

Based on the conclusions of the study, the following recommendations are offered.

1. For English teachers: Teachers may integrate commonly available learning resources, particularly books and television-based materials, into contextualized grammar activities that require students to identify grammatical structures, analyze sentences, and apply syntactic rules.
2. For the use of journals: English teachers may incorporate journal-based activities, such as article analysis, grammar-identification exercises, and sentence-editing tasks, to provide additional opportunities for students to examine written language.
3. For digital learning resources: Schools and English teachers may explore structured use of digital language-learning resources, including online grammar activities and writing tools, particularly for students who have access to personal computers but report limited use of them for learning purposes.
4. For grammar instruction: Teachers may sustain students' favorable responses to grammar lessons through contextualized, interactive, and learner-centered activities, including peer editing, sentence reconstruction, guided practice, and other tasks that require students to apply grammatical rules.
5. For students requiring additional support: English teachers and school administrators may consider targeted support for students classified at the Beginning and Developing levels through scaffolded grammar exercises, individualized feedback, and appropriate remedial activities.
6. For school leaders and curriculum planners: School leaders and curriculum planners may consider the findings when designing or supporting language-learning activities that promote purposeful engagement with available learning resources. Such initiatives may be accompanied by appropriate teacher guidance rather than relying solely on resource availability or frequency of use.
7. For future researchers: Future studies may examine factors that were not directly measured in the present research, such as the quality of students' engagement with learning materials, instructional approaches, learner motivation, socioeconomic conditions, and digital-learning practices. Studies involving larger and more diverse populations may also help determine whether the present findings are consistent across different educational contexts.

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