

Grammatical Competence of College Freshmen: Basis for the Development of Instructional Materials

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Abstract: Language communication is one of the most important assets anyone should possess. Gaining proficiency in the English language is a lifelong skill that would enable one to succeed in life. The macro skills which include listening, speaking, reading, writing, and viewing need to be mastered to successfully maximize the use of language for self-expression and for communication with others. Furthermore, substantiated and confirmed the report showing that although students are rated high in a grammatical test, most of them need more drills in sentence construction specifically in the categories like tenses of the verb, phrases, clauses, and parallelism to gain mastery. Using the Analyze, Design, Develop, Implement, Evaluate (ADDIE) model as a guide in language competency accompanied by a random sampling technique to identify the respondents of this study.

Results show that freshmen students revealed a high level of grammatical competence in categories like pronouns, subject-verb agreement, prepositions, use of conjunctions, adjectives, verbal, identification of syntax errors, tenses of verbs, phrases, and clauses, and parallelism. The categories where the students showed low performance were in tenses of verbs, phrases and clauses, and parallelism.

Keywords: ADDIE, Parrelism, verbs, phrases and clauses, macro skills

1. Introduction

Proficiency in English for communication is a lifelong skill that would enable one to succeed in life. The five macro skills, which include listening, speaking, reading, writing, and viewing, must be mastered to successfully maximize the use of language for self-expression and communication with others.

According to Barrot (2018), recent information and communications technology developments in the region and the Philippines have prompted the Philippine government to push for a new primary education curriculum. Along with these changes is adopting the new English curriculum known as the Language Arts and Multiliteracies Curriculum (LAMC). The Department of Education (2019) claimed that this curriculum aimed to satisfy one of the principles, which is the development of communicative Competence and critical literacy;

Moreover, adapting to curricular innovations, the Alternative Learning System crafted the main thrust of the Learning Strand (LS) 1, which is to develop the student's communication skills. It involves the five macro skills, namely: listening purposively and critically; speaking clearly and appropriately; reading to process and critically use information from a wide range of written materials and other forms of media, and expressing one's ideas and feelings clearly and effectively in writing; and, viewing to demonstrate critical understanding and interpretation of visual media.

In developing these macro skills, a speaker or writer should always apply the rules of grammar to effectively express one's ideas correctly in English in a variety of ways.

In linguistics, "grammar" refers to the rules that explain how words use in a language (Merriam-Webster, 2022). These grammar skills developed; the students will be able to achieve linguistic Competence.

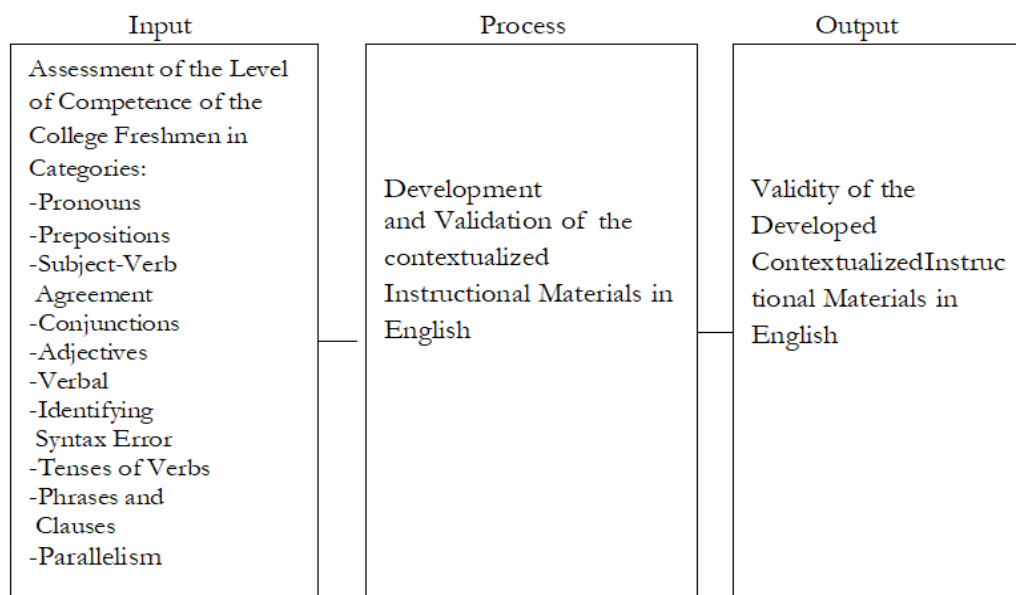
According to Nordquist (2020), grammatical Competence refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language. It is also known as grammatical Competence or I-language.

Scenarios of the student's language difficulties were established by the researcher based on her personal experiences as an English instructor. Using the students' test results, she found that most students often commit syntactic and grammatical errors during sentence formation. She realized further that many of them struggle when called to recite as they can hardly create or express themselves proficiently in English due to a lack of test results, she found that most students often commit syntactic and grammatical errors during sentence formation. She realized further that many of them struggle when called to recite as they can hardly create or express themselves proficiently in English due to a lack of vocabulary skills and mastery of grammar rules. They manifested common grammatical errors in the following categories: subject-verb agreement, parallelism, construction of phrases, verb tenses, and use of prepositions and conjunction. Having identified these problems, the teacher also realized that there were limited opportunities for the teachers to develop language materials to supplement instruction and exercises to increase the students' mastery of grammar rules.

With the above justifications, the researcher got interested in determining the grammatical Competence of first-year College students. The result of the study would tell the areas where the students perform poorly in grammar; thus, it is used as the basis for developing instructional materials in English.

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2. Methods

Research Design

The researcher employed the developmental research design. According to Richey and Nelson (n.d.), developmental research could be either a situation in which someone is performing instructional design,

development, or evaluation activities as a whole and studying the process at the same time; it is the study of the impact of someone else's instructional design and development efforts.

In this study, the researcher aimed to determine the level of grammatical competence covering language structures in use of prepositions, prepositions, conjunctions, adjectives, subject-verb agreement, verbal, phrases and clauses, tenses of verbs, syntax errors, and parallelism and among the college freshmen of Iloilo State College of Fisheries. The result was used as the basis for the development of a contextualized instructional material in English. A modified Likert scale was used to describe the level of grammatical competence of the students based on mean scores per category and for the evaluation of the instructional material by the English Professors.

Locale of the Study

This study was conducted at Iloilo State College of Fisheries System that offers common courses in Education, Information Technology/Allied courses and Management courses. For the College of Education, it offers programs like the Bachelor of Elementary Education and Bachelor of Secondary Education where one of the majors is English. It is one of the State Colleges and Universities in the Iloilo Province where the freshmen students were enrolled either in the main or a satellite campus. The College is composed of five campuses in the different Municipalities of District IV, Province of Iloilo namely: ISCOF- Tiwi Campus, Barotac Nuevo Campus, Dingle Campus, Dumangas Campus and San Enrique Campus. As to curriculum, the school provides instructional and Information Technology resources like IT technologies, books, modules, manuals, etc. for instruction. To augment the teacher’s classroom materials, the College library offers substantial numbers of textbooks, workbooks/worktexts, ebooks to address the need of students for grammar practice/exercises. Instructors and Professors were also encouraged to develop modules in their subject especially in this time of the Covid-19 pandemic. Some of these resources were used by the researcher for the development of her instructional materials.

Respondents of the Study

The respondents of the study were the college freshmen of Iloilo State College of Fisheries System enrolled for the school year 2019- 2020. To measure the students’ level of grammatical competence, a language test was administered covering language structures/categories using pronouns, prepositions, adjectives, conjunctions, subject-verb agreement, tenses of verbs, verbal, identification of syntax errors in sentences, clauses and phrases, and parallelism. Grammatical competence is the students’ ability to construct sentences correctly following the rules of grammar. Grammatical competence refers to knowing how grammar is used in communication (Richards, 2022). The result was used as basis for the development of a contextualized instructional material in English.

There were 325 respondents from the entire freshmen population of the ISCOF System of 1,731. There were 59 or 18% of students coming from the Tiwi Campus; 88 or 27% from Barotac Nuevo Campus; 65 or 20% from Dingle Campus; 48 or 15% from Dumangas Campus and 65 or 20% from San Enrique Campus.

As to the evaluators of the instructional material, five English Faculty members of Iloilo State College of Fisheries-Dumangas Campus were requested to validate/evaluate it. They were asked to validate the developed materials using the evaluation checklist for content.

Table 1. Distribution of the Respondents

Category	Population	<i>f</i>	%
Whole Group	1731	325	100
Campus			
Tiwi Campus	310	59	18

Barotac Nuevo Campus	476	88	27
Dingle Campus	342	65	20
Dumangas Campus	265	48	15
San Enrique Campus	338	65	20
English Faculty Validators	5	5	100

Sampling Technique

The first group of respondents of the study were the College freshmen of Iloilo State College of Fisheries. They were taking common courses like Education, Information Technology and Management courses. Using the convenience sampling technique, 325 students participated in the study and answered the online test in grammar.

The second group were the validators of the developed contextualized instructional material who were identified as English Faculty of Iloilo State College of Fisheries.

The Development Process of Contextualized Instructional Material

Using the Analyze, Design, Develop, Implement and Evaluate (ADDIE) Model for instructional material development, the researcher was able to produce a contextualized English material in order to address the problem of low competence of the College freshmen in these categories: use of tenses of verbs, phrases and clauses, and parallelism. With the review and exercises all put together in the material, the researcher hopes to contribute for the improvement of the grammatical competence in English of the students and their performance.

Research Instrument

The first set of a researcher-made test in grammar was constructed to gather the data from the students. The instrument was categorized into three parts: Part I included the profile of the students and Part II which is the grammar test. The grammar test was composed of 100 items arranged broken down into 10 categories namely: (1) pronouns; (2) subject-verb agreement; (3) prepositions; (4) use of conjunctions; (5) adjectives; (6) verbal; (7) syntax; (8) tenses of verbs; (9) phrases and clauses. The respondents were directed to choose the correct answer from the given choices. The instrument was submitted for validation by the English and research experts. After soliciting some comments and suggestions, it was revised for the pilot testing to a group of thirty (30) College freshmen at Tiwi Campus who were not part of the actual respondents. The results of the pilot test were encoded in Excel form for the reliability test employing Cronbach Alpha. Items that were poorly constructed were revised or deleted and those that are good were included as part of the final instrument.

For the interpretation of data, the scale provided below described the level of grammatical competence of the freshmen students:

Scale: Scores Description

	8-10	Very High Competence
	6-7.99	High Competence
4-5.99		Average Competence
2-3.99		Low Competence
0-1.99		Very Low Competence

The second set of instruments was an evaluation checklist for content composed of the following criteria: (1) Most Essential Learning Competency; (2) Instructional Design and Organization; (3) Instructional Quality of Text and Visuals; (4) Assessment; (5) Readability; and, (6) Referencing and Source Citation. This was adopted from the

website of Philippine Normal University, General Education Department (2021).

As to the validity of the instrument, the evaluators gave a rating using this scale and interpretation:

1 – Yes 2 – No

Score Interpretation of Validation

0.00 – 1.49	Invalid	Not applicable for use
1.50 – 2.49	Less Valid	Can be used with more revision
2.50 – 3.49	Valid revision	Can be used with little
3.50 – 4.00	Very Valid revision	Can be used without

Teaching materials are said to be valid when teaching materials reach valid or very valid criteria.

Data Gathering and Instructional Materials Validation Procedures

The instrument was administered after necessary permission from the Research Adviser and the Dean and Director of the Graduate School were sought. At the level of satellite campuses, the Campus Administrators and Chair of Instructions’ consents were sought for the grammar test administration to the respondents. Since the students were no longer met as face to face instruction is restricted campus-wide, the assistance of the Class Advisers was sought for the list of students for the online test. Those that had the connectivity were informed and advised by their English teachers, College Deans, and others through Facebook, Messenger, text message, phone calls, personal invitation and were encouraged to open the given link or answer the test using the online platform, Google Form. The retrieval of the test responses were downloaded using the spreadsheet with corresponding scores. These were re-encoded and coded to Microsoft Excel for the statistical treatment using the Statistical Package for Social Sciences (SPSS).

As to the validation of the instructional material, the researcher sought the permission and assistance of English Professors at Iloilo State College of Fisheries through a letter. Upon acceptance they were given the copy of the material and evaluation checklist as their guide in appraising its quality in terms of content using the following parameters: (1) Most Essential Learning Competency; (2) Instructional Design and Organization; (3) Instructional Quality of Text and Visuals; (4) Assessment; (5) Readability; and, (6) Referencing and Source Citation. Responses were answered either as a “Yes” or “No”. After the retrieval of the evaluation tool, the researcher tallied, coded and encoded the data in the Excel form and submitted them for statistical treatment using the SPSS, the results were analyzed and interpreted using the Likert scale with corresponding descriptions as to the evaluators’ assessment of the instructional material’s validity.

Ethical Considerations

The researcher used the online platform to administer the test and for generating responses as face to face interaction is restricted during these times due to Covid-19 pandemic. For the evaluators, the researcher personally handed over the developed instructional material with the evaluation checklist to the selected English Faculty for their appraisal in terms of its validity.

For ethical reasons, the following methods and principles were observed in the process of selection of the students and the validators and as to the administration of the instrument:

Informed Consent. Informed consent was obtained from the students through a letter attached to the instrument. The letter contained the purpose or reason why the study was conducted. It explained as well the manner on how the data will be generated. The researcher informed the students their right to refuse to join/withdraw anytime without penalty by not answering the instrument. When they opted to answer the instrument, it is understood that they gave their consent to be part of the study.

Risks, Benefits and Safety. The researcher assured the students that all measures were taken into consideration to prevent the occurrence of emotional harm and avoidance of social stigma especially when the students' scores are very low in the test.

Privacy and Confidentiality of Information. The students were assured with utmost privacy and confidentiality of their names and results of the grammar test. Records were kept confidential and no name was reflected in the data, instead codes were used to ensure the secrecy of test results per student.

Justice. The participant's right for fair treatment and privacy were considered. Fair treatment includes that the students were recruited based on the inclusion criteria and the requirements of the research. The participant's decision not to take part or withdraw from the study as specified in the informed consent was respected. No offensive, discriminatory or other unacceptable languages were used against the students who refused to participate. Sensitivity and respect for the participants' beliefs were observed at all times.

Statistical Analysis

The data from the grammar test and content validation were submitted for statistical treatment utilizing the following tools: frequency count, percentages, standard deviation and mean for the descriptive analyses.

Frequency count and percentages. Frequency count and percentages described the number of the respondents. It indicated the number of students per campus who were selected through convenient sampling and the English Professors who participation in the validation of the contextualized instructional material.

Standard Deviation. Standard deviation describes the dispersal of the data is in relation to the mean.

Mean. Mean described the level of grammatical competence of the respondents in terms of the use of pronouns, prepositions, adjectives, conjunctions, subject-verb agreement, verbal, phrases and clauses, syntax error, tenses of the verb and parallelism. The scores in the test of the students per item and category were added and divided by the number of students of which the average scores were the mean. It also described the result of the evaluation as to the quality of content of the instructional material by the English Professors.

3. Results

The qualitative analysis of the study results provides details on the validity of the developed instructional materials. Using the evaluation checklist with "yes" or "no" responses, the researcher provides the following results:

The three experts evaluated the instructional materials with positive impressions that all indicators in every area of the instrument were marked as "Yes" which means that the developed instructional materials have passed the minimum requirements for developing a module/worktext. These are specifically described:

For Parameter A, Most Essential Learning Competencies in Grammar (MELC), the instructional materials (Worktext in Grammar) covered the targeted learning competencies for improving the students' proficiencies in the correct use of tenses of verbs, phrases, clauses, and parallelism. The content of the instructional materials intends to sufficiently develop the targeted learning competencies.

Parameter B which refers to Instructional Design and Organization, all indicators got the also "Yes" response which tells that the instructional materials have learning objectives that are anchored on the MELCs, that is it uses a variety of self-directed techniques, learning tasks, and formative assessments. The content as well is logically developed and organized, and lessons and activities were arranged from simple to complex, from observable to

abstract. It also contained essential instructional design elements that contributed to the achievement of the learning objectives. The IM also allows for review, comparison, and integration of previous lessons and uses motivational strategies and exercises to hook the target user's interest and engagement. It uses process questions and activities which require different levels of the cognitive domain to achieve the desired learning outcomes. The IM provides written and performance tasks that are differentiated based on the target user's multiple intelligences, learning styles, and readiness levels. It develops the students' 21st-century skills and higher-order cognition like critical thinking, creativity, learning by doing, and problem-solving. Most importantly, it integrated desirable values and traits of the students.

Parameter C describes the instructional quality of texts and visuals. The evaluators agreed that the contents in the developed instructional materials are accurate and free from any social content violations and factual errors.

Parameter D is all about the assessment part of the instructional materials. The evaluators confirmed "Yes" that the IM provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies. It has assessments that are aligned with the specific objectives and contents with a variety of assessment types. Assessments have clear demonstrations/models/examples, instructions, and or rubrics to serve as a guide on how these will be used. It also has activities that ensure active engagement of the learners and has pre-and post-assessment items that are constructed differently.

Parameter E focuses on readability. Vocabularies used in the instructional materials are appropriate to the target user's level of comprehension and experience. The length and structure of sentences are suited to the comprehension level of the target users. Paragraph structures facilitate the smooth flow of ideas and concepts.

Topics and ideas presented from one lesson to the next are coherent and integrated. The instructions, discussion points, questions, and activities are clear to the target users.

Finally, as to referencing, sources were properly cited in the reference list containing the name of the content creator, title of the source, and publication details like the publisher, location of the publisher, date of publication, website, etc.

The personal comments and suggestions given by the English experts for the improvement of the instructional materials were consolidated as follows:

"Use of local terms and names is encouraged." Expert 1

"Activities per lesson should be contextualized to students' learning environment for authentic learning." Expert 2

"Use authentic examples and activities so that students can easily connect to the present setting for improved understanding."

Expert 2

"Minimal corrections can be revised." Expert 1

"Minimize the number of items per activity." Expert 3

"Congratulations on developing material for the enhancement of the student's competencies in grammar. Your developed instructional materials contained review lessons and varied exercises that are helpful to the learners. Just restate some statements to show that it is contextualized and reflects the local scenario." Expert 3

4. Discussion

The language in English is closely related to Frisian, German, and Dutch (in Belgium called Flemish) languages which originated in England and are the dominant language of different countries such as the United Kingdom, Canada, Australia, Ireland, New Zealand, and the United States. English is known to be the first choice of foreign language in Inflection

Nouns, pronouns, adjectives, and verbs in Modern English can have inflections while adverbs, prepositions, conjunctions, and interjections cannot in most countries in the world, a position of a global lingua franca. An estimated third of the world's population now uses English.

Modern English is analytic, whereas Proto-Indo-European, the ancestral tongue of most modern European languages, was synthetic or inflected. For many years, English words have been in Sanskrit, Greek, Latin, Russian, and German, toward invariable forms, as in Chinese and Vietnamese.

Characteristics of Modern English

Phonology

In American English, such as Inland Northern, the speech form of western New England and its derivatives popularly referred to as General American, are in the pronunciation of certain individual vowels and diphthongs.

Morphology

Most English nouns have plural inflection *-e/s*. However, that form shows variations in pronunciation in words *cats* (with a final */s/* sound), *dogs* (with a final */z/* sound), and *horses* (with a final */ɪz/* sound), as also in the third person singular present-tense forms of verbs: *cuts* (*s*), *jogs* (*z*), and *forces* (*ɪz*). Seven nouns have mutated plurals: *man*, *men*; *woman*, *women*; *tooth*, *teeth*; *foot*, *feet*; *goose*, *geese*; *mouse*, *mice*; *louse*, *lice*. Two have plurals in *-en*: like *brother* and *brethren*. Some remain unchanged (*deer*, *sheep*, *moose*, *grouse*). Five personal pronouns have distinctive forms for Subject and Object (*he/him*, *she/her*). Adjectives have distinctive endings for comparison (comparative *bigger*, superlative *biggest*), with several irregular forms (*suitable*, *better*, *best*).

The forms of verbs are not complex, but only the substantive verb (to be) has eight forms: *am*, *is*, *are*, *was*, *were*, *been*, and *being*, while strong verbs have five forms: *ride*, *rides*, *rode*, *riding*, and *ridden*. Whereas regular or weak verbs have four forms: *walk*, *walks*, *walked*, and *walking*. Some that end in *-t* or *-d* have a few forms: *cut*, *cut*, and *cut*.

English employs two other main morphological (structural) processes —affixation and composition—and two subsidiary ones — back-formation and blending.

Affixation

Affixes and word elements attached to words, may either precede as prefixes (*do*, *undo*; *way*, *subway*) or follow as suffixes.

Composition

Composition pertains to the primary compounds *cloverleaf*, *gentleman*, and (less obviously, because of the spelling) already show the collocation of two free forms. They differ from groups-words or phrases in stress, juncture, vowel quality, or a combination of these.

Syntax

Sentences are classified as follows: (A) simple, containing one clause and predication;(B) multiple or compound, containing two or more coordinate clauses; and (C) complex, containing one or more main clauses and one or more subordinate clauses.

Vocabulary

The vocabulary is approximately a quarter Germanic (Old English, Scandinavian, Dutch, German) and two-thirds Italic or Romance (especially Latin, French, Spanish, and Italian), from Greek in science and technology and with considerable borrowings from more than 300 other languages from Anglo-Saxon.

Linguistics is the study of language put together, and how it functions. According to SIL International (2019), some building blocks of different types and sizes are combined with a language. Sounds can be together; sometimes, they change their form and do exciting things when this happens. Words are arranged in a particular order, and sometimes the beginnings and endings of the words are changed to adjust English adopted and adapted words from many other languages, acquiring them sometimes directly and sometime the meaning. Then the meaning can be affected by the arrangement of words and by the speaker's knowledge of what the hearer

understands. Linguistics studies all these. Various branches of linguistics are given their name, some of which describes below. Linguists are individuals or people who study linguistics.

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Phonetics is the study of speech sounds made using the mouth, nose, teeth, and tongue and comprehending how the ear hears those sounds and can tell them apart. Phonetics involves practicing, producing sounds, and figuring out which sound is heard. The waveform of each sound can be analyzed with the aid of computer programs. In sign language, phonetics refers to the possible shapes, movements, and use of physical space.

Phonology uses phonetics to see how sounds or signs are arranged in a system for each language. In phonology, sounds can be contrastive for another, giving a different or "contrastive," meaning. For example, in English, /r/ and /l/ are two different sounds - and the words "road" and "load" differ according to which of these sounds are used. However, in some languages, /r/ and /l/ are variations of the same sound. They could never make a meaning difference in words that differ by only that sound. They are also interested in syllables, phrases, rhythm, tone, and intonation.

Morphology looks at how individual words are formed from smaller chunks of meaningful units called morphemes. The English word 'untied' of three parts, one referring to the process of reversing an action (un-), one indicating the action of twisting string-like putting things together, so they stay (tie), and the last indicating the action happened in the past (-d). Many languages are a more complex way of putting words together. Morphology interacts in meaningful ways with both phonology and syntax, which needs to pay attention to the form of a word when it combines it with other words.

Syntax studies are phrases, clauses, and sentences constructed and combined in particular languages. Writing grammar requires defining the rules that govern the structure of the sentences of the language. Such rules involve the order of words and the form of words in various positions. For instance, languages where the direct Object generally follows the Verb have many things in common, in contrast to the things commonly held by languages where the direct Object generally precedes the Verb.

Discourse analysis looks at more giant chunks of language - texts, conversations, stories, and speeches. Different types of these use language differently; differences can even be in how a language is used based on the genre. Using this phrase as an example, "Once upon a time" is an appropriate start to a fairy tale, but not a news story on the evening news. Discourse features can also show essential principles of an organization, such as which players in a story have vital roles and which just have bit parts.

Semantics revolves around the meaning of words that focuses on the relation between words, phrases, and other languages and on how these words and phrases connect to the world. Pragmatics is similar, but it involves studying how language speakers use to communicate and accomplish what they need. Pragmatics is the relationship between speaker and listener that allows assumptions about the intended message, considering how context contributes to meaning. It depends on the person who wants to stay awake - and the questioner suit to understand the intended meaning of the person who wants to stay awake.

Historical linguistics refers to languages that changed. Changes happen slowly within the language, such as in pronunciation or word meaning. Other changes happen because of contact with speakers of other languages. The most well-known example is "borrowing," but language contact can cause other types of change. Comparing phonology, syntax, and word lists of similar or geographically close languages can be interesting to see how similar they are. Linguists use this information to figure out the past of the languages which was split from the other. Combined facts about the speakers of the language, can lead to important discoveries about their history.

Sociolinguistics focuses on society and language. They may use surveys to examine in which contexts a language is used (e.g., market, home, school, workplace) and the attitudes to each language (particularly in multilingual contexts). They may look at how variation in a particular language correlates with social factors such as speaker age, ethnic identity, and location. (SIL International, 2019).

Linguistic Competence

Linguistic Competence describes and defines the rules that govern an individual's tacit understanding of what is acceptable and not in the language they speak. The concept was introduced by the linguist Noam Chomsky in 1965. Competence can be regarded as a revision of the idea of the language system. Chomsky is concerned with establishing a science that studies "the language faculty" in analogy with other mental faculties like logic. It is a kind of intuitive reasoning power, that requires no accumulation of facts or skills to improve. Grammatical knowledge presented functional fluent teachers in different languages. So, Chomsky's sense implies neither an accumulated store of knowledge nor an ability or skill.

The key source of Chomsky's conception is Rene Descartes, whose creative powers of the mind led him to human language as an instrument of thought. Chomsky cited Wilhelm von Humboldt as a source for the conception of the generative nature of competence. Humboldt argues that the use of language demands thinking on language where the general laws governing language originate. In Chomsky's sense, Competence is regarded as entirely independent of any performance considerations, that might concern other disciplines.

An individual's Competence is defined by the grammar or set of rules that are represented mentally and manifested by their understanding of acceptable usage in a given linguistic idiom. Grammatical Competence thus defines an innate knowledge of rules rather than knowledge of items or relations. It is said to be innate because one does not have to be trained to acquire it, and it can be applied to an unlimited number of previously unheard examples. The two phrases I speak acceptable Chinese and I speak Chinese acceptably would be acceptable by any native English speaker, but I speak acceptably Chinese would probably not. Despite its more complex form, which is spoken in Cantonese and some other Chinese dialects as well as Japanese, might be regarded as all right. Examples like these are thought to provide evidence of a deep grammar structure, in other words, linguistic Competence.

A project in generative grammar has two distinct aims. First, it is a matter of analyzing the elements of a sentence or phrase into its distinct parts, thus revealing the so-called deep structure of the sentence. Competence implies an unconscious knowledge of the rules for converting the deep structure into a surface structure. The whole procedure has been adopted by or incorporated into many texts and discourse analysis approaches.

The second aim of generative grammar is to establish and produce descriptive models of the rules that compose the complete grammar. The rules must be finite yet capable of generating an infinite number of innovative sentences.

Chomsky added that projects in generative grammar abound with examples of sentences. The point is not to establish what is right or wrong in any absolute sense. Instead, it is to establish first that a speaker's Competence leads them to intuitive judgments concerning the relative acceptability of sentences. Then it is a matter of producing models of that Competence. Accordingly, the controversial aspect of generative grammar lies in its assertion of an innate cognitive faculty, which issues the rules of grammatical structure and generation and thus describes the entire grammar of the language faculty, its syntax, which is manifested by an individual's Competence in their language. Despite the ideal implied by the notion of complete grammar, Chomsky insists that any science of the language faculty must, like all science, be subject to interminable revision and refinement (Phillips & Tan, 2019).

Boudjelal (2014) made a study entitled "Linguistic Competence Overrides an Intercultural World: Teachers' Assessment of Learners' Writing Performances." His findings revealed that learners make many linguistic mistakes in terms of linguistic Competence, which shift the teacher's attention to their correction. The number of students is enormous; therefore, teachers cannot pay attention to every learner's mistakes. Teachers may limit by time, and the main focus of teaching English in the Department of English is learners' Linguistic Competence.

Grammar

Grammar is the rules which structure a language. 7SL states that grammar is the logic behind the order and choice of our words.

The basic grammar rules according to (7ESL, 2022) that the students need to master are:

Grammar rule #1: A complete sentence (a noun and a verb)

A noun is a person, place, thing, or idea. A verb is an action word.

Grammar rule #2: A complete sentence includes a subject and a predicate

The Subject refers to the person, place, or thing the sentence is about. The predicate describes the Subject, and what it is doing.

In Example 1, the Subject is "The bird," and the predicate is "flew."

Grammar rule #3: The only exception to the above rules is the imperative sentence.

It is a sentence type in which the speaker instructs or commands the person they are speaking to. In this type of sentence, only the predicate is required.

Example 3: Go away!

A complete sentence with a predicate and no subject.

In an imperative sentence, the Subject implies what it is the person to be instructed.

For instance, Example 3 could be as follows.

Example 4: You must go away!

The subject "you" in Example 4 is implied in Example 3, so it isn't necessary to include it.

Grammar rule #4: Adjectives can go directly before the noun they describe, or after it, if separated by a verb

An adjective is a word that describes a noun.

When the adjective is in the subject part of the sentence, it goes directly before the noun.

Example 5: The angry bird flew.

Like in Example 2, the Subject here is "The angry bird," and it includes both the noun "bird" and the adjective "angry", which describes it.

However, when the adjective is the predicate part of the sentence, it may go after the noun.

Example 6: The bird is angry.

In this example, the Subject is "The bird," and the predicate is "is angry." The predicate consists of the verb "is" and the adjective "angry".

Grammar rule #5: A compound subject includes two or more simple subjects

Compound subjects are created through the use of conjunctions.

Conjunctions are connecting words, like "and," "or", and "but."

Example 7: The bird and the plane flew.

This sentence contains two simple subjects and a specific predicate. In other words, the sentence contains a compound subject and a simple predicate. The simple subjects are "The bird" and "the plane ."The conjunction connects them "and." Combined, they form the compound subject "The bird and the plane."

Grammar rule #6: A compound predicate includes two or more predicates

Example 8: The bird flew and sang.

This sentence contains a straightforward subject and two simple predicates. The simple predicates are "flew" and "sang." Connected by the verb "and," they form the compound predicate "flew and sang."

Grammar rule #7: A compound sentence includes more than one Subject or predicate

Example 7 and Example 8 are both compound sentences because they each have more than one Subject or more than one predicate.

However, a compound sentence does not require a compound subject or a compound predicate.

Example 9: The bird sang, and the plane flew.

This compound sentence example does not include a compound subject or compound predicate. Instead, it consists of two independent clauses.

Grammar rule #8: An independent clause consists of a subject and a predicate, like a complete sentence.

In Example 9, the independent clause "The bird sang" connects to the independent clause "the plane flew" by the conjunction "and."

Independent clauses are called "independent" because they do not "depend" on any additional words to become complete sentences.

A complete sentence must start with a capital letter and end with punctuation.

Example 10: The plane flew.

For example, the independent clause "the plane flew" became a complete sentence without additional words. All that it required was capitalization and punctuation.

Grammar rule #9: A dependent clause cannot form a complete sentence without additional words

A clause is any phrase that includes a noun and a verb. Not all phrases which include a noun and a verb are complete sentences or independent clauses.

Dependent clauses often contain words like "because", "which", "that", or "when". Adding these words often causes the clause to be "dependent."

Example 11: The plane flew when the bird sang.

In this sentence, "when the bird sang" is a dependent clause. As seen above, "the bird sang" is an independent clause. It contains a subject and predicate and can stand alone as a complete sentence. However, "when the bird sang" is not an independent clause. The phrase only makes sense with additional information and additional words.

"What happened when the bird sang?"

"The plane flew."

Grammar rule #10: The direct Object is the noun being acted on by the Verb

None of the above examples include a direct object. In each example, the nouns in the sentence perform the verbs in the sentence. For instance, in Example 11, the plane performed flight, and the bird performed singing.

The noun which performs the Verb is the Subject of the Verb. The noun "plane" is the Subject of the verb "flew," and the noun "bird" is the Subject of the verb "sang."

However, many verbs have objects as well as subjects. The Verb's Object is the noun which the Subject directs the Verb towards.

Example 12: The bird ate seeds.

In this sentence, the direct Object of the verb "ate" is "seeds." The "seeds" are the noun that "the bird" (the Subject) is eating. Without the seeds, the bird would be eating nothing. In other words, the bird is "acting on" the seeds.

Grammar rule #11: The indirect Object is the noun that receives the direct Object

Some verbs can have direct objects and indirect objects. The indirect Object is connected by words such as "to," "at," or "towards."

Example 13: The bird gave the seeds to me.

This example has a subject, a direct object, and an indirect object. The Subject is "the bird," which is the noun performing the verb "gave." The direct Object is "seeds," and the Object the bird is "giving." Without the seeds, the bird would give nothing. The indirect object is "me," connected to the direct Object by the word "to."

It is not always necessary for the words to be in this order. This sentence can be formed without the word "to" and still have the same meaning.

Example 14: The bird gave me the seeds.

Though the order of the words has changed, "seeds" is still the direct Object of the verb "gave," and "me" is still the indirect Object.

Grammar rule #12: When written in passive voice, the Object of the Verb becomes the Subject of the sentence

All of the above examples are written in active voice. It means that the order of the sentence is: Subject – Verb – Object. Example 12 is a simple sentence in this structure.

Passive voice refers to phrases where the Object on which the Verb is acting replaces the Subject in the sentence's structure. The following example is an inversion of Example 12.

Example 15: The seeds eaten by the bird.

If we take "eaten" as the Verb of this sentence, the order of words is Object – Verb – Subject. For example, the helping verb "were" comes between the Object (seeds) and the Verb (eaten), which is acting upon it.

However, the sentence is passive voice, because the Subject of the sentence is "The seeds," and the predicate is "ate" by the bird." It is important to remember the difference between the "subject-predicate" relationship and the "subject-verb-object" relationship.

Grammar rule #13: Conjugations of the verb "to be" are essential to the passive voice

Many words are versions or conjugations of the verb "to be." "Is," "our," "was," and "were" are all versions of it, in addition to words you might expect, like "be," "being," and "been."

When a conjugation of "to be" comes before another verb, it is usually an indicator of passive voice. The following example demonstrates how other conjugations of "to be" could function as the helping Verb in Example 15.

Example 16: The bird ate the seed.

The bird is eating the seeds.

The bird has eaten the seeds.

The bird had eaten the seeds.

In each of the above example sentences, the meaning changed by choice of the helping Verb. However, in all of them, the relationship between the Object, Subject, and Verb remains the same.

Grammar rule #14: Sentences written in passive voice can omit the Subject of the acting Verb
For instance, Example 15 could be as follows.

Example 17: The seeds are eaten.

Because the Object of the verb "eaten" has become the sentence's Subject, this is a complete sentence with a subject and predicate. The Subject of the verb "eaten" has been removed does not make the sentence incomplete.

The "seeds" subject to the helping verb "were."

Grammar rule #15: In passive voice, the Subject of the acting Verb connects by a prepositional phrase. Prepositions are words that clarify questions like "where?", "when?" or "which?" For instance:

Example 18: The bird ate seeds under the table.

The bird ate seeds after lunchtime.

The bird ate the seeds which I gave him.

The above sentences utilize the prepositions "under," "after," and "which".

In Example 15, the prepositional phrase "by the bird" clarifies the Subject of the verb "eaten".

Grammar rule #16: Prepositional phrases separated by commas.

When prepositional phrases are to the middle or beginning of a sentence, they are separated by commas.

This frequently happens with "which" phrases.

Example 19: The bird, which belonged to my mother, ate seeds.

The prepositional phrase here, which offers additional information, comes in the middle of the sentence and is separated by commas. To avoid confusion around sequences such as "my mother ate seeds."

Example 20: After lunchtime, the bird ate seeds.

The bird, after lunchtime, ate seeds.

These variations on the second sentence from Example 18 move the prepositional phrase "after lunchtime" to the beginning and middle of the sentence.

Example 21: The seeds under the table ate by the bird.

This sentence features two prepositional phrases. "Under the table" clarifies seeds were "by the bird" and clarifies the subject of the verb "ate."

Grammar rule #17: Adverbs function like prepositions

Adverbs are descriptive words that answer the question "how?" They often end in the suffix "-ly."

The adverb "quickly" can be moved to the beginning, middle, or end of Example 12.

Example 22: Quickly, the bird ate the seeds.

The bird quickly ate the seeds.

The bird devoured seeds.

Each of these sentences means the same thing. Adjectives cannot be used so freely.

Example 23: The green bird ate seeds.

The bird ate green seeds.

Grammar rule #18: A subject complement describes the Subject of the sentence.

When an adjective does not come directly before the noun it describes, it is a subject complement. It is connected to the Subject by a linking verb, such as "is."

Example 24: The bird is green.

It has the same meaning as "the green bird," but because it has a subject and predicate, it can function as an independent clause. "The green bird" is only a subject.

Nouns can also be subject complements.

Example 25: The bird is a dancer.

Because a dancer is a noun, it cannot be placed before the noun the way an adjective can. "The dancer bird" does not make sense as a subject. However, when the noun "dancer" is used as a subject complement, it can describe the bird.

Sioco and De Vera (2019) determined the level of grammatical Competence of 177 Junior High School students along with the subject-verb agreement. The study concludes that Junior High School students must further enhance their grammatical Competence in subject-verb agreement. It offers a set of recommendations to improve strategies and techniques in instruction and develop instructional materials that will develop relevant competencies for students in the field of English language learning.

The researchers concluded that the students did not pass the SVA test (Decena, 2017).

The grammar proficiency of Colegio de San Juan de Letran College students across all departments and at all year levels was likewise evaluated by Barraquio (2015) to identify weaknesses and improve students' instruction and quality of learning. Areas of plural nouns, pronoun usage, and pronoun-antecedent agreement needed improvement. The students failed in sentence structure, subject-verb agreement, and sentence construction. Research findings also showed that grammar was essential in developing identified English competencies among Letran students. She recommended all first-year students enroll in English 101 or Remedial English.

Writing error analysis on English and grammar usage from Facebook Posts was also studied by Corral (2017). It specifically focused on Subject-Verb Agreement, prepositions, verb forms, and determiners. Findings revealed that most errors were seen within the Verb tense/form category, followed by subject-verb agreement and use of prepositions. Other errors committed by the students were the use of contraction, use of articles, pronoun agreement, use of singular and plural, and use of conjunctions. It revealed that the sentences constructed by the learners show that interference from their mother tongue is a source of difficulty in second language learning.

Furthermore, grammatical errors committed by the students are attributed to interlanguage. They tend to commit overgeneralization, incomplete application of rules, and false hypotheses as they produce the language that impedes the successful acquisition of the target language. The error analysis results imply that although learners

have been taught the target language rules repeatedly, they still lack mastery in the identified areas or categories. It recommends that teachers provide interactive and engaging activities, especially on tenses, SVA and prepositions; master grammar rules; and, provide venues for students to use the language in actual situations, whether in writing or speaking.

Khamsin (2016) conducted a linguistic analysis of grammatical Competence to which mistranslations of two research articles from Farsi to English followed. Students wrote of post-graduate courses in mechanical engineering and physics in Iran require revision for conspicuous grammatical errors, and as a result, unintelligibility. The analysis reveals the crucial role of grammatical Competence for Iranian students in higher education to help them find their deserved stance in related international discourse communities.

Syntax

In linguistics, "syntax" refers to the rules that govern how words combine to form phrases, clauses, and sentences. The term "syntax" comes from Greek, meaning "arrange together." It is used to mean the study of the syntactic properties of a language. In computer contexts, syntax refers to the proper ordering of symbols and codes so that the computer can understand what instructions are telling it to do.

Syntax is the proper order of words in a phrase or sentence.

Syntax is a tool used in writing proper grammatical sentences.

Native speakers of a language learn correct syntax without realizing it.

The complexity of a writer's or speaker's sentences creates a formal or informal level of diction that has been presented to its audience.

The syntax is one of the significant components of grammar. It is the concept that enables people to know how to start a question with a question word ("What is that?"),

which generally come before the nouns they describe ("green chair"), subjects often come before verbs in non-question sentences ("She jogged"), prepositional phrases start with prepositions ("to the store"), helping verbs come before main verbs ("can go" or "will do").

Using correct syntax for native speakers comes naturally, as word order is learned as soon as an infant starts absorbing the language. Native speakers can tell something is not said quite right because it "sounds weird," even if they cannot detail the exact grammar rule that makes something sound "off" to the ear.

Syntactic Rules

In English, parts of speech often follow ordering patterns in sentences and clauses, such as compound sentences are joined by conjunctions (and, but, or) or that multiple adjectives modifying the same noun follow a particular order according to their class (such as number-size-color, as in "six small green chairs"). The rules of how to order words help the language parts make sense. Sentences often start with a subject, followed by a predicate (or just a Verb in the most uncomplicated sentences), and contain an object or a complement (or both), which is done. For example, in the sentence "Beth slowly ran the race in wild, multicolored flip-flops," the sentence follows a subject-verb-object pattern ("Beth ran the race"). Adverbs and adjectives take their places in front of what they are modifying ("slowly ran"; "wild, multicolored flip-flops"). The Object ("the race") follows the verb "ran," and the prepositional phrase ("in wild, multicolored flip-flops") starts with the preposition "in."

Syntax versus Diction and Formal versus Informal

Diction refers to the style of writing or speaking that someone uses, brought about by their choice of words, whereas syntax is the order in which they arrange the spoken or written sentence. Something written using a very high level of diction, like a paper published in an academic journal or a lecture given in a college classroom, is written very formally. Speaking to friends or texting is informal, meaning they have a low level of diction.

Formal written works or presentations would likely also have more complex sentences or industry-specific jargon. They are directed to a more narrow audience than something meant to be read or heard by the general public,

where the audience members' backgrounds will be more diverse. Precision in word choice is less exacting in informal contexts than in formal ones, and grammar rules are more flexible in spoken language than in formal written language. Understandable English syntax is more flexible than most.

Types of Sentence Structures

Types of sentences and their syntax modes include simple, compound, complex, and compound-complex sentences. Compound sentences are two simple sentences joined by a conjunction. Complex sentences have dependent clauses, and compound-complex sentences have both types included.

An example of each sentence type is presented below:

Simple sentence: Subject-verb structure ("The girl ran.")

Compound sentence: Subject-verb-object-conjunction-subject-verb structure ("The girl ran the marathon, and her cousin did, too.")

Complex sentence: Dependent clause-subject-verb-object structure ("Although they were tired after the marathon, the cousins decided to go to a celebration at the park.")

Compound-complex sentence: Four clauses, dependent and independent structures ("Although they were not fond of crowds, this was different, they decided, because of the common goal that had brought everyone together.")

Syntax Variations and Distinctions

Syntax has changed some over the development of English through the centuries. "The proverb "Whoever loved that loved not at first sight?" indicates that English negatives could once place after main verbs" (Aitchison, 2001). And not all people speak English in the same way. Social dialects learned by people with common backgrounds—such as a social class, profession, age group, or ethnic group—also may influence the speakers' syntax. Think of the differences between teenagers' slang and more fluid word order and grammar vs. research scientists' technical vocabulary and manner of speaking to each other. Social dialects are also called "social varieties."

Beyond Syntax

Following proper syntax does not guarantee that a sentence will have meaning. Linguist Noam Chomsky stated that a sentence is syntactically and grammatically correct. The words are arranged correctly and the verbs agree with the subjects. With it, Chomsky showed that rules governing syntax are distinct from the meanings that words convey.

The distinction between grammar and syntax was disrupted by recent research in lexicogrammar, which considers the words in grammar rules: For example, some verbs (transitive ones that act on something) always take direct objects.

Bergstrom (2019) made a performance analysis on the grammatical correctness and communicative ability in English of Swedish learners. The grammatical analysis focused on the verb phrase, and tests included both free production in speech and writing and elicitation tests. Communicative ability was assessed 'objectively' by identifying such parameters as fluency, copiousness, and span by using non-expert evaluators. Grammatical correctness correlated with the communicative ability both in speech and in writing, and writing proficiency correlated with speech proficiency with respect to both grammatical correctness and communicative ability. The findings revealed further that there is a positive correlation between grammatical correctness and communicative ability. A remarkable finding is that the percentage of correct verb phrases correlates very weakly with communicative ability in written data. In oral data, the correlation is slightly negative. The learner's competence in grammar is reflected in both his written and oral performance. On the other hand, there is no correlation between communicative ability in writing and communicative ability in speech. The study shows that a working

command of a set of syntactic rules is essential for communication. Errors are, however, an integral part of the learning process. The major parts of errors are accounted for by the learner's use of compensatory strategies. Among these low-achievers, communicative ability in conversation is distinct from writing ability (dissertations.se, 2019).

Language Proficiency

Ernst-Slavit and Egbert (2020) gave different views on language proficiency from the point of view of linguists. They echoed that language proficiency can be defined as the ability to use language accurately and appropriately in its oral and written forms in settings (Cloud, Genesee, & Hamayan, 2000). Kern (2000) developed a broad conceptual framework for understanding language proficiency that includes three dimensions of academic literacy: linguistic, cognitive, and sociocultural. To be proficient in a language requires knowledge and skills using linguistic components. It also requires background knowledge, critical thinking, and metacognitive skills, as well as understanding and applying cultural nuances, beliefs, and practices in context. Finally, being proficient in a language requires skill in using appropriately the five language domains—listening, speaking, reading, writing, and viewing — for a variety of purposes, in a variety of situations, with a variety of audiences.

Although these five domains are interrelated, they can develop at different rates and independently of one another. These domains can be classified as receptive or productive skills and as oral or written.

Receptive language refers to the information someone receives through listening or reading activities.

Listening. English learners process, understand and respond to spoken language from a variety of speakers for a range of purposes in a variety of situations. Listening, however, is not a passive skill; it requires the active pursuit of meaning.

Reading. English learners process, interpret and evaluate written words, symbols, and other visual cues used in texts to convey meaning. Learning to read in a second language may be hindered or enhanced by students' levels of literacy in their native languages. Students who have strong reading foundations in their first languages bring with them literacy skills that can typically be transferred to the process of learning to read in English.

Productive language refers to the information produced to convey meaning. The very nature of productive language implies an audience, although not always an immediate audience, as in the case of writing a book or an e-mail.

Speaking. English learners engage in oral communication in a variety of situations for a variety of purposes and audiences in a wide array of social, cultural, and academic contexts. Contextual roles for getting and keeping the floor, turn-taking, and how children converse with adults are only a few examples.

Writing. English learners engage in written communication in a variety of forms for a variety of purposes and audiences. These forms include expressing meaning through drawing, symbols, and/or text. ELLs may come with writing styles and usages that are influenced by their home cultures.

Viewing. English learners demonstrate a critical understanding and interpretation of visual media (DepEd, 2019).

Understanding the different demands of each language domain aids educators in addressing the language learning needs of their ELLs. Note that proficiency in a language may vary across the four basic language skills. For example, think about the times we have heard an adult language learner say, "I can read German, but I can't speak it at all." Likewise, some ELLs may have stronger listening and speaking skills, while others might be stronger writers but not as strong when it comes to speaking. When assessing the proficiency levels of ELLs, it is important to take into account an individual student's performance in each domain.

Looking at the teachers as a factor in the students' linguistic competence, Meniado (2019) studied the English proficiency of Faculty members in Higher Education Institutions in the Philippines. He found out that the majority of the teachers are in B1 and B2 levels (Intermediate and Upper Intermediate). With regards to a

specific language skill, writing is their lowest with the majority of the teachers placed in A1 and A2 levels (Basic Users). Results of the study suggested that faculty members need to undergo several language enhancement courses while the higher education institution involved in this study needs to support teachers in their formal higher studies.

Communicative Competence

Communicative Competence in the context of the Department of Education is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and how knowledge of utterances and communicative functions can be combined according to the principles of discourse (Department of Education, 2019).

While the ability to correctly form words, sentences, paragraphs, and larger bodies of text is an important expectation by schools and educators, the area of communicative competence can sometimes be overlooked. Briefly, the idea of communicative competence is the communicator's comprehensive knowledge and appropriate application of a language in a specific context. This knowledge helps the communicator know what to communicate and, more importantly, how, when, and where to communicate something.

Communicative competence does not apply only to oral language. Communicative competence means competence in all language domains—both the productive and the receptive. When talking about communicative competence, we need to consider four important elements: grammatical or linguistic, sociolinguistic, discourse, and strategic.

Grammatical or linguistic competencies involve the accuracy of the language used (e.g., spelling, vocabulary, sentence formation, pronunciation) (Ernst-Slavit and Egbert, 2020).

Elements of Communicative Competence

DepEd (2019) has categorized communicative competence into the following competencies: (1) Grammatical/Linguistic Competence means the acquisition of phonological rules, morphological words, syntactic rules, semantic rules, and lexical items. Sociolinguistic competencies entail the use of language in an appropriate manner or style in a given context. These competencies take into account a variety of factors such as rules and social conventions, the status of participants, and cultural norms; (2) Sociolinguistic competence is referred to as the learning of practical aspects of various speech acts, namely, the cultural values, norms, and other socio-cultural conventions in social contexts. They are the context and topic of discourse, the participant's social status, sex, age, and other factors which influence styles and registers of speech. Since different situations call for different types of expressions as well as different beliefs, views, values, and attitudes, the development of sociolinguistic competence is essential for communicative social action. Ernst-Slavit and Egbert (2020) assert that sociolinguistic competencies entail the use of language in an appropriate manner or style in a given context. These competencies take into account a variety of factors such as rules and social conventions, the status of participants, and cultural norms; (3) Discourse Competence is defined as the knowledge of rules regarding cohesion (grammatical links) and coherence (appropriate combination of communicative actions) of various types of discourse (oral and written). Sociolinguistic rules of use and rules of discourse are crucial in interpreting utterances for social meaning, particularly when the literal meaning of an utterance does not lead to the speaker's intention easily. Discourse competencies likewise involve the ability to connect correctly formed phrases and sentences into a coherent and cohesive message in a particular style. These competencies involve the ability to be a sender and receiver of messages and to appropriately alternate those roles in conversations or written language; and, (4) Strategic Competence is to DO with the knowledge of verbal and non-verbal strategies to compensate for breakdown such as self-correction and at the same time to enhance the effectiveness of communication such as recognizing discourse structure, activating background knowledge, contextual guessing, and tolerating ambiguity. According to Ernst-Slavit and Egbert, it involves the development of strategies such as how to get into or out of the conversation, break silences, hold the floor in conversations, and deal with strategies to continue communicating when faced with a communication breakdown.

Learning a first language is said to be a complex and lengthy process. While learners follow a similar way of learning a second language, the rate at which they acquire the target language varies depending on a variety of linguistic, socio-cultural, and cognitive factors. As students find their way through the process of becoming competent users of English, educators' awareness of their location along the language learning continuum can help them better address the student's needs and build on their strengths. The study by Alvarez (2017) sought to determine how Communicative Language Teaching (CLT) enhances the grammar competence of senior students. This made use of teaching grammar in six areas: verbal, modifier, subject-verb agreement, pronoun, preposition, and possessive noun, communicatively through varied communicative strategies with grammar and language focus. Learning performance was measured using the pre-test and post-test scores in the CLT group (experimental) and the traditional language teaching (control). When post-test results were compared in the six areas, the experimental group's results using communicative language teaching (CLT) showed significant differences in their performance as reflected in their post-test mean score in all areas while there were only four learning areas in the control group using the traditional approach. Subsequently, when compared in groups, findings showed that there was no significant difference between CLT (experimental) and the Traditional approach (control) in teaching the English language. This implies that either of the two approaches used could enhance grammar skills.

In a study by Sandigan (2018), he said that the communicative competence of freshmen students was determined by their linguistic and sociolinguistic proficiency. According to him, convergent skill in oral production and the use of grammar, vocabulary, and rhetoric created the impression of oral communicative competence. His study had shown as well that students who had no or limited training in reading and classroom interaction developed into less English proficient students. The type of school from which one graduated, parents' income, deprived exposure of children to English reading materials, and the absence of highly skilled teachers greatly influenced the outcome. He suggested that intervention measures should start with the methodical study of the weaknesses of the English Program and put meaning into a longitudinal and progressive development of language skills at all year levels in all courses across disciplines. Appropriate and consistent monitoring, evaluation, and review ensured the success of the program.

Instructional Materials Development

ADDIE Model: Instructional Design

Kurt (2017) shares his inputs about the use of the ADDIE Model in instructional materials development which helped the researcher in the preparation of the intervention for the grammatical areas where the students perform poorly.

According to Kurt, for many years now, educators and instructional designers alike have used the ADDIE Instructional Design (ID) method as a framework for designing and developing educational and training programs. "ADDIE" stands for Analyze, Design, Develop, Implement, and Evaluate. This sequence, however, does not impose a strictly linear progression through the steps. Educators, instructional designers, and training developers find this approach very useful because having stages clearly defined facilitates the implementation of effective training tools. As an ID model, Addie Model has found wide acceptance and use.

The ADDIE model was based on an earlier ID model, the Five Step Approach, which had been developed by the U.S. Air Force. The ADDIE model retained this five-step feature and included many sub-stages within each of the five broad phases. Due to the hierarchical structure of the steps, one had to complete the process linearly, completing one phase before starting the next.

Practitioners over the years have made several revisions in the stages of the original hierarchical version. This has made the model more interactive and dynamic. It was in the mid-1980s that a version similar to the current version appeared. Today, the influence of the ADDIE method can be seen in most ID models being used.



Figure 2. The ADDIE Model

The Five Components of the ADDIE Model Analysis

The Analysis phase can be considered the "Goal-Setting Stage." The focus of the designer in this phase is on the target audience. It is also here that the program matches the level of skill and intelligence that each student or participant shows. This is to ensure that what they already know won't be duplicated and that the focus will instead be on topics and lessons that students have yet to explore and learn. In this phase, the teacher distinguishes between what the students already know and what they should know after completing the subject.

Several key components are to be utilized to make sure the analysis is thorough. Course texts and documents, syllabi, and the internet are to be employed. With the help of online materials such as web courses, a structure can be determined as the primary guide for the syllabus. At the end of the program, the instructional analysis will be conducted to determine what subjects or topics are to be included. The Analysis Phase generally addresses the following issues and questions:

What is the typical background of the students or participants who will undergo the program? Personal and educational information such as age, nationality, previous experiences, and interests should be determined. What is the target group? What are the educational goals, past knowledge levels, experiences, ages, interests, cultural background, etc. of the learners?

What do the students need to accomplish at the end of the program? What are the learner's needs? What will be required in terms of skills, intelligence, outlook, and physical/psychological action-reaction? What are the desired learning outcomes in terms of knowledge, skills, attitudes, behavior, etc.?

Determining popular methods being used around the subject and taking a look at what needs to be developed and improved. Review of existing instructional strategies employed. Are they adequate? What aspects need to be added, clarified, and improved upon?

Determine the target objectives of the project. What instructional goals does the project focus on?

Determine the various options available concerning the learning environment. What is the most conducive learning environment? Is it a combination of live or online discussions? What are the Pros and Cons of online- and classroom-based study? What delivery option is to be chosen? What type of learning environment is preferred? Does one opt for online or face-to-face or a blend of both? If online is preferred what will be the difference in learning outcomes between classroom-based learning and web-based learning?

Determine the limiting factors to the overall goal of the project. What limiting factors exist concerning resources, including technical, support, time, human resources, technical skills, financial factors, and support factors?

Based on this constructed instrument, the test results were analyzed:

Design

This stage determines all goals, tools to be used to gauge performance, various tests, subject matter analysis, planning, and resources. In the design phase, the focus is on learning objectives, content, subject matter analysis, exercise, lesson planning, assessment instruments used, and media selection.

The approach in this phase should be systematic with a logical, orderly process of identification, development, and evaluation of planned strategies that target the attainment of the project's goals. It should follow a very specific set of rules, and each element of the instructional design plan must be executed with attention to detail. Being a stickler for the details is crucial to the success of the design stage. This systematic approach makes sure that everything falls within a rational and planned strategy, or set of strategies, that has the ultimate goal of reaching the project's targets. During the design stage, the IDs need to determine: (1.) Different types of media to be used. Audio, Video, and Graphics are prime examples. Are third-party resources going to be utilized or will the IDs create their own? Will you prepare the teaching-learning material? (2.) Various resources at hand are required to complete the project. What are the available resources at your disposal for completing the project? (3.) The levels and the types of activities to be generated during the study. Is it going to be collaborative, interactive, or on a per-participant basis? (4.) Using a teacher's style approach, how will you implement the parts of the project (i.e., behaviorist, constructivist, etc.)? and, (5.) The time frame for each activity. How much time is to be assigned to each task, and how will learning be implemented (per lesson, chapter, module, etc.)? Do the topics require a linear progression in presentation (i.e. easy to difficult)?; (6.) The different mental processes needed by the participants to meet the targets of the project. What are the prescribed cognitive skills for students to achieve the project's learning goals? (7.) Knowledge and skill developed after each task. Do you have a way of determining that such values have indeed been achieved by the students? What is the method adopted by you to determine the acquisition of desired competencies by the students? (8.) The roadmap of how the study or project will appear on paper. Will it be advantageous to the ID to create a map of the different activities to see if they are in line with the goal of the project? ;(9.) If the project is web-based, what kind of user interface will you employ? Do you already have an idea of what the site will look like? (10.) The feedback mechanism you will use to determine if the participants can digest the lessons. What is the mechanism designed for you to obtain the learners' feedback on the material learned? (11.) Given the wide variety of student preferences and learning styles, what method will you implement to make sure that the program fits their wants? How will you design your project activities to appeal to the diverse learning styles and interests of students? Will you opt for a variety of delivery options and media types? (12.) Pinpoint the main idea of the project (training activity).

Development

The Development stage starts the production and testing of the methodology being used in the project. In this stage, designers make use of the data collected from the two previous stages and use this information to create a program that will relay what needs to be taught to participants. If the two previous stages required planning and brainstorming, the Development stage is all about putting it into action. This phase includes three tasks, namely drafting, production and evaluation.

Development thus involves creating and testing learning outcomes. It aims to address the following questions:(1.) Is the time frame being adhered to about what has been accomplished in terms of material? Are you creating materials as per schedule? (2.) Do you see the teamwork across various participants? Are the members working effectively as a team? (3.) Are participants contributing as per their optimal capacity? (4) Are the materials produced up to the task on what they were intended for?

Implementation

The implementation stage reflects the continuous modification of the program to make sure maximum efficiency and positive results are obtained. Here is where IDs strive to redesign, update, and edit the course to ensure that it can be delivered effectively. "Procedure" is the keyword here. Much of the real work is done here as IDs and students work hand in hand to train on new tools so that the design can be continuously evaluated for further improvement. No project should run its course in isolation and in the absence of proper evaluation from the IDs.

Since this stage gains much feedback both from IDs and participants alike, much can be learned and addressed.

Design evaluation is done in the implementation phase. Designers play a very active role in this stage, which is crucial for the success of the project. Developers should consistently analyze, redesign and enhance the product to ensure effective product delivery. Meticulous monitoring is a must. Proper evaluation of the product, course, or program, with necessary and timely revisions, is done in this phase. When instructors and learners actively contribute during the implementation process, instantaneous modifications can be made to the project, thus making the program more effective and successful.

The following are examples of what can be determined: (1) Advise on your preferred method of record keeping, as well as the actual data you would like to mine from the experience of students interfacing with the project; (2) What is the emotional feedback given to you by teachers and students during initial demonstration of the project? Are they genuinely interested, eager, critical, or resistant? (3) As the project proceeds, do you see that IDs can grasp the topic immediately, or do they need help? (4) Explain how you are going to deal with any possible errors during testing. What will your response be if, after presenting activities to students, things do not go as planned? (5) Did you prepare a backup tool in the event of the initial failure of the project? When technical and other problems arise do you have a backup strategy? ; (6) Will you go for implementation on a small scale or a large scale?; and, (7) When the student group gets the material can they work independently, or is constant guidance required?

Evaluation

The last stage of the ADDIE method is Evaluation. This is the stage in which the project is subjected to meticulous final testing regarding the what, how, why, and when of the things that were accomplished (or not accomplished) of the entire project. This phase can be broken down into two parts: Formative and Summative. The initial evaluation happens during the development stage. The Formative phase happens while students and IDs are conducting the study, while the Summative portion occurs at the end of the program. The main goal of the evaluation stage is to determine if the goals have been met and to establish what will be required moving forward to further the efficiency and success rate of the project.

Every stage of the ADDIE process involves formative evaluation. This is a multidimensional—and essential—component of the ADDIE process. Evaluation is done throughout the implementation phase with the aid of the instructor and the students. After the implementation of a course or program is over, a summative evaluation is done for instructional improvement. Throughout the evaluation phase, the designer should ascertain whether problems relevant to the training program are solved and whether the desired objectives are met.

While often overlooked due to time constraints and monetary reasons, Evaluation is an essential step of the whole ADDIE method as it aims to answer the following questions: (1) Determine the categories that will be established to evaluate the effectiveness of the project (i.e. improved learning, increased motivation, etc.) On what factors or criteria will the effectiveness of project be determined? (2) Determine the way you will implement data collection, as well as the timing at which it will be effectively made. When will the data related to the project's overall effectiveness be collected and how? (3) Determine a system for analyzing participant feedback; (4) Determine the method to be used if some parts of the project need to be changed before full release. On what basis will you decide to revise certain aspects of the project before its full implementation? (5) Determine the method by which reliability and content validity can be observed; (6) Determine the method by which you will know if instructions are clear. How is the clarity of instructions assessed? (7) Determine the method by which you can analyze and

grade the response of the participants on the project; (8) Determine who gets to receive your final output regarding the project. Who will prepare this report on the results of the evaluation?

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