



## Assessment of the grammar skills of first year college students in a private university

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### Abstract

This study aimed to assess the grammar skills of the first year students enrolled in Purposive Communication subject. Specifically, it answered the following research problems: 1) What is the demographic profile of the students in terms of age, sex, school graduated from, and course; 2) What are the English grammar skills of the respondents; 3) Is there a significant difference in the English grammar skills of the respondents when grouped according to profile. This study employed the Descriptive Research Design and Stratified Random Sampling (proportional). It also used a combination of researcher-made and standardized questionnaires. The data was analyzed using Frequency, Percentage, Mean, Standard Deviation, and Pearson's Chi-square.

The findings revealed that majority of the respondents belonged to ages 19-20 years old, female, graduated from private schools, and enrolled in the College of Nursing. The result also divulged that the respondents belonged to the Advanced level in grammar skill, with an average mean of 13.4. This study further showed that there was no significant difference in the grammar skills of the respondents when grouped according to profile.

The study concludes that the first-year students had a superior understanding of English grammar, which helped them articulate their thoughts clearly to others.

**Keywords:** Assessment, first year college students, grammar skills, private, university

### Introduction

Language is important in every aspect of people's lives since it allows people to communicate in a way that enables the sharing of common ideas. Undoubtedly, it is necessary for it is the means through which humans communicate and interact with one another. Effective use of language helps in interpersonal relationships at home, at school, at work, and in society. Language plays an important role when people wish to express their thoughts and feelings and share these with others.

It is therefore very vital for students to possess language skills, particularly grammar skills, for them to succeed not only in their studies but also to face day-to-day life's challenges. Students are expected to have acquired and developed grammar skills during the years that they were in school. These basic skills allow students to comprehend and produce language for proper and effective interpersonal communication, which is very necessary for their academic pursuits. Hence, this study will focus on grammar skills.

The above-mentioned skills are very vital in the academic success of students most specifically freshmen who are now at their college level. The ability to use correct grammar not only helps students read and understand written and oral material, but also helps them to communicate more clearly and easily. Further, these skills also help with an understanding of how sentences are put together, making comprehension easier. They also help with an understanding of how some words can be used in several different ways, thus helping improve overall writing skills.

Grammar is the way words are arranged to make proper sentences. Debata (2013)<sup>[3]</sup> defines grammar as the study of words and the ways words work together, an invisible force that guides people as they put words together into sentences. Any person who communicates using a particular language

consciously or unconsciously becomes aware of the grammar of that language. As mentioned by Saareto (2015) in his article, grammar is composed of rules on how a particular language should be used correctly and appropriately. He further went on to say that attitudes towards grammar expressed by the majority of students should receive a positive reception among teachers who feel that using grammar facilitates more effective language learning.

In like manner, Debata (2013)<sup>[3]</sup> affirmed that knowledge of grammar helps the students in the correction of mistakes and improvement of written work. Further, he reiterated that a student cannot learn a foreign language (in this case English) accurately only through a process of unconscious assimilation. Grammar is no doubt a sure ground of reference when linguistic inconsistencies happen, thus grammar is indispensable for students. Moreover, grammar is a valuable asset in language learning and a resource in adapting language use to specific contexts and situations.

While language learning in the Philippine education curriculum has been introduced in the elementary grades, the learners do not seem to have the mastery of these language skills such as grammar skills (Mizon, 2022)<sup>[11]</sup>. The study tried to find out whether this statement is true or not in the context of the freshman students enrolled in the General Education Curriculum (GEC) for the School Year 2020-2021 at a private university of Cagayan de Oro City.

### Methodology

This study employed a descriptive research design. It described the demographic profile of the first-year students enrolled for the School Year 2020-2021. Moreover, the study assessed the grammar skills of the respondents. The proponents coordinated with the teachers handling the

General Education Curriculum (GEC) subjects to assist in facilitating the grammar test using Google Forms. The retrieved scores were collated, tabulated, and analyzed using the scoring procedures provided in the instruments.

The study used the Stratified Random Sampling design. Specifically, proportional sampling was applied to get the right sample size for each course which served as the stratum in this study. Respondents in each stratum/course were selected at random (by draw lots) from the list of first-year college students. The respondents of the study were first-year college students who were enrolled for the 1st semester, School Year 2020-2021. They were selected since the subject, Purposive Communication, is offered only for the first-year students. Also, the Languages, Humanities and Philosophy Department would like to assess the language skills of these students early on, so that the data will serve as reference for a tailor fit English Language Program.

To obtain a sample of the population, stratified random sampling was applied. The sample size calculator of Raosoft, Inc. (2004) was used in the computation of the sample size for the study. Given the population of 1,067 first-year students in the university, 5% margin of error and 95% confidence level, and a response distribution of 50%, the Raosoft calculator yielded a sample size of 283 which then was proportionally allocated to the eight colleges (courses) in the university. All courses attained a response rate of 100% except for the College of Business Administration which got only 85.5% owing to the challenges of online communication at that time.

The study used a researcher-made questionnaire. This questionnaire has two parts. The first part determined the demographic profile of the respondents which includes age, sex, the high school graduated from, and course. The second part of the questionnaire was made by the researchers and was composed of 20 items which assessed the grammar skills in terms of subject-verb agreement, verb tenses, and correct usage of parts of speech.

To analyze the data, the following statistical tools were used: Frequency and percentage distribution were used for the profile of the respondents. Mean and standard deviation were utilized for their grammar skills, and Pearson's Chi-square was used to determine the significance of differences in the respondents' level of grammar skills when grouped according to profile.

**Results and Discussion**

This part presents the results, analysis, interpretation, and implications. The results are presented in accordance with the research problems.

**Respondents' Demographic Profile**

Table 1 presents the frequency distribution of respondents in terms of age. The data reveal that 46.0% of the respondents are 19 years old, which is noted to be the largest group of participants. Next, is the group of 20 years old with 45.0%, followed by 17-18 years old with 15.0% and also 15.0% in the age group 21 years old and over.

**Table 1:** Distribution of Respondents by Age

Age	Frequency	Percentage
17-18	40	15.0
19	126	46.0
20	68	45.0
21+	40	15.0
Total	274	100.0

Many scholars believe that age is an essential factor that determines how a learner would perform in the acquisition of language. The theory of Critical Period Hypothesis was introduced by Pennfield and Roberts (1959) as cited in Gomez (2016) [7] explains why young adults fail to attain fluency in acquiring a second language, compared to young children who were exposed to the target language at a much earlier stage.

In the same manner, Ellis (2006) as cited in Vanhove (2013) [21] remarks that there is a certain period of time where language acquisition can occur naturally and efficiently and after that age, the brain is no longer working the same ways of acquiring a language. Along this line, Morford and Mayberry (2000) [12] introduced the theory "the younger the better". This states that individuals who are exposed to first and second languages in both spoken and signed languages regularly excel. People will learn languages well while they are young, according to this premise.

The participants in this study in the age groups of 19 and 20 years old, were noted to have the highest frequency and percentage. These participants are also products of the K-12 program in education. That goes to say, a large number of the participants in this study are products of two-year senior high school prior to their college education. Meanwhile, the other percentage of the participants, are those from the old K-10 curriculum (who have not taken senior high school) and are enrolled in the English subject as a bridging course.

It is obvious that language acquisition processes in adults and young ones have advantages as well as disadvantages. However, age is an important but not overriding factor. All people, regardless of age, perceive a language learning process differently and individually. Personality and talent can influence this process significantly (Major et al., 2014).

Table 2 is the distribution of the respondents in terms of sex. It is noted that there are more female respondents who participated in this study, thus, showing 63.1% of the sample. Whereas, the male participants registered 36.9%. According to Petersen (2018) [16], the functional organization of the female brain gives women an inherent advantage in the acquisition of communication and language systems over men. However, the specific mechanisms that lead and contribute to the development of this advantage are yet to be fully discovered.

**Table 2:** Distribution of Respondents by Sex

Sex	Frequency	Percentage
Female	173	63.1
Male	101	36.9
Total	274	100.0

The increasing number of females who avail of schooling opportunities has become increasingly evident over the years. In fact, the survey which was conducted by the 2008 Functional Literacy Education and Mass Media Survey (FLEMMS) shows that regarding enrollment in higher education for the year 2005-2006, females registered for more than half of the total 2,646,845 enrollees, i.e., 54.5% compared to males at 45.5%. Also, among the 263,634 graduates for the school year 2005-2006, it recorded 56.6% for female graduates and only 43.4% of males graduated in higher education (Philippine Commission on Women, 2012).

Along with this, Gavino-Gumba (2013) [6] asserts that it is a fact in the general situation of Philippine Education that the

number of females who participates in formal education from elementary to college remains to be high than that of males. The same is true with most parts of the USA. In fact, the topic of the growing gap between the sexes in higher education, for both enrollment and graduation rates, have grown increasingly noticeable. It is even a focus of concern in most conversations and debates, especially when the PEW Research Center of the United States in 2021 showed that an alarming 62% of US citizens ages 25 and older do not have a college degree. Amongst the respondents, roughly a third or 34% were men, who gave their reason for not completing college as that they just do not see the need to. While only one in four women said the same.

Women tend to use language more relationally, or in the context of close relationships with others. Women also tend to have a wider range of emotional vocabulary, using language more readily to describe their feelings and emotional states.

Men, on the other hand, tend to use language more assertively and are more likely to suppress, or hold back, their emotions. As a result, men tend to not express their emotions through language. It is important to note that this is a generalization and is by no means applicable to all men and women worldwide.

A large number of female participants in this study imply that there is also a growing gap between the number of male and female students at Capitol University.

Table 3 shows the distribution of respondents in terms of the high school they graduated from. The data show that 74.1% of the respondents graduated from private schools and 25.9% from government-run institutions.

**Table 3:** Distribution of Respondents in terms of School Graduated

School Graduated	Frequency	Percentage
Private	203	74.1
Public	71	25.9
Total	274	100.0

The result of the study shows a large number of the respondents have completed their basic education at private learning institutions.

In addition, Pianta and Ansari, who led a study published in 2018 that examined academic, social, psychological, and attainment outcomes, says that he found student success is more directly related to family attributes, such as having college-educated parents and higher incomes, rather than to the type of school the student attends.

The fact that private schools push kids to meet higher academic standards is supported by statistics. The Philippine National Center for Education Statistics reports that private high schools have more stringent graduation standards than their public school equivalents, necessitating the completion of additional courses. The end outcome is a graduating class with superior test scores, higher levels of written, verbal, and mathematical proficiency, and more outstanding school matriculation.

Based on case studies that compare private and public secondary education in Colombia, the Dominican Republic, the Philippines, Tanzania, and Thailand, private school students generally outperform public school students on standardized math and language tests. This finding holds even after holding constant the fact that, on average, private school students in these countries come from more

advantaged backgrounds than their public school counterparts.

Results of this case study point to reading as the number one predictor of proficiency. Regardless of the length of instruction, previous language studies, or type of high school, it suggests that public school students can reach on average the same level of proficiency as private school students if they read (Pianta & Ansari, 2018). These results suggest that extensive reading may be beneficial in improving language proficiency.

In private schools, average class sizes are lower because they are typically smaller than in public schools. Students gain from this dynamic in a variety of ways. In a smaller, more private atmosphere, the students frequently feel more at ease expressing their viewpoint or making an educated estimate.

In a small classroom, teachers and students can establish deeper bonds. By knowing each student better, the teachers are better able to adapt their teaching methods. They are familiar with their student's strengths and weaknesses and will be able to provide more detailed assistance as needed.

Table 4 presents the frequency and percentage distribution of respondents in terms of college. The data shows that out of 274 respondents, 79 or 28.8% are nursing students, 53 or 19.0% are students from the College of Business Administration, 41 or 15.0% are from the college of education, there are 35 or 12.8% from the college of criminology, 30 or 11.0% from the Maritime Education, 22 or 8.0% are Engineering students, 10 or 4.0% from the College of Computer Science, and 4 or 1.4% are Bachelor of Arts students from the College of Arts and Sciences.

**Table 4:** Frequency Distribution of Respondents in terms of Course

Course/College	Frequency	Percentage
Arts and Sciences	4	1.4
Business Administration	53	19.0
Computer Sciences	10	4.0
Criminology	35	12.8
Education	41	15.0
Engineering	22	8.0
Maritime	30	11.0
Nursing	79	28.8
Total	274	100.00

The study conducted by Oxford and Nyikos (2011) on the variables affecting the strategies of language learning by university students reported that career orientation as evident in the major field of specialization has a strong effect on the selection of language learning strategies. The students in the humanities, social sciences, medical courses, and education were found to use functional strategies which led to a natural communicative setting for language learning. Thus, the independent way of metacognitive strategies is evident to be a motivational goal for communicative competence.

**Respondents' Level of Grammar Skills**

Since English is used as the medium of instruction in tertiary education in the Philippines, the significance of learning such a language in this competitive world is unquestionable. Several universities and colleges carry the responsibility of preparing their students to master the English language to be able to compete globally. To do so,

students must be exposed to the target language in order to provide them with an acquisition-rich environment. Therefore, the English language skills of the respondents are studied according to grammar, reading comprehension, and writing.

As revealed in Table 5, the results show that the respondents got an *advanced* level in Grammar as manifested by its computed average mean of 13.4. Most of the colleges (Arts and Sciences, Computer Studies, Criminology, Maritime, and Nursing) were in the *advanced* skill level except Business Administration, Education, and Engineering which belonged to the *high* skill level. This finding suggests that most of the respondents can identify the parts of speech words, phrases, clauses, and subject-verb agreement, and generate complete and correct sentences.

**Table 5:** Mean score and Level of Grammar Skills of Respondents per College

College	Mean	Skills Level
Arts and Sciences	13.5	Advanced
Business Administration	11.5	High
Computer Studies	13.8	Advanced
Criminology	13.9	Advanced
Education	13.2	High
Engineering	13.2	High
Maritime	14.5	Advanced
Nursing	13.6	Advanced
Overall Mean	13.4	Advanced

This result also means that the students were taught well in the fundamentals of English grammar while they were still in their senior high school years and were able to maintain their interest in grammar learning even when they reach college. This implies that they are really determined to learn English well and can now fully understand how language functions in different situations.

This English Grammar presupposes eight parts of speech namely: noun, pronoun, adjective, adverb, preposition, conjunctions, interjections, and verbs. Moreover, in the study conducted by Xiao (2019) on senior high students' perceptions of grammar learning, he found out that students have positive attitudes and clear aims towards English grammar learning. Indeed, grammar has a vital role in learning and mastering the English language. In fact, grammatical knowledge is closely connected with phonetics, vocabulary, discourse, and pragmatic knowledge, which affects the accuracy of understanding a language.

In the same way, Richards (2016) disclosed that grammar was the system of rules used to create sentences that refer to the knowledge of parts of speech, tenses, phrases, clauses, and syntactic structures to create grammatically well-formed sentences in English. The rules for constructing grammatically correct sentences belong to sentence grammar (Sioco and De Vera, 2018) [19].

Indeed, students are taught to be competent in the use of grammatical elements. Although, the study of Sioco and De Vera (2018) [19] which was conducted in the Philippines revealed that the great majority of their respondents were found to have only "Average" grammatical competence in the area of subject-verb agreement. Further, mastering grammar equates to the ability to send clearer and more intelligible messages, which can be easily understood by others. Moreover, one can also produce good quality writings with a competent mastery of grammar (Bradshaw, 2013, as cited by Sioco and De Vera, 2018) [2, 19].

**Significant Difference in the Grammar Skills of the Respondents**

The results of grammar skills are examined in relation to specific characteristics (profile) of the respondents such as age, sex, type of high school student graduated from, and course/college currently enrolled in. In the discussion of demographic profile of the respondents, literature was cited demonstrating the links between these characteristics and the grammar skills. This section assesses whether or not these links hold true in the student population and university under study.

Grammar is regarded as one of the fundamentals of language. Regardless of any language, grammar competence is foundational to communication ability in a particular language. A good grasp of grammar implies the ability to send clearer messages, and the likelihood of being intelligible and understood by others. Moreover, one can also produce good quality writings with a competent mastery of grammar (Bradshaw, 2013) [2]. Nayan (2009) [13] also concurs with this, saying that despite being instructed on the grammatical rules at a younger age, ESL (English as a second language) learners are not adept at deploying their knowledge of rules in their actual communicative use of English. In this context, one of the language learning competencies in the K to 12 program relates to grammar proficiency.

Apparently, the observed deterioration among students in their application or usage of correct grammar in the English language pervades not only those at the elementary level but also at the secondary level of education. Since K to 12 uses spiral progression, the grammar competencies are expected to be mastered by the learners in the early stages as a prerequisite for them to cope with the more advanced grammar lessons in the higher levels of their education.

Table 6 presents the results of Chi-square to test for significant differences in test score categories of respondents (*low intermediate*, *high intermediate*, *advanced*) by profile in terms of age, course, sex, and the school graduated.

As to the age of the respondents, 52.5% of those aged 17-18 belonged to the highest or *advanced* skill level. On the other hand, most of the respondents with age 19, 20 and 21 above belonged to the *high intermediate*. Very few of the respondents belonged to the *low intermediate*, and for this reason, the low intermediate and high intermediate categories were combined into one category (*intermediate*) for the computation of Chi-square to test for significant differences. As to the significant difference in the grammar scores of the respondents when grouped according to age, the result of Chi-square= 6.2167 with Pr=0.102 indicates that the null hypothesis "there is no significant difference in the grammar scores of the respondents when grouped according to age" is to be accepted. This means that the age of the respondents does not affect their grammar scores.

**Table 6:** Differences in the Distribution of Respondents, by Grammar Language Skills Level, and Respondent Profile

Age of respondents	Low Intermediate	High Intermediate	Advanced	Total
17-18	0.00	47.50	52.50	100.00
19	0.79	51.59	57.62	100.00
20	0.00	55.88	44.12	100.00
21+	2.50	70.00	27.50	100.00

Total  
Pearson chi 2(3) = 6.2157 Pr = 0.102@

**Table 7**

College				
CAS	0.00	25.00	75.00	100.00
BA	1.89	76.47	22.64	100.00
CS	0.00	50.00	50.00	100.00
Crim.	0.00	50.00	40.00	100.00
Educ.	0.00	60.98	39.02	100.00
Eng'ng.	0.00	54.55	45.45	100.00
Marine Transpo	3.33	30.00	66.67	100.00
Nursing	0.00	46.84	53.16	100.00

Total

Pearson chi2 (7) = 21.0427 Pr =0.004@

**Table 8**

Sex	
Female	100.00
Male	100.00

Total

Pearson chi2 (1) = 1.6058 Pr = 0.205@

**Table 9**

School Graduated				
Private	0.99	53.69	456.32	100.00
Public	0.00	57.75	42.25	100.00

Total

Pearson chi2 (1) = 0.2003 Pr = 0.654@

*Note: Because of too few or no cases in the category “Low Intermediate”, this category was combined with “High Intermediate” for the computation and significance testing of chi-square*

This result is similar with the study of Sioco and de Vera (2018) [19] which revealed that the age variable has no relationship with grammatical competence. The study showed that only a few variables are significantly related to grammatical competence. These variables include: “sex”, grades in English in the 1st and 2nd grading periods, “monthly family income”, and “online reading materials”. Moreover, based on the computed effect size, “monthly family income” has a medium or typical effect, while the other three significant variables have a small effect.

With regards to the college of the respondents, the three-fourths of the College of Arts (CAS) students belonged to the *advanced* level, while a fourth belonged to the *high intermediate level*. For the Bachelor of Science in Business Administration, most of the students were on the high intermediate level (75.5%), followed by the *advanced* level with 22.6%, and 1.9% for the *low intermediate* level. On the other hand, 50% of the Computer Science students belonged to the *advanced* level, and the other 50% belonged to the *high intermediate* level. As for the Bachelor of Science in Criminology, 60% of the students were on the *high intermediate* level, and 40% were on the *advanced* level. Of the Education students, 61.0% belonged to *high intermediate*, and 39.0% were to the *advanced* level.

Likewise, there were more Engineering students who belonged to the *high intermediate* level (54.6%), and 45.4% belonged to the *advanced* level. However, most of the Bachelor of Science in Marine Transportation were on the *advanced* level with 66.7%; 30% were on the *high intermediate* level, and 3.3% were on the low intermediate level. Same with the Nursing students, most of them belonged to the *advanced* level (53.2%), and 46.8% belonged to the *high intermediate* level.

As to the significant difference in the grammar skills categories of the respondents when grouped according to course, the result of Chi-square=21.0427 with Pr=0.004 reveals that the hypothesis “there is no significant difference in the grammar scores of the respondents when grouped according to age” is to be rejected. This means that the college of the students is significantly associated with their grammar language skills level.

Kellough (2009) states that detailed planning for teaching and learning is carried out for several reasons, but the most important one is to ensure curriculum coherence. The workbook or learning material, in particular, serves as an agenda for the teacher, a helpful aid for substitute teachers, and a useful record for use in the future when teaching similar lessons and classes. Further, it provides information on the quality of teaching and learning, and what the teacher and students could do to improve the standard of their performance.

Tomlinson (2016) pioneered an MA course in materials development in 1993. According to him, with the increase in the recognition of the importance of materials development, there has been a dramatic increase in the number of universities delivering MA courses and modules on materials development and in the number of PhD students researching aspects of materials development. And it is now recognized as one of the most important undertakings in applied research. According to Tomlinson (1998) [20] (as mentioned in Patel 2017), materials development refers to anything which is done by writers, teachers or learners to provide sources of language input in ways that maximize the likelihood of intake.

In terms of sex, the majority of the female respondents belonged to the *high intermediate* level with 58.4%, and 41.6% were on the *advanced* level. However, in the case of male respondents, 49.5% were *advanced* level; 48.5% were on the high intermediate level, and 2.0% were on the *low intermediate* level. As to the test of significant difference in the grammar scores of the respondents when grouped according to sex, the result (Chi-square=1.6058, Pr=0.205) reveals that the hypothesis “there is no significant difference in the grammar scores of the respondents when grouped according to sex” is to be accepted. This indicates that the grammar skills of the respondents are not affected by their sex.

This finding appears contrary to that of Torres (2011) as cited by Sioco and De Vera (2018) [19] when he found out that the functional literacy rates of Filipino boys are lower than those of Filipino girls. It is also reported that boys’ underachievement in primary education is driven by the following factors: parents’ and teachers’ low academic expectations for boys, the economic viability of working, passive classroom experience, gender bias, and stereotyping. Regarding the type of school that student graduated from, the majority of students from both private and public high schools were on the *high intermediate* level. Specifically, 53.7% of private school graduates were on the *high intermediate* level; 45.3% on the *advanced* level, and 1.1% on the *low intermediate* level. Of the students coming from the public schools, 57.8% belonged to the high intermediate level; 42.2% belonged to the *advanced* level, and none belonged to the *low intermediate* level. The Chi-square test for significant difference in the respondents’ grammar skills when grouped according to the type of school, the supports the hypothesis that “there is no significant difference in the

grammar scores of the respondents when grouped according to the type of school". This signifies that the type of school (public or private) where the respondents graduated from is not a factor in their scores in terms of grammar. This further implies that regardless of the type of school, whether the students graduated from public or private schools, does not matter in the development of the grammar skills of the students.

This finding suggests that learning grammar is not that easy for students since most of them, whether graduated from public or private schools, belonged to the high intermediate level; only a few belonged to the advanced level. For many centuries, scholars have worried about grammar and have published different versions of books in order to improve the language and achieve a better understanding of communicating with one another. Even though using grammar correctly is deemed to be a difficult task in learning a new language, grammar has been considerably developing through time to make language learning easier. English grammar history begins in England with the history of the English language.

The great English grammar achievement in changing the complexity of its structure begins in the late Middle English Period. These changes contributed to making English grammar less complex than it was before. "At the beginning of the period English is a language that must be learned like a foreign tongue; in the end, it is Modern English. "The changes in grammar may be described as a general reduction of inflections" (Baugh and Cable, 2002; p. 146).

Although English grammar today is less complex than centuries before, students still struggle with the hardships that learning it entails. Nowadays, scholars and linguists are still interested in English grammar and keep on writing different versions of books and provide different approaches, methods, and techniques in order for students to better understand the structures of English grammar. Experts might provide those means of learning grammar with the purpose that learners do not surrender or get frustrated when they have difficulties in learning the grammar of a foreign language.

According to Flores & Carballo (2007) <sup>[5]</sup> methods, techniques and strategies are extraordinary means to improve English grammar skills; however, they think that when in class, suitable methods, techniques, and strategies are not used, the improvement of English grammar skills in learning the foreign language could be hindered.

### Conclusion

The study concludes that the grammar skills of the first year students were *advanced*; however, some colleges belonged to *high intermediate* level because their scores were slightly lower. This indicates that there is a need for improvement in the grammar skills of the students from other colleges. These grammar skills can make students communicate their understanding of the subject, information, or ideas, and will enable them to reach greater heights of academic achievement. Additionally, having effective grammar skills can help them understand complex information, ideas, and arguments effectively. Grammar skills are necessary to be mastered by students, thus, proposed enhancement activities are deemed essential. These enhancement activities will be conducted to all students from different colleges since course has been found to have significant association with the grammar skills.

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