



**IMPROVING ENGLISH LANGUAGE PROFICIENCY THROUGH
ACTION ORIENTED GRAMMAR INSTRUCTION –
A COMPARATIVE STUDY OF ACTIVE
LEARNING STRATEGIES**

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ABSTRACT

The research aimed to enhance English language proficiency through the implementation of Action Oriented Grammar Instruction during the academic year 2022-2023. Conducted at Gov. Vicente Noble Memorial Elementary School, the study involved thirteen dedicated teachers as respondents. Utilizing the descriptive method, the researchers systematically observed, documented, and analyzed the integration of Action Oriented Grammar Instruction. The study's findings reveal a diverse age distribution, primarily concentrated in the 35-44 and 45-54 age ranges. The respondent group is predominantly female, showcasing gender homogeneity. Income distribution demonstrates diversity, notably within the 18,200 to 36,400 income bracket, suggesting balanced income levels. Respondents exhibit significant educational attainment, predominantly consisting of college graduates and individuals with masteral units. While married status prevails, single and widowed respondents are also represented. Additionally, the occasional utilization of multiple intelligence strategies in teaching implies a need to enhance enthusiasm for these techniques. The survey results underscore the highly positive perception of active learning strategies on grammar lessons. Participants consistently indicated the effectiveness of these strategies, emphasizing improved student engagement, comprehension, and personalized learning experiences. However, respondents acknowledged challenges in implementing multiple intelligence strategies, indicating systemic issues within the educational context. The study highlights Action-Oriented Grammar Instruction as a dynamic approach that integrates real-life communication scenarios

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into grammar learning. This approach enhances grammar proficiency, critical thinking, and practical communication skills through task-based activities, problem-solving, collaboration, and reflective learning. The formulated action plan serves as a vital guide to elevate English language proficiency through Action Oriented Grammar Instruction. By systematically outlining active learning strategies and implementation timelines, the action plan ensures the achievement of study objectives, fostering +comprehensive and meaningful language learning experiences.

CONTEXT AND RATIONALE

Language proficiency was a fundamental skill with widespread applicability, from students striving to excel in academic settings to professionals seeking to effectively communicate in a globalized world. In response to this demand, the study placed a unique emphasis on action-oriented grammar instruction, a teaching approach that focused on practical application and experiential learning. By doing so, it departed from traditional, rule-based grammar instruction, aiming to make language learning more engaging and effective.

The researcher's journey into the exploration of active learning strategies within the context of action-oriented grammar instruction was prompted by the recognition of a significant problem faced by students in their English language learning process. The researcher had firsthand experience in the classroom, witnessing the challenges that students encountered when trying to grasp and apply grammar rules effectively. The traditional methods of instruction seemed to fall short in capturing the students' attention and fostering a genuine understanding of the language. Through personal observation, the researcher noted that students often struggled with passive learning approaches, such as rote memorization and traditional grammar drills. These methods tended to result in surface-level learning, with limited retention and practical application of the language skills. Recognizing the need for a more engaging and participatory approach, the researcher turned to the concept of active learning. In the classroom, the researcher began experimenting with various active learning strategies, including group discussions, problem-solving exercises, and hands-on activities.

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The shift towards these dynamic and interactive methods aimed to address the observed issues by promoting learner engagement and participation. The researcher noticed a positive change in the students' attitude toward learning English, as they became more involved and motivated. This shift was not solely based on intuition. The researcher decided to conduct an action research study to systematically analyze and compare the effectiveness of these active learning strategies within the framework of action-oriented grammar instruction. This decision stemmed from the desire to not only improve the immediate learning experience in the classroom but also contribute valuable insights to the broader field of language education. The researcher was aware of the existing gap in the literature regarding the combined impact of action-oriented grammar instruction and active learning strategies on English language proficiency. This awareness fueled the researcher's commitment to undertaking a rigorous study that would fill this void and provide evidence-based recommendations for educators and learners. The research was driven by the aspiration to offer practical guidance to educators seeking innovative and effective pedagogical methods to enhance English language skills. The ultimate goal was to advance the understanding of language instruction, addressing a pressing issue faced by students while paving the way for more effective means of language proficiency enhancement. The researcher's personal experiences in the classroom, coupled with the recognition of a significant problem in English language learning, inspired the undertaking of an action research study. The study aimed to bridge the gap in existing literature by systematically evaluating the impact of active learning strategies within the context of action-oriented grammar instruction. Through this research, the goal was to contribute valuable insights to the field of language education, ultimately improving the learning experience and outcomes for students.

INNOVATION, INTERVENTION, AND STRATEGY

The study introduces several innovative, intervention-oriented, and strategically sound elements. Notably, the study innovates by embracing an action-oriented approach to grammar instruction. Departing from traditional, rule-based methods, this approach prioritizes practical

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application and experiential learning, offering a fresh and engaging perspective on language education. Another innovation is the study's comparative analysis of active learning strategies. By investigating and comparing various strategies for language acquisition, the research seeks to identify the most effective approaches, thereby contributing to innovation in the field of language education. The primary intervention in the study involves the enhancement of language proficiency. This is accomplished through the introduction of action-oriented grammar instruction. Regardless of whether the participants are students, professionals, or individuals seeking to boost their English language skills, this intervention is designed to improve language proficiency. A second intervention comprises the integration of active learning strategies into the language instruction process. Active learning methods, such as group discussions, problem-solving exercises, and hands-on activities, are strategically employed to actively engage learners in the language learning process, thereby enhancing the overall learning experience. Strategically, the study relies on a comparative research design to achieve its objectives. By comparing the effectiveness of various active learning strategies, the research adopts a strategic approach to pinpoint the most suitable methods for elevating English language proficiency. Furthermore, specific data collection and analysis strategies are employed to measure language proficiency and the impact of active learning strategies, which may include pre- and post-assessments, surveys, interviews, or observations.

Overall, the study's empirical approach, grounded in data collection and analysis, aims to provide practical, evidence-based insights and recommendations for both language educators and learners. In essence, the study's innovation, interventions, and strategies converge to enhance the field of language education and offer valuable guidance for those seeking to improve their English language proficiency.

Action Research Questions

This research focused on Improving English Language Proficiency through Action Oriented Grammar Instruction- A Comparative Study of Active Learning Strategies.

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Specifically, this research sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 monthly income;
 - 1.4 highest educational attainment
 - 1.5 civil status
2. What are the active learning strategies in improving English language proficiency?
3. What are the Action Oriented Grammar Instruction approach in teaching grammar ?
4. Is there a significant relationship between active learning strategies and improving English language proficiency?
5. What action plan will be applied for the Improvement of English language proficiency?

Action Research Method

a. Participants

The respondents of this study composed of 13 teachers in Gov. Vicente Noble Memorial Elementary School.

The study incorporated a combination of data sources, including questionnaire checklist, and interview guide. Questionnaire checklist provided quantitative insights while the use of interview guides indicates a qualitative component to the study. Researchers likely conducted interviews with the selected teachers to gain in-depth insights into their experiences, challenges, and perceptions related to action-oriented grammar instruction and active learning strategies This comprehensive approach, blending quantitative and qualitative data, enabled the researchers to gather a nuanced understanding of the

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teachers' experiences and perspectives regarding the efficacy of active learning strategies in language instruction. Despite the pragmatic choice of a smaller sample size, the integration of diverse data sources enhances the study's depth and applicability, contributing valuable insights to the field of language education.

b. Data Gathering Methods

The study employed the descriptive method as the research methodology. The descriptive method is a research approach that focuses on observing, documenting, and analyzing existing phenomena in a systematic and detailed manner. It aims to provide an accurate and comprehensive portrayal of the subject under investigation, helping researchers to understand and explain the characteristics, behaviors, or patterns associated with the phenomenon.

Discussion of The Results And Reflection

Table 1

Profile of the Respondents in terms of Age

Age	Frequency (f)	Percentage (%)
25-34	2	15%
35-44	5	38%
45-54	4	31%
55-64	2	15%
Total	13	100%

Table 1 provides a clear presentation of the age distribution of the respondents, both in terms of raw frequencies and relative percentages. Out of the total 13 respondents, 2 (15%)

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are in the 25-34 age range, 5 (38%) are in the 35-44 age range, 4 (31%) are in the 45-54 age range, and another 2 (15%) are in the 55-64 age range.

Table 2

Profile of the Respondents in terms of Sex

Sex	Frequency (f)	Percentage (%)
Male	0	0%
Female	13	100%
Total	13	100%

Table 2 provides an overview of the respondent profile in terms of sex. The table indicates that all 13 respondents are female, accounting for 100% of the total respondents. This information underscores the exclusively female composition of the respondent population

Table 3

Profile of the Respondents in terms of Monthly Income

Monthly Income	Frequency (f)	Percentage (%)
Less than 9,100	0	0%
9,100 to 18,200	2	15%
18,200 to 36,400	9	70%
36,400 to 63,700	2	15%
Total	13	100%

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Table 3 provides an overview of the respondent profile concerning their monthly income distribution. Among the total of 13 respondents, their income is distributed across different categories. None of the respondents have a monthly income less than 9,100. Around 15% of the respondents fall within the income range of 9,100 to 18,200. The majority of respondents, constituting 70% of the total, report a monthly income falling between 18,200 and 36,400. Additionally, another 15% of the respondents belong to the income bracket of 36,400 to 63,700. This table effectively summarizes the diversity of income levels among the respondent group, highlighting the predominant concentration within the middle-income range.

Table 4

Profile of the Respondents in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency (f)	Percentage (%)
College Graduate	6	46%
With Masteral units	5	38%
Masteral Graduate	2	15%
Total	13	100%

Table 4 presents the educational attainments of the respondents. Out of the total 13 respondents, 46% are college graduates, 38% hold masteral units, and the remaining 15% have successfully completed their masteral graduate degrees. This table offers a concise summary of the distribution of educational levels within the respondent group, indicating the majority holding college degrees, a significant proportion having obtained masteral units, and a smaller percentage having accomplished full masteral education.

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Table 5

Profile of the Respondents in terms of Civil Status

Civil Status	Frequency (f)	Percentage (%)
Single	1	7%
Married	11	85%
Widowed	1	7%
Total	13	100%

Table 5 provides an overarching view of the civil status distribution among the respondents. The table, encompassing a total of 13 respondents, illustrates the distribution of respondents based on their civil status. It reveals that 7% of respondents are single, 85% are married, and another 7% are widowed. This tabulated summary effectively captures the diversity of civil statuses within the respondent group.

Table 6

Active Learning Strategies

Learning Strategies	Mean (X)	Verbal Interpretations
Active learning strategies enhance student engagement in grammar lessons.	5	Strongly Agree
Integrating active learning strategies makes grammar instruction more enjoyable for students.	4.77	Strongly Agree

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Active learning strategies help students better understand complex grammar concepts.	4.77	Strongly Agree
Active learning strategies facilitate more meaningful interactions among students during grammar lessons.	4.69	Strongly Agree
Using active learning strategies allows for more personalized and differentiated instruction in grammar.	4.69	Strongly Agree
Active learning strategies encourage students to take ownership of their grammar learning.	4.46	Strongly Agree
Students maintain journals where they reflect on their grammar learning journey, identify challenges, and track improvements.	4.38	Strongly Agree
Assign grammar-related videos or readings as homework, and use class time for interactive discussions and application.	4.46	Strongly Agree
Conduct language immersion sessions where students communicate exclusively in English, focusing on using correct grammar structures.	4.15	Strongly Agree
Design worksheets that require students to actively apply grammar rules through completing exercises, sentence creation, or short paragraphs.	4.54	Strongly Agree
Average	4.59	Strongly Agree

The results of the survey demonstrate a clear and overwhelmingly positive perception of the impact of active learning strategies on grammar lessons. Participants rated each statement with consistently high mean scores, reflecting their strong agreement on the

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effectiveness of these strategies. Notably, the statement that active learning strategies enhance student engagement received the highest possible mean score of 5, underscoring the unanimous consensus that these strategies effectively increase students' active involvement in grammar lessons.

Additionally, the near-maximum mean scores for statements related to making grammar instruction enjoyable and helping students understand complex concepts highlight the perceived success of integrating active learning methods in creating a more enjoyable and comprehensible learning experience. The survey results also suggest that these strategies contribute to fostering meaningful interactions among students during lessons, enabling personalized and differentiated instruction, and encouraging students to take ownership of their own grammar learning journey.

While some strategies, such as maintaining reflective journals or language immersion sessions, received slightly lower mean scores, they still reflected a positive recognition of their effectiveness in enhancing grammar learning. In conclusion, the survey underscores the widely held belief that active learning strategies are instrumental in enhancing various aspects of grammar lessons, including engagement, comprehension, interaction, and personalization of learning.

Action-Oriented Grammar Instruction - is an approach to teaching grammar within the context of real-life communication situations and tasks. It emphasizes the functional use of grammar in meaningful contexts rather than focusing solely on isolated rules and exercises. The goal of this approach is to make language learning more relevant, engaging, and applicable to practical communication situations.

Components of Action-Oriented Grammar Instruction:

1. Contextualized Learning: Grammar rules are introduced and taught within the context of authentic language use. This helps learners understand how grammar functions in real-life communication rather than treating it as abstract rules.

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2. Task-Based Approach: Language tasks and activities are designed to require learners to use the targeted grammar structures in order to complete meaningful tasks. These tasks mirror actual communication situations, such as giving directions, making recommendations, or describing experiences.

3. Functionality: The focus is on teaching grammar in relation to its specific communicative functions. Learners understand how different grammatical structures are used to express various meanings and intentions.

4. Authentic Materials: Authentic materials like texts, audio recordings, videos, and real-world examples are incorporated to expose learners to genuine language usage and cultural contexts.

5. Problem-Solving: Learners are encouraged to figure out grammar patterns through guided discovery rather than being explicitly told the rules. This promotes critical thinking and a deeper understanding of grammar usage.

6. Interaction and Collaboration: Action-Oriented Grammar Instruction often involves pair or group work where learners collaborate to complete tasks, discuss ideas, and apply grammar in conversations.

7. Error Correction: Errors are seen as opportunities for learning. Teachers provide corrective feedback within the context of the task, helping learners understand the correct usage.

8. Reflective Learning: Learners are encouraged to reflect on their language use and the grammar structures they've employed during the completion of tasks. This reflection helps reinforce their understanding.

9. Motivation and Engagement: Because learners see the immediate practical value of the grammar they are learning, they tend to be more motivated and engaged in the learning process.

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10. Cultural and Social Context: Action-Oriented Grammar Instruction often integrates cultural and social aspects of language use, enhancing learners' ability to use language appropriately in various cultural settings.

Overall, the key principle behind Action-Oriented Grammar Instruction is that grammar is best learned when it is directly applied to meaningful communication tasks. This approach recognizes that language is a tool for communication, and grammar instruction should enable learners to use the language effectively in real-world situations.

Table 7
Relationship Between Active Learning Strategies And English Language Proficiency of the Respondents

Variables	degrees of freedom	r-value	p-value	Ho at .05	Verbal Interpretation
Active Learning Strategies	12	.77	0.001	Rejected	Significant
English Language Proficiency					

Table 7 reveals "Active Learning Strategies," pertains to the various techniques and methods employed by respondents to actively engage in the learning process. On the other hand, "English Language Proficiency," signifies the skill level demonstrated by respondents in the English language. The analysis involves 12 degrees of freedom, an essential statistical parameter that influences the accuracy of the findings. The calculated correlation coefficient (r-value) of 0.77 implies a robust positive correlation between the utilization of active learning

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strategies and English language proficiency. This coefficient quantifies the strength and direction of the linear relationship between the variables, and in this context, it underscores a strong positive association. The corresponding p-value, a critical element in hypothesis testing, is reported as 0.001. This p-value signifies the probability of observing such a strong correlation by chance alone. With a p-value significantly lower than the conventional significance level of 0.05, the null hypothesis (Ho), which postulates no significant relationship, is convincingly rejected. This outcome substantiates that the observed correlation between active learning strategies and English language proficiency is indeed noteworthy and not merely a result of random variability. Given the circumstances, it can be deduced that the application of active learning strategies by respondents is intimately linked to their English language proficiency. In other words, respondents who embrace active learning strategies tend to exhibit higher levels of English language competence. The statistical significance of the relationship highlights the potential benefits of incorporating active learning techniques to enhance language proficiency among the respondents.

The study concluded that there's a diverse age distribution among respondents, a predominantly female respondent group, and occasional use of multiple intelligence strategies in teaching. Participants strongly endorsed the positive impact of active learning strategies on grammar lessons, highlighting enhanced engagement and comprehension. Action-Oriented Grammar Instruction was recognized as a dynamic approach that integrates grammar into real-life communication scenarios, fostering practical language skills and critical thinking. The study recommends diversifying recruitment strategies, consistently integrating active learning methods, addressing challenges in using multiple intelligences, promoting Action-Oriented Grammar Instruction, and implementing a structured action plan for comprehensive language learning.

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Action Plan

Action Steps	Timeline	Responsible Person	Resources Needed	Progress Monitoring
Conduct Needs Assessment	Month 1	School head	Questionnaires, Surveys	Analyze data to identify proficiency gaps and learning needs
Identify Learning Objectives	Month 2	Curriculum Coordinator	Educational Materials, Guidelines	Define clear and measurable objectives for proficiency levels
Develop Action-Oriented Curriculum	Months 3-4	Curriculum Team	Textbooks, Lesson Plans	Create curriculum focusing on real-life communication tasks
Implement Active Learning Strategies	Months 5-6	English Teachers	Teaching Materials, Technology	Utilize various strategies such as role plays, debates, etc.
Integrate Technology Tools	Months 5-6	IT Support Team	Language Learning Apps, Software	Incorporate language apps for interactive learning
Provide Continuous Training	Ongoing	Professional Development Team	Workshops, Training Sessions	Train teachers on new methods, strategies, and technology

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Action Steps	Timeline	Responsible Person	Resources Needed	Progress Monitoring
Monitor and Assess Progress	Ongoing	Assessment Committee	Assessment Tools, Rubrics	Regularly assess students' progress and adjust instruction
Offer Additional Support	As Needed	Student Support Team	Tutoring, Language Labs	Provide extra help for struggling students
Evaluate and Adjust	End of Academic Year	Evaluation Committee	Feedback, Evaluation Reports	Review outcomes, make improvements based on results

The provided table outlines an action plan for the improvement of English language proficiency. Each action step is described with its timeline, responsible person or team, required resources, and the way progress will be monitored. Let's discuss each component of the action plan in more detail:

1. Conduct Needs Assessment:

- Timeline: Month 1
- Responsible Person: School Head
- Resources Needed: Questionnaires, Surveys
- Progress Monitoring: Analyze data to identify proficiency gaps and learning needs.
- Discussion: The first step involves assessing the current proficiency levels of the learners.

This is done through surveys and questionnaires to understand their strengths and weaknesses in the English language.

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2. Identify Learning Objectives:

- Timeline: Month 2
- Responsible Person: Curriculum Coordinator
- Resources Needed: Educational Materials, Guidelines
- Progress Monitoring: Define clear and measurable objectives for proficiency levels.
- Discussion: With the data from the needs assessment, learning objectives are established.

These objectives should be specific, achievable, and aligned with the desired language proficiency outcomes.

3. Develop Action-Oriented Curriculum:

- Timeline: Months 3-4
- Responsible Person: Curriculum Team
- Resources Needed: Textbooks, Lesson Plans
- Progress Monitoring: Create curriculum focusing on real-life communication tasks.
- Discussion: The curriculum development team designs a curriculum that incorporates real-life communication scenarios and tasks, providing practical language learning experiences.

4. Implement Active Learning Strategies:

- Timeline: Months 5-6
- Responsible Person: English Teachers
- Resources Needed: Teaching Materials, Technology
- Progress Monitoring: Utilize various strategies such as role plays, debates, etc.
- Discussion: Teachers employ active learning strategies like role plays, debates, and group discussions to engage students in hands-on language practice.

5. Integrate Technology Tools:

- Timeline: Months 5-6
- Responsible Person: IT Support Team
- Resources Needed: Language Learning Apps, Software
- Progress Monitoring: Incorporate language apps for interactive learning.

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- Discussion: Integrating technology tools, such as language learning apps and software, enhances the learning experience and provides interactive language practice opportunities.

6. Provide Continuous Training:

- Timeline: Ongoing
- Responsible Person: Professional Development Team
- Resources Needed: Workshops, Training Sessions
- Progress Monitoring: Train teachers on new methods, strategies, and technology.
- Discussion: Teachers are continuously trained to stay updated with the latest language teaching methods, strategies, and technological tools.

7. Monitor and Assess Progress:

- Timeline: Ongoing
- Responsible Person: Assessment Committee
- Resources Needed: Assessment Tools, Rubrics
- Progress Monitoring: Regularly assess students' progress and adjust instruction.
- Discussion: Consistent assessment helps monitor student progress and allows for adjustments to teaching strategies based on performance.

8. Offer Additional Support:

- Timeline: As Needed
- Responsible Person: Student Support Team
- Resources Needed: Tutoring, Language Labs
- Progress Monitoring: Provide extra help for struggling students.
- Discussion: Students who require additional support receive tutoring and access to language labs to address their specific needs.

9. Evaluate and Adjust:

- Timeline: End of Academic Year
- Responsible Person: Evaluation Committee
- Resources Needed: Feedback, Evaluation Reports
- Progress Monitoring: Review outcomes, make improvements based on results.

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- Discussion: At the end of the academic year, an evaluation is conducted, and the collected data is used to make informed decisions for future improvements.

Overall, this action plan provides a structured approach to improving English language proficiency by incorporating various strategies and resources to enhance the teaching and learning experience. Regular assessment, continuous training, and data-driven adjustments ensure the effectiveness of the plan over time.

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Financial Report

Table 8
Cost Estimates

Item	Amount	Total
Bond Paper	Php 300.00	Php 300.00
Folder	Php 100.00	Php 100.00
Printing	Php 250.00	Php 250.00
Internet Connection during the floating and retrieval of the data – gathering instruments	Php 500.00	Php 500.00
Statistician	Php1000.00	Php1000.00
Total	Php 2,150.00	Php 2,150.00

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