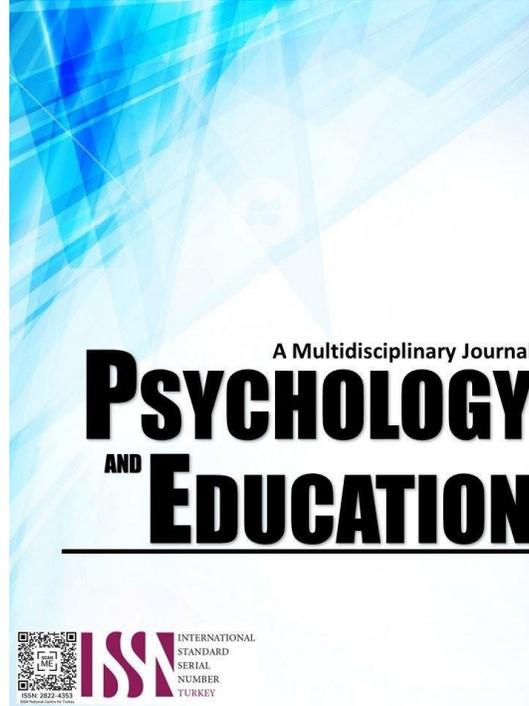


UTILIZING ENGLISH LANGUAGE PRACTICE AND LEARNERS' PROFICIENCY LEVEL IN SENTENCE CONSTRUCTION



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Utilizing English Language Practice and Learners' Proficiency Level in Sentence Construction

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Abstract

This study investigates the impact of utilizing English in the classroom to improve sentence formation proficiency among learners in the Don Carlos I District, Division of Bukidnon, during the 2024-2025 school year. With the aim of enhancing sentence construction skills, the research focuses on the extent to which English language practices are incorporated into the classroom through various activities such as writing prompts, group discussions, teacher support, and peer interactions. A descriptive-correlational research design was used to gather data from 150 respondents using a researcher-made survey questionnaire. The study assesses learners' proficiency level in sentence construction based on their academic performance in English. The findings revealed that English language practice, integrated into lesson plans, greatly contributes to learners' proficiency in sentence construction. Activities such as grammar exercises, group discussions, and peer interactions positively impacted the learners' ability to form sentences. The study further shows a strong, significant correlation between frequent English utilization and higher sentence construction proficiency. Specifically, peer interaction, engagement with English materials, and teacher guidance played pivotal roles in reinforcing learners' sentence-building abilities. The learners' overall proficiency was rated as "Very Satisfactory," confirming the effectiveness of these strategies. In conclusion, this research highlights the importance of consistent and varied English language practices in the classroom for improving sentence construction proficiency. Teachers are encouraged to continue integrating diverse language activities and provide ongoing support to foster learners' sentence formation skills. The study recommends further research to explore the effectiveness of specific language activities on sentence construction across different educational settings.

Keywords: *English language practice, sentence construction, learner proficiency, educational activities, peer interaction, teacher support.*

Introduction

Proficiency in English is a crucial ability in today's worldwide society. In the domain of language instruction, the capacity to construct logical and grammatically accurate sentences is vital for effective communication and academic achievement. Nonetheless, attaining skills in sentence construction presents a barrier for some learners, especially in educational environments where language training is vital. Using English in the classroom to enhance sentence-building skills has been a significant focus for educators and researchers aiming to improve language learning results.

Despite the acknowledged significance of sentence formation proficiency in English language instruction, substantial gaps persist in the existing studies. Few studies have concentrated on the practical strategies and teaching methods that help enhance sentence formation skills in the classroom. Furthermore, empirical data is required to substantiate the efficacy of employing English as a medium to improve sentence production skills among learners from various language backgrounds and proficiency levels. Addressing these research gaps is essential for enhancing our comprehension of practical teaching approaches that promote linguistic development and communicative proficiency.

Language competency and good communication skills in educational settings are frequently based on legal frameworks and academic regulations. The Enhanced Basic Education Act of 2013, referred to as the K to 12 Law, emphasizes the significance of language proficiency as a fundamental element of the national curriculum in the Philippines. This regulation requires incorporating English language instruction in educational settings to provide students with essential linguistic competencies for academic achievement and international competitiveness. Utilizing English to improve sentence construction skills, instructors comply with the legal requirements of the K to 12 Law, promoting an environment conducive to language development.

Recent research has highlighted the benefits of integrating English language activities to enhance sentence formation, showing significant improvements in students' grammatical accuracy and writing fluency. For instance, Thongtum and Intasena (2023) emphasized that structured language activities could significantly boost students' understanding and application of sentence structures. Additionally, Nugroho (2021) explored the role of peer collaboration and self-editing strategies in refining sentence complexity and form, offering valuable insights for educators seeking to improve language instruction. These studies, along with others in recent years, underscore the effectiveness of incorporating active language practices to strengthen students' sentence construction skills.

The execution of the thesis is of utmost importance for various reasons. Firstly, in a globalized world where English is the predominant language for communication, improving pupils' ability to construct sentences can significantly enhance their general communication skills and academic performance. Furthermore, sentence construction is crucial for conveying ideas clearly and logically, whether in written tasks or spoken conversations. These skills are vital for achieving success in diverse academic and professional environments.

This thesis examined the impact of using English in the classroom on student's ability to construct sentences in Don Carlos 1 District, Division of Bukidnon, School Year (SY) 2024-2025. It not only added to the knowledge in the field of language education but also provided practical guidance for educators aiming to improve student's communication skills and language proficiency.

Research Questions

This study was conducted to determine the effectiveness of using English in the classroom to improve sentence formation proficiency in Don Carlos 1 District, Division of Bukidnon, School Year (SY) 2024-2025. This aimed to answer the following questions:

1. What is the extent of English utilization in the classroom to develop sentence formation proficiency regarding Frequency of English Language Practice, Type of English Language Activities, Teacher Support and Guidance, Student Engagement with English Materials, and Peer Interaction in English Language Learning?
2. What is the proficiency level of the learners in sentence construction?
3. Is there a significant relationship between the extent of English utilization in the classroom to develop sentence formation proficiency and the learners' proficiency level in sentence construction?

Methodology

Research Design

This study applied the descriptive-correlational research design. It focused on utilizing English in the classroom for sentence formation proficiency in Don Carlos 1 District, Division of Bukidnon, School Year (SY) 2024-2025.

Data on the extent of English utilization in the classroom to develop sentence formation proficiency were gathered using a researcher-made questionnaire. In contrast, the learners' proficiency level in sentence construction was based on the learners' grades in the English subject for the first semester of School Year 2024-2025.

Respondents

The study's respondents were Don Carlos 1 District, Division of Bukidnon teachers. They were requested to respond to the survey questionnaires as they have a profound understanding of English utilization in the classroom to develop sentence formation proficiency and have records on the learners' proficiency level in sentence construction. Table 1 presents the distribution of respondents by school.

Table 1. *Distribution of Respondents by School*

School	Number of Respondents
Don Carlos Central Elementary School	55
Sinanguyan Elementary School	18
Minsalagan Elementary School	3
Manlamonay Elementary School	3
Kibatang Elementary School	13
San Antonio East Elementary School	3
Pinamaloy Elementary School	13
Total	108

Instruments

This study gathered the needed data using a researcher-made survey questionnaire. The instrument was composed of two parts. Part I will elicit details on the extent to which English is utilized in the classroom to develop sentence formation proficiency. The columns for the choices were based on the Five-Point Likert Scale. The respondent simply checked the column for his chosen answer. Part II was about the proficiency level of the learners in sentence construction.

Scoring Procedure

The data were interpreted using the rating scales below. The mean was interpreted using the Five-Point Likert Scale to determine the extent to which English is utilized in the classroom to develop sentence formation proficiency.

Rating Scale for the extent of the English utilization in the classroom to develop sentence formation proficiency

Scale	Range	Indicator	Description
5	4.20-5.00	Very Large Extent	Utilization is performed 9-10 times out of ten situations
4	3.40-4.19	Large Extent	Utilization is performed 7-8 times out of ten situations
3	2.60-3.39	Moderate Extent	Utilization is performed 5-6 times out of ten situations
2	1.80-2.59	Small Extent	Utilization is performed 3-4 times out of ten situations

1 1.00-1.79 Very Small Extent Utilization is performed 0-2 times out of ten

Procedure

This study followed the standard operational procedure at Valencia Colleges (Buk.) Incorporated. First, the researcher sought the approval and endorsement letter of the Dean of Graduate School. Then, she submitted the letters to the Schools Division Superintendent of Bukidnon. When proper approval was obtained, the researcher approached the Public Schools District Supervisor of the Don Carlos I District for his permission. Afterward, the researcher approached the school heads of the chosen schools for permission to conduct a study on their area of responsibility. Finally, the questionnaires were formally launched to the target respondents.

Data Analysis

The following statistical tools were used in this study:

Mean and standard deviation were applied to find the extent of English utilization in the classroom to develop sentence formation proficiency.

Percentage and frequency count were used to determine the learners' proficiency level in sentence construction.

Pearson r Product-Moment Correlation Coefficient or Pearson r was used to find the significant relationship between the extent to which English is utilized in the classroom to develop sentence formation proficiency and the proficiency level of the learners in sentence construction.

Ethical Consideration

Participation in the study was entirely voluntary, and the researcher prioritized the participants' well-being, safety, and confidentiality. Participants received informed consent documents and detailed information about the study's surroundings. The researcher employed strategies to minimize potential bias in participants' comments and impartially documented their input. Participants were assigned pseudonyms to express their opinions to maintain secrecy and ensure the study's credibility. During the study, participants can decline to answer any unfavorable questions.

Results and Discussion

This chapter presents findings, analyzes the problems, and interprets them in light of descriptive research.

This study was conducted to determine the effectiveness of using English in the classroom to improve sentence formation proficiency in Don Carlos 1 District, Division of Bukidnon, School Year (SY) 2024-2025.

In particular, this aimed to determine the extent of English utilization in the classroom to develop sentence formation proficiency in terms of Frequency of English Language Practice, Type of English Language Activities, Teacher Support and Guidance, Student Engagement with English Materials, and Peer Interaction in English Language Learning; find out the proficiency level of the learners in sentence construction; and determined the significant relationship between the extent of English utilization in the classroom to develop sentence formation proficiency and the proficiency level of the learners in sentence construction.

The extent of English utilization in the classroom to develop sentence formation proficiency in terms of Frequency of English Language Practice, Type of English Language Activities, Teacher Support and Guidance, Student Engagement with English Materials, and Peer Interaction in English Language Learning is presented and discussed in the following sections.

Table 2 contains how English is utilized in the classroom to develop sentence formation proficiency in the Frequency of English Language Practice.

Table 2. *Extent of English Utilization in the Classroom to Develop Sentence Formation Proficiency in terms of Frequency of English Language Practice*

Indicator	Mean	SD	Interpretation
English language practice is regularly integrated into lesson plans to enhance sentence formation skills.	4.06	0.994	Large Extent
I practice forming English sentences among my learners daily during classroom activities and exercises.	3.86	0.971	Large Extent
English language practice activities are incorporated into homework assignments to encourage consistent practice outside of the classroom.	3.81	0.949	Large Extent
Learners engage in structured English language practice sessions weekly to improve sentence construction proficiency.	3.76	1.093	Large Extent
Interactive group discussions and speaking exercises in English are conducted frequently to reinforce sentence formation skills.	3.65	1.044	Large Extent
Overall	3.83	0.929	Large Extent

Legend: 4.20-5.00 – Very Large Extent, 3.40-4.19 – Large Extent, 2.60-3.39 – Moderate Extent, 1.80-2.59 – Small Extent, 1.00-1.79 – Very Small Extent

Table 2 shows the extent of English utilization in the classroom to develop sentence formation proficiency regarding the frequency of

English language practice, which was assessed using five indicators. Among these, the highest mean was observed for the indicator that English language practice is integrated into lesson plans regularly to enhance sentence formation skills, with a Mean of 4.06 and Standard Deviation of 0.994, indicating that lesson plans frequently incorporate English practice, which can systematically support learners in improving their sentence construction skills. Repetition and consistent exposure to sentence structures, grammatical rules, and vocabulary are essential in fostering sentence formation proficiency. A study by Ellis et al. (2016) demonstrated that learners who frequently practiced sentence construction in a structured classroom environment improved syntactic accuracy and complexity faster. This aligns with Ellis's (2016) notion of the "frequency effect," where increased exposure to sentence patterns enhances learners' ability to form sentences correctly.

The lowest mean was recorded for interactive group discussions and speaking exercises in English, which are conducted frequently to reinforce sentence formation skills, with a mean of 3.65 and a standard deviation of 1.044. While still categorized under a Large Extent, speaking exercises and group discussions may be less emphasized than other practice forms. Studies emphasize the role of frequent speaking practice in improving sentence formation skills. Goh and Burns (2017) explored how frequent opportunities to use English in spoken interactions help learners internalize grammatical rules and apply them spontaneously in sentence formation. In particular, classrooms prioritizing daily English-speaking activities, such as discussions, debates, and presentations, report higher proficiency in sentence formation among learners.

Other indicators also reflect consistent English practice, such as practicing forming English sentences among my learners daily during classroom activities and exercises, with a mean of 3.86 and a standard deviation of 0.971. Another critical aspect of frequent English practice is the role of teacher-student interactions. Studies show that when teachers consistently use English for instructions, explanations, and feedback, students are likelier to improve their sentence formation abilities. Garton and Copland (2018) found that learners exposed to English through consistent teacher talk performed better in sentence construction activities, as they regularly encountered diverse sentence patterns.

English language practice activities are incorporated into homework assignments to encourage consistent practice outside the classroom, with a Mean of 3.81 and a Standard Deviation of 0.949. These results imply that while learners are regularly exposed to sentence formation exercises inside and outside the classroom, there may be variations in implementation due to factors such as instructional approaches or time constraints.

Similarly, Learners engage in structured English language practice sessions multiple times a week to improve proficiency in sentence construction, with a Mean of 3.76 and Standard Deviation of 1.093, which reinforces the idea that structured practice is an essential component of learning but may not always be conducted with the same intensity across all classrooms. Writing exercises are another crucial component in practicing sentence construction. Frequent writing tasks like journal entries, essays, and short compositions allow students to apply grammar rules and expand their sentence structures. Lee (2021) found that classrooms emphasizing frequent writing activities improved students' written sentence complexity and accuracy.

The Overall Mean of 3.83 and Standard Deviation of 0.929 indicate that English language practice for sentence formation is implemented to a Large Extent, occurring approximately seven to eight times out of ten situations.

This implies that while structured practice is prevalent, there may be variations in implementation, particularly concerning interactive speaking exercises. Moreover, professional development should focus on strategies to effectively incorporate interactive discussions and speaking exercises into daily classroom routines. Research consistently demonstrates that various language practice activities enhance learner proficiency (Ellis, 2015) and that interactive communication tasks are crucial for developing communicative competence (Long, 2015).

Table 3 shows how English is utilized in the classroom to develop sentence formation proficiency regarding the Type of English Language Activities.

Table 3. *Extent of English Utilization in the Classroom to Develop Sentence Formation Proficiency in terms of Type of English Language Activities*

Indicator	Mean	SD	Interpretation
Sentence-building games and puzzles are interactive activities to enhance English language proficiency.	3.78	1.088	Large Extent
Structured grammar exercises are used to practice sentence formation in English.	3.74	0.911	Large Extent
Writing prompts are given to learners to help them practice composing sentences in English.	3.70	1.044	Large Extent
Group discussions and debates in English are organized to promote sentence formation skills and fluency.	3.62	1.065	Large Extent
Role-playing activities encourage learners to construct sentences in English within context.	3.56	0.910	Large Extent
Overall	3.68	0.922	Large Extent

Legend: 4.20–5.00 – Very Large Extent, 3.40–4.19 – Large Extent, 2.60–3.39 – Moderate Extent, 1.80–2.59 – Small Extent, 1.00–1.79 – Very Small Extent

Table 3 shows the extent of English utilization in the classroom to develop sentence formation proficiency regarding the type of English language activities, which was assessed using five indicators. The highest mean was observed for the indicator Sentence-building games and puzzles are used as interactive activities to enhance English language proficiency with a Mean of 3.78 and Standard Deviation of 1.088, suggesting that interactive and engaging activities are frequently employed to reinforce sentence formation skills. The rise of technology in language education has introduced various tools that help students improve their sentence formation proficiency. Grammar-checking software and language-learning apps that offer sentence correction exercises provide students with immediate feedback, reinforcing their understanding of sentence structure.

Research by Warschauer and Grimes (2020) found that students who regularly use these tools improve their sentence accuracy and complexity in writing and speaking tasks. Platforms that incorporate gamified learning, such as Duolingo and Kahoot, have been shown to motivate students while providing sentence formation practice through quizzes and interactive challenges. These platforms offer exercises that focus on sentence construction, allowing students to practice in a more engaging and competitive environment.

The lowest mean was recorded for Role-playing activities employed to encourage learners to construct sentences in English within the context, with a Mean of 3.56 and a Standard Deviation of 0.910. While still categorized under a Large Extent, this implies that role-playing may be used less often than other activities, possibly due to time constraints or instructional preferences. Additionally, interactive speaking activities, such as role-playing and dialogue practice, allow students to practice sentence formation in real-life contexts. According to a study by Richards (2017), students who engage in role-playing activities tend to demonstrate improved fluency and accuracy in sentence formation as they practice constructing sentences spontaneously.

Other indicators also reflect consistent utilization of different language activities. Structured grammar exercises are used to practice sentence formation in English, with a Mean of 3.74. Standard Deviation of 0.911 and Writing prompts are given to learners to help them practice composing sentences in English with a Mean of 3.70 and Standard Deviation of 1.044, indicating that structured and written activities play a significant role in developing students' sentence construction abilities. Additionally, group discussions and debates in English are organized to promote sentence formation skills and fluency with a mean of 3.62 and standard Deviation of 1.065, highlighting interactive speaking exercises, though with slightly less frequency than structured or written activities.

This suggests that although interactive and written exercises are often included, enhancing the integration of contextualized speaking activities such as role-playing may be necessary. Consequently, educators must expand their instructional methodologies to incorporate a broader spectrum of activities, especially role-playing, to improve students' capacity to formulate sentences contextually while maintaining an equilibrium between prescribed grammar exercises and communicative tasks. Furthermore, professional development must equip educators to execute role-playing and other contextualized activities proficiently. Research repeatedly shows that diverse language learning activities improve learner engagement and competency (Nation & Newton, 2009) and that contextualized practice is essential for cultivating communicative competence (Bygate, 2015).

Table 4 displays the extent of English utilization in the classroom to develop sentence formation proficiency in terms of Teacher Support and Guidance.

Table 4. *Extent of English Utilization in the Classroom to Develop Sentence Formation Proficiency in terms of Teacher Support and Guidance*

Indicator	Mean	SD	Interpretation
Teachers model correct sentence structures and provide examples to demonstrate effective English sentence formation to students.	3.96	1.176	Large Extent
Teachers provide constructive feedback on students' English sentence formation to aid improvement.	3.90	1.110	Large Extent
Teachers give clear instructions and explanations to guide students through English language activities focusing on sentence formation.	3.90	1.191	Large Extent
Teachers conduct guided practice sessions to assist students in mastering sentence formation in English.	3.87	1.177	Large Extent
Teachers offer individualized support to students who may require additional help with English sentence construction.	3.75	1.069	Large Extent
Overall	3.88	1.084	Large Extent

Legend: 4.20–5.00 – Very Large Extent, 3.40–4.19 – Large Extent, 2.60–3.39 – Moderate Extent, 1.80–2.59 – Small Extent, 1.00–1.79 – Very Small Extent

Table 4 reveals that the extent of English utilization in the classroom to develop sentence formation proficiency regarding teacher support and guidance was assessed using five indicators. The highest mean was observed for the indicator Teachers model correct sentence structures and provide examples to demonstrate effective English sentence formation to students with a Mean of 3.96 and Standard Deviation of 1.176, indicating that teachers frequently exemplify proper sentence construction, which serves as a crucial reference for students in improving their proficiency. Scaffolding is a teaching strategy where teachers provide students with temporary support structures gradually removed as students gain mastery of a concept or skill. Research has shown that when teachers scaffold sentence formation exercises, students significantly improve their ability to create syntactically accurate sentences. Teachers can offer sentence starters, modeling, and step-by-step guidance to help students internalize sentence patterns and structures (Van de Pol, Volman, & Beishuizen, 2018).



The lowest mean was recorded for Teachers who offer individualized support to students who may require additional help with English sentence construction, with a Mean of 3.75 and a Standard Deviation of 1.069. While still interpreted as a Large Extent, this suggests that one-on-one guidance may be less frequent due to time limitations or large class sizes. Moreover, grammar instruction, particularly in sentence formation, is essential to English language teaching. Research indicates that students' ability to form coherent sentences improves when teachers explicitly teach sentence structure and grammar rules.

This instruction often includes sentence diagramming, verb tense agreements, and the use of conjunctions to create complex sentences (Ellis, 2016). Teachers often design sentence formation exercises that help students practice various grammatical constructs. By guiding students through sentence completion activities, sentence transformation drills, and sentence combining tasks, teachers ensure that learners apply grammar rules in context, leading to better sentence production.

Other indicators also highlight significant teacher support in sentence formation development. Teachers provide constructive feedback on students' English sentence formation to aid improvement, with a Mean of 3.90 and Standard Deviation of 1.110. Teachers give clear instructions and explanations to guide students through English language activities, focusing on sentence formation with a mean of 3.90 and a standard deviation of 1.191. They emphasize the importance of feedback and clarity in instruction, both of which are essential for students' language development. Regarding teacher-student interaction and its impact on sentence formation proficiency, corrective feedback is a critical component of teacher support in the classroom, particularly in sentence formation. Studies have demonstrated that when teachers provide timely and constructive feedback on students' sentence errors, learners are more likely to internalize the correct structures. Teachers may use various feedback types, such as recasts, explicit correction, or metalinguistic feedback, to guide students toward syntactically accurate sentences (Lyster & Saito, 2018).

Additionally, Guided practice sessions are conducted by teachers to assist students in mastering sentence formation in English with a Mean of 3.87 and Standard Deviation of 1.177, demonstrating that structured support is consistently provided, reinforcing learning through practice. Studies show that classrooms with high levels of teacher-student interaction promote active use of language. By engaging in question-and-answer sessions, role-playing, and group discussions, students are encouraged to experiment with sentence structures and practice forming sentences in a supportive environment (Mercer, 2019).

The Overall Mean of 3.88 and Standard Deviation of 1.084 indicate that teacher support and guidance in English sentence formation are implemented to a Large Extent, occurring approximately seven to eight times out of ten situations. It suggests that teachers should routinely offer assistance and direction in English sentence construction. This kind of support occurs to a "Large Extent," indicating that in around 70% to 80% of cases, children receive assistance from their teachers in sentence construction. The standard deviation reflects variability in the frequency of support provision; nonetheless, it is predominantly offered regularly.

This indicates that although teachers are proficiently showing and providing feedback, it may be necessary to augment personalized help to meet varied student requirements. Consequently, educators must prioritize delivering specialized support, including differentiated instruction and targeted interventions, ensuring all students have personalized guidance to enhance their sentence-building skills. Furthermore, professional development must concentrate on equipping educators with the skills necessary to deliver tailored support within the limitations of classroom environments. Research emphasizes the critical role of instructor modeling and feedback in language acquisition (Hyland & Hyland, 2019) and shows that individualized instruction needs to address individual student requirements (Tomlinson, 2017).

Table 5 shows the extent to which English is utilized in the classroom to develop sentence formation proficiency in terms of Student Engagement with English Materials.

Table 5. *Extent of English Utilization in the Classroom to Develop Sentence Formation Proficiency in terms of Student Engagement with English Materials*

Indicator	Mean	SD	Interpretation
Learners actively participate in English reading exercises to familiarize themselves with sentence structures.	3.78	1.138	Large Extent
Engagement with English writing assignments motivates learners to practice sentence formation independently.	3.69	1.115	Large Extent
In-class discussions in English encourage learners to apply learned sentence formation techniques in real time.	3.69	1.148	Large Extent
Group activities that involve English storytelling and collaborative writing promote learner engagement with sentence formation in a creative context.	3.69	1.172	Large Extent
Learners eagerly interact with English language apps and digital tools to enhance their sentence construction skills.	3.62	1.190	Large Extent
Overall	3.70	1.068	Large Extent

Legend: 4.20–5.00 – Very Large Extent, 3.40–4.19 – Large Extent, 2.60–3.39 – Moderate Extent, 1.80–2.59 – Small Extent, 1.00–1.79 – Very Small Extent

Table 5 presents the extent of English utilization in the classroom to develop sentence formation proficiency in student engagement with English materials, which was assessed using five indicators. The highest mean was observed for the indicator Learners actively

participate in English reading exercises to familiarize themselves with sentence structures, with a Mean of 3.78 and Standard Deviation of 1.138, suggesting that reading exercises are a key method in reinforcing students' understanding of sentence patterns and grammatical structures. The lowest mean was recorded for Learners who eagerly interact with English language apps and digital tools to enhance their sentence construction skills, with a Mean of 3.62 and a Standard Deviation of 1.190.

Although still categorized under a Large Extent, this suggests that digital tools and applications may not be as frequently utilized as other traditional or interactive learning methods, possibly due to limited access to technology or teacher preferences. Integrating multimedia resources such as videos, podcasts, and interactive software can significantly enhance student engagement. According to Alnassri et al. (2022), students exposed to multimedia tools exhibited higher engagement levels, positively impacting their sentence formation skills. These tools provide diverse contexts for language use and allow students to visualize and contextualize their learning.

Other indicators also highlight meaningful student engagement. Engagement with English writing assignments motivates learners to practice sentence formation independently, with a Mean of 3.69. Standard Deviation of 1.115 emphasizes the role of writing activities in fostering independent learning. At the same time, In-class discussions in English encourage learners to apply learned sentence formation techniques in real-time with a Mean of 3.69 and Standard Deviation of 1.148, highlighting the importance of speaking exercises in reinforcing sentence construction skills. Studies by Nunan (2019) indicate that when students engage in tasks that mimic real-life communication, they are more motivated to participate and practice sentence formation. Also, using technology, such as language learning apps and online discussion forums, can increase student engagement.

Additionally, Group activities that involve English storytelling and collaborative writing promote learner engagement with sentence formation in a creative context with a Mean of 3.69 and Standard Deviation of 1.172, indicating that creative writing and collaborative tasks provide an engaging way for students to practice and refine their sentence formation abilities. Using collaborative materials, such as group projects and peer review activities, enhances engagement by encouraging students to interact with each other. Research by Yang et al. (2020) emphasizes that peer collaboration increases motivation and improves sentence construction as students learn from each other and provide feedback.

Generally, the Overall Mean of 3.70 and Standard Deviation of 1.068 indicate that student engagement with English materials occurs to a Large Extent, approximately seven to eight times out of ten situations.

This suggests that although conventional and interactive approaches are helpful, it may be necessary to incorporate digital tools more effectively to augment student participation. Consequently, instructors should investigate and incorporate a broader array of digital resources and applications to enhance conventional teaching techniques while ensuring pupils have equitable access to these tools. Furthermore, professional development must equip educators to proficiently utilize digital resources to augment student engagement and improve sentence-constructing abilities. Research repeatedly indicates that integrating varied learning materials improves student engagement (Godwin-Jones, 2017), and digital tools offer significant chances for language practice (Stockwell, 2016).

Table 6 offers the extent to which English is utilized in the classroom to develop sentence formation proficiency in terms of Peer Interaction in English Language Learning.

Table 6. *Extent of English Utilization in the Classroom to Develop Sentence Formation Proficiency in terms of Peer Interaction in English Language Learning*

Indicator	Mean	SD	Interpretation
Learners engage in group activities where they practice forming sentences in English collaboratively.	3.74	1.017	Large Extent
Group discussions in English allow learners to collectively interact, share ideas, and practice sentence formation.	3.74	1.062	Large Extent
Peer feedback sessions are organized to help students improve their English sentence construction skills.	3.72	1.022	Large Extent
Pair work activities encourage learners to communicate and construct sentences in English with their peers.	3.72	0.994	Large Extent
Learners participate in English language games that promote interaction and sentence formation in a fun setting.	3.70	1.104	Large Extent
Overall	3.73	0.982	Large Extent

Legend: 4.20–5.00 – Very Large Extent, 3.40–4.19 – Large Extent, 2.60–3.39 – Moderate Extent, 1.80–2.59 – Small Extent, 1.00–1.79 – Very Small Extent

Table 6 shows the extent of English utilization in the classroom to develop sentence formation proficiency in terms of peer interaction in English language learning, which was assessed using five indicators. The highest mean was observed for two indicators: Learners engage in group activities where they practice forming sentences in English collaboratively, and Group discussions in English provide opportunities for learners to interact, share ideas, and practice sentence formation collectively, with a Mean of 3.74 and Standard Deviation of 1.017 and a Mean of 3.74 and Standard Deviation of 1.062, respectively.

These results suggest that group activities and discussions are frequently used as platforms for learners to interact with their peers, practice sentence formation, and improve their collective communication skills. Research from Gillies (2016) shows that peer interaction promotes sentence formation proficiency by creating a supportive environment where learners can experiment with language

without fear of judgment. Peer feedback during collaborative activities encourages learners to refine their sentence structure and correct grammatical errors.

The lowest mean was recorded for Learners participating in English language games that promote interaction and sentence formation in a fun setting, with a Mean of 3.70 and a Standard Deviation of 1.104. Although still classified under Large Extent, language games, while still engaging, may not be as regularly incorporated compared to more structured activities like group discussions and peer work. According to Storch and Aldosari (2018), when learners engage in peer interactions, they are more likely to notice their language mistakes and improve their syntactic and lexical accuracy. In peer interaction, learners are exposed to authentic, spontaneous communication, which helps them develop sentence formation skills in a meaningful context.

Ellis (2017) highlights that the conversational nature of peer interaction forces learners to engage in real-time sentence construction, using both familiar and unfamiliar language structures. When students collaborate, they often need to negotiate meaning, which enhances their understanding of sentence structure. By clarifying misunderstandings, restating ideas, and expanding on each other's sentences, learners gain insights into how sentences are constructed and can adjust their language use accordingly (Swain & Lapkin, 2015).

Other indicators also demonstrate consistent peer interaction in language learning. Peer feedback sessions are organized to help students improve their English sentence construction skills, with a Mean of 3.72 and a Standard Deviation of 1.022, and Pair work activities encourage learners to communicate and construct sentences in English with their peers, with a Mean of 3.72 and Standard Deviation of 0.994 show that peer feedback and pair activities are key methods for fostering interaction and collaborative learning, allowing students to refine their sentence construction abilities through mutual support.

Studies indicate that peer interaction positively affects learners' grammatical development. In their study of peer collaboration in language classrooms, McDonough and Crawford (2018) found that students who frequently participated in peer discussions improved their sentence structure and grammatical accuracy more rapidly than those engaged solely in teacher-fronted lessons.

Overall, the General Mean of 3.73 and Standard Deviation of 0.982 indicate that peer interaction in English language learning occurs to a Large Extent, taking place approximately seven to eight times out of ten situations.

This indicates that collaborative learning is prioritized, however there is potential to further incorporate stimulating language games to improve peer interaction. Consequently, educators should diversify their peer interaction methodologies by integrating more language games with group talks and pair work. This ensures that these activities are organized to optimize collaborative learning and sentence construction practice. Furthermore, professional development must concentrate on providing educators with techniques to proficiently promote peer connection and create stimulating language games. Studies consistently indicate peer interaction improves language acquisition (Long, 2015), and collaborative activities promote communicative competence (Johnson & Johnson, 2017).

The learners' proficiency level in sentence construction is presented and discussed next.

Table 7 presents the proficiency level of the learners in sentence construction.

Table 7. *Proficiency Level of the Learners in Sentence Construction*

Range	f	%	Adjectival Rating
90 – 100	14	13.0	Outstanding
85 – 89	51	47.2	Very Satisfactory
80 – 84	29	26.8	Satisfactory
75 – 79	8	7.4	Fairly Satisfactory
Below 75	6	5.6	Did Not Meet Expectations
Total	108	100.00	

Table 7 shows the comprehension skills of elementary learners distributed across five ranges. The most significant proportion of learners, 47.2% or 51 learners, fall within the 85 – 89 range, which is rated as Very Satisfactory. This indicates that nearly half of the learners are performing at a high level of sentence construction, rated as Very Satisfactory. A smaller percentage, 26.8% or 29 learners, fall within the 80 – 84 range, which is rated as Satisfactory, reflecting a solid but not exceptional level of sentence construction. Research highlights the effectiveness of explicit instruction in sentence structure and grammar, combined with timely feedback, in enhancing sentence formation skills.

According to Almarza (2019), when teachers provide clear explanations and examples of sentence structures, learners are more likely to internalize these concepts and apply them in their writing and speaking tasks. The provision of corrective feedback also aids in

addressing common errors and reinforcing correct usage.

A smaller group, 13.0% or 14 learners, are in the 90 – Range, rated as Outstanding, showcasing exceptional level of sentence construction. On the other hand, 7.4% or eight learners fall within the 75 – 79 range, rated as Fairly Satisfactory, suggesting some room for improvement. Finally, 5.6% or six learners fall below 75 marks, indicating that they Did Not Meet Expectations regarding sentence construction. Technology integration in language instruction has proven beneficial for enhancing sentence formation proficiency. Tools like grammar-checking software and online writing platforms allow learners to practice and receive instant feedback on their sentence construction. For instance, research by Rakes (2021) indicates that students using technology-enhanced instruction show marked improvement in writing proficiency, including sentence structure and complexity.

There is a significant relationship between the extent to which English is utilized in the classroom to develop sentence formation proficiency and the proficiency level of the learners in sentence construction. This distribution indicates that while many students possess strong comprehension, a notable segment requires further support, particularly those falling below the Satisfactory threshold. Therefore, educators should implement differentiated instruction strategies to cater to the diverse comprehension levels of students, and they should provide targeted interventions for those struggling to meet expectations.

The robust correlation between the frequent utilization of English and the capacity to formulate sentences successfully underscores the importance of consistent and intentional language practice in improving student learning outcomes. Consistent engagement with the language—via speaking, writing, or interactive activities—fosters a deeper comprehension and enhanced fluency in sentence construction among pupils. Extensive research indicates that differentiated instruction, which customizes teaching strategies to address unique student requirements, markedly enhances comprehension and learning (Tomlinson, 2017).

Furthermore, research underscores that increased practice of the language in diverse circumstances correlates with enhanced proficiency among students (Ellis, 2015). Collectively, these findings underscore the necessity for educators to offer continuous, focused language practice opportunities that cater to individual learner variances, thereby enhancing sentence formation abilities and overall language proficiency.

Table 8 displays the test of a significant relationship between the extent to which English is utilized in the classroom to develop sentence formation proficiency and the proficiency level of the learners in sentence construction.

Table 8. *Test of Significant Relationship between the Extent of English Utilization in the Classroom to Develop Sentence Formation Proficiency and the Proficiency Level of the Learners in Sentence Construction*

Variable	r	p-value	Interpretation
Frequency of English Language Practice,	.811	.000	Significant
Type of English Language Activities	.909	.000	Significant
Teacher Support and Guidance	.887	.000	Significant
Student Engagement with English Materials	.900	.000	Significant
Peer Interaction in English Language Learning	.903	.000	Significant
Overall	.937	.000	Significant

Table 8 reveals the test of significant relationships between the extent of English utilization in the classroom to develop sentence formation proficiency and the proficiency level of learners in sentence construction shows significant correlations across all variables. Frequency of English Language Practice with $r = .811$ and $p\text{-value} = .000$ indicates a strong and statistically significant positive relationship, suggesting that more frequent practice leads to higher proficiency in sentence construction. Similarly, Type of English Language Activities with $r = .909$ and $p\text{-value} = .000$ shows an even stronger significant correlation, highlighting that diverse activities in English contribute notably to sentence formation proficiency.

Teacher Support and Guidance with $r = .887$ and $p\text{-value} = .000$ also exhibits a strong and significant relationship, emphasizing the importance of teachers' assistance in improving students' sentence construction skills. Student Engagement with English Materials with $r = .900$ and $p\text{-value} = .000$ further supports the finding that active involvement with learning materials is key to sentence construction proficiency. Additionally, Peer Interaction in English Language Learning with $r = .903$ and $p\text{-value} = .000$ reveals a similarly significant relationship, suggesting that collaboration with peers enhances proficiency in sentence formation.

Research indicates that performance-based assessments effectively evaluate sentence formation proficiency, focusing on learners' ability to produce language in context. By assessing students' written and spoken outputs, educators can gain insights into their proficiency levels and areas needing improvement (Harris, 2018). Moreover, formative assessments, such as quizzes, peer feedback, and reflective writing, provide ongoing insights into learners' proficiency levels in sentence construction. Research by Topping (2020) suggests that regular formative assessments help educators tailor instruction to meet the specific needs of their students, leading to improved proficiency in sentence formation.

Finally, the Overall variable with $r = .937$ and $p\text{-value} = .000$ reflects the strongest significant relationship, reinforcing that the combined factors of frequency, activities, teacher guidance, engagement, and peer interaction contribute significantly to learners' sentence construction skills. In conclusion, all variables show statistically significant positive correlations, underscoring the importance of these

factors in fostering proficiency in sentence construction. Then, the null hypothesis, which states that there is no significant relationship between the extent of English utilization in the classroom to develop sentence formation proficiency and the learners' proficiency level in sentence construction, is rejected.

Simultaneously, it is imperative to guarantee robust and continuous support for educators. Educators are essential in directing students, providing prompt feedback, and supporting learning to enhance students' confidence and proficiency in sentence formation. Equally crucial is cultivating an environment in which students engage actively and collaborate with their peers. Peer connection fosters communication enhances learning via social engagement and assists students in applying language skills in genuine contexts. By emphasizing the incorporation of diverse, regular language activities, committed teacher assistance, and active participation from students and peers, educators can establish a comprehensive learning environment. This atmosphere enhances language development, encourages learners, accommodates individual requirements, and eventually results in improved proficiency and academic success in English.

Moreover, professional development should emphasize strategies to enhance these areas, ensuring teachers are equipped to promote sentence construction proficiency effectively. Research consistently demonstrates that a multifaceted approach to language learning enhances proficiency (Nation & Newton, 2009) and highlights the significant impact of teacher support and peer interaction on student outcomes (Long, 2015).

Conclusions

The study resulted in these key conclusions:

The regular and comprehensive application of English language skills in many classroom contexts greatly enhances learners' proficiency in sentence building. This underscores the essential importance of establishing an immersed English-speaking environment. The extensive teacher helps and guides active imitation in language acquisition, indicating that planned and assisted Practice is crucial for learners to develop sentence-forming abilities efficiently.

The exhibited "Very Satisfactory" competency in sentence construction indicates that regular use of English in the classroom effectively enhances learners' sentence formulation skills. This result highlights the necessity of continuous language practice and involvement in attaining substantial advancements in linguistic proficiency. The elevated competence level indicates that the appropriate educational methodologies and classroom activities effectively correspond to learners' needs, facilitating their successful growth of sentence construction skills.

The strong significant relationship confirms that increased English utilization correlates with higher sentence construction proficiency. This emphasizes the causal link between classroom language practices and learner linguistic outcomes. Moreover, these finding underlines that sustained and varied English language activities are beneficial and essential for substantially improving sentence formation skills.

The study offers the following recommendations to address the identified issues:

Teachers are urged to continue and enhance their existing practices, emphasizing the diversification of English language activities to retain elevated student involvement. Teachers may persist in offering substantial support and direction, ensuring regular peer contact and active engagement with English resources to improve sentence construction skills.

Considering learners' "Very Satisfactory" competency level in sentence construction, it is advised that they engage actively in all English language activities and consistently practice sentence formulation to enhance their skills further. Learners may pursue opportunities for peer engagement and employ accessible English resources to elevate their skills beyond the "Very Satisfactory" level.

Research shows a strong connection between how often children use English and their ability to build sentences effectively. To support this, teachers focus on creating a rich English-speaking environment in the classroom by engaging students in regular and varied language activities. They also provide continuous, targeted guidance to help students improve. Parents may encourage their child to practice English regularly at home to further boost their skills in forming sentences and overall language proficiency.

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