

**USING DIFFERENTIATED LEARNING ACTIVITIES TO IMPROVE STUDENTS'
GRAMMATICAL COMPETENCE**

A Thesis

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by

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ABSTRACT

The study aimed to assess the grammatical competence and learning styles of Grade 7 students and was a basis for developing differentiated language learning activities as an intervention that matched students' learning styles based on Flemmings and Mill's VARK learning style. Further, this study intended to determine whether the researcher-made differentiated language learning activities improve the students' grammatical competence. Interventions were given through the use of differentiated learning activities. Since students need to be competent in grammar for them to be able to perform well in the subject areas that uses English as a medium of instruction, they need to be taught different strategies or activities that will cater their needs and one way for this is to assess their learning styles. Information about their competence in grammar were obtained through a pre-test and post-test. The assessment on morphology focuses on root words and affixation and while syntax focuses on the verb tenses, subject-verb agreement, prepositions and pronouns. Results from the posttest suggested that students who were given an intervention through the use of differentiated learning activities performed better compared to their scores during their pre-test. Results also showed that students responded well to the different activities that were aligned to their preferred learning styles.

Keywords: Differentiated learning activities, grammatical competence, morphology, syntax and learning styles

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THE PROBLEM

Statement of the Problem

This study aimed to assess the grammatical competence and learning styles of Grade 7 students using differentiated language learning activities that matched students' learning styles. Further, this study intended to determine whether these activities improve the students' grammatical competence.

Specifically, this study sought to answer the following questions:

1. What is the grammatical competence of the Grade 7 students in terms of:
 - 1.1 morphology, and
 - 1.2 syntax?
2. What are the students' dominant learning styles (VARK) based on Flemming and Mills (2006):
 - 2.1 Visual,
 - 2.2 Aural,
 - 2.3 Read and Write,
 - 2.4 Kinesthetic?
3. What language learning activities can be developed in relation to the students' learning styles?
4. To what extent have the differentiated language learning activities improved the students' grammatical competence?