

## Engagement in Internet Language-Related Activities and Grammatical Proficiency of Grade 11 Students

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**Introduction.** English, being the language needed in today's modern world, is seen and encountered in everyday lives. Humankind needs to understand and be understood by one another. This undertaking played around the assumption that internet use affects the grammatical proficiency of students. The dependence and frequency of internet use have become quite a concern to both parents and teachers because both cannot control how and why students access the internet. Given the wide literature gap, this descriptive, comparative, and correlational study determined the extent of engagement in internet language-related activities of Grade 11 students. Furthermore, it examined the difference in the level of grammatical proficiency of Grade 11 students when grouped according to the program. Lastly, this paper examined the relationship between engagement in internet language-related activities and grammatical proficiency.

**Methods.** A descriptive, comparative, and correlational research design was used to assess, compare, and contrast engagement in internet language-related activities and grammatical proficiency of Grade 11 students of a maritime school during the School Year 2019-2020. Using stratified random sampling, there were a total of 202 respondents from the maritime and non-maritime program. The data were gathered by using a researcher-made survey instrument and a grammar test developed by the researcher. Mean, Standard Deviation, Mann Whitney U test, and Spearman rank correlation were used for the data analysis.

**Results.** The data obtained revealed a high extent of engagement in internet-language related activities and a high level of grammatical proficiency of Grade 11 students as a whole and when grouped according to program. In addition, it was found that, when the students are grouped according to the program, there is a significant difference in the extent of engagement in internet language-related activities. In addition, a high level of grammatical proficiency of Grade 11 students was revealed when they were grouped according to the program. Finally, no significant relationship between the students' engagement in internet language-related activities and grammatical proficiency was established by this study. Findings in the level of grammatical proficiency of students, when grouped according to program and the significant relationship between the engagement in internet language-related activities and grammatical proficiency of students, maintained the hypotheses of the study.

**Conclusion.** In the modern generation of students, the internet becomes a vital tool for learning and socialization. To be specific, high school students are among the vast internet users regardless of the purpose they are using it for – social networking, research, or language games. With this idea in mind, parents and teachers alike must guide students towards the proper way of using the internet. The engagement of students in various internet language-related activities is only a manifestation of how powerful the internet has become in the 21<sup>st</sup> century. It affects how students learn and acquire information.

**Practical Value of the Paper.** The study contributes to the existing literature on engagement in internet language-related activities and students' grammatical proficiency. With the study's existing test results, it is therefore deemed essential for the school to conduct interventions with students focusing on the further enhancement of their grammatical proficiency.

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